

Policy for Teaching, Learning, Curriculum and Assessment

This policy will be reviewed every two years by the SLT in conjunction with the staff and the Governing Body.

1. Rationale

Teaching and learning are the core purpose of the school. Children should be engaged and motivated by an irresistible curriculum which inspires them to strive constantly for personal bests within an atmosphere of challenge and support. Assessment is an integral part of learning and children are expected to be a key part of the assessment process, analysing their own performance and having a clear understanding of their next steps.

We believe that ability is not fixed and that all children can make progress, given opportunities to challenge themselves. Therefore we do not group children in fixed ability groupings; instead, we support an ethos of challenge and choice where children are expected to strive for personal bests.

This policy provides an agreed framework for teaching, learning, curriculum and assessment in our school and stems from the School's Mission Statement and Values.

2. Intent

Through high quality teaching, learning, curriculum and assessment, we:

- Provide a broad, exciting and engaging curriculum
- Provide opportunities for children to secure high standards and make good progress in all areas, applying their learning in a range of cross-curricular projects
- Support pupils' spiritual, moral, social and cultural development
- Motivate all children to learn and progress through personalised learning experiences and high levels of challenge within a secure environment where children feel comfortable taking risks
- Enable children to enjoy their learning experiences and take pleasure from their learning
- Provide children with the language and opportunity to discuss and reflect on their learning, developing a culture of positive learning behaviours throughout the school
- Ensure that children become independent, lifelong learners through valuing and developing skills beyond the curriculum (see appendix 1 Core Learning skills Progression)
- Nurture high self – esteem
- Have high expectations of all pupils and pupils to have high expectations of themselves
- Encourage children to take responsibility for their own learning, developing independence, resilience and reflection
- *Assessment at all levels is used to move learning forward e.g. school assessment system, live marking, peer assessment, feedback etc*
- Ensure equal access to learning opportunities with high expectations for every pupil and appropriate levels of challenge and support

3. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study and the EYFS which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

4. Roles and responsibilities

4.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- Monitoring of teaching, learning, curriculum and assessment through a range of methods is productive and rigorous
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

4.3 Curriculum Leaders

Curriculum leaders have the responsibility to:-

- Lead with passion and enthusiasm, being pro-active in raising the profile of their subject
- Take ownership of their subject, writing action plans and contributing to the school development plan
- Drive improvement of standards through curriculum and assessment development and monitoring

- Ensure curriculum coverage with clear skills progression
- Have secure subject knowledge
- Ensure high expectations from staff and pupils
- Continue to develop their own subject knowledge by attending appropriate training
- Provide CPD for staff and to disseminate information, courses and ideas
- Ensure good levels of resourcing through auditing, budgeting and ordering
- Ensure provision of appropriate ICT resources to support the subject

4.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Implementation

Our school curriculum is based on The National Curriculum 2014 and the EYFS objectives. It is planned and delivered in topics in a cross curricular way, in order that children may benefit from connected, meaningful learning experiences. Much of the learning is child led and is enquiry based, particularly in Foundation Subjects. Discrete teaching of skills in particular subjects will take place where necessary. Long term plans are done collaboratively at staff development meetings on a termly basis in order that a cohesive approach is developed across the school. Weekly plans are done for each subject/topic area as appropriate and are annotated with daily assessments. Planning is monitored half termly by SLT. For specific details about individual subjects, please see subject policies on the school website.

Teachers may employ a wide range of teaching strategies and stimuli in order to fully engage pupils. We do not believe in limiting children's opportunities by placing them in fixed ability groups. Children may be grouped for specific activities on a lesson by lesson basis. We understand that children learn in different ways and at different rates and endeavour to provide opportunities for all pupils to learn in their preferred style. Teaching assistants work flexibly with different individuals/groups of children depending on who feels they require support in any particular lesson. Teachers have high expectations of pupils' attitude and effort towards their learning. Children use an established language for learning – 'Bamboozle'. They use this to illustrate that, when they are bamboozled, that is when they are learning the most.

Teaching tools may include the following:-

- Whole class teaching
- Carefully targeted questions to move learning on
- Research groups
- Opportunities to discuss learning in Learning Circles
- Challenge by choice
- Small group/individual interventions
- Outdoor learning
- *HeartSmart*
- *Zones of Regulation*
- *Emotion Coaching*
- Short, focused activities

- Start of the day activities to ensure children settle quickly into a learning routine
- Whole school approaches and schemes of work e.g. Readwriteinc. spelling
- 'Stunning starts' and 'Fabulous Finishes' to topic work to engage and motivate pupils e.g. visits, visitors, drama e.g. mantle of the expert, role play, museum days, presentations to parents etc
- Use of technology to support learning where appropriate
- Involvement of families and the local community
- Opportunities to reflect and extend learning e.g. fix-it time
- Pupil leaders for e.g. guided reading groups or Power of 2 interventions
- Continuous Provision in FS/KS1
- Learning Partners
- Self and peer assessment
- Creating own challenges

6. Inclusion, Support and Intervention

The school places a high priority on the needs of the whole child, not just academic success. Pupil progress meetings focus on each individual child and *understanding* barriers to learning, *enabling children to progress*. This includes identifying children at all levels of attainment who may be underachieving i.e. not making expected progress. Early interventions are put in place after the identification of needs so that children can make accelerated progress and close any attainment gaps. Provision maps for each class are produced by class teachers and monitored by the SENCO. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils with English as an additional language (EAL). Intervention groups are put in place as appropriate. These may include:-

- *Pre-teaching of core vocabulary at subject or topic level*
- Precision Teach for specific tasks e.g. spelling, times tables
- Early bird lessons
- Phonics booster
- Power of 2 and 1+1 maths 1:1 sessions
- Daily reading groups
- Additional support groups for reading comprehension
- Toe by Toe dyslexia support
- Pastoral Support
- Play Therapy
- Working Memory groups
- Fine motor skills groups
- Additional reading practice with volunteers
- Speech and language planned interventions

Able Children

It is an essential part of our curriculum and ethos that all children are expected to work hard and achieve personal bests. It is understood that the provision will therefore incorporate opportunities for children to extend their skills and for able children to work at greater depth in their areas of strength. Curriculum leaders

work with class teachers to plan opportunities within topics for children to extend and demonstrate their learning. Children who are particularly able in a given subject are identified through Pupil Progress Meetings and the annual review of provision for children working at greater depth. Subject Leaders then assist in signposting children to activities, clubs and opportunities to allow pupils to develop their skills further e.g. sports leaders, leadership opportunities, musical performances etc.

7. Monitoring of the impact of the Curriculum and standards in Teaching and Learning

The Headteacher, SLT and subject leaders carry out monitoring in a range of ways including the following:

- Lesson Observations
- *Moderation within and across schools*
- *School to school review (SPP)*
- Planning Scrutiny
- Book Scrutiny
- Learning Walks
- Team teaching
- Discussion with children
- Pupil Progress Meetings
- Curriculum events e.g. fabulous finishes for parents

8. Assessment

Assessment has two core purposes. First and foremost, it provides day to day feedback for teachers and pupils to develop teaching and learning. Secondly, it provides a tracking system for SLT and subject leaders to ensure that all pupils are making progress, and if they are not, to target support effectively. The tracking system, in addition to teachers' own day to day records, will form the basis of termly pupil progress meetings where further opportunities for all pupils will be discussed and made provision for. In order to ensure accuracy and consistency of judgements, in-house moderation meetings are held termly, inter-school meetings bi-annually, year group moderations *annually* through the TTSA and LA meetings in the summer term. In further detail the aims are:-

- To provide day to day feedback for teachers and pupils in order for pupils to make best progress and ensure that learning is embedded
- To track progress of individuals and cohorts so that interventions may be best targeted
- To ensure that all pupils make progress at their own rate and from their own starting point
- To allow subject leaders to develop learning in their subject area and ensure progression of skills and understanding

Procedures

- *Day to day feedback is provided through the use of a system of Minimal Strategic Marking which enables pupils to take ownership and responsibility for their progress. For further details, please refer to our Feedback and Marking Policy.*
- In the EYFS, the class teacher and teaching assistant make ongoing daily assessments of all pupils based on the objectives in the EYFS curriculum. A baseline of attainment against all of the statements

is completed by October half term so that attainment on entry can be measured. This data is entered onto the O-track tracking system and is updated at the end of each term for use in pupil progress meetings. *From September 2021, this will take the form of the Statutory EYFS Baseline Assessment.*

- To assess learning in reading, writing, GPS, mathematics and science, teachers use a system based on the year group expectations. They will record pupils' understanding of year group expectations on a class record sheet
- For a pupil to be working at the expected standard by the end of the year, they must have achieved the large majority of the year group expectations.
- To be working at Greater Depth in a curriculum area, a pupil must have demonstrated that they have also achieved the additional statements for that subject or be able to apply the year group expectations independently in a range of contexts.
- Pupils in Year 2 and 6 are assessed against the interim framework
- When children demonstrate they have achieved an objective, a dot is recorded. Statements can be awarded up to 3 dots, with 3 dots indicating the knowledge and understanding is embedded i.e. *beginning **consolidating ***embedded
- Summative assessment judgements will be entered into O-track, a computer tracking system, at the end of each term using the following nine point progression system. If a child was still working towards the previous year's expectations at the end of summer then they will need to complete the KPIs for the previous year before moving on to their new year group expectations.

T- Child is working towards age related expectations (T/T+/T++)

A- Child is working at age related expectations (A/A+/A++)

G- Child is working at greater depth on the age related expectations (G/G+/G++)

- The marking and feedback policy will serve as a consistent tool throughout school to help children to review their learning and identify next steps and challenges
- Teachers' assessment grids and analysis of data from the online tracking system will provide information for pupil progress meetings held at the end of each term.
- To assist teachers in their judgements about pupils' attainment, a number of systems of assessing key skills are in place:-
 1. ReadWriteInc Phonics
 2. ReadwriteInc spelling systems
 3. *Writing success criteria*
 4. *Mathletics attainment*
 5. Arithmetic tests
 6. Year group appropriate tests in the format of the end of Key Stage tests
 7. Tests as appropriate – see appendix 2 for details
 8. Pupils' ability to explain and discuss their learning e.g. at fabulous finishes
 9. Observation by teaching staff
 10. *Live marking*
 11. *Teacher feedback sheets*
 12. *Feedback from interventions*

Expected Progress

- Pupils' individual expected progress will be relative to their own starting points
e.g. if a child is working at A++ at the end of the Summer Term then he/she would be expected to be working at at least A++ by the end of the following year i.e. pupils should make at least 9 points progress over the course of the year.

Assessment of Foundation Subjects

- Subject Leaders have produced assessment trackers similar to those for maths and English which will be passed on throughout the key stage. The same system of dots is recorded when pupils have demonstrated an understanding of a particular skill. Once skills are embedded, the emphasis moves to applying the skills in cross curricular projects.
- Childrens' attainment against key stage expectations is recorded on class record sheets and passed on to the next teacher so that progress can be measured throughout the key stage
- Summative assessment data is entered onto O-track at the end of the summer term to allow subject leaders to analyse performance and requirements in their subject area.

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Appendix 1 Core Learning Skills Progression

Reception

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Dress and undress independently.</p> <p>Manage own personal hygiene, incl hand washing and blowing nose.</p> <p>Select and use resources independently.</p> <p>Stay on task when working in a small group.</p> <p>Describe what you have been doing.</p> <p>Tell someone how you are feeling.</p> <p>Know what to do if feeling worried or angry.</p> <p>Begin to self regulate behaviour.</p>	<p>Work as part of a group, taking turns and sharing fairly.</p> <p>Know when they are being fair.</p> <p>Ask questions of known adult.</p> <p>Show consideration for others' feelings when working together.</p> <p>Listen to instructions and follow them.</p> <p>Begin to know the difference between right and wrong and begin to put it into practice.</p> <p>Begin to understand the consequences of their actions.</p>	<p>Show confidence to initiate ideas, try new activities and speak in a familiar group.</p> <p>Persevere and stay involved (especially when solving a problem).</p> <p>Test out own ideas through provision, though not always able to explain their thinking.</p> <p>Willing to have a go at new experiences.</p> <p>Use imagination to make things.</p> <p>Show tenacity when working on a task; either independently or with others.</p>	<p>Respond to significant experience, showing a range of suitable feelings.</p> <p>Express range of emotions fluently and appropriately.</p> <p>Show developing awareness of own needs, views and feelings and are sensitive to those of others.</p> <p>Consider the consequences of words and actions for self and others.</p> <p>Take feedback on board and suitably moderate actions and behaviours.</p> <p>Explain something they have enjoyed.</p> <p>Find different ways of doing things.</p>	<p>Work alone in an area of provision or on adult directed tasks for appropriate lengths of time.</p> <p>Maintain attention and concentrate.</p> <p>Sit quietly and listen attentively when appropriate, e.g. during story session, intro to tasks, talk by visitor etc.</p> <p>Ask questions using 'what', 'when' and 'where'.</p> <p>Plan where they will work and what they will do.</p> <p>Give a simple reason for an action.</p>	<p>Form good relationships with adults and peers.</p> <p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Understand that others can be expected to respect their needs, views, cultures and beliefs.</p> <p>Take into account the ideas of others.</p> <p>Take turns.</p> <p>Take turns in speaking.</p>

Year 1

Self managers	Effective Participators	Resourceful Thinkers	Reflective Learners	Independent enquirers	Team workers
<p>Ask for help (if the time is appropriate).</p> <p>Choose and use equipment needed for a set task in transition areas.</p> <p>Have a go even when something is difficult.</p> <p>Set a simple target or goal.</p> <p>Tell when someone is feeling sad.</p> <p>Stop and think before acting.</p> <p>Beginning to be intrinsically motivated.</p> <p>Can self regulate behaviour.</p>	<p>Recognise when they need to talk to someone about a concern.</p> <p>Listen to the point of view of others in a dispute (e.g. in restorative practice).</p> <p>Listen carefully to instructions and follow them.</p> <p>Begin to know the difference between right and wrong and know the consequences of their actions.</p>	<p>Think of own ideas using their own starting point.</p> <p>Play, observe and experiment to find things out.</p> <p>Have a go at something new.</p> <p>Suggest ways to solve problem.</p>	<p>Know and understand what they do well.</p> <p>Tell someone what they have learnt and identify next steps.</p> <p>Pick the best time to talk to someone.</p> <p>Try something different if previous action has not worked.</p>	<p>Ask questions about learning and tasks.</p> <p>Offer an opinion about an issue and explain thinking.</p> <p>Show curiosity about new things.</p> <p>Use 'how' and 'why' when trying to find things out.</p> <p>Give a simple opinion and explain why.</p> <p>Initiate their own learning.</p>	<p>Work in a group and take turns.</p> <p>Engage in collaborative tasks.</p> <p>Prepared to listen to the ideas of others without interrupting them.</p> <p>Confident to share ideas and resources with others.</p>

Year 2

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Think about more than one way to solve a problem.</p> <p>Use range of strategies to control feelings.</p> <p>Keep going even when others find it easy.</p> <p>Don't let others distract you.</p> <p>Know that their actions impact on others.</p> <p>Explain why others may feel sad or unhappy.</p>	<p>Suggest a way forward following a dispute.</p> <p>Happy to have a go at solving something that is new to them.</p> <p>Leave a task and go back later if it is not completed.</p> <p>Encourage others.</p> <p>Talk about making the right decisions.</p>	<p>Leave a task and go back if it takes a long time to solve.</p> <p>Generate questions linked to learning challenge.</p> <p>Use imagination to generate ideas.</p> <p>Explain what they have learnt from someone else.</p> <p>Ask sensible questions about their work.</p> <p>Suggest ways to solve range of problems.</p>	<p>Understand what they need to do next to improve.</p> <p>Recognise where work could have been better.</p> <p>Know what helps them to learn well.</p> <p>Share learning with others.</p> <p>Happy to make changes from an original idea.</p>	<p>Take enough time to make sense of a problem that is presented.</p> <p>Curious about new things and asks questions to find out more.</p> <p>Can think of instructions for others to follow.</p> <p>Explain why they prefer one or two ideas that are proposed.</p> <p>Give two opinions and say which they agree with.</p> <p>Explain simple word problem and show thinking.</p>	<p>Confident to both lead and be directed by others.</p> <p>Consider views of all groups members during discussion.</p> <p>Actively listen and share ideas.</p>

Year 3

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Enjoy taking responsibility.</p> <p>Work within a time frame.</p> <p>Keep emotions in check when tasks get tough.</p> <p>Carry on and not be put off by change.</p> <p>Set and review learning targets.</p> <p>Explain who helps them learn and why.</p>	<p>Know how to make an idea even better.</p> <p>Prepared to listen to points made by others.</p> <p>Show empathy.</p> <p>Listen to and following instructions independently.</p> <p>Try out new ideas even if feeling nervous.</p>	<p>Have a go at something that may not work.</p> <p>Use imagination to improvise.</p> <p>Think of different ideas and possibilities when solving problems.</p> <p>Improve learning by imitating others.</p>	<p>Understand the factors that stop them from learning effectively.</p> <p>Say who or what helps them learn; and how and why they know.</p> <p>Gauge when a task has been completed to the best of their ability.</p> <p>Take time to consider experiences and what needs to be done next.</p> <p>Check and edit own work.</p>	<p>Understand basics of cause and effect.</p> <p>Devise sensible questions to ask different people.</p> <p>Suggest a question which can be investigated.</p> <p>Show thinking in different ways, e.g. mind map.</p> <p>Plan and finish a task within a given time frame.</p> <p>See the relationship between things and use to explain ideas to others.</p>	<p>Work harmoniously and constructively with others in joint activity.</p> <p>Make sure that everyone takes a turn when speaking.</p> <p>Give feedback to others in group on their performance.</p> <p>Work readily in different teams.</p> <p>Listen to and follow instructions independently.</p>

Year 4

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Enjoy challenges, especially open ended or deeper thinking ones.</p> <p>Try different ways to solve a problem.</p> <p>Prioritise the most important things that need doing.</p> <p>Welcome opportunities to take on added responsibility.</p> <p>Organise own time.</p> <p>Not put off by changes that may occur to normal routine.</p> <p>Describe own strengths and weaknesses.</p>	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion.</p> <p>Know that their ideas can help other people.</p> <p>Decide when they need 'time out' or 'thinking time' to deal with emotions.</p> <p>Determined not to 'give in' too easily.</p> <p>Manage disappointments and keep emotions in check.</p>	<p>Ask questions to check understanding.</p> <p>Tenacious when things get difficult.</p> <p>Sort and classify information and check it for clarity.</p> <p>Draw inference and make deductions from a range of sources.</p> <p>Give alternative solutions or explanations.</p> <p>Describe effective learning and compare to own learning.</p>	<p>Value and use feedback that helps to improve quality of work and learning.</p> <p>Review learning and identify a factor that could help make them a more effective learner.</p> <p>Use more than one piece of evidence to support their learning.</p>	<p>Follow up a question to gain clarification.</p> <p>Use more than one piece of evidence to support their findings.</p> <p>Complete a task without reminders from others.</p> <p>Break down complex ideas into steps.</p> <p>Make lists when helpful to do so.</p> <p>Sort information and choose what is most relevant.</p>	<p>Take on a specific allocated role in a group.</p> <p>Respect and tolerate values and beliefs of others in a joint activity.</p> <p>Communicate capably as a team member.</p> <p>Keep focused on a task and avoid distractions.</p> <p>Respect opinion of others when different from their own.</p>

Year 5

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Recognise risks that may be involved when tackling work.</p> <p>Organise things well, including resources and others.</p> <p>Appreciate how learning can happen from mistakes.</p> <p>Know where they learn best.</p> <p>Appreciate range of viewpoints, even when different from own.</p> <p>Know the difference between sensible risks and fool-hardy risks.</p>	<p>When making suggestions, can break down ideas into small steps.</p> <p>Prepared to discuss and debate issues until a sensible compromise is reached.</p> <p>Act as an ambassador for the school.</p> <p>Act as a buddy or mediator.</p>	<p>Link ideas from different topic areas to solve problems and present findings.</p> <p>Persevere even when the solution is not readily available.</p> <p>Understand the difference between a task that is too difficult and one that requires them to think more deeply.</p>	<p>Accept different types of feedback and learn from it.</p> <p>Make good use of time to reflect on what they have learnt.</p> <p>Understand that attitude and behaviour can affect learning, and show they are prepared to adjust.</p> <p>Use range of criteria to reflect on own and others work.</p>	<p>Recognise that sometimes you need expertise from others to help solve a problem.</p> <p>Show they are confident enough to plan clear steps to improve their learning.</p> <p>Choose how to present information.</p> <p>Plan a longer activity, breaking it into a manageable number of steps.</p> <p>Make constructive judgments about someone else's work.</p> <p>Set targets for completing tasks and work to them.</p>	<p>Take on range of roles within a group.</p> <p>Accept constructive criticism from others in group to enable improvement in performance.</p> <p>Share a working environment with others and respect their varying needs.</p> <p>Motivate others to contribute more effectively.</p> <p>Understands differences in opinions and respond positively.</p>

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Assess risk and make sensible decisions.</p> <p>Cope with additional pressure.</p> <p>Confident and capable when allowed to organise own time and space.</p> <p>Use a range of strategies to help overcome a problem.</p> <p>Appreciate that feelings change over time and cope with it.</p> <p>Empathise with others, appreciating that people respond in different ways.</p>	<p>Act as an advocate for views and beliefs that may differ from their own.</p> <p>Be a good role model for learning behaviour.</p> <p>Control own mood swings.</p> <p>Know what the risks are when considering their work.</p>	<p>Always prepared to explore more than the first possible solution to a problem.</p> <p>Aware that solutions can depend on an understanding of other issues.</p> <p>Generate questions which promote higher order thinking.</p> <p>Adapt and apply learning to new situations.</p>	<p>Explain and discuss different ways they have learnt from others.</p> <p>Identify strengths and weaknesses in their work, and give reasons.</p> <p>Take account of others' viewpoints when considering success.</p> <p>Weigh the strength of different reasons to support an argument.</p> <p>Cope with criticism and learn from it.</p>	<p>Use feedback from a range of sources to help solve a problem.</p> <p>Understand that questions can have more than one answer and that some cannot be answered.</p> <p>Give more than one reason to support an argument.</p> <p>Plan a complex task, anticipating blocks and find ways to overcome them.</p> <p>Listen to a range of opinions and reach a conclusion from them.</p>	<p>When suggesting ideas, able to break into smaller steps to suit the needs of the group.</p> <p>Work with range of people, including those with different views of their own.</p> <p>Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on.</p> <p>Make the most of others' strengths when organising work.</p>

Appendix 2 Tests/Assessments

Reception	Baseline assessment and ongoing teacher assessment Observation Gathering of assessment data through Dojo Portfolio Mathletics
Year 1	Ongoing teacher assessment Year 1 Phonics Screener Times Tables Rock Stars Mathletics
Year 2	Ongoing teacher assessment KS1 statutory assessments to inform teacher assessment Times Tables Rock Stars Mathletics
Year 3	Ongoing teacher assessment Times Tables Rock Stars Age related expectations tests from online source Verbal Reasoning test Mathletics Read Theory
Year 4	Ongoing teacher assessment Times Tables Rock Stars Age related expectations tests from online source Non-Verbal Reasoning test Statutory Times Tables test Mathletics Read Theory
Year 5	Ongoing teacher assessment Times Tables Rock Stars Age related expectations tests from online source Test base Verbal and Non-verbal Reasoning test Mathletics Read Theory
Year 6	Ongoing teacher assessment Times Tables Rock Stars Age related expectations tests from online source Testbase End of KS tests Mathletics Read Theory