



# The Sherwood School Information about Assessment



# The Sherwood School Assessment System



- ▶ At The Sherwood we use Merton's Assessment System to monitor and record children's learning progress in Reading, Writing and Maths.
- ▶ Children's progress is measured in 'steps' against the year's group objectives. Each child is expected to make 3 steps of progress in the academic year, from their starting point (usually one step per term).
- ▶ In some cases a child may make more than 3 steps and make 'accelerated' progress.

# Reporting Progress and Attainment



- ▶ We will report children's progress to parents and carers each term at our consultation events. The terminology used is that each child should have made 1 step of progress each term and is working at '**Age Related Expectations**'.
- ▶ We may also describe children who are exceeding age related expectations as working at '**greater depth**'.
- ▶ Children may also be described as working '**below**' or '**towards**' age related expectations.
- ▶ Work is carefully adapted to ensure that tasks challenge children working at different stages of their year group curriculum.

# Reporting Progress and Attainment



- ▶ If a child is not yet ‘secure’ in their year group curriculum, they may be completing objectives from the previous year group and then ‘working towards’ their year group objectives.
- ▶ If a child has special educational needs, they may be working below their year group’s expectations. Work will be carefully differentiated to enable progress to be made from children’s starting points.
- ▶ Pre and post teaching will further support progress, along with intervention groups and ‘catch-up’ sessions.

# Progress & Attainment in other subjects of the curriculum



- ▶ Progress and attainment is also measured across science and the foundation subjects each term.
- ▶ We have in-school systems for teachers to record children's progress against the objectives in the following subjects:
  - ▶ Science
  - ▶ Computing
  - ▶ Humanities (history and geography)
  - ▶ PE

# Formative Assessment



- ▶ Teachers and teaching assistants are continually assessing children's progress throughout the school day. This is done through a range of Assessment for Learning strategies:
  - ▶ Questioning
  - ▶ Marking and feedback
  - ▶ Retrieval Practice (low stakes tests and quizzes: spelling, times tables, knowledge organisers)
  - ▶ Peer assessment
  - ▶ Self assessment
  - ▶ Further analysis of work
  - ▶ Gaps analysis
  - ▶ Target setting

# Writing Samples: KS1 ARE



It was an ordinary day for Matt he loved to play knights like he will really be one. He had a day of gym school so he played even more rights and more and more and untill he was called for lunch.

Suddenly a hummings snow storm apired and it stoped then it came back then one more time it stopted it was silnt he went down stairs and he was alone but he was brave. What happend to my mum and dad? He said to him self,

He came out of his house and he was looking for his mum and dad but he didn't find them and giply he found them they were on top of the huge pull of houses they were on top of the houses. How rude are you to my mum and dad!

Everyone never hadit ~~hadn't~~ have it ever again and they prayed to not have it again.

The End

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words
- spelling some words with contracted forms
- adding suffixes to spell some words correctly in their writing  
e.g. -ment, -ness, -ful, -less, -ly
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

# Writing Samples: KS1 Exceeding



Y2 Greater Depth.

Jake lived in a busy house with his mum, dad and his sister. Once they went to a mall but it was far far away so they had to go in a train and it took them five whole hours. They bought clothes, food and toys. After they went shopping the busy house wasn't in its place. The family struggled to find their house. Finally they found their houses. What a jumble this is! Shouted Jake. "What has happened?" Shouted Jake's mum. Mum and dad went to their house but Jake secretly walked away quickly. Suddo Suddenly he triped over something metal. When he pulled it out it he realised that someone was up to this. Meanwhile Jake heard a whoosh. "It's a ninja!" Shouted Jake. He quickly ran after the ninja into a den but before he could go inside guards blocked the path so he needed to find a secret tunnel. Then Jake found it the tunnel hidden behind a wooden box.

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words
- spelling most words with contracted forms
- adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly
- using the diagonal and horizontal strokes needed to join letters in most of their writing

# Writing Samples: KS2 ARE



Friday 23rd June 2017

WALT write a narrative.

Ways to succeed C2/3

Purpose	T	P
Tell a story to capture the reader's interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Features		
Use direct speech	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use expanded noun phrases and adverbs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Techniques		
Use cohesive devices	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use a range of KS2 punctuation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Peer marked by: \_\_\_\_\_ Self-marked \_\_\_\_\_

*Begin with direct speech* "Be prepared to have your tiny minds blown away," whispered Mr Wonka excitedly as he
   
*engage the reader* stared at the humungous doors and started counting down from 5 to add extra tension.
   
*Multi-clause sentence* Behind those doors layed a magnificent room which the children and adults would never expect.
   
*Prepositional phrase* Taking deep breaths, the children and their parents quickly pushed open the
   
*Relative clause* doors, before Mr Wonka's command and were absolutely amazed at the sight.
   
*Embedded clause* As soon as you entered, you would get a shocking blast of colour. Continuing to walk,
   
*Adverbial phrase* a lucious waterfall loomed ahead looking a lot like good-quality hot chocolate covering
   
*Passive* the entire room apart from the tiny looking paths that connected <sup>to</sup> the room. The places where you could walk were
   
*Adverbial phrase* numbered hundreds of bridges that had fluffy green grass on top of it as well as a minty
   
*Expanded noun phrase* fresh smell that was lingering around the
   
*Expanded noun phrase* strong looking grass. "Everything in here
   
*Expanded noun phrase*

in correct context

→ avoid unconnected words across lines.

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

# Writing Samples: KS2 ARE



is completely edible!"

The children gasped and gave each other looks of pure happiness - it looked like they were in heaven.

*W address for qualification* "You don't actually mean that, do you?" asked Bratten Spilt curiously.

*W Direct speech to create character* "Of course I do!" exclaimed Winky Wonka dramatically, "Everything is edible," he repeated, exasperated.

All the families stood there with delighted looks on their faces except Marshmelina Gloop who was already frantically screaming.

*W Vivid imagery created through descriptive language* Candy canes trees and strawberry lace trees were scattered all around the room. Lollipops were made as though they were mushrooms sitting under every tree. As well as candy cane trees, there were hollowed marble white and <sup>dark</sup> chocolate trees as well! There were also marbly floors made out of pure white tempered chocolate. Everyone bent down and grabbed a few blades of grass and tasted it immediately, it tasted like mint gum. "I love it," cried Marshmelina.

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Suddenly the room was filled with shrieking children consuming every bit of food they could find. Marshmelina had eaten more than was recommended and was becoming high on sugar. Half the adults were <sup>sitting</sup> sitting on stumps which were actually giant gob-stoppers gazing around at their frantic children breaking bits of sugar wafers from

# Writing Samples: KS2 Exceeding



Friday 23<sup>rd</sup> June 2017

Walt write a narrative

Ways to succeed C2/3	T	P
Purpose		
Tell a story to capture the reader's interest	✓	
Features		
Use direct speech	✓	
Use expanded noun phrases and adverbs	✓	
Techniques		
Use cohesive devices	✓	
Use a range of KS2 punctuation	✓	

Peer marked by: \_\_\_\_\_ Self-marked

"Feast your eyes, children, on where the magic begins" said Willy Wonka cladely as he opened the tiny door. The children stared in awe as they all ran (well, most) into the dazzling room. Each of the children were drawn to different aspects of the room but one thing was the same for all of them: what they saw was unexpected! The first astounding sight that they spotted - well all but Augustus who was busy gobbling up whatever he could find - was an enormous silky caramel waterfall which smashed wildly onto the smooth luscious river below. "Wow," muttered the astonished children.

Another remarkable sight that the room held was a colossal gidge pyramid which stood solitarily on a bed of crushed biscuit sand. There were many other extraordinary

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

# Writing Samples: KS2 Exceeding



sights: a white chocolate pool; candyfloss clouds; flake trees; green apple grass, blue raspberry rain; a gummy bear erupting volcano; a toffee pool and much more. Veruca Salt - who truthfully might have the most spoilt child in the entire universe - even managed to mumble, "Wow".

As minutes of devouring appetizing sweets passed by, the children's consciousness of things grew wider and with this so did their admiration for the mouth-watering room. Anything the thrilled children discovered they would frantically run to their parents and breathlessly explain what it was. Willy Wonka sighed with joy as he adored watching the excitement on the children's faces grow. A young boy called Charlie Bucket caught Willy Wonka's attention as he, unlike the other children, was still in reverence of the amazing room.

Willy Wonka also noticed that Veruca Salt in particular seemed a slight bit more interested in the fudge pyramid than the rest of the aroused children. "What happens inside the pyramid?" asked Veruca inquisitively to Willy Wonka. "Well, inside that pyramid is where the finest fudge you'll ever taste gets made," he proudly replied. A second hadn't passed when Veruca immediately dashed towards the pyramid. "Veruca, Veruca I strongly advise that you don't go in there otherwise there is a 100% chance

that you'll be made into fudge" exclaimed Willy Wonka. "Veruca sweetheart, please listen to the man" cried her concerned dad.

By that time, Veruca had already ran into the pyramid and the doors shut behind her with a startling BANG. "Oh dear," muttered Willy Wonka under his breath. "Where has she gone?" boomed Veruca's. "She has gone into the fudge pyramid but I'm sure that my Ompa Loompas will not turn her into fudge; Veruca Salt flavoured fudge, now that would be salty" said Willy Wonka, shuddering at the thought.

Apprehensive, Veruca's dad rapidly ran into the enormous pyramid determined to find his snobbery daughter. Minutes later, he had found his way to the fudge room only to find his daughter was nowhere to be seen. Suddenly, he spotted around fifty squares of fudge that seemed strangely familiar; he knew that his daughter was no longer his daughter... She was 50 squares of Wonka's chocolate covered fudge! "I'm ~~am~~ shutting this factory down and when I do no-one in the world will ever eat Wonka's chocolate again" he angrily muttered under his breath as he stared mournfully at his fudge daughter. ~~but~~ (secretly 4% of him was happy.) → Please edit so that all of the direct speech is laid out correctly!