



Identify, capture and reflect on pupil progress over time

GwE April 2023



Key considerations:

What do the following need from assessment?

- Learners
- Practitioners
- Leaders and
- Parents / Guardians

Which current assessment practices do you need to:

Keep / Re-think / Change / Discard?

Identifying, capturing and reflecting

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graph TD; A[Identifying, capturing and reflecting] --> B[Previous Setting<br/>Classroom<br/>All staff<br/>Observing<br/>Tests<br/>Parents<br/>Outside Agencies]; A --> C[Notes<br/>Planning<br/>Minutes<br/>Spreadsheets<br/>School Reports<br/>One page profiles<br/>IDPs]; A --> D[PPA<br/>Professional Dialogue – school and cluster<br/>Book looks<br/>Analyse tests<br/>Progress Meetings<br/>Parents Evenings<br/>Performance<br/>Management];
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Previous Setting
Classroom
All staff
Observing
Tests
Parents
Outside Agencies

Notes
Planning
Minutes
Spreadsheets
School Reports
One page profiles
IDPs

PPA
Professional Dialogue –
school and cluster
Book looks
Analyse tests
Progress Meetings
Parents Evenings
Performance
Management

on individual learner *progress over time*



- The school, with the help of officers from the regional consortium, has developed **effective progress tracking procedures** which are beginning to have a positive effect on the collection and analysis of pupils' data.
- These spreadsheets provide a detailed overview of the journey of pupils and specific groups from their starting points, and are a solid tool for measuring their progress and planning the most effective provision for them.
- As a result, **staff identify pupils' specific needs early on, and use their knowledge to organise various intervention programmes and well-being support sessions effectively for those who need them.** This enables individual pupils and specific groups to make appropriate progress and gain confidence.





- Across the school, assessment processes are generally strong.
- All staff create well defined objectives for learning, which they make clear to pupils.
- Teachers conduct regular progress reviews throughout lessons to encourage pupils to check their progress and to improve the standard of their work.
- They provide highly effective verbal and written feedback.
- This is particularly effective in Year 6 where staff give pupils purposeful opportunities to improve the quality of their work following verbal and written feedback.
- As a result of this high-quality teaching, most pupils make excellent progress in the standards of their writing.



Senior leaders hold regular pupil progress meetings with staff and identify ways to further improve learning. This consistent approach ensures that there is a clear focus on pupil progress by all staff.

Most pupils value feedback on their work and have positive attitudes towards making improvements. Older pupils know the value of improving their work and of re-drafting pieces of their writing, often showing great pride in their finished pieces. This helps pupils to participate fully in their learning and make strong progress in their skills, particularly in their writing skills.

Provision for pupils with additional learning needs (ALN) and complex social and emotional needs is a strength of the school. The Additional Learning Needs Coordinator (ALNCo) has secure systems in place to ensure that pupils with additional learning needs and those in need of extra support are identified early. There are effective procedures to identify pupils' needs, provide support and appropriate intervention. Staff review the progress of pupils well, which results in most pupils with additional needs making at least expected progress as they move through the school.





AUTUMN TERM 1 –		: MEDIUM TERM PLAN	
WOW OPENER:		DOSBARTH: BLWYDDYN:	
AMBITIOUS, CAPABLE LEARNERS	ENTERPRISING, CREATIVE CONTRIBUTORS	HEALTHY, CONFIDENT INDIVIDUALS	ETHICAL, INFORMED CITIZENS
I can explain my ideas and my learning.	I can lead, share my ideas and listen to others to work well in a team.	I know where to go and who to speak to if I need help to keep safe and well.	I discuss and give my opinion about what is happening in the world.
I understand and use data in different ways and in different places.	I share my ideas and feelings in different ways.	I have the skills and knowledge to do things by myself.	I respect the needs and rights of others.
I take what I have learnt and use it in different situations.	I take sensible risks.	I build positive relationships that are trustworthy and respectful.	As a child I understand my rights and responsibilities.
I use digital technologies to investigate and communicate information.	I share my skills to be helpful and encouraging to others.	I take what I have learnt about diet and exercise to keep myself healthy.	I research and use facts when giving my views.
I research, check and give an opinion on what I have found.	I think of different ways to explain and solve problems.	I know my values and beliefs.	I understand that the choices I make have an impact.
I can communicate well in different ways and places using Welsh and English.	I connect and use my knowledge and skills to create ideas and products.	I face and overcome challenge.	I know about Wales and the world now and in the past.
I always do my best and look for challenges.	I recognise and grasp opportunities.	I make good choices about how I live and take sensible risks.	I am committed to looking after my environment now and in the future.
I ask questions and enjoy solving problems.		I am confident to take part in performance.	
I use number in different ways and in different places.		I take part in physical activities.	
		I am becoming more confident and resilient and can understand others' feelings.	
Enabling Learning Enabling Practitioners – Focused Activities			
Enabling Environments Enhanced Provision			
OUTCOME –			

MATHEMATICS & NUMERACY	
MATHEMATICS & NUMERACY – PROGRESSION STEP 1	
WHAT MATTERS STATEMENTS	DESCRIPTIONS OF LEARNING
The number system is used to represent and compare relationships between numbers and quantities.	I have experienced and explored numbers, including cardinal , ordinal and nominal numbers, in number-rich indoor and outdoor environments.
	I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond.
	I can use mathematical language to describe quantities, and to make estimates and comparisons such as 'more than', 'less than' and 'equal to'.
	I have experienced the counting sequence of numbers in different ways, reciting forwards and backwards, and starting at different points.
	I can use my experience of the counting sequence of numbers and of one-to-one correspondence to count sets reliably. I can count objects that I can touch, and ones that I cannot.
	I have explored forming a quantity in different ways, using combinations of objects or quantities.
	I can communicate how sets change when objects are added to and taken away from them.
	I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups.
	I have used money, and the language of money, in play and real-life situations and I can understand that I need to exchange money for items.
Algebra uses symbol systems to express the structure of mathematical relationships.	I am beginning to recognise, copy, extend and generalise patterns and sequences around me.
	I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'.
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	I can understand and apply the language of time in relation to my daily life.
	I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.
	I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'.
Statistics represent data, probability models chance, and both support informed inferences and decisions.	I can investigate, collect and record data found in my environment.
	I can group sets into categories and I am beginning to communicate the rule(s) I have used.
	I am beginning to represent and interpret data, using a range of methods.
MATHEMATICS & NUMERACY – PROGRESSION STEP 2	
WHAT MATTERS STATEMENTS	DESCRIPTIONS OF LEARNING
The number system is used to represent and compare relationships between numbers and quantities.	I can read, write and interpret larger numbers, up to at least 1000, using digits and words.
	I can understand that the value of a number can be determined by the position of the digits.





	A	B	C	D	F	G	H	I	K	L	M	N	O	W	X	Y	Z	AA	AB													
1					PROGRESSION STEP 1 - EXPLORERS				PROGRESSION STEP 2 - ADVENTURERS				PROGRESSION STEP 3 - PIONEERS																			
2					NURSERY		RECEPTION		YEAR 1			YEAR 2		YEAR 5			YEAR 6															
3	FORENAME	SURNAME	FSM	ALN	T2	T3	T1	T2	T1	T2	T3	T1	T2	T1	T2	T3	T1	T2	T3													
4														3	2	2																
5														3	3	2																
6														2	2	1																
7														3	3	2																
8														2	2	1																
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														LLC-E	LLC-W	M&N	S&T	H	EA	H&W	GUIDANCE											

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KEY

PROGRESS

MORE THAN EXPECTED PROGRESS

EXPECTED PROGRESS

LESS THAN EXPECTED PROGRESS

ATTAINMENT

1WORKING ABOVE THE EXPECTED LEVEL

2WORKING AT THE EXPECTED LEVEL

3WORKING TOWARDS THE EXPECTED LEVEL

EXAMPLE

1A PUPIL THAT IS MAKING MORE THAN EXPECTED PROGRESS WHERE OUTCOMES ARE ABOVE EXPECTATIONS

2A PUPIL THAT IS MAKING EXPECTED PROGRESS WHERE OUTCOMES MEET EXPECTATIONS

2A PUPIL THAT IS MAKING LESS THAN EXPECTED PROGRESS WHOSE OUTCOMES MEET EXPECTATIONS

3A PUPIL THAT IS MAKING LESS THAN EXPECTED PROGRESS WHOSE OUTCOMES ARE BELOW EXPECTATIONS

1	KEY																		
2	PROGRESS																		
3		MORE THAN EXPECTED PROGRESS																	
4		EXPECTED PROGRESS																	
5		LESS THAN EXPECTED PROGRESS																	
6	ATTAINMENT																		
7	1	WORKING ABOVE THE EXPECTED LEVEL																	
8	2	WORKING AT THE EXPECTED LEVEL																	
9	3	WORKING TOWARDS THE EXPECTED LEVEL																	
10	EXAMPLE																		
11	1	A PUPIL THAT IS MAKING MORE THAN EXPECTED PROGRESS WHERE OUTCOMES ARE ABOVE EXPECTATIONS																	
12																			
13	2	A PUPIL THAT IS MAKING EXPECTED PROGRESS WHERE OUTCOMES MEET EXPECTATIONS																	
14																			
15	3	A PUPIL THAT IS MAKING LESS THAN EXPECTED PROGRESS WHOSE OUTCOMES MEET EXPECTATIONS																	
16																			
17	3	A PUPIL THAT IS MAKING LESS THAN EXPECTED PROGRESS WHOSE OUTCOMES ARE BELOW EXPECTATIONS																	
18																			



SMT – 12 Month Calendar of Events (SEPT 22 – JULY 23)			
SEPTEMBER <ul style="list-style-type: none"> - BASELINE ASSESSMENTS (N/R) - REVIEW SCHOOL DEVELOPMENT PLAN TARGETS 	OCTOBER <ul style="list-style-type: none"> - PERFORMANCE MANAGEMENT - LW – BEHAVIOUR (12/10/22) - TRACKERS – TERM 1 - BS – LITERACY (24/10/22) - PERSONALISED ASSESSMENTS (1) 	NOVEMBER <ul style="list-style-type: none"> - PPM'S – TERM 1 - LW – MATHS (15/11/22) - BS – MATHS (21/11/22) 	DECEMBER
JANUARY <ul style="list-style-type: none"> - LW – LITERACY (25/01/23) 	FEBRUARY <ul style="list-style-type: none"> - TRACKERS – TERM 2 - PPM'S – TERM 2 - BS – DCF 	MARCH <ul style="list-style-type: none"> - LW – DCF (08/03/23) 	APRIL <ul style="list-style-type: none"> - PE SCRUTINY (w/c 24/04/23)
MAY <ul style="list-style-type: none"> - TRACKERS – TERM 3 - LW – HEALTH & WELLBEING (10/05/23) - PERSONALISED ASSESSMENTS (2) 	JUNE <ul style="list-style-type: none"> - PPM'S – TERM 3 - LW – CYMRAEG (14/06/23) - BS – CYMRAEG (19/06/23) - REPORT WRITING 	JULY <ul style="list-style-type: none"> - TOPIC SCRUTINY - GOVERNORS REPORT TO PARENTS 	KEY <ul style="list-style-type: none"> LW – LEARNING WALK BS – BOOK SCRUTINY PS – PLANNING SCRUTINY PPM – PUPIL PROGRESS MEETING

Ysgol Y Waun Pupil Progress Meetings

PUPIL PROGRESS MEETING RECORD - Literacy 2021-22

Term	1	2	3	Class Ebony	Year Group 5	Teacher BG
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1 Exceeding	2 Working at	3 Working towards
10%	64%	26%
Green	Orange	Red
40%	50%	10%

Names	1 Exceeding	Notes and interventions:
CHILD A	1	Year 6 vipers, Year 6 Alan Peat, Differentiation, Look at progression step 3 year 6 objectives,
CHILD B	1	Year 6 vipers, Year 6 Alan Peat, Differentiation, Look at progression step 3 year 6 objectives,

Names	3 Working towards	Notes and interventions:
CHILD C	3	Scaffolding and differentiation, TA small grp support, Tool boxes, IDL intervention 10 mins daily, PM intervention 3x week TA, daily reading with TA First 200 words, then give personal spellings, Nurture room available pm's where necessary
CHILD D	3	Scaffolding and differentiation, TA small grp support, Tool boxes, IDL intervention 10 mins daily, PM intervention 3x week TA, daily reading with TA
CHILD E	3	First 200 words, then give personal spellings
CHILD F	3	Scaffolding and differentiation, TA small grp support, Tool boxes, IDL intervention 10 mins daily, PM intervention 3x week TA, daily reading with TA
CHILD G	3	First 200 words, then give personal spellings
		Scaffolding and differentiation, TA small grp support, Tool boxes, IDL intervention 10 mins daily, PM intervention 3x week TA, daily reading with TA

Further Notes:
 74% PUPILS WORKING AT THE EXPECTED LEVEL AND 90% PUPILS MAKING EXPECTED PROGRESS OR ABOVE.
 ADDITIONAL INTERVENTIONS LISTED ABOVE TO SUPPORT PUPILS MAKING LOWER THAN EXPECTED ATTAINMENT/ PROGRESS.

Signed _____ Class Teacher

Signed _____ Foundation/KS2 Lead



Pupil Progress Meeting

Class:

Year:

Class teacher:

[illegible][illegible]

Signed Class teacher: _____

Date: _____

Curriculum Leader: _____

Date: _____

Phase Leader: _____

Date: _____



Ysgol Bro Hedd Wyn



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK							
1	MANYLION DISGYBLION						IEITHOEDD, LL & CH					IEITHOEDD, LL & CH					IEITHOEDD, LL & CH					IEITHOEDD, LL & CH					I,LL & CH - Cymraeg																	
2							MEITHRIN					DERBYN					Blwyddyn 1					Blwyddyn 2					Blwyddyn 3																	
3	Enw	Rhyw	ADY	MaTh	PYD	LLES	Ar fynediad	T1	T2	T3		T1	T2	T3	(1)	(2)		T1	T2	T3	(1)	(2)		T1	T2	T3	(1)	(2)	Asesiad Personol Darllen	Asesiad Personol Darllen		T1	T2	T3	(1)	(2)	Asesiad Personol Darllen	Asesiad Personol Darllen						
4	Plentyn A	G		Y	N	Y	1																	1	1	1	115	119	115	123														
5	Plentyn B	G			Y	N	2																	2	2	2	97	111	97	113														
6	Plentyn C	B	GY+		N	N	3																	3	3	3	72	71	72	<70														
7	Plentyn Ch	B			Y	Y	3																	2	2	2	111	109	111	99														
8	Plentyn D	B	GY		N	Y	3																	2	2	2	85	96	89	101														
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1 taenlen i bob blwyddyn ysgol

ALLWEDD

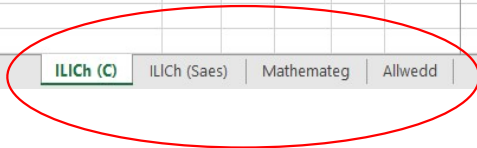
Cyflawniad

1 Arbennig o dda (cyflawni uwchlaw y disgwyliedig)

2 Cadarn (cyflawniad disgwyliedig)

3 Yn datblygu (gweithio tuag at)

Cynnrydd



1 taenlen i bob blwyddyn ysgol

ALLWEDD

Cyflawniad

1 Arbennig o dda (cyflawni uwchlaw y disgwyliedig)

2 Cadarn (cyflawniad disgwyliedig)

3 Yn datblygu (gweithio tuag at)

Cynnydd

Cynnydd gwell na'r disgwyl

Cynnydd disgwyliedig

Cynnydd llai na'r disgwyl

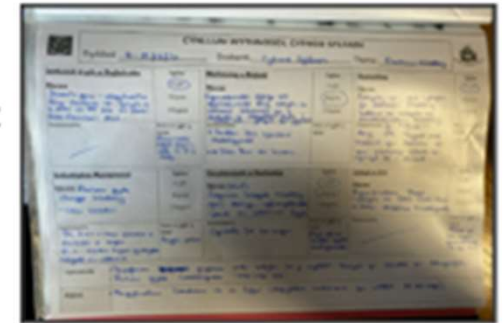
Daily Assessment:

All classes with a 'Camu 'Mlaen' book. Fill it with anything a child needs to work on. An assistant or teacher to practice with the child at the end of the day or at any other time of the day



Weekly Plans:

On our weekly plans, there is an assessment for learning section. It allows an opportunity to note any difficulty, need to re-visit or positive assessment. Ensure opportunities to re-visit the following week



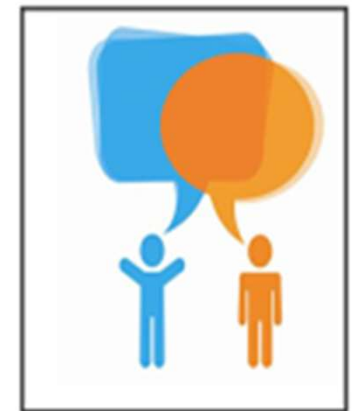
Long Term Assessment:

Each child has a yellow 'Assessment and Tracking' file which includes samples of Oracy, Reading, Writing and Numeracy work from Reception to Year 6. This is a way of showing progress as the child progresses through school.



Professional Dialogue:

Staff meet regularly and have professional dialogue while sharing samples of their children's work discussing and assessing the progress of their class / child(ren).



★ Cynnal Sgysiau Proffesiynol Tymor 1, Tymor 2 a Tymor 3



Beth i ddod hefo chi?

Llyfrau gwaith, ffeil cynllunio, llyfr camu mlaen, ffeil asesu dystiolaeth o dargedu.



Fformat y sgws.

Dilyn fformat 'mat sgws broffesiynol'.



Cofnod'r Sgws Broffesiynol

Cofnod o'r adborth ar ddiwedd y sesiwn ar y Traciwr - Cofnod Sgws Broffesiynol

Professional Dialogue Guide – what to bring (workbooks, planning, 'Camu 'Mlaen' books),

Mat Sgws Broffesiynol

Agwedd tuag at ddysgu ac lles y plentyn yn gyffredinol.

Targedau - ydynt yn gyrrhaeddadwy, a oes tystiolaeth o weithio tuag atynt/cyrraedd ac adnewyddu?

A oes cynnydd yn eu dysgu ar draws y cwricwlwm? Camau cynnydd yn cael eu cyrraedd?

Adborth o'r sesiwn ar gyfer hunan arfarnu/CDY/Ein Cwricwlwm

Canlyniad y sgws broffesiynol.

Camau nesaf i gefnogi'r plentyn i ddangos cynnydd.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
	Enw	Manylion Dysgyl					Gwybodaeth Academaidd								Gwybodaeth Llesiant				
		Rhestr	PYD	SY	ADY	MATH	Yndrechi	Cyrraedd	Cynnydd	CAT	AWRT	NFER	Cymraeg	Saesneg	Rheffed	Rhestr	Agwedd	Presenoldeb	PAS
4	John Jones	Bachgen	Na	Na	Na	Na	1	1	1	5	99	89	78	97	88	99	1	96	79
5	Dafydd Davies	Bachgen	Na	Na	YB	Na	1	1	1	3	101	120	89	99	103	100	1	95	67
6	Huwablen Hwys	Geneth	YB	Na	Na	Na	2	2	1	4	85	88	88	87	88	90	2	100	99
7	Wendy Williams	Geneth	Na	Na	Na	YB	3	1	1	5	120	103	103	101	102	100	3	94	49
8																			
9																			
10																			
11																			
12																			
13																			
14																			

Professional Dialogue
format – attitude and
wellbeing, achievable targets,
evidence of progression, how
best to support, conclusion



Year 5

Pupil Information –
Gender, FSM, EAL, ALN, MAT

Academic Information –
Teacher View: Effort, Attainment, Progress
Pupil View: Effort, Attainment, Progress



AWRT, CAT4
and Baseline

Personalised
Assessments

Wellbeing-
Attitude, Attendance,
PASS

Enw	Manylion Disgybl					Gwybodaeth Academaidd																									Gwybodaeth Llesiant													
						Barn Ysgol									Barn Plant									Profion Ysgol							Profion Cenedlaethol				Agwedd			Presenoldeb			PASS			
	Rhyw	PYD	SIY	ADY	MATH	Ymdrech			Cyrhaeddiad			Cynnydd			Ymdrech			Cyrhaeddiad			Cynnydd			AWRT			AWRT (S)			CAT4	Gwaelodin				Cy Cymraeg	Saesneg	Rhifedd	Rhesymu	T2	T3		T1	T2	T3
						T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	PC	Ia	Ma		Co													
Plentyn 1	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	81	82	89	O3b	O2b	O2c	O2a	93	102	82	1	1	97.1			44.4%	
Plentyn 2	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	85	85	97	O2a	O2b	O2c	O2a	102	82	80	1	1	95.7			39.5%	
Plentyn 3	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	80	77	93	O2a	O1b	O2b	O2a	98	90	99	1	1	100				
Plentyn 4	G	Ydi	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	80	87	83	O3b	O2b	O2a	O2a	96	93	81	1	1	80.7			57.1%	
Plentyn 5	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				N/D	N/D	N/D	N/D	96	93	81	1	1	97.1			61.5%	
Plentyn 6	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	69	70	74	O1a	Gld	Gld	O1b	76	69	74	1	1	73.9			60.8%	
Plentyn 7	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	83	85	90	O1b	O1c	O1c	O1c	86	79	108	1	1	94.3			32.7%	
Plentyn 8	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	102	83	83	O2c	Gld	O1c	O2a	111	102	82	1	1	91.2			87.3%	
Plentyn 9	B	Na	Na	Na	Na	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	123	104	103	O3b	O3b	O2a	O2a	123	118	114	1	1	98.5			39.6%	
Plentyn 10	B	Na	Na	Na	Na	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	69	74	74	O1a	O1c	O1b	O2c	81	78	85	1	1	97.1			49.9%	
Plentyn 11	G	Na	Na	Na	Na	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	99	92	92	O3b	O3b	O2a	O2a	126	91	90	1	1	92.9			70.7%	
Plentyn 12	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	98	94	94	O2c	O2c	Gld	O2a	104	93	93	1	1	93.6			54.8%	
Plentyn 13	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	78	82	76	O2b	O1b	O1b	O1a	99	88	71	1	1	95.7			16.7%	
Plentyn 14	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	78	96	88	O1b	O1c	O1a	O2c	81	79	84	1	1	82.9			76.6%	
Plentyn 15	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	80	80	80	O2c	O1c	Gld	O2a	76	76		1	1				66.2%	
Plentyn 16	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	85	114	102	O3c	O1a	O2a	O2a	112	111	121	1	1	100			49.6%	
Plentyn 17	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	104	96	96	O3c	O2b	O2c	O2a	98	98	88	1	1	100			94.6%	
Plentyn 18	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	86	92	86	O3b	O2a	O2c	O2a	81	83	69	1	1	98.6			48.0%	
Plentyn 19	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	107	102	102	O2a	O3c	O2a	O2a	126	118	120	1	1	97.1				
Plentyn 20	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	96	103	103	O3b	O2a	O2b	O2a	123	88	103	1	1	94.3			52.5%	
Plentyn 21	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	94	111	93	O3b	O1b	O2b	O2a	110	100	88	1	1	65			79.4%	
Plentyn 22	B	Na	Na	Ydi	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	81	81	81	O1a	Gld	O1b	O2c	76	74	70	1	1	55.7				
Plentyn 23	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	102	102	102	O2a	O1a	O2a	O3a	108	90	93	1	1	89			52.3%	
Plentyn 24	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	98	89	89	O2a	O2b	O2b	O2a	114	83	119	1	1	100			65.6%	
Plentyn 25	B	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	87	87	87	O2c	Gld	O2c	O1a	112	106	83	1	1	90			65.6%	
Plentyn 26	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	94	86	98	O3c	O2b	O2a	O3b	108	91	89	1	1	85			92.3%	
Plentyn 27	G	Na	Na	Na	Ydi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	80	89	84	O2a	Siv	Gld	O2b	90	80	69	1	1	100			62.2%	



On-Entry Assessment

As schools/settings will be developing their own curriculum and on-going assessment arrangements, they will also determine the assessment arrangements for learners 'on entry' to a school or setting.

The information gained when assessing a learner on entry to a school or setting must help practitioners gain an understanding of the abilities, skills and knowledge of a learner in relation to the curriculum and identify next steps in learning.....must include consideration of:

Numeracy and Literacy skills and abilities; and Well-being abilities, to include physical, social and emotional development.

Getting to know the child..... in order to plan ahead.

Gwybodaeth o Adref / Information from Home

Fy hoff lyfr stori... / My favourite story book.
Efo pry? Lle? Pryd? / With who? When? Where?

Fy hoff degen / My favourite toy...

Fy hoff byrbryd / My favourite snack...

Fy hoff hwangerdd... / My favourite Nursery Rhyme...
Efo pry? Lle? Pryd? / With who? When? Where?

Dyma rai pethau a all effeithio arnaf... / Things that may upset me...

Ni allaf fynd i unrhyw heb... / I can't go anywhere without...

Gwybodaeth o Adref / Information from Home

Ew/Name: _____

Dyddiad Geni / Date of Birth: _____

Dyddiad / Date completed: _____

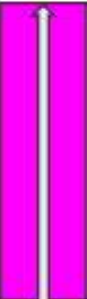

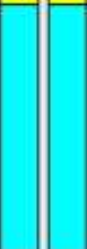

Rwyf eisoes wedi cael cymorth gan / I have already had support from: (rhodwch sic / please tick)

- ☐ Therapiydd Iaith a Llefarydd / Speech and Language Therapist.
- ☐ Paddiatrogydd Cymunedol / Community Paediatrician.
- ☐ Gwasanaeth Arbenigol Plant / Specialist Children's Services.
- ☐ Dechrau'n Dda / Flying Start Health Visitor.
- ☐ Ffisiotherapi / Physiotherapy.
- ☐ Tîm Datblygu Cyn-Ysgol / Pre-School Development Team.
- ☐ Gwasanaethau Synhwyrodd / Sensory Services.
- ☐ Arall / Other: _____

Pethau gwyh ondona i / Great things about me:



Year 6 teacher: Which of the following best describes the learner's attitude to learning:

	The learner challenges and commits to work at all times. Shows resilience and perseverance when faced with a challenge. It strives independently and seeks opportunities to deepen thinking by asking relevant questions and challenging ideas. There is pride in the work and it is completed in an orderly and high standard. He is ambitious. He has a positive impact on the class and inspires others to learn, he is a determined and bright learner.
	The learner is consistently committed to work and shows persistence and persistence in learning. Constantly strive for opportunities to deepen thinking and ask relevant questions. There is pride in the work and it is completed to a good standard. It has a positive impact on the classroom and encourages learning. He is a conscientious learner.
	The learner is ready to seek help when needed and completes the work required but does not always stretch himself. It deepens thinking by mainly listening to others, receiving feedback with a superficial response. There is pride in some pieces of work. He is usually considerate and respectful of others.
	The pupil has difficulty concentrating and finds it easy to distract other learners. He finds starting tasks immediately difficult. He develops thinking at times and makes some relevant comments about the work. There is some pride in the work with the order, tidiness and standard of the work developing.

What do others admire about me?

Friends:

Family:

Teachers and school staff:

What am I looking forward to in secondary school?



How do I feel about moving to high school?

How will I arrive at school?



What are my strengths?

Name:

Primary School:

Mae 'diwrnod da yn yr ysgol yn golygu.....

What makes me feel good?

How can the school support me?

What is important to me?

I like spending time doing.....

Year 6 teacher:

Language, Literacy and Communication - English

Language, Literacy and Communication - Welsh

Mathematics and Numeracy

Science and Technology

Humanities

Expressive Arts

Health and Wellbeing

Any other comments:



Identifying, capturing and reflecting on learner progress over time

Professional Dialogue

To develop and maintain a shared understanding of progression, the head teacher and governing body of a school must put arrangements in place to enable all practitioners involved in learning and teaching to participate in ongoing professional dialogue:

- within their school; and across their school cluster group(s).
- in secondary schools, with practitioners from at least one other secondary school to support collaboration and coherence across the latter stages of the 3 to 16 continuum
- in special schools, with practitioners from other special schools.

Regular opportunities for professional dialogue between practitioners within and between schools to reflect, share and discuss learner progress and develop a shared understanding of progression and what progression looks like throughout the school and cluster



School Improvement Framework: [School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](https://www.gov.wales/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability)

Learner progress is central to the Curriculum for Wales, so progress in evaluation and improvement activities, and accountability processes need to be given the same importance. These guidelines suggest that schools use the following 2 questions as a starting point for their improvement activities:

How well do learners make progress in the ways described in the principles of progress, supporting them to develop towards the four purposes?

- increasing breadth and depth of knowledge;
- deepening understanding of the ideas and disciplines within areas;
- refinement and growing sophistication in the use and application of skills;
- making connections and transferring learning into new contexts
- increase effectiveness of the learner

Is the pace of learners' progress in line with teachers' expectations and the curriculum?



Developing professional dialogue



- Headteachers' meeting – discussion on how to further develop cross-cluster collaboration and deepen staff's understanding of specific areas within the new curriculum through professional dialogue. Consideration was given to how to start experimenting with School Improvement Framework support resources – the questions.
- Headteachers asked staff – What do you want? What would be most beneficial to you?
- A same type of requests / comments – See what's going on in other schools, share, discuss, what does the new curriculum look like in children's books, experiences, tasks, how does everyone else assesses? How do other teachers interpret learning descriptions within the progression steps?
- Project – The big Question – Does farming matter? (Local curriculum)
- Freedom to plan using any method and pursue any of the AOL's- minimum two weeks of work, some planned for six weeks work. All classes in some schools committed and others committed certain year groups.
- Focus to the professional dialogue meeting – AOL – the planning, how has the assessment taken place? Formative assessment, assessment using the progression steps (majority of catchment schools use Taith 360), what the tasks and experiences look like within the learning descriptions / progression steps (planning), challenge level, pupils' progress over time, planning next steps.
- High school joined in the professional dialogue with the 8-11 teachers – representation of different subjects / AOL departments.

Teachers feedback :

- The cluster planned a theme based on a big question - Does farming matter? At the end of the period there was an opportunity to meet with other teachers to discuss the big question. Everyone had the opportunity to present an aspect of the big theme/question with discussion following, e.g. the process of going about creating an extended piece of writing. We discussed the small steps and practical and oracy activities that had led to the letter being written. There was an opportunity to discuss the kind of tasks the other schools were introducing and share new ideas and methods. It was also good to see that we were on the same track and introducing similar activities.
- It was also nice to see how different teachers went about interpreting the same big question, e.g. addressing expressive arts activities within the theme.

Teachers feedback :

- There has been excellent discussion about different elements of Curriculum for Wales, our approaches to planning and assessment and also the progression steps. There was an opportunity to discuss what assessment methods the schools use, what does progression look like in the tasks / books. More opportunities like this would be useful in the future (something along the lines of the moderation meetings).
- Secondary school – Benefited greatly from being involved in the discussions, developing an understanding of cross curricular planning, expectations, and how the teachers were referring to the progression steps and the next steps in learning to ensure progression.

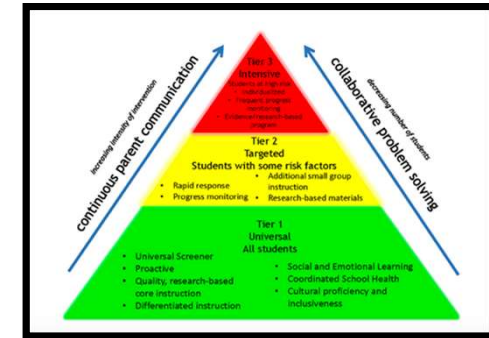
Professional Dialogue

PUPIL PROGRESS MEETING RECORD – 2022-2023									
Term	1	2	3	Class:	Year:	Teacher:	Date:		
Significantly below expected				Working towards expected		Working at expected		Working above expected	
/ 1 %				/ 2 %		/ 3 %		/ 4 %	
					Please note area of need				
Pupil Name					Significantly below expected			Notes & Interventions being accessed	
					Working towards expected				
Pupil Name					Working towards expected			Notes & Interventions being accessed	
					Working above expected				
Pupil Name					Working above expected			Notes & Interventions being accessed	

SLT Review Notes:

Two key questions to drive school improvement activities:

- Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
- Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

[illegible]

Dee Valley Federation Professional Dialogue Meeting

Progression Step 1



Progression Step 2

Progression Step 3

At the federation's professional dialogue meeting, there were valuable opportunities for staff to share the pupils' work this term, working within progression stage groups. Staff were open and honest during the discussions, identifying good practice from other schools and sharing what they would 'take away' and implement in their own practice.

These included:

- The general flow within the subjects at Ysgol XXXXX, including a focus on the Welsh dimension
- The effective questioning and feedback at Ysgol XXXXX
- The effective numeracy that is evident in the work of Ysgol XXXXX
- The golden threads that exist within and between pupils' work in the schools which need further development - for example the focus on climate change in Ysgol XXXXXX and Ysgol XXXXXX
- The numeracy work in terms of platoon budget planning at Ysgol XXXXXXXX
- The process of drafting a poem at Ysgol XXXXXX
- Use of Welsh in the oldest class of Ysgol XXXXXX
- Suggestion 'Is graffiti art or vandalism?' for Ysgol XXXXXX

Dydd Mercher, Medi 20^{fed}

L1-To plan and write a persuasive letter to the Welsh Government, asking them to do more to prevent global warming.

Writing a persuasive letter
Global warming

BRONZE

All sentences to

Letting them know about our thoughts on Global warming and climate change

I am Who is in year... at Ysgol Y Garth

We have some suggestions that we would like to put to you, to encourage you to act sooner

We are releasing too much greenhouse gases into the Earth's atmosphere

Sea levels are rising at an alarming rate

Extremes are melting because of the rise in temperature caused by climate change

Climate change is threatening animals and their habitats

Deforestation - we need our trees and plants because they help get rid of the Carbon dioxide in the air and make it into oxygen

Letting them know our thoughts and feelings on Global warming

Who are you and why are you writing this letter?

We would like to discuss and let them know our thoughts on the Governments plan to become Net zero by 2050

Overfishing- we need the fish in the sea to keep our oceans clean and healthy

We are losing species because of climate change

Global warming

Climate change is damaging crops and livestock

Plastic pollution

More extreme weather - stronger and more frequent storms/hurricanes, wild fires

Fossil fuels, coal and oil are making our ozone layer thinner

Switching to solar and wind energy

Use electric cars instead of petrol or diesel

solar panels on buildings

Invest more money in renewable energy

Using heat pumps instead of gas boilers by 2028

reducing the cost of rail travel so it is more affordable

Electricity will come from low carbon sources instead of high carbon sources

capture and store 20-30 millions tonnes of CO2 per year

plant 30,000 hectares of trees by 2025

encouraging people to walk or cycle

What is being done to prevent global warming?

be smarter in the way we use electricity - don't leave lights and plugs on when they are not being used

300,000 new electric charging stations for cars per year

by 2028 52% of cars should be electric

The government will spend £40 billion per year to become net zero by 2050

all diesel trains will be removed by 2040

restore 29,000 hectares of peatland per year

less fishing for sport - make sure you don't go back into their environment

always recycle waste correctly

Reducing the use of plastic

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

encourage people to use public transport more often

Mark Draxford
Welsh Parliament,
Cardiff Bay,
Cardiff
CF99 1SN

Dear Mr Draxford,

My name is Bobbie Lee Fletcher, I'm 10 years old and I am year 6 in Ysgol Y Garth. I'm from Wales and I live in Wrexham. As a class we've been looking at Global warming and Climate change. I'm writing to you to tell you my thoughts and opinions on Global warming. In Wales I think we should do as much things as possible to prevent Global warming from getting worse and make a good and better future for the next generation of people.

I'm sure you're aware that our planet is becoming hotter and hotter over the years, so we need to stop that! We could stop our ozone layer from getting thinner by preventing fossil fuels and greenhouse gases from getting in our atmosphere, this is starting to worry me as this is our future we're rising! Ice glaciers are also melting causing the sea levels to rise at an alarming rate. Climate change is also affecting our coral reefs to die, sea life is important as it keeps marine life healthy. But if we don't act now and stop climate change from getting worse it won't just affect marine life, it's going to our future a lot! Overfishing is a big problem too, as we need the fish to keep our ocean healthy. Plastic pollution is also affecting the fish and marine life as lots of animals are going extinct. Climate change is also affecting animals and their habitats as there is more frequent, intense severe weather such as, wild fires which is affecting habitats a lot, there's also lots of hurricanes and flash floods happening more frequently. Climate change is also destroying crops and livestock. Another thing that we really need to stop is deforestation, deforestation is really big problem as we desperately need the trees to help get rid of

- * Explain what our future will look like if sea levels continue to rise.
- Can you name a few recent examples of this that have been in the news?
- sp severe severe, severe, severe, severe, severe, severe
extinct extinct, extinct, extinct, extinct, extinct, extinct,
reef reef reef reef reef reef reef reef reef reef
- * If we don't stop the sea levels from rising then some villages and possibly countrys will be flooded!
- Fire in Greece there has been a extremely intense wild fire that has lead~~d~~ to some people losing their life

carbon dioxide and help produce more oxygen we also need to stop using plastic as it's very harmful for our environment, so why don't we put up the cost of plastic so people would use another material? But how would you feel if this was your future? What would you do if it was your future?

As you can see Global warming and climate change is getting even worse, but the government has thought of encouraging people to switch to solar and wind energy. I think this is a good idea apart from the fact that it's too expensive, so some people don't want to switch to solar and wind energy. So I think that we should lower the price to make people want to buy them and switch to solar panels or wind energy. Also, the government is also convincing people to use electric cars instead of petrol or diesel cars. I like that their doing that, but the thing is, is that they are too expensive, so I think we should try and lower the price of electric cars so it will convince people even more to buy them because it's more affordable! The government has also mentioned that they will spend 50 billion ^{a year} pounds to become not zero by 2050. Another thing that the government has said is we

- * Would it be a good idea to encourage young people to bike to school (if it's possible)?
- Explain what plastic pollution in our seas is doing?
- △ Explain why it is important to have fish in our ocean!
- sp. environment environment, environment, material Material, Material, Material, Material, price price, price, price, price, price, price, price, price
- * I think some schools could encourage some people or children to ride a bike to school or walk to school if it's possible.
- The plastic pollution is killing animals such as plastic bottles or rappers getting stuck on turtles or sea lions maybe even some fish!
- △ It's important to have fish in the ocean because we need fish for cleaning the ocean so we have a clean ocean instead of a dirty one.

I can see that the government has a plan to become net zero emissions by 2050, which is a brilliant plan! His thought of an idea that in my opinion is fantastic! His thought of using heat pumps instead of gas boilers by 2028 and adding 300,000 new electric charging stations for cars per year. He also said by 2028 57% of cars should be electric and also, he said all diesel trains will be removing by 2040. All these ideas are brilliant apart from using heat pumps by 2028, Why can't it be earlier? Why can't it be 2026? But he did say he will restore 20,000 hectares of peatland per year and he will plant 20,000 hectares of trees by 2026, which in my opinion is the best one of them all as it isn't 2024 or 2028, it's way earlier! He said he's reducing the cost of rail travel so it is more affordable and electricity will come from low carbon sources instead of high carbon sources. *

Thank you for taking your time to read my letter, global change is getting worse but hopefully it won't be bad at all by 2050. I hope to hear from you soon. 🍷

Your sincerely,

Bobbilee Fletcher.

- * Could you give another suggestion of how the government could best spend the money?
- * The government would spend 100 billion pounds a year and he could spend some of it on more public transports or more hectares of trees.

Writing a persuasive letter to the Welsh Government, asking them to do more to help prevent Global warming

BRONZE	
All sentences to include full stops and capital letters	✓
Spell high frequency words accurately	✓
Clear paragraphs	✓
All sentences to read correctly and make sense	✓
Neat and tidy handwriting	✓
SILVER	
Use a range of basic punctuation throughout (Apostrophes, explanation marks, question marks, commas etc)	✓
Show an up to date understanding of what is already in place	✓
Use a range of connectives to extend sentences	✓
Explain your opinions clearly and give recommendations of how to better their ideas	✓
Spell most tricky words accurately	✓
GOLD	
Spell nearly all tricky words accurately	✓
Use figurative language when describing the impact on the Earth and on the younger generation	✓
Use rhetorical questions to make them consider the impact of what they are/ aren't doing	✓
The letter needs to come across in a convincing manner (Put a strong argument their way so they would be considering making changes)	✓

Self Assessment

- I am proud of my letter because I have used rhetorical question through out my letter and I spelled nearly all tricky words accurately.

*To make my letter better I could use more figurative writing.

I like how Bodiles asked some rhetorical questions on the impact of Global Warming. I also like that she explained her opinions clearly.

To make this letter better, you could use some more explanation marks.

Inquiry questions generated from our focus topic:

Year 5: Were there more jobs in Wrexham now or in the past?

Year 6: Can you steal a mountain? What is the cost of coal?

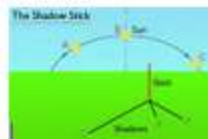


- Informal meetings to support planning within the inquiry- sharing knowledge and expertise in different areas/texts we could use/places of interest etc
- Supporting planning across the curriculum and making links between AoLEs i.e. science and renewable energy
- Using the phase meetings to unpick coverage of the What Matters Statements and what these actually mean/whether our inquiry questions are enabling sufficient coverage within this AoLe
- Ongoing professional dialogue and sharing of the children's work in progress/completed work
- ***Work with Humanities leader at Ysgol Rhiwabon to share the work that we were doing and gain an insight into expectations at Year 7/8 to inform next steps for Year 6 pupils.***
- ***Reframing inquiry questions based on interactions with Ysgol Rhiwabon considering use of vocabulary including significance, bias, evidence, cause and consequence particularly in Year 6.***

Possible outcomes from professional dialogue

Investigation:





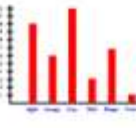

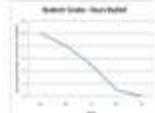
The length of a shadow in a day


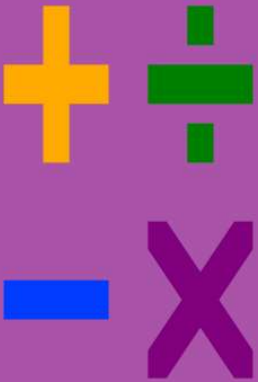


Below are ideas of how numeracy could be differentiated within the same task that is suitable for the whole school. The skill of measuring, time and graph can be combined so there are many ways to differentiate the numeracy. Of course, this does not include differentiation by support, different graph paper, giving or not giving a results table and choosing suitable tools independently. All you need are children and maybe some equipment!

Measuring	Measure the jump using feet (baby steps)	Measure the throw using blocks (non-standard units) - larger blocks for the less able	Measure the jump / throw in cm -	Measure the jump / throw in meters and cm - 1m 24cm	Measure the jump to the nearest half cm	Measure the throw in cm and mm - record 14 cm and 3 mm	Measure in meters to one or two decimal points - 10.7 cm or 1.54 cm	Record the measurements in different ways - 1m 97 cm / 1.97 m or convert from cm to inches
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Time	Measure the shadow - morning, lunchtime and afternoon	Measure the shadow on the hour: 9 o' clock, 10 o' clock etc.	Measure the shadow at half past the hour	Measure the shadow at quarter past the hour	Measure the shadow at quarter to the hour	Record in a digital form	Measure at different times - e.g. to the nearest five minutes	Record using a.m. / p.m.	Change from 12 to 24 hours	Record in analogue and digital
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Graph	Use feet to create a pictogram 	Record on a block graph with each block representing one unit 	Record on a block graph with each block representing 1 cm, 2 cm, 5 cm 	Record on a bar graph giving pupils the scale 	Record on a bar graph with the pupils setting the scale 	Record on a line bar graph giving the scale / with the pupils determining the scale 	Pupils choose to record on a line graph giving the scale / with the pupils determining the scale 
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Ysgol Bro Dyfrdwy

Calculation Methods

Multiplication steps		
Progression step 2	Count every 2,5, or 10. Recognise doubles to 5	
	Count sets of objects.	Count every 2 e.g count legs, socks, eyes Count every 5 e.e fingers Count every 10 e.e count hands
	Draw pictures / markings	There are 3 sweets in 1 bag. How many sweets are there in 5 bags?
	Recognise doubles to 20	5 x 2 = 10 10 x 2 = 20
Progression step 2 Use multiplication 2,3,4,5 and 10	Introduce that multiplication is repetitive addition.	4x2 or 4+4 2x4 or 2+2+2+2
	Use symbols = and x to complete number sentences.	10 x 5 = ____ 8 x ____ = 16
		15 x 2 = 30

	Grid method to partition tens and units.	
Progression step 3	Grid method - partition 2 digit numbers.	ee. 57 x 45
		<div> <div> <div>40</div> <div>2000</div> <div>280</div> <div>250</div> <div>35</div> </div> <div> <div>=2280</div> <div>= 285</div> </div> </div>
	Column method	38 x 5 =
	Partition numbers into tens and units. (2 digit x 1 digit)	<div> <div>38</div> <div>x 5</div> <div>40</div> <div>150</div> <div>190</div> </div>

Ysgol Bro Dyfrdwy Calculation Methods

Planning for Progression



[Information](#)



[Progression Maps](#)



[Home \(google.com\)](https://www.google.com)

Progression Maps



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TOP TIPS



PLAN YOUR POD!

A good podcast includes various sections that are planned to keep the audience interested.



CHOOSE A HOST!

A podcast is usually led by a host. The host usually initiates the discussions and links all the items together.



BE YOURSELF!

It's important that you show your character in a podcast. This is what makes it different to other forms of presentation.



DONT READ!

A podcast is usually informal so does not involve reading from a script, although some sections will be more formal on some occasions.



PRACTICE MAKES PERFECT

Although the aim of a podcast is to be informal and off the cuff, it's often useful to practice to see what you want to say before hand.



Skills

(✓) Planning

Start to use effective process of planning content i.e storyboard, bullet points, notes, practice runs.

(✓) Overlay a soundtrack

Overlay (Record over) a soundtrack to enhance a video using pre-set features of an app. (Shadow Puppet, Adobe Spark Video, Flip)

(✓) Create your first podcast

Record a short simple podcast to bring into

(✓) Create sound effects

Record their own sound effects for purpose to enhance storytelling i.e recording rustling of leaves or a door opening.

(✓) Record in multiple context

Record their voice in multiple context i.e storytelling, explaining. (Shadow Puppet, Adobe Spark Video, Flip)

(✓) Evaluate

Evaluate the standard of content to identify

PS1 Explore and record sounds

What does good look like?



Pupils can use a device to record audio clips with growing independence. A pupil could record him/herself explaining something, presenting information, creating a voice for a character or recording sounds or music in different environments. These skills can also be developed through video recording by drawing particular attention to the audio aspects.

How about...



- Take pupils outside to record sounds of nature e.g birdsong, animals.
- Create voice-overs for characters using voice overlay apps such as Chatterpix, Morfo, Talkr.

PS2 Increased focus and purpose

What does good look like?



Pupils can enhance their work by importing images and videos which they can narrate over and include soundtracks and sound effects. Pupils will also explore and understand how different sounds create a musical composition and how to add and cut aspects of a track.

How about...



- Santa Pod - Discussion between a small group on what they hope to get this Christmas.
- Toy review - pupils reviewing their favourite toy and what they like about it.
- Healthy pod - discussion between pupils on what they can do to keep healthy. Food taste tests.

PS3 Basic productions

What does good look like?



Pupils are able to effectively plan the content of their podcast and discuss the tone and benefits of using a podcast to present this information to the audience rather than other methods of presentation. Pupils can use basic editing skills to combine various tracks after recording the content. After evaluating their production and content, pupils are able to improve the standard of their work by re-recording certain sections.

How about...





- Record a podcast in response to a local / national event or a new item.
- Record a podcast to discuss online safety or cybersecurity to inform others of various strategies to keep safe.
- Epic fails podcast - what have they failed to do and what did they learn from that experience.

EXAMPLES

Sharing Information with Parents

<i>Sgiliau Cymdeithasol / Social Skills</i>	<i>Waithiau / Sometimes</i>	<i>Yn bennaf / Mostly</i>	<i>Yn gyson / Consistently</i>	<i>Sgiliau Dysgu / Learning Skills</i>	<i>Waithiau / Sometimes</i>	<i>Yn bennaf / Mostly</i>	<i>Yn gyson / Consistently</i>
<i>Mae'n foesgar a gweddus / Is courteous and well mannered</i>			\	<i>Yn ymfalchio yng nghyflwyniad gwaith / Takes pride in presentation of work</i>	\		
<i>Cymysgu'n dda gydag eraill / Mixes well with others</i>		\		<i>Ymdrechu i gwblhau tasgau / Strives to complete tasks</i>			\
<i>Gweithio'n dda mewn grwpiau / Works well in groups</i>		\		<i>Mae'n gallu gweithio'n annibynnol / Is able to work independently</i>		\	
<i>Dangos goddefgarwch at eraill / Shows tolerance to others</i>		\		<i>Gwneud defnydd effeithiol o amser / Makes effective use of time</i>		\	
<i>Derbyn cyfrifoldeb / Accepts responsibility</i>		\		<i>Cwblhau tasgau / Completes tasks</i>			\
<i>Dilyn rheolau'r ysgol / Follows school rules</i>			\	<i>Hunanwerthuso / Self-evaluates</i>		\	
<i>Mae'n barod i weithio mewn cydweithrediad / Is willing to work cooperatively</i>		\		<i>Dilyn cyfarwyddiadau / Follows instructions</i>		\	
<i>Gwrando a chyfrannu at drafodaethau / Listens and contributes to discussions</i>		\		<i>Mae'n gallu canolbwyntio ar y dasg a roddir / Is able to concentrate on the task given</i>			\
<i>Gofyn am gymorth lle bo angen / Seeks help when necessary</i>		\		<i>Yn gallu dyfalbarhau / Can persevere</i>		\	

<i>Sylwadau'r Athro Teacher's Comments</i>	<i>Sylwadau'r Pennaeth Headteacher's Comments</i>	<i>Sylwadau'r Plentyn Child's Comments</i>
	<p>Da iawn Xxxxx, this is a very positive report which highlights your positive attitude to learning. You work well with others and can equally work as well independently. Watching you play with your friends is a pleasure as you are able to do so fairly and cooperatively. I am hoping to see you back on stage again soon, representing the school in the Eisteddfod.</p>	



Ysgol Llanfair Pwllgwyngyll
Cofnod Cynnydd / Progress Report

2021/2022



Disgybl / Pupil: Sali Mali

Blwyddyn / Year: 5

Iechyd a Lles/Health and Wellbeing

Mae Sali yn ddisgybl hapus sydd bob amser yn ymddiried â thasgau ag agwedd gadarnhaol. Mae hi'n aelod poblogaidd o'r dosbarth ac mae ei hagwedd at ddysgu yn ei gwneud hi'n bleser ei dysgu. Ymgyssylltodd yn wych yn ystod y cyfnod cloi ac ymdrechu i gwbilhau cymaint o dasgau â phosibl. Mai wedi setlo'n dda i fywyd ym Mlwyddyn 3, gan gyfrannu at drafodaethau grŵp a dangos ei gallu i ganolbwyntio ar y dasg dan sylw, ac edrychaf ymlaen at ei gweld yn datblygu ymhellach ym Mlwyddyn 4.

Cynnydd/Progression

Mae Sali wedi dangos cynnydd cyson trwy gydol y flwyddyn mewn llythrennedd a rhifedd. Mae ei sgiliau darllen wedi gwella ers mis Medi yn y ddwy iaith, ac mae'n dangos meddylfryd cadarnhaol tuag at waith ysgrifenedig mewn tasgau Llythrennedd a Rhifedd. Mae ei sgiliau rhifedd wedi gwella drwy gydol y flwyddyn, fel y dangosodd yn ddiweddar gyda thasgau lluosol a rhannu, lle bu'n ymddiried yn hyderus â rhifau dau ddigid.

Agwedd/Attitude

Mae Sali bob amser yn dangos agwedd gadarnhaol at bob agwedd ar ddysgu. Pan byddwn yn cyflwyno gwaith Newydd yn y dosbarth ac mae hi wedi cwblhau gweithgareddau hyd eithaf ei gallu. Mae hi yn dangos brwdfrydedd amlwg tuag at ei holl fywyd yn yr Ysgol ac mae wedi bod yn bleser ei chael yn y dosbarth.

Cryfderau/Strengthe

Mae Sali yn aelod cyfeillgar o'r dosbarth sy'n gweithio'n frwd ac yn cyfrannu'n gyson at drafodaethau dosbarth. Mae'n mwynhau tasgau rhifedd yn arbennig ac wedi rhagori mewn llawer o dasgau trwy gydol y flwyddyn. Roedd ei natur greadigol yn amlwg yn ystod sawl thema ac mae wedi creu damau celf arbennig iawn. Pan bydd yn wynebu her mai wedi dangos dyllgarwch yn aml yn ystod y flwyddyn, da iawn Sali! Mae Sali hefyd yn dangos cryfder yn ei chyfeillgarwch lle gellir dibynnu arni i gydweithredu, rhannu a rhesymu gyda'i ffrindiau. Bu'n aelod gwerthfawr o dim pell rydych chi'n Ysgol.

Meysydd i'w datblygu a chymau nesaf/Areas to develop and next steps

Wrth symud i Flwyddyn 6, hoffwn weld Sali yn canolbwyntio ar gyflwyniad ei gwaith gan ei bod yn gallu bod yn ffler ar brydiau. Rydym wedi cyflwyno arferion llawysgrifen yn ddiweddar yn ystod ein gweithgareddau boreol a, thros amser, gobeithio y bydd hyn yn gwella ei chyflwyniad cyffredinol. Gall hefyd barhau â'i rhifedd a datblygu llythrennedd trwy fanteisio'n llawn ar ei chyfrif HWB gartref trwy gwbilhau gweithgareddau Gwaith Cartref. Rhaid parhau l'annog Sali l ddarllen, gan nad yw wedi datblygu cariad ar lyfrau hyd yn hyn.

Nodweddion Personol/ Personal Characteristics

Merch cwrtais ac annwyl dros ben. Mae Sali yn gymu ymlaen yn dda gyda phawb yn ei chiriw o ffrindiau. Mae ganddi llawer o ffrindiau yn ei blwyddyn ac mae'n cyd-dynnu yn dda gyda nhw. Mae ganddi synnwr digrifwch iach ac wrth ei bod yn gwneud i'w ffrindiau chwerthin. Tyfodd Sali mewn hyder eto eleni gan droi ei llaw at nifer o weithgareddau gwahanol o fod yn llefaru yn y parti llefaru, yn actio fel rhan o'r ymgom ac yn canu yn y côr. Mae Sali wrth ei bod yn perfformio i gynulleidfa ac yn dda iawn am wneud hynny hefyd! Mae Sali yn ddisgybl gweithgar ac awyddus yn y dosbarth. Fe gynhyrchodd waith o salon yn ystod y flwyddyn. Mae Sali yn ddarlennwraig dda ac mae ei phen mewn lyfr yn aml. Mae ôl y darllen yma ar ei gwaith ysgrifennu gan ei bod yn ysgrifennu'n fentrus ac yn greffus yn y ddwy iaith.

Lles/Wellbeing

Xxxxxx is a happy pupil who always approaches tasks with a positive attitude. She is a popular member of the class and her attitude towards learning makes her a joy to teach. She engaged brilliantly during the lockdown period and strived to complete as many tasks as possible. has settled well into life in Year 3, contributing to group discussions and showing her ability to concentrate on the task at hand, and I look forward to seeing her develop further in Year 4.

Cynnydd/Progression

Xxxxxx has shown steady progress throughout the year in both literacy and numeracy. Her reading skills have improved since September in both languages, and she shows a positive mindset towards written work in both Literacy and Numeracy tasks. Her numeracy skills have improved throughout the year, as she showed recently with multiplication and division tasks, where she confidently dealt with two digit numbers.

Agwedd/Attitude

Xxxxxx always shows a positive attitude to all aspects of learning. After the Easter break we introduced outdoor areas in the classroom and she's completed some wonderful activities outside, such as creating a den for the zoo animals, creating an animal skeleton with sticks and practicing her social skills through playing board games with others. These are just a snapshot of Xxxxx's creativity and imagination. I hope to see this develop even further next year.

Cryfderau/Strengthe

Xxxxx is a friendly member of the class who works with enthusiasm and regularly contributes to class discussion. She particularly enjoys numeracy tasks and has excelled in many tasks throughout the year. Her creative nature was evident during our 'Wellbeing week' where she contributed to numerous tasks and showed bravery and determination when she completed the ninja warrior course, da iawn Xxxxx! Xxxxx also shows strength in her friendships whereby she can be relied upon to cooperate, share and reason with her friends.

Meysydd i'w datblygu a chymau nesaf/Areas to develop and next steps

Moving into Year 4, I would like to see Xxxxx concentrate on the presentation of her work as she can be untidy at times. We've recently introduced handwriting practices during our morning activities and, over time, this will hopefully improve her overall presentation. She can also continue her Numeracy and Literacy development by taking full advantage of her HWB account at home by completing Homework.

Llais y Plentyn / Pupil's Voice

XXXXXX

Neges yr Athro / Teacher's Message

XXXXXX

Preseinddeb/Attendance

94.6%

Prydiondeb/Punctuality



Adroddiad Tymhorol / Termly Report

Ew / Name:

Blwyddyn / Year:

Athrawes / Teacher:

Allwedd Lliw / Colour Key:

Da Iawn Good	Dwi'n datblygu'r sgil I'm developing the skill	Gwmpo Sylw Needs Attention
Enghreifftiau: 95% Attendance exceeds 95%	Enghreifftiau: 90-95% Attendance between 90-95%	Enghreifftiau: islaw 90% Attendance below 90%
Enghreifftiau: 95% Attendance exceeds 95%	Enghreifftiau: 90-95% Attendance between 90-95%	Enghreifftiau: islaw 90% Attendance below 90%
Enghreifftiau: 95% Attendance exceeds 95%	Enghreifftiau: 90-95% Attendance between 90-95%	Enghreifftiau: islaw 90% Attendance below 90%

Eich pleerfa fel ddiarwr Your Child as a learner	Hydref Autumn	Gwanwyn Spring	Haf Summer
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			

Uwch Wellbeing	Hydref Autumn	Gwanwyn Spring	Haf Summer
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			

Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
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Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects

Targedau / Targets:

Arwyddwyd / Signed:

Dyddiad / Date:



Adroddiad Tymhorol / Termly Report

Ew / Name:

Blwyddyn / Year:

Athrawes / Teacher:

Allwedd Lliw / Colour Key:

Da Iawn Good	Dwi'n datblygu'r sgil I'm developing the skill	Gwmpo Sylw Needs Attention
Enghreifftiau: 95% Attendance exceeds 95%	Enghreifftiau: 90-95% Attendance between 90-95%	Enghreifftiau: islaw 90% Attendance below 90%
Enghreifftiau: 95% Attendance exceeds 95%	Enghreifftiau: 90-95% Attendance between 90-95%	Enghreifftiau: islaw 90% Attendance below 90%
Enghreifftiau: 95% Attendance exceeds 95%	Enghreifftiau: 90-95% Attendance between 90-95%	Enghreifftiau: islaw 90% Attendance below 90%

Eich pleerfa fel ddiarwr Your Child as a learner	Hydref Autumn	Gwanwyn Spring	Haf Summer
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
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Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			
Enghreifftiau: 95% Attendance exceeds 95%			

Uwch Wellbeing	Hydref Autumn	Gwanwyn Spring	Haf Summer
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			
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Hapus ac hysbysu'n hysbysu Happy and settled at school			
Hapus ac hysbysu'n hysbysu Happy and settled at school			

Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects
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Enghreifftiau / Subjects	Enghreifftiau / Subjects	Enghreifftiau / Subjects

Targedau / Targets:

Targedau / Targets
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Targedau / Targets
Targedau / Targets



Sylwadau Cyffredinol / General Comments

Arwyddwyd / Signed:

Dyddiad / Date:

Presenoldeb / Attendance -

E-bost athro/awes ddosbarth / Class teacher email address:

Llais y Plentyn / Pupil Voice



Primary School Assessment Plan addressing CfW Guidance

Activity:	Frequency:	Information / Description:	Focus:
On-entry assessment <i>Collating information from a range of sources</i>	First half term of Nursery / Reception When a new pupil starts at school	Build an initial holistic picture and identify health, social, emotional and academic needs from: <ul style="list-style-type: none"> • Previous Setting / Schools • Parents • Health workers • Other agencies as appropriate – ESW etc. • Classroom observations • Co-construct one page profile about the child 	<ul style="list-style-type: none"> • General health and wellbeing, • Medical needs incl. toileting etc • Specific learning needs, e.g. SALT • Strengths • Areas for development – both academic and extra-curricular
Supporting the progression of individual learners	On-going basis – formal reviews for ‘red’ pupils’, fluid reviews for yellow pupils	<ul style="list-style-type: none"> • Pupils put into support groups – Red, Yellow, Green. • Red – Individual Development Plan • Yellow – Group Development Plan • For appropriate intervention (phonics, SAFMEDS, counselling, SAP etc.) 	<ul style="list-style-type: none"> • General health and wellbeing, • Medical needs incl. toileting etc • Specific learning needs, e.g. SALT • Strengths • Areas for development
On-going day to day assessment	Minute by minute, hour by hour, day by day etc.....	<ul style="list-style-type: none"> • Ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning • Timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning 	<ul style="list-style-type: none"> • Effective response to feedback from learner and practitioner • Opportunities for self-assessment and peer assessment (including 'learning breaks')
Professional dialogue within schools to develop a shared understanding of progression	On-going dialogue at least once every half term in staff meetings - focus on progress and well-being	<ul style="list-style-type: none"> • Teachers share and discuss pupils' progress - during PPA, phase meetings and in groups (a mixture of teachers from different year groups) during staff meetings • Focus on how to move the learning forward and identifying next steps and/or support for the learners 	<ul style="list-style-type: none"> • Examples of school curriculum • Examples of classroom planning • Examples of learning and teaching activities • Examples of learning – both processes and outcomes • Examples of additional support provided

Primary School Assessment Plan addressing CfW Guidance (Continued)

<i>Activity:</i>	<i>Frequency:</i>	<i>Information / Description:</i>	<i>Focus:</i>
Pupil progress meetings <i>between class teacher and SLT / peer</i>	Termly	<ul style="list-style-type: none"> Meetings to discuss learners' progress and next steps in their development between teachers and SLT Qualitative information – staff observations, pupils' work, attitude to learning, pupil and parent input, Quantitative data – Boxall, PASS, online assessments, SS, CATs Recorded in an on-going format – e.g. GwE progress record 	<ul style="list-style-type: none"> Health and wellbeing Attitude to Learning incl. attendance Strengths, Areas for development – both academic and extra-curricular Additional Support Needed
Parental Dialogue	Termly	<ul style="list-style-type: none"> Class curriculum evening in first half term Effective, regular and on-going dialogue with parents - pupil work via Seesaw and/or Google Classroom Parent evenings – option of face to face, online or by phone – individual parental choice One page summary provided at the end of the year 	<ul style="list-style-type: none"> The progress their child is making Their future progression needs How future progression needs can be supported at home Their general well-being in school
Professional dialogue between schools	Whole curriculum is covered over a two year period	<ul style="list-style-type: none"> Teachers meet on a termly basis to developing a shared understanding of progression Discussions on how to move the learning forward – planning, expectations teaching and learning 	<ul style="list-style-type: none"> Examples of school curriculum Examples of classroom planning Examples of learning and teaching activities Examples of learning – both processes and outcomes Examples of additional support provided
Transition	Termly / Annually	<ul style="list-style-type: none"> Professional Dialogue activities termly – based on an AoLE – developing shared understanding of progression Annual transition week for Year 6 pupils, cross phase visits for staff, one page profile provided for each pupil, 	<ul style="list-style-type: none"> Supporting learner progression Supporting the overall needs and well-being of the learner.
Learner involvement	Regularly	<ul style="list-style-type: none"> Learners should have regular input into the process – peer and self-assessment 	<ul style="list-style-type: none"> Providing evidence of their progression and opportunities for self-reflection.

Example Assessment Policy

Ysgol XXXXX Assessment Policy

The Curriculum for Wales guidelines [Assessment arrangements - Hwb \(gov.wales\)](#) state that there are three purposes to assessment:

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing, and reflecting on individual learner progress over time
- Understanding group progress to reflect on [practice](#)

This policy summarises how the school addresses these requirements.

On-entry Assessment

We will collate information from a range of sources during the six a week first when a pupil starts in the school to construct an initial holistic picture and to identify the social, emotional, health and academic needs from:

- Previous setting / school
- Parents
- Health workers
- Other agencies as may be appropriate – for example Social Services
- Classroom observations

We will co-construct a one-page profile about the child with a focus on literacy and numeracy skills, their social and physical well-being including medical needs, specific learning needs e.g., speech and language as well as strengths and areas for development - academic and well-being.

On-going day to day assessment:

- We will ensure ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of [learning](#)
- We will provide timely feedback to pupils based on learning outcomes, clear success criteria and effective [questioning](#)
- We will ensure opportunities for self-assessment and peer assessment (including 'learning breaks')
- We will encourage effective response to feedback from learner and [practitioner](#)

Professional Dialogue within a school - focus on progress and general well-being

There will be on-going professional dialogue at least once every half term to discuss pupils progress and to develop a shared understanding of progression. During the meetings, staff will share and discuss pupils' progress and their general wellbeing. This could be during PPA, phase/team meetings and in groups (a mixture of teachers from different year groups) during staff meetings.

We will focus on how to move the learning forward and identifying next steps and/or support for the learners. To facilitate the discussions, we can consider examples of school curriculum and classroom planning, examples of learning and teaching activities and learning – both processes and outcomes as well as examples of additional support provided.

Pupil Progress Meetings

Every term there will be meetings to discuss learners progress and the next steps in their development between teachers and the SMT. We will consider qualitative information – staff observations, pupils work, attitude to learning, pupils and parents input and quantitative data such as Boxall, PASS, online assessments, standardised scores, and CATs. We will record in a continuous format on xxxxxxxxxx.

We will focus on the following:

- Health and well being
- Attitude to Learning including [attendance](#)
- Pupils' strengths
- Area for development – academically and in terms of well-being
- Any extra support needed and its [impact](#)

The school refers to the guidance from [learner-well-being-and-assessment-mutual-support-systems.pdf \(gov.wales\)](#) document during these valuable discussions about pupils.

Sharing information with parents

Developing effective relationships with parents are essential to our assessment procedures. We will:

- Host a curriculum evening in each class in the first half [term](#)
- Ensure effective regular and continuous dialogue with parents - sharing pupils work via Seesaw and/or Google Classroom
- Host Parents Evenings in the first and second term – with face to face, online or over the phone - options
- Provided a one-page summary of progress at the end of the [year](#)

With parents, we will focus on:

- The progress their child is [making](#)
- Their future progression needs (next steps)
- How to support the pupil at home
- Their general welfare in school

Professional Dialogue between schools

Teachers are given opportunities to meet termly to develop a shared understanding of progression and to discuss how to move the learning forward giving attention to planning and expectations in terms of teaching and learning. To facilitate the discussions, we can consider examples of school curriculum and classroom planning, examples of learning and teaching activities and learning – both processes and outcomes as well as examples of additional support provided.

Transition

As part of transition activities there will meeting termly professional dialogue - based on the Areas of Learning and Experience / cross-curricular skills to develop a shared understanding of progression. In addition to this it will be an annual transition week for Year 6 pupils, cross school visits for staff and pupils and a one-page profile provided for every pupil.

Involve the learner in the [process](#)

We will ensure that the learners get regular input to the process - for example peer and self-assessment and providing evidence of their progress and ensuring opportunities for self-reflection.

Signature (s):

Date:

Appendix 1

Ysgol XXXXXXX Monitoring Plan 2023-2024

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Professional Dialogue Meetings – all staff	Pupil Review Meetings	Professional Dialogue Meeting – all staff	Pupil Review Meetings	Professional Dialogue Meeting – all staff	Pupil Review Meetings
Learning Walk	Listening to learners	Learning Walk Book Looks -	Listening to learners	Learning Walk	Listening to learners
Book Looks	Personalised Assessment Analysis		Parents Evening	Book Looks	End of year summary report
	Parents Evening			Personalised Assessment Analysis	



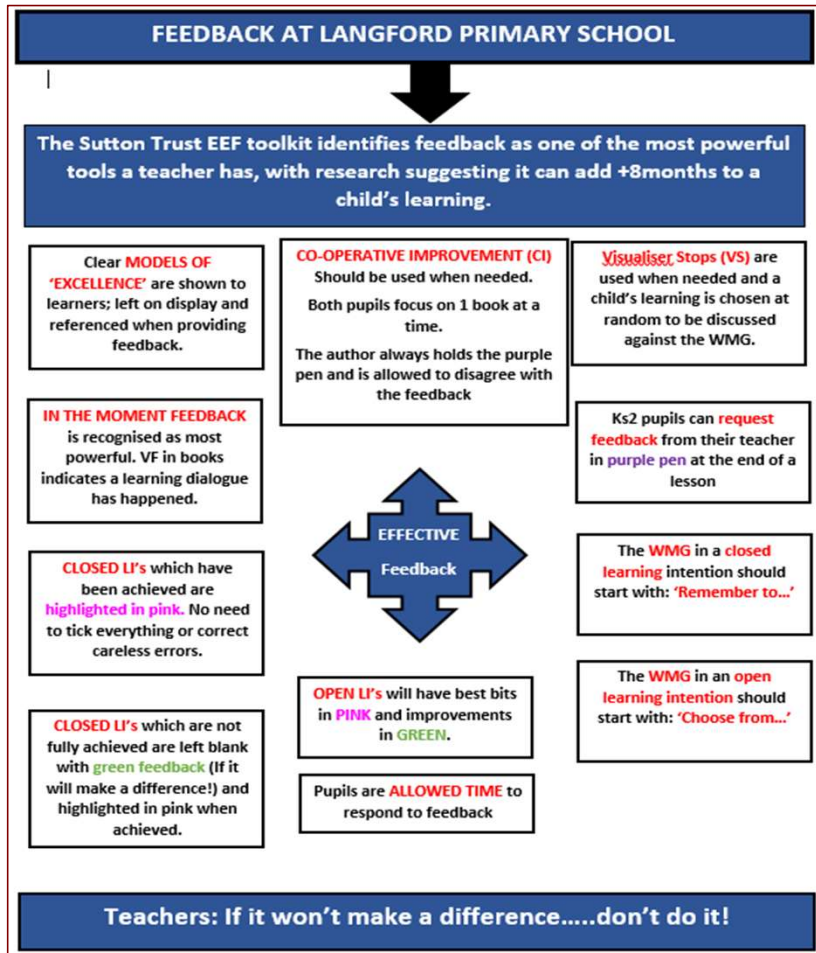
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In general, all members of staff use consistent and varied methods to assess pupils' progress and understanding of what they do well and the next steps in their learning. Overall, teachers use oral and written feedback effectively to support and challenge pupils' learning through effective methods. In most cases, teachers offer purposeful opportunities for pupils to assess their own learning and that of their peers. Teachers give clear and timely instructions which ensure that there is a good pace for many of the activities.

The headteacher and the teaching staff have a thorough knowledge of each child. Staff discussions together with the approach of constant monitoring and tracking pupils' progress contribute successfully to identifying a clear and current picture of each pupil's needs. This is a definite help to identify and act early when responding to the needs of individuals and groups of pupils.

Langford Primary School, London



Feedback Policy

Feedback in Books at Langford Primary School

'In the moment feedback' takes priority and is most beneficial to learning, with that in mind please view our 'Feedback Principles' to see how feedback is used to improve learning at Langford. We acknowledge that written feedback has limited impact on learning and this document is to clarify expectations about what you might see in books in the form of feedback.

What you will see:

- Learning intentions highlighted in pink if that pupil has achieved the expected standard for that session/cycle of learning.

What you might see:

- Questions the pupils have asked the teacher for feedback on.
- VF where a teacher and pupil has had a meaningful conversation about learning and improvements suggested.
- Written comments/worked examples, which the teacher's professional judgement has told them, will help the learning.
- Improvements made by the pupil in purple pen, which indicates self-improvement (this could be an outcome from a conversation with a peer).

What you will not see:

- Meaningless comments such as 'Good Work'.
- Stickers.
- Pupils writing in each other's books.

Langford Primary School, London

We are learning to write Suspense Stories

Structure

1. Introduce MC + safe place
2. New setting or MC is on their own
3. MC waits to see/spot something
4. First clue something bad might happen (setting seems more ominous, MC hears/ senses a hidden threat)
5. Threat arrives (MC hears/ glimpses something alarming, it gets closer)
6. MC reacts (chased)
7. MC escapes

WMG

Remember to:

- Lull the reader into a false sense of security
- Use descriptive phrases for the atmosphere
- Show the character's reactions through what they say or do and describe using senses
- Delay revealing what will happen
- Use short sentences to create tension
- Use evocative words + glimpses to keep it a mystery

Choose from:

- Speech
- Similes/metaphors/personification
- Alliteration
- Onomatopoeia - Bang/Hisss/Boo
- Ask a question
- Ellipsis to make the reader wait

Suspense Openings

hardly daring to breathe...
 Gently...
 Without warning...
 Petrified...
 Shaking with fear...
 Through the dim light...
 At that moment...
 Turning...

Our learning journey

We are here

There

1. I can write a suspense story using the structure.

2. I can use evocative words and phrases to create a suspenseful atmosphere.

3. I can use short sentences to create tension.

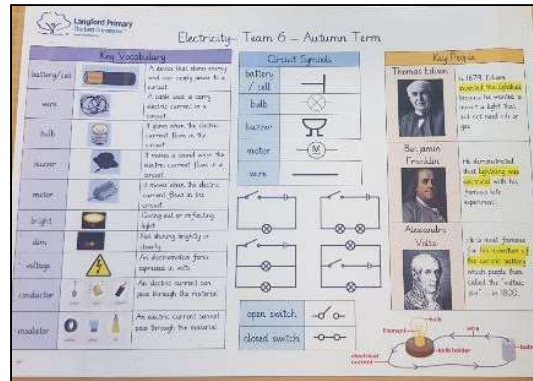
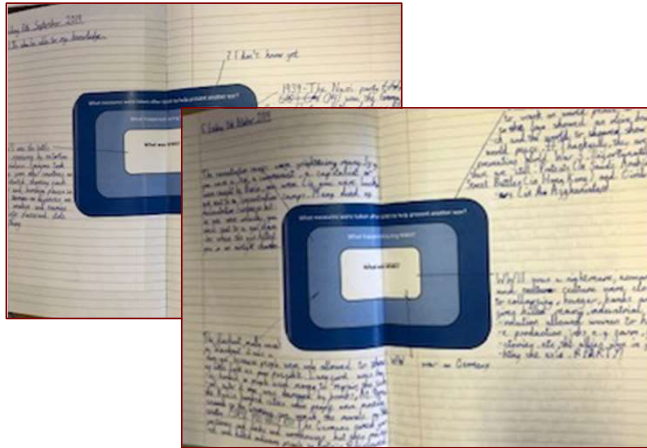
4. I can use a variety of punctuation to create a suspenseful atmosphere.

5. I can use a variety of punctuation to create a suspenseful atmosphere.

Sentences with colons (:)

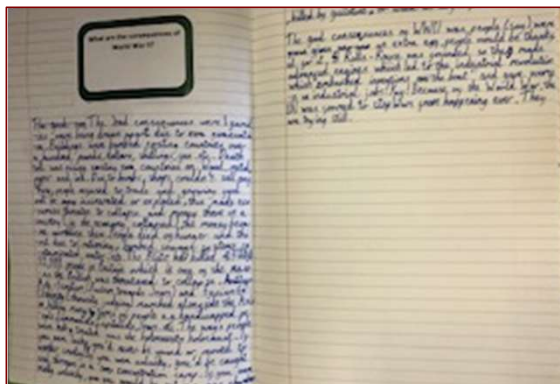
A dark figure lurked behind the bushes.
 But his noisy was blown away by the wind.

Whole School Assessment Process – Langford Primary School, London

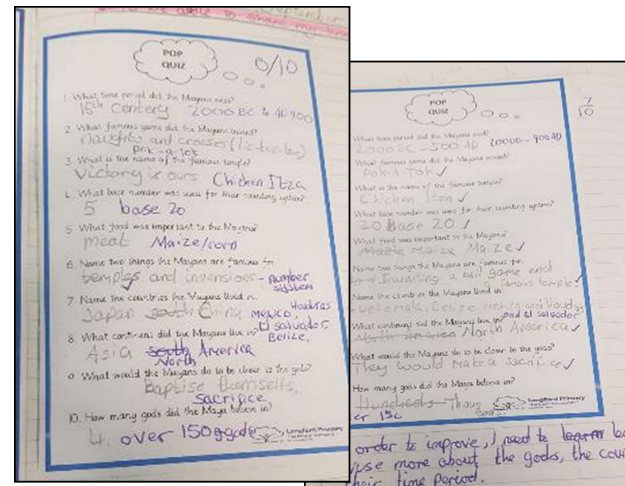


Knowledge Organisers

Key questions re-visited regularly as pupils understanding develops



Extended task at the end of the topic to show understanding / knowledge learnt



Updated Quizzes – regularly re-visited to consolidate learning



Displays outside the classroom showing progression - used as part of learning walks

Key considerations:

What do the following need from assessment?

- Learners
- Practitioners
- Leaders and
- Parents / Guardians

Which current assessment practices do you need to:

Keep / Re-think / Change / Discard?

Diolch / Thank You

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