

In Short Term Plans, you can find:

Well established,
consistent and regular

Some inconsistencies;
elements in need of
some development

In need of considerable
further action for
improvement

<ul style="list-style-type: none"> ▪ an emphasis on the learning intentions, and on sharing them with children; 			
<ul style="list-style-type: none"> ▪ assessment criteria which form the focus for feedback and marking, self assessments and peer assessments; 			
<ul style="list-style-type: none"> ▪ differentiated groups, and changes to differentiated groups from subject to subject, and over time; 			
<ul style="list-style-type: none"> ▪ teacher's formative notes, for example identifying which children need additional or consolidating work; 			
<ul style="list-style-type: none"> ▪ adjustments or crossings out – what did work or did not work, and why; 			
<ul style="list-style-type: none"> ▪ good questions recorded that really reached children's understanding or their misconceptions; 			
<ul style="list-style-type: none"> ▪ time built in for reflection or review; 			
<ul style="list-style-type: none"> ▪ use of guided group sessions for explicit formative assessment opportunities; 			
<ul style="list-style-type: none"> ▪ out of the ordinary, or unexpected, outcomes recorded. 			

In their work, teachers:

Well established,
consistent and regular

Some inconsistencies;
elements in need of
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improvement

<ul style="list-style-type: none"> ▪ show their knowledge of the children, making judgements about why they make mistakes, and about the next steps or necessary interventions; 			
<ul style="list-style-type: none"> ▪ share learning intentions with children, and use them to give feedback, to mark work or give rewards; 			
<ul style="list-style-type: none"> ▪ demonstrate a reflective approach to teaching and learning, building in review time for themselves and the children; 			
<ul style="list-style-type: none"> ▪ encourage children to take more responsibility for their own learning, by providing opportunities for children to talk about: <ul style="list-style-type: none"> ○ their response to learning intentions or targets; 			
<ul style="list-style-type: none"> ○ the strategies they have used; 			
<ul style="list-style-type: none"> ○ the judgements they make about their progress; 			
<ul style="list-style-type: none"> ▪ model a variety of skills, attitudes, standards and qualities for children; 			
<ul style="list-style-type: none"> ▪ analyse the children's performance in tests, and use the information for future learning plans. 			

Children provide evidence through:	Well established, consistent and regular	Some inconsistencies; elements in need of some development	In need of considerable further action for improvement
<ul style="list-style-type: none"> ▪ changes in their attitudes to learning – motivation, self esteem, independence, initiative, confidence; 			
<ul style="list-style-type: none"> ▪ changes in their responses to questions, contributions to plenaries, explanations and descriptions; 			
<ul style="list-style-type: none"> ▪ changes in their performance – their attainment improves; 			
<ul style="list-style-type: none"> ▪ the questions they ask; 			
<ul style="list-style-type: none"> ▪ their active involvement in formative assessment processes, such as: <ul style="list-style-type: none"> ○ self assessment; 			
<ul style="list-style-type: none"> ○ peer assessment; 			
<ul style="list-style-type: none"> ○ recognising progress in their own written work, skills, knowledge or understanding; 			
<ul style="list-style-type: none"> ○ target setting. 			