

# Assessment Policy



**Approved by:** Curriculum & Standards Committee

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*“When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.”*

(Dylan Wiliam, 2011)

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

### **Legislation and guidance**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the *Final Report of the Commission on Assessment without Levels*.

It also refers to statutory reporting requirements set out in *the Education (Pupil Information) (England) Regulations 2005: schedule 1*.

### **Our principles:**

We believe that effective on-going assessment is at the heart of high quality teaching and learning, this is underpinned by our belief that all pupils can succeed. Assessment enables teachers and pupils to develop a strong understanding of strengths, areas for development and to plan for the next steps in learning. Effective assessment allows teachers to have a positive impact on the learning and progress of all pupils.

At Sinai we believe that assessment should empower pupils and teachers to engage actively and collaboratively in the teaching and learning process so that the quality of provision is highly effective resulting in all children achieving their full potential. We firmly believe that assessment systems should be designed to sit alongside our curriculum and should make sense to our staff, to our children and to our parents. They should be meaningful and manageable. We believe that effective use of formative assessment, to inform next steps in teaching and planning, is integral to effective teaching and learning. We give our children regular feedback on their learning so that they understand what they have achieved and what it is that they need to do better. This allows us to base our

teaching on a detailed knowledge of each pupil. We give parents regular information on their child's progress so that teachers, children and parents are all working together to raise standards.

### **Aims and objectives of assessment in our school are:**

- To enable our children to demonstrate what they know, understand, and can do in their work and how they can apply their skills and develop mastery over learning.
- To help our children understand what they need to do next to improve their work.
- To ensure our children have the skills to engage with assessment, promoting independent learning.
- To allow teachers to shape the curriculum and their teaching to respond quickly to the learning needs of each pupil.
- To allow teachers to respond quickly to children who are in need of additional support and those whose learning could be deepened.
- To allow school leaders to gather information about the performance of individual children, groups of children and cohorts.
- To provide regular information for parents that enables them to support their children's learning.
- To provide school leaders including governors with information that allows them to make judgements about the effectiveness of teaching and learning to inform strategic direction

### **Our processes:**

We use three main forms of assessment; in-school formative, in-school summative, and national standardised summative assessment.

#### *In-school formative assessment (Assessment for Learning)*

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Ongoing teacher assessment is central to pupils making good progress. Assessment for Learning focuses on how children learn and is central to classroom practice and learning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. We plan our lessons with learning objectives and provide steps to success to

support all pupils in all subjects. Marking of work, discussions and observations inform the ongoing assessments of pupils.

During lessons:

Within lessons, teachers regularly use the following formative (on-going) assessment strategies to check learning and monitor progress:

- Rich question and answer sessions during lessons to evaluate pupil understanding, identify gaps or misconceptions and deepen children's learning
- Ongoing observation
- Opportunities for pupils to make their learning visible for example on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback
- A review of prior learning across all areas of the curriculum
- Self-assessment against the steps to success throughout the lesson
- Pupil response to marking in green pen and feedback to close gaps in learning
- Linked learning interventions – adult led focus group work in class to respond to the needs of groups of learners
- Plenaries and mini plenaries are used to ensure that children reflect on their learning and to ascertain if objectives have been met.

Before lessons:

Teachers use the schools medium term plans (based on the National Curriculum), curriculum support documents and progression documents to plan effectively for whole class, groups of learners and individuals. Teachers review their plans daily to take into account misconceptions and gaps in learning from previous lessons. This will help develop questioning, differentiation and steps to success.

After lessons:

At the end of each lesson, teachers' complete a marking and feedback booklet reflecting whether children have met or not met specific learning objectives set for that lesson. They will also use their teacher knowledge about children's participation. This booklet is then shared with teaching assistants to ensure everyone has responsibility for closing gaps in children's learning prior to the next lesson. Year groups regularly evaluate the effectiveness of their provision prior to planning the following week's lessons. This is done through discussing marking children's work and moderation during end of day reviews of teaching and learning. It enables teachers to be very clear on the content that children have learnt and where further practice, pre teaching and or consolidation is needed.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

*Years 1-6*

*Language of assessment*

Pupil's attainment is recorded on Arbor in the following way:

<b>PKS</b> (pre- keystage)	<b>BLW</b> (Below year group)	<b>WTS</b> (working towards - achieving some objectives within year group)	<b>EXS</b> (at age related expectation )	<b>GDS</b> (greater depth)
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Every term teachers make summative judgments about each child's learning in all areas.

Along with on-going teacher assessments, more formal assessments are carried out each term. All subjects have a set of objectives (based on the National Curriculum), which represent the key learning in that year group. Teachers use a combination of these tests, assessments and learning in class (based on teacher knowledge) to make a judgement as to what level the children are at. This gives a broader view of progress for the teacher and learner using national standards and expectations.

Expected progress is 0. If children have made the expected progress i.e. they begin the year at 'EXS' and end the year as 'EXS' then this will give them a score of 0. Children who begin the year below 'EXS' would be expected to make accelerated progress.

## *Phonics*

Children in Reception and KS1 complete half termly phonics assessments using our chosen phonics scheme – ELS. There are assessments until phase 5 which links to Orange reading level. Then the children are assessed using PM benchmarking.

## *Reading – expectations*

At the end of each term the children in Years 1-6 complete NFER reading assessments. This together with the children's reading levels, PM benchmarking for years 1 and 2 after orange, (phase 5 to be completed), half termly baselines on Accelerated Reader for year 2 to year 6 (after gold) and teacher assessments made in weekly guided reading sessions informs teacher's judgements. Teachers combine the above to determine whether the child is working towards, at age related expectations or above.

## *Writing – expectations*

As part of our two week writing cycle all children in Years 1-6 complete an independent 'long write'. Teachers then mark this piece of writing once it has been edited independently by the children. When marking, teachers must use the writing checklists for their year group, these consist of age related objectives from the National Curriculum. Teachers must tick the objectives when there is evidence in each piece of writing.

At the end of each term, teachers assess children's writing by using 5 to 6 pieces of independent writing. At this time, teachers then need to make an overall judgement to decide whether the child is below (working at the level of a different year group), working towards, at age related expectations or above. Moderation is an essential part of this process and will take place termly, as a year group with a member of SLT. In addition staff are expected to hold one to one writing conferencing sessions with all children on a regular basis.

Following government guideline writing is independent if children have been taught something and apply that learning themselves however it can also be produced through discussion with peers and teachers. Teachers are asked to ensure written work has not been heavily modelled or scaffolded. All input before the writing is acceptable, as is use of steps to success. Children can (and should be encouraged) to use dictionaries and word banks. Children should be given time to edit this piece of work including correcting spellings.

Writing is considered independent if:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about

- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not considered to be independent if:

- modelled or heavily scaffolded
- copied or paraphrased
- edited because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

### *SPaG– expectations*

At the end of each term, children in year 1 - year 6 complete a SPaG.com assessment which reviews all of their key areas of learning that they are expected to complete at that stage of the year. These assessments are then used to inform planning and teaching to consider which topics / areas need further development.

Spelling assessments are carried out at the end of each half term where the rules they have been learning are mixed together to ensure children are able to remember them fluently as well as some of the key words from their year group spelling lists.

### *Maths – expectations*

Throughout the term Maths is assessed continually and used to inform planning and teaching. After each unit is complete the children are assessed on Maths.co.uk to assess next steps and inform planning. Teachers use regular AFL strategies and marking as well as end of unit tests to adapt planning and support individuals and groups of learners.



Teacher's complete White Rose Maths Hub tests for arithmetic and Mathematics Mastery for reasoning at the end of every term. Data is then entered onto spreadsheets saved on the school's shared drive. Teachers must use these scores and evidence from the term alongside teacher judgement to determine whether the child is working below, towards, at age related expectations or above.

### *Early Years*

Pupils follow the Early Years Foundation Stage Framework. The Early years statutory framework (March 2021) states; 'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.' It also states that ongoing assessment in early years; 'involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.'

The children's knowledge, skills and understanding are assessed throughout the year, the online learning journal, Tapestry, is used to capture children's learning journeys and shared with parents. Termly formative assessments are recorded on Arbor to show if children are working below, emerging or working within age related expectations.

Staff are clear that assessments should not take practitioners away from the children for long periods of time.

### *Assessment within the Foundation Subject Areas*

At Sinai, we value the importance of teaching a broad and balanced curriculum and providing children with the opportunity to be immersed in the world around them. Foundation subjects are assessed according to key criteria through ongoing and summative assessments.

Science: teachers use a combination of; teacher assessment using evidence from books where the activities match closely to the steps to success, children's responses to the key question at the end of each lesson, observations during investigations (working scientifically), and formal assessments to assess scientific knowledge. Teachers will use this to update the Science assessment grids at the end of each topic for every pupil.

History & Geography: teachers value the importance of linking the children's current learning to what they have been taught previously and ensure that in every lesson there is always an element of assessment based on prior lessons, previous years or previous key stage. Like in science, teachers use a combination of teacher assessment from works in books (which accurately matches the steps to success), as well as common task which is completed at the end of each topic - this is an opportunity for children to respond to the



BIG QUESTION and showcase all of their learning and key facts which they can recall based on the topic. At the end of each topic, teachers complete a history / geography assessment grid which combines teacher assessment and results from the common task.

#### *National standardised summative assessment*

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. All teachers working in the year groups where standardised assessments take place have a clear understanding of the national expectations. These assessments provide the school, governors and parents with information on how the school is performing in comparison to schools nationally.

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- **RBA (Reception Baseline Assessment)** - within first 2 weeks in which a child starts Reception
- **Early Years Foundation Stage (EYFS) profile** in the final term of Reception - Each child's level of development must be assessed against the early learning goals. Children will be assessed as: Emerging or Expected. To achieve a Good Level of Development (to be ready for the KS1 curriculum) children must be working at the expected stage in the Prime areas (Communication and language, Physical development, Personal, social and emotional development) and Literacy and Maths of the Early Learning Goals.
- **Phonics screening check** in year 1 - children read a list of phonetic words accurately. Children are judged to be: At age related expectation (achieved the pass mark) or Working towards age related expectation (below the pass mark). They will have to re-sit the screening test in Year 2 if they are not working at the expected level.
- **Multiplication tables check** in Year 4- Children will be tested on their ability to fluently recall their multiplication tables. There will be a 3 week window in June where children will complete the test on a screen – laptop, desktop or tablet. There is no confirmed pass mark at the time of writing of this policy.
- **KS1 SATs National Curriculum tests** (which are internally marked) and teacher assessments at the end of Key Stage 1 (year 2) In Reading, Writing and Mathematics, children will be judged to be: Working towards the expected standard, Working at the expected standard, Working at greater depth. In Science children will be judged to be:

Working at the expected standard or not having met the expected standard. Writing and Science are based on teacher assessments.

- **KS2 SATs National Curriculum tests** (which are externally marked) and teacher assessments at the end of Key Stage 1 (year 6) In Reading, Writing and Mathematics, children will be judged to be: Working towards the expected standard, Working at the expected standard, Working at greater depth. In Science children will be judged to be: Working at the expected standard or not having met the expected standard. Children sit tests for Reading, Grammar Punctuation and Spelling and Maths. Teacher assessment of Writing will be submitted.

## Assessment Schedule

Term	In school Summative Assessment	National Standardised Summative Assessment
Autumn 1	<ul style="list-style-type: none"> <li>Year 1 data drop</li> <li>KS2 baseline Accelerated Reader</li> <li>End of unit maths.co.uk test</li> <li>Year 6 SATS practice papers (baseline)</li> </ul>	<ul style="list-style-type: none"> <li>Reception Baseline Assessment</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>KS2 Accelerated Reader STAR QUIZ</li> <li>End of unit maths.co.uk test</li> <li>Year 2-5 NFER Reading Papers</li> <li>Year 1-5 Mastery assessment</li> <li>Year 6 SATS practice papers</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>Year 2 / KS2 Accelerated Reader STAR QUIZ</li> <li>End of unit maths.co.uk test</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>Year 2 / KS2 Accelerated Reader STAR QUIZ</li> <li>End of unit maths.co.uk test</li> <li>Year 1-5 NFER Reading Papers</li> <li>Year 1- 5 Mastery assessment (exclude year 2)</li> <li>Year 2 SATS practice papers</li> <li>Year 6 SATS practice papers</li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li>Year 2 / KS2 Accelerated Reader STAR QUIZ</li> <li>End of unit maths.co.uk test</li> </ul>	<ul style="list-style-type: none"> <li>KS1 SATs (Reading, Maths)</li> <li>KS2 SATs (Reading, SPAG, Maths)</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>Year 2 / KS2 Accelerated Reader STAR QUIZ</li> <li>End of unit maths.co.uk test</li> <li>Year 1 - Year 5 Mastery assessment</li> <li>Year 1 - Year 5 NFER Reading Papers (excluding year 2)</li> </ul>	<ul style="list-style-type: none"> <li>Early Years Foundation Stage profile</li> <li>Phonics screening check Yr1</li> <li>Phonics screening check retake Yr2</li> <li>Multiplication x table check</li> <li>Year 2 SPAG paper</li> <li>Yr2/6 writing judgements</li> </ul>

## Moderation

Moderation is used to help ensure consistency and accuracy of assessment judgements.

We ensure consistency in teacher assessments by:

- Ensuring all year groups follow given objectives and guidelines
- Discussing consistency in planning sessions
- Moderating within and across year groups using progression documents
- Moderating as a whole school
- Joining local authority moderation activities

Both teacher assessments and formal assessments are moderated by Senior Leaders and Subject Leaders to ensure consistency every term.

## Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Assessing at an early stage is essential to ensure children are effectively supported to overcome difficulties.

The Graduated Approach is the template for our system of identifying children with SEND and addressing their needs and forms part of our whole school system of monitoring and evaluating the progress and attainment of all pupils.

Where children are identified as not making sufficient progress regardless of high quality teaching and differentiated learning, the school will seek to remove barriers to learning and put effective additional or different educational provision in place. This begins the cycle of 'Assess, Plan, Do, Review' with the child at the centre of the process.

*See appendix for 'Four Part Cycle'*

Progress for all children identified as 'School Support' will be monitored regularly against their personal targets.

Careful consideration must be given when administering tests for children working below age related expectations. Specific access arrangements will be applied depending on the complex needs of the individual child; these may include; one to one support, reader where allowed, rest breaks, scribe, manipulatives where allowed.

Additional time can be considered for children with an EHCP or specific diagnosed learning difficulties.

## **Tracking**

All children from Nursery through to Yr6 are tracked using data collected within school.

We regularly evaluate the effectiveness of teaching, learning and assessment by collecting data on the number of children working within age related expectations. This assessment information is used by subject leaders and year leaders to identify pupils who are falling behind and those who need additional support so that teaching can be adjusted and where appropriate, additional provision can be made. Where teacher assessment highlights children who grasp concepts rapidly, teachers work to develop deeper learning through application and problem solving as opposed to accelerating them up through the bands.

SLT are responsible for ensuring that consistent and regular assessment takes place and that teachers are given guidance and support in delivering them. Assessment information is used to evaluate provision and improve practice through feedback and advice.

Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. SLT review data to prioritise focus groups termly/annually.

## **Pupil Progress Meetings**

Pupil Progress Meetings take place at the end or beginning of every term 3 times a year. Teacher's complete grids prior to the meeting: highlighting interventions and areas of concern. They are an opportunity to discuss individual pupils' progress with SLT, ensuring accountability. Following assessment, data is analysed by the DHT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Regular meetings with SENco/inclusion also take place to ensure children receive the correct support. The monitoring cycle, including lesson observations, book

looks and pupil voice ensures that these pupils are a focus, ensuring they make accelerated progress and are addressed during teaching.

### **Marking and Feedback**

We value the importance of formative marking to develop a dialogue for learning between the teacher and pupil. We ensure that during lessons we give feedback to the children immediately and effectively to ensure we are able to assess children's progress in a lesson and how we can support the children further. (see marking and feedback policy)

### **Communication with parents (reporting to parents)**

Parents/carers are kept informed about their child's progress and attainment in school. If staff have any concerns regarding specific children they will provide timely feedback to parents, they will not wait until parents evenings. We also encourage parents to contact the school if they have concerns about any aspect of their child's work.

Parents evenings take place in the Autumn and Spring terms, with a short report is shared, a longer more formal report is written in the Summer term, parents are invited in at this time to discuss the report if they wish. At parents evenings, teachers discuss with parents the children's academic achievements, the progress that children have made and their next steps in learning. Teachers will communicate clearly if children are working at age related expectations or not. If children are not working at age related expectations teachers will share what they are doing to support the child.

The annual report to parents is used to report children's achievements in each area of learning, their personal development and behaviour and to report progress and attainment. Details of pupils' achievements in the National Tests (phonics, MTC, Years 2/6 SATs) are sent to parents with each pupil's annual report. Pupils attendance records are also reported, this includes; the total number of possible attendances for that pupil and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.

### **Growth mindset**

Children learn through making mistakes. When providing feedback and when marking we give praise for persistence, effort and resilience. Wherever possible, praise highlights the effort, skill, process or attitude.

At Sinai, we aim to keep groupings flexible. Children often work collaboratively in mixed attainment pairings and small groups. In this way, we have found that children learn from each other and challenge themselves more. They understand that being able to explain learning to a peer will, in fact, enhance their own learning. They place fewer limits on

their learning and have higher expectations of what they can achieve. This, consequently, has improved the attainment of all our pupils.

In some year groups we use setting to teach the children at a varied pace and level.

### **Children new to the school.**

Diagnostic assessments in English; Reading, Writing and phonics as well as Maths are used to ascertain the levels of children who start school mid-way through the year. This must be recorded on Arbor.

### **Training**

After joining Sinai, all teachers are provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. Prior to every assessment cycle the assessment lead and subject leaders communicate expectations and provide necessary support.



## Appendix

### The four-part cycle:



**Assess:** We will ensure that both formative and summative assessments are carried out rigorously to ensure that the child's needs are met and that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In Reading and Maths some children may need to be tested on lower year group tests for Reading and Maths to allow correct judgement and obtain a 'HFL' key phase level. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists, health and social services.

**Plan:** Where SEND Support is required the teacher and Inclusion Leader/SENDCO will put together a plan outlining the adjustments, interventions and support that will be put in place for the pupil, including a date when this will be reviewed. Individual Targets (these are known as Personal Learning Goals PLG) for the pupil will be shared with her/him using child friendly language and with parents/carers. If the PLG's have not been met staff and parents will meet to put a plan in action (school provision map or an individual support plan) this will be evaluated termly.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan, including the impact of the support and interventions, will be reviewed each term by the teacher and Inclusion Leader, as well as involving the parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle, known as the graduated response, enables earlier decisions and actions to be revisited and refined with a growing understanding of the pupil's needs and

what supports the pupil in making good progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

## Glossary

**Arbor** - A cloud based MIS (management information system) that assists schools to manage their information on pupils, staff and resources

**Baseline** - A baseline assessment is a collection of data that correlates a child's needs, abilities and potential. It highlights strengths and areas for improvement so teachers are aware of every individual's requirements. It takes place within a couple of weeks of a child entering a new setting or year group.

**Cold task** – a task that children will be asked to complete with no prior learning, support or modelling

**DHT** – Deputy Head Teacher

**EHCP** – (Education, health and care plan) It is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

**ELG** – (Early Learning Goal) Each area of the Early Years Foundation Stage (EYFS) curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. They cover all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

**Modelling** - Modelled writing is a guided class activity in which a teacher writes a passage and talks the class through how to correctly use narrative features. The teacher will 'think aloud' as they write the story, explaining their choice of vocabulary and punctuation and how to use them effectively.

**PLG** – Personal Learning Goal

**SEND** – (Special Educational Needs & Disability), When pupils have special educational needs if they have a learning difficulty which calls for special educational provision.

School support

**SLT** – Senior Leadership Team

**Scaffolded** - Providing support for children to practise and consolidate a particular skill, perhaps by providing a writing frame, word bank or structured task sheet.