



Monitoring and assessment information.

Assessment.

Reading is assessed by: -

- On-going formative teacher assessments against objectives and key skills during or after individual or guided reading.
- Summative assessments, at least each term, to determine whether pupils are 'on track' (working as 'expected' or above) or not. These assessments are made against year group 'Reading Pen Portraits' for each year group and for each term. Assessments are recorded on Arbor.

Writing is assessed by: -

- On-going formative teacher assessments against objectives and key skills during or after writing lessons.
- Summative assessments, at least each term, to determine whether pupils are 'on track' (working as 'expected' or above) or not. These assessments are made against year group 'Writing Pen Portraits' for each year group and for each term. Assessments are recorded on Arbor.

Phonics is assessed by: -

- On-going formative teacher assessments against objectives and key skills during or after phonics lessons.
- Summative assessments, each half term, against the appropriate phonics phases for each year group. Assessments are recorded on Phonics Tracker.

Maths is assessed by: -

- On-going formative teacher assessments against objectives and key skills during or after maths lessons.
- Summative assessments, at least each term, to determine whether pupils are 'on track' (working as 'expected' or above) or not. These assessments are made against year group 'Maths Pen Portraits' for each year group and for each term. Assessments are recorded on Arbor.

Foundation Subjects, including Science, are assessed by: -

- On-going formative teacher assessments against objectives and key skills during or after lessons. These on-going assessments are recorded, where appropriate, through the marking of books against learning objectives and key skills. See also Summer Term subject monitoring below.

Subject Monitoring.

Each Key Stage 1 subject and related area(s) of the EYFS Curriculum are monitored by Subject Leaders and, where possible, Subject Governors, each term as set out below: -

Autumn Term.

- Subject Leaders, and where possible Subject Governors, monitor and observe lessons against the criteria set out in Annexe A below and to ensure that the appropriate knowledge and skills are being taught for each term and for each year group.
- Subject Leaders speak to the Pupil Subject Leader groups and look at their work, to monitor progress and learning against the knowledge and skills taught.

Spring Term.

- Subject Leaders, and where possible Subject Governors, monitor children's work to ensure that the appropriate knowledge and skills are being taught for each term and for each year group.
- Subject Leaders speak to Pupil Subject Leader groups and look at their work, to monitor progress and learning against the knowledge and skills taught.

Summer Term.

- Key Stage 1 teachers identify pupils who are 'working towards' the expected attainment for each Foundation Subject, including Science. Subject Leaders, and where possible, Subject Governors, speak to those pupils and monitor their work to determine which skills and knowledge areas have not been completely embedded. This monitoring informs teachers' assessments and on-going developments for each subject.
- Subject Leaders speak to Pupil Subject Leader groups and look at their work, to monitor progress and learning against the knowledge and skills taught.

Annexe A.

Observation Grid – Depth of Teaching and Learning.

Teacher: -

Class: -

Date and Time: -

Subject: -

<u>Questions regarding the quality of teaching and learning.</u>	<u>Comments and evidence.</u>	<u>Next Steps and/or further development ideas</u>
How are previous areas of learning recapped or made links to?		
How is the main teaching input presented in way that is engaging and memorable?		
How well do group activities engage pupils?		
How well do group activities reinforce the main learning objective(s)?		
What opportunities are there for pupils to apply their learning of key knowledge?		
How are misconceptions and/or any areas of misunderstanding addressed? How accurate and secure is the teacher's subject knowledge?		
Has progress been made from any previous learning?		
How are any low behaviour issues dealt with?		

