

BRYN DERI COUNTY PRIMARY SCHOOL

WHOLE SCHOOL ASSESSMENT POLICY

INTRODUCTION

- a). This document is a statement of the Aims, Objectives and Strategies for the Whole School Assessment Policy at Bryn Deri.
- b). It was reviewed and updated during the Autumn Term of 2024 through a process of consultation with the teaching staff and was subsequently approved by the Governing Body.
- c). The implementation of this policy is the responsibility of all teaching and non teaching staff.

WHAT IS ASSESSMENT?

Effective assessment, and the systems underpinning it, is key to high-quality teaching and learning, and to successful schools.

‘Making the most of Assessment 7-14’

Promoting the quality of pupils’ learning is a principal aim of all schools. Assessment lies at the heart of this progress. It is an integral part of the Teaching and Learning process, continually providing both ‘feedback’ and ‘feed forward’. It is incorporated systematically into teaching strategies and practices.

EQUAL OPPORTUNITIES

Every pupil at Bryn Deri will be assessed regardless of race, gender or ability. The curriculum must be sufficiently differentiated to suit all pupils, including extending the more able child.

See Bryn Deri’s SEN Policy

See Bryn Deri’s Policy for More Able and Talented

See Inclusion Policy

Careful planning of assessment is necessary to allow all pupils equal opportunity to make progress.

In light of the Donaldson report 'Successful Futures', assessment arrangements should:

- align assessment with the purposes of learning: assess what matters
- be clear about the reasons for assessment and plan in advance for the intended uses of assessment results
- promote the use of a wide range of techniques that are appropriate to their purpose
- engage students in their own assessment
- ensure that reports to parents and carers focus on progress
- be as light-touch as possible and avoid unnecessary bureaucracy
- use assessment evidence systematically and in combination with other evidence to inform school self-evaluation
- address the implications of good assessment practice for teacher capacity
- form a coherent, agreed assessment and evaluation framework with a clear vision and strategy based on all of the above.

Principles of Progression

Five principles of progression underpin progression across all Areas. The principles are as follows:

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these

connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.

PURPOSES OF ASSESSMENT

- ✦ To improve the quality of pupils' learning and performance.
- ✦ To celebrate strengths and diagnose difficulties that pupils are encountering.
- ✦ To identify pupils who need help and to select pupils for matched working groups within the class.
- ✦ To set targets and expectations.
- ✦ To monitor and evaluate progress in learning programmes.
- ✦ To obtain feedback so that future activities can be properly matched to individual pupils' needs.
- ✦ To motivate pupils and teachers.
- ✦ To set a basis for informed professional judgements and to confirm general impressions about pupil performance.
- ✦ To report progress and achievement to pupils, colleagues, parents and other interested parties.
- ✦ To appraise teaching performance and to support and encourage good practice.

AIMS

- ✦ To put assessment at the heart of the process of promoting pupils' learning.
- ✦ Inform all interested parties where the children are in their learning, where they need to go next, and how to get there.
- ✦ Inform teaching practices and add value to individual children's abilities.
- ✦ Provide senior management and AoLE leaders with an overview of how the school is performing, i.e. strengths and weaknesses.
- ✦ To ensure that the statutory requirements for assessment are implemented fully and effectively.

OBJECTIVES

Good assessment practice in our school will:

- ✦ raise standards of attainment and behaviour, and improve pupil attitudes and response
- ✦ enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- ✦ promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- ✦ build on secure teacher knowledge of the linguistic and cultural background of pupils
- ✦ guide and support the teacher as planner, provider and evaluator
- ✦ enable the teacher to adjust teaching to take account of assessment information and

- to focus on how pupils learn
- ⤴ draw upon as wide a range of evidence as possible using a variety of assessment activities
 - ⤴ track pupil performance and in particular identify those pupils at risk of underachievement
 - ⤴ provide information which can be used by teachers and the headteacher as they plan for individual pupils and cohorts
 - ⤴ provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
 - ⤴ provide information which can be used by other interested parties
 - ⤴ provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

The pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

- maintains a consistent focus on the overall purposes of the curriculum
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a blend of approaches including direct teaching
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- means employing assessment for learning principles
- ranges within and across Areas
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
- encourages learners to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

To support the curriculum, pedagogy should help learners to develop:

- a strong disposition to learning
- strong metacognitive skills
- critical, creative, problem-solving skills
- highly effective communication skills

Three distinct types of assessment are identified and used in our school. These are:

Formative - Assessment for learning (AFL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning and involves the children in their learning.

Summative - Assessment of learning (AOL)

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning and achievement. It helps set targets for the future and monitors progress towards targets.

Assessment in learning (AIL)

Assessment in learning is when the pupils monitor and reflect on their **own learning and progress**. As well as this, reflecting on their ability to assess their own learning.

At Bryn Deri these three aspects of assessment are used effectively. We align the best of these to improve learning outcomes for every learner.

ASSESSMENT FOR LEARNING

Definition from the Assessment Reform group (2002):

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

The main purpose of assessment for learning is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do next in order to move towards their personal learning goals.

Purposes:

Assessment for Learning...

- is an integral part of learning
- shares learning goals and targets with pupils
- helps pupils to know and recognise the standard to aim for
- involves both teacher and students reviewing and reflecting on pupils' performance and progress
- involves pupils in self-assessment and peer-assessment
- should be fair, accurate and consistent

Class Teachers will:

- ⤴ Provide continuous oral and written feedback which identifies strengths and the next step for improvement
 - ⤴ Communicate learning objectives and success criteria for lessons in a language that children can understand
 - ⤴ Use appropriate AfL strategies such as 'think, pair share', individual white boards, random pupil choosers, AfL stickers and class dojo points to engage and assess the pupils.
 - ⤴ Promote pupil involvement in peer and self assessment
 - ⤴ Act on insights gained to set targets for each child with each child
 - ⤴ Plan against what children know/can do/understand
 - ⤴ Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
 - ⤴ Engage pupils in rich questioning allowing 'wait' time (time to think)
 - ⤴ Build in time for focused observation of teacher-directed and child-initiated activity
- Timetable created (separate sheet)

The pupil will:

- ⤴ Know what to do to improve and how to achieve success.
- ⤴ Know what has been achieved against known success criteria and what to do next
- ⤴ Be involved in the setting of their own personal learning targets
- ⤴ Be involved in peer and self assessment
- ⤴ Gain confidence, motivation and self-esteem and independence as a learner
- ⤴ Increase their awareness and understanding of their own learning style(s) and of how they learn best
- ⤴ Improve their own self-evaluation skills

Area of Learning and Experience Leaders will:

- ⤴ Ensure that teachers regularly mark work set and provide appropriate feedback on successes and next steps in selected pieces of work
- ⤴ Ensure that teachers use information gained through marking to differentiate and to inform future planning
- ⤴ Ensure that teachers are sharing learning objectives with their classes and the criteria by which work will be judged
- ⤴ Monitor the policy through classroom observation and work sampling to judge standards achieved across the school
- ⤴ Report to the Assessment Leader and Head teacher about the academic standards in their Areas of Learning.

Leadership Team will:

- ⤴ Ensure responsibilities are clear in relation to assessment activities
- ⤴ Make arrangements to monitor the progress of individual pupils and diverse pupil groups
- ⤴ Monitor the quality of teacher assessment, particularly through oral interaction in class
- ⤴ Keep parents/carers informed and involved
- ⤴ Use assessment information to inform the school plan and identify learning and training needs, including taking account of diversity and the promotion of race equality

Parents should:

- ⤴ Discuss their child's targets consistently, and support where necessary.

ASSESSMENT OF LEARNING

Formal Assessments

The following formal assessments are carried out at Bryn Deri Primary School during the year for all pupils:

Bryn Deri Primary School Assessment of Learning Timetable

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>
Reception Baseline RC	Reception Baseline RC			Salford Reading Test Test B Y2-Y6 (Optional)				National Online Testing (Reading, Procedural and Reasoning) Y2-6	Salford Reading Test Test C Y2-Y6 Thrive All year groups	
Maths Factor Online Assessment Y3-Y6	National Online Testing (Reading, Procedural and Reasoning) Y2-6								Single Word Spelling Test Y2-Y6	
Salford Reading Test Test A Y2-Y6	NFER Y2, Y4 and Y6								Mental Maths Assessments YR – Y6	
Single Word Spelling Test Y2-Y6	Thrive All year groups									
Bug Club Reading Assessment Optional additional assessment Y3-Y6										
Mental Maths Assessments YR – Y6										
Ongoing Assessments Thrive Progress Reviews IDP Progress Reviews										

Purposes

Assessment of learning will:

- ⤴ Provide a summary judgement about what has been learned at a specific point in time
- ⤴ Establish national benchmarks about what children can do and about school performance
- ⤴ Show what pupils can do without support
- ⤴ Inform the target setting process
- ⤴ Promote subsequent intervention(s)

The Teacher will:

- ⤴ Analyse results of Summative testing and track individual pupil progress to ensure progression
- ⤴ Identify gaps in pupils' knowledge and understanding
- ⤴ Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- ⤴ Report on pupils' progress to parents at parents evenings in the Autumn and Spring Terms and produce a written report in the Summer Term.

The Pupil will:

- ⤴ Have a measure of performance at specific milestones in school life
- ⤴ Know what standards and expectations are required

Area of Learning and Experience Leaders will:

- ⤴ Ensure that effective assessment procedures are in place for their Area of Learning across the whole school
- ⤴ Ensure that these procedures are in line with the assessment policy
- ⤴ Collate assessment data from across the whole school for their Area of Learning
- ⤴ Analyse all assessment data for their Area of Learning
- ⤴ Decide on which areas, if any, need investigating and what assessment data needs to be collected
- ⤴ Report back to the senior management team, teachers, and governors as and when necessary

The Leadership Team will:

- ⤴ Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- ⤴ Monitor the delivered curriculum
- ⤴ Provide, use and analyse assessment data to promote public scrutiny, enable external accountability and raise attainment

- ✦ Involve governors in their accountability role
- ✦ Keep parents/carers informed and involved
- ✦ Use assessment information to inform the school plan and identify learning and training needs
- ✦ Monitor the impact of the planned curriculum and compare performance across different AoLEs
- ✦ Analyse data to identify groups at risk and to focus intervention on underachieving groups

Parents should:

- ✦ Read annual reports and respond to them where appropriate
- ✦ Attend parent/teacher consultations
- ✦ Inform their child's class teacher of any concerns they may have regarding their child's learning

ASSESSMENT IN LEARNING

Purposes

Assessment in learning will:

- Give prompt feedback to pupils about their learning.
- Support the children in understanding their own learning and development, confident to share their progress.
- Enable the pupils to give effective feedback to their peers.
- Increase the emphasis on oral assessment
- Build a culture of valuing, and sharing progress
- Developing resilience to support higher challenge and struggle.

The Teacher will:

- ⤴ Develop the pupils' ability to self and peer assess work.
- ⤴ Promote the importance of progress and develop a sharing and reflective atmosphere in the learning environment.
- ⤴ Give the pupils a range of opportunities to develop their oral assessment.
- ⤴ Report on pupils' progress to parents at consultation meetings in the Autumn and Spring Terms and produce a written report in the Summer Term.

The Pupil will:

- ⤴ Support their class and teacher in creating a reflective environment focused on progress.
- ⤴ Understand their next steps for progress with support from teaching staff.
- ⤴ Know what standards and expectations are required

Area of Learning and Experience Leaders will:

- ⤴ Ensure that effective assessment procedures are in place for their AoLE across the whole school
- ⤴ Ensure that these procedures are in line with the assessment policy
- ⤴ Analyse all assessment data for their AoLE
- ⤴ Report back to the senior management team, teachers, and governors as and when necessary

The Leadership Team will:

- ⤴ Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- ⤴ Monitor the delivered curriculum

- ⤴ Involve governors in their accountability role
- ⤴ Keep parents/carers informed and involved
- ⤴ Use assessment information to inform the school plan and identify learning and training needs
- ⤴ Monitor the impact of the planned curriculum and compare performance across different AoLEs

Parents should:

- ⤴ Read annual reports and respond to them where appropriate
- ⤴ Attend parent/teacher consultations
- ⤴ Inform their child's class teacher of any concerns they may have regarding their child's learning

METHODOLOGY / ASSESSMENT TECHNIQUES

To enable teachers to make assessment judgements, the following strategies may be used:

- Observation
- Assessment for Learning Tools
- Discussion
- Questioning
- Marking
- Success criteria
- Focused Activity
- Moderation
- DIRT

Observation may be specific, as in a planned assessment, more general, during normal classroom activities.

Use appropriate **Assessment for Learning Tools** such as 'think, pair share', individual white boards, random pupil choosers, AfL stickers and class dojo points to engage and assess the pupils.

Discussion may be individual (e.g. a reading interview) or group or a Science Investigation). 'Field Notes' can be made from these observations or discussions – brief, succinct, relevant comments about what the pupil says or does. A audio recording / video may also be kept as part of this evidence.

Questioning may be teacher led or pupil initiated. Pupils should be encouraged to develop their own questioning techniques, so that they are able to ask relevant questions.

Purposeful marking of pupils' work can provide valuable information when assessing progress. Marking should take place with the pupil whenever possible and should be in line with the school's Marking Policy. Pupils should have the opportunity to respond to marking.

A **Focused Activity** is when a teacher is concentrating on an individual task or a particular

child in order to highlight specific achievement or lack of progress. Focused activities also involve testing pupils to inform what they understand/have knowledge of at a specific time during the year.

In addition to sharing the **Learning Objective** of every lesson with the children, teachers will also ensure that the children are aware of the things that they need to do in order to achieve the L.O. These steps, or ingredients are called the **Success Criteria**. These will, as far as possible, be elicited from the children prior to any task being carried out.

The teacher and the children will use the success criteria as a guide for completion of the task, for assessing how well the task has been completed and for providing next steps for learning.

Additional Assessment In Learning strategies can include:

- Teacher led Pit Stops
- Pupil led Pit Stops
- Pupil created Pit Stops
- Learner focused questions
- Critique linked to learner / class created success criteria
- Group feedback – Pair, trio, circle, onion and fishbowl.
- Allocated roles in group tasks.
- Magpie-ing
- Working Walls
- Dedicated Improvement and Reflection Time

Moderation of Standards

All AoLE leaders / teams listen to learners, monitor examples of children's work and teacher's planning within their area of learning and experiences. AoLE leaders use these findings to inform AoLE improvement planning and share good practice. In all the AoLEs, teachers have a common understanding of the judgements made for each description of learning and expectations for those AoLEs due to an 'in house' moderation day and INSET meetings. By doing this we ensure that we make consistent judgments about standards in the school.

Monitoring and Review

The effectiveness of this policy will be evaluated and reviewed over the course of the academic year at least once per year.

Assessment Co-ordinator

Ian Russell

October 2024

Appendix 1

Assessment for Learning Expectations



Assessment for Learning (AFL)

Progress Step 1 (Nursery and Reception)

- **Learning Objective (WALT We are learning to)** – Ensure children are aware of the L.O. This is to be written on the board. For focused tasks the L.O will be printed and stuck into workbooks.
- **Lolly Sticks/random pupil choosers** – Can be used for partner work relating to AFL e.g. to select 'thinking buddies'/R-time. Also used to pair up for assessing each other's work and commenting both orally.
- **Success Criteria** - are discussed and generated with the help of the children. **What we're looking for** and **Things to remember** are discussed.
- For focused tasks, pupils will also show their self assessment of the task by using the traffic light colour coding on printed list of success criteria provided.
- **AFL** should be carried out in every **AoLE** as agreed and children made aware that it is done to improve their own/each other's work.
- **Self and Peer evaluation** – Ensure children discuss AFL on completion of a task as appropriate.
- **Teacher's Focused Comments** – 1 star and a wish used as appropriate in regular feedback both orally and in written formats.
- Depending on the academic stage of the learner, AFL strategies from other Progress Steps may also be used.



Assessment for Learning (AFL)

Progress Step 2 (Year 1, 2 and 3)

- **Learning Objective / We are learning to (L.O / WALT)** – Ensure children are aware of the L.O. This is to be written on the board. For focused tasks the L.O will be printed and stuck into work books. More able Year 2/3 pupils will be expected to copy the L.O into their own books as they move through the step.
- **Lolly Sticks/random pupil choosers** – Can be used for partner work relating to AFL e.g. to select 'thinking buddies'/R-time. Also used to pair up for assessing each other's work and commenting orally.
- **Success Criteria** – these can be generated with the children and are a checklist of how to make a successful job of the task. **What we're looking for** and **Things to remember** are discussed.
- **Traffic Light System** – To be used for children's own *self assessment*.
 - **Green** – Children think they achieved well
 - **Orange/Yellow** – Children think their work could be improved
 - **Red** – Children don't think they did very well
- For focused tasks, pupils will also show their self assessment of the task by using the traffic light colour coding on printed list of success criteria provided.
- **AFL** should be carried out in **every discipline** as agreed and children made aware that it is done to improve their own/each other's work.
- **Self and Peer evaluation** – Ensure children discuss AFL on completion of a task as appropriate. Green pens may be used by pupils to edit their own work.
- **Teacher's Focused marking comments** – 1 star and a wish (Year 1) Next steps for 2/3. Children must be given time to read your comments and encouraged to respond to your marking by way of written / oral comment response.
- Depending on the academic stage of the learner, AFL strategies from other Progress Steps may also be used.



Assessment for Learning (AFL)

Progress Step 3 – Year 4, 5 and 6

- **Learning Objective (L.O)** – Ensure children are aware of the L.O. This is to be written on the board and copied into the children's own books.
- **Lolly Sticks/random pupil choosers** – Can be used for partner work relating to AFL e.g. to select 'thinking buddies'/R-time. Also used to pair up for assessing each other's work and commenting both orally and by way of written comment in books.
- **Success Criteria** - these are generated with the children and are a checklist
 - of how to make a successful job of the task.
- **Traffic Light System** – To be used for children's own *self assessment*.
 - **Green** – Children think they achieved that success criteria well.
 - **Orange/Yellow** – Children think their work could be improved in that success criteria.
 - **Red** – Children don't think they did very well with that success criteria.
- For focused tasks, pupils will also show their self assessment of the task by using the traffic light colour coding on printed list of success criteria provided.
- **AFL** should be carried out in **EVERY discipline** as agreed and children made aware that it is done to improve their own/each other's work.
- **Self and Peer evaluation** – Ensure children discuss AFL on completion of a task as appropriate. Children swap books and read and evaluate their own and other children's work both orally and by way of a written comment. Green pens used by pupils to edit their own work.
- **Teacher's Focused marking comments** – Positive comments with next steps. Children must be given time to read your comments and encouraged to respond to your marking by way of written comment underneath. (WHAT WENT WELL EBI EVEN BETTER IF VERBAL) – Prompt
- Depending on the academic stage of the learner, AFL strategies from other Progress Steps may also be used.




Appendix 2

Marking Keys

Marking Key

Progress Step 1 – Nursery and Reception

Self Assessment Traffic Lights

-  - Really tricky, had lots of help
-  - A little tricky, had a little help
-  - Easy, I did it all on my own

Marking Key

S- Supported

P- Prompted

T- Teacher Discussed

I – Independent




● - Correction



Marking Key

Progress Step 2 – Year 1, 2 and 3

Self Assessment Traffic Lights

-  - Really tricky, had lots of help
-  - A little tricky, had a little help
-  - Easy, I did it all on my own

Marking Key

S- Supported

P- Prompted

T- Teacher Discussed

VF – Verbal Feedback

Sp – Spelling

PV – Pupil Voice

I – Independent

N – Next step




 - Correction




Marking Key

Progress Step 3 – Year 4, 5 and 6


Self-Assessment Traffic Lights - LLC

-  - really tricky, had lots of help
-  - a little bit tricky, had a little help
-  - easy, I did it all on my own

Marking Key

 Needs a capital or lower case letter

sp - spelling mistake

(**p** in margin)  punctuation error – needs a . , ? ! : ; ' or “ “

(**?** In margin)  word (s) not clear

^ - word (s) missing

 - doesn't make sense

(**NP** in margin) **//** - begin a new paragraph

VF – verbal feedback

N – next step

W/S – with support




PV – Pupil Voice

Children to assess in **green pen**

Teachers mark in **purple pen**



Self-Assessment Traffic Lights – Maths/Numeracy

-  - really tricky, had lots of help
-  - a little bit tricky, had a little help
-  - easy, I did it all on my own

Marking Key

✓ next to answer = correct answer

● next to answer = incorrect answer, need to calculate again next to the ● (do not rub out your first answer).

D next to the learning objective (L.O) = working towards L.O, with more support/learning required.

✓ next to the learning objective (L.O) = met the L.O

✓✓ next to the L.O = exceeded the L.O, challenged further

N = next step

PV = Pupil Voice

W/S = with support


Children to assess/correct in **green pen**

Teachers mark in **purple pen**

Appendix 3

Online Learning References

Work stored on



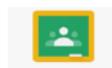
Assessed by

Teacher	Self	Peer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Four Core Purposes

- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens

Work stored on





Assessed by

Teacher	Self	Peer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Four Core Purposes

- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens

Work stored on

 Google Classroom	
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Assessed by






Teacher	Self	Peer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>






Four Core Purposes


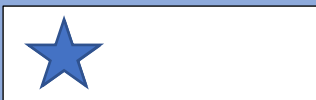



- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens

Appendix 4

Success Criteria Templates

	XXXXXXXXXX Success Criteria	
 Self	Skills, organisation and features	 Teacher
	⇒	
	⇒	
	⇒	
	⇒	
	⇒	
	My target:	

	XXXXXXXXXX Success Criteria	
 Self	Skills, organisation and features	 Teacher
	My target:	

	XXXXXXXXXX Success Criteria	
 Self	Skills, organisation and features	 Teacher
	My target:	

