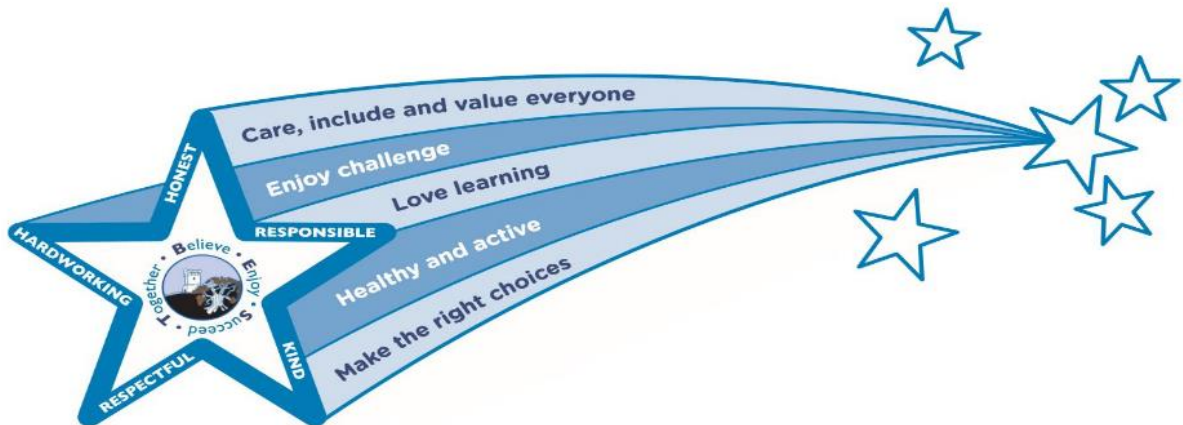


Whitehills Primary School



Assessment Policy

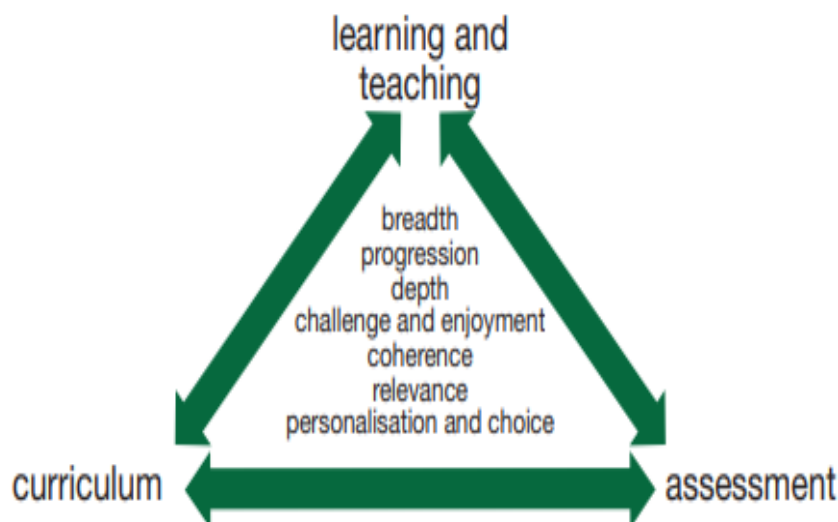


Learning Together the Whitehills Way

June 2023

OUR VISION AND RATIONALE

Our vision statement at Whitehills Primary School is Believe, Enjoy and Succeed Together (BEST). At Whitehills we believe that children learn *best* when there is a coherent approach to curriculum, learning, teaching and assessment. This is illustrated in the diagram below from Building the Curriculum 5:



“Assessment is an integral part of learning and teaching. It helps to provide a picture of a child’s or young person’s progress and achievements and to identify next steps in learning.” (Building the Curriculum 5)

In order to gather good quality evidence of learners’ progress through relevant experiences, staff will plan to use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children in assessment is essential to ensure they have a well-developed sense of ownership of their learning.

Effective assessment is a key driver in helping us understand how each individual child is progressing, and in turn, improve attainment, and understand and close any poverty-related attainment gaps.

“Assessment of children’s progress is one of the key drivers within the National Improvement Framework which highlights that ‘we all need more robust and consistent evidence which will help us in improving health and wellbeing, raising attainment and closing the poverty-related attainment gap.’” (National Improvement Framework and Improvement Plan: 2020)

Whitehills Primary School’s Assessment Policy is designed to support children’s attainment and achievement. This will be in line with the Experiences and Outcomes (Es & Os) of Curriculum For Excellence.

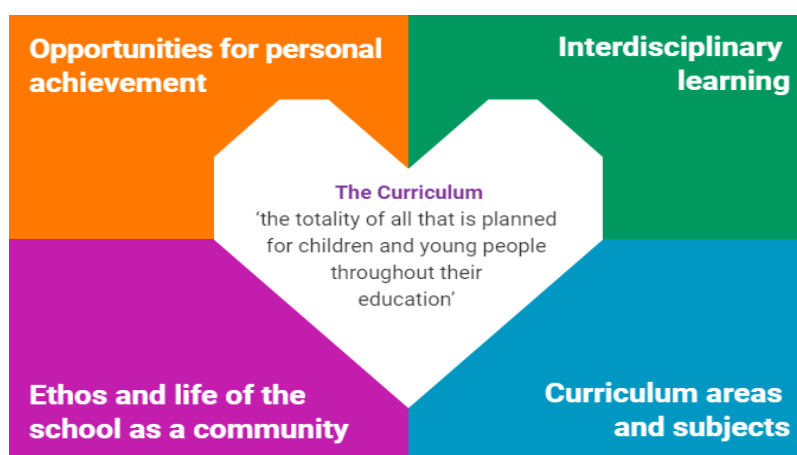
We aim to:

- ensure that curriculum, learning and teaching, and assessment form a coherent experience
- gather good quality evidence of learner's progress through relevant experiences
- use a range of approaches which reflect the breadth and depth of achievement in learning
- use assessment flexibly to meet the needs of all learners
- enable all learners to maximise their potential and develop across the **four capacities** using motivating assessment approaches



WHAT WE ASSESS

Evidence across the four contexts of learning



- **Standards and expectations**
 - within a level for a curricular area, the Es & Os describe the knowledge, understanding, attributes and skills expected
 - the expectations about progression through curriculum levels are:

Curriculum Level	Stage
Early	Pre-School and Primary 1
First	Primary 2 - Primary 4
Second	Primary 5 - Primary 7

Benchmarks provide clarity on the standards expected within each curriculum area at the end of a level

- **Breadth, challenge and application**
 - **Breadth** - have achieved a breadth of learning across the Es and Os for an aspect of the curriculum
 - **Challenge** - can respond to the level of challenge set out in the Es and Os and are moving forward to more challenging learning in some aspects
 - **Application** - enabling learners to apply what they have learned to new and unfamiliar situations

- **Progress and achievement in learning**
 - We track progress and achievement in Literacy, Numeracy & Maths and Health & Wellbeing
 - We create meaningful next steps and ensure progression of learning

WHEN WE ASSESS

“Both long-cycle and short-cycle assessment are important. In great teaching, assessment is taking place minute by minute, lesson by lesson, week by week, month by month and topic by topic” (The Teaching Delusion 2020).

Teachers assess as part of daily learning and teaching. They do this, for example, by observing learners carrying out tasks, by looking at what they write, make, say and do and by questioning understanding. They develop relationships with their learners, track their progress and involve them in developing their next steps.

We assess routinely as part of the ongoing teaching and learning process

- When planning for the teaching and learning, teachers will identify focus summative and diagnostic assessments when completing the yearly overview
 - Assessment will happen daily through verbal and written feedback – teacher to pupil, pupil to pupil, pupil to self and pupil to teacher
 - Teachers use evidence based on the success criteria to provide useful feedback to learners
 - Teachers use our Progression and Assessment Excel Spread-sheet to update on-going progress within the core areas
 - Learning and teaching approaches are adapted to meet the children's needs and to revisit areas where learning is not yet secure (moderation of Abacus is required to be more responsive and fit with our progression pathways)
 - The validity of assessment is increased when assessment tasks and activities are designed to match the agreed learning intentions and success criteria
-
- **We assess periodically**
 - We will track and record learner progress towards agreed 'achievement of a level' at each stage in November, February and May using our SEEMIS CfE tracking tool.
 - If we feel a child has a barrier to learning, we may use an objective or diagnostic test to help us plan interventions for the individual and consult with our PT ASN and our ASN teacher

- If we feel a child is not achieving the appropriate level for his/her age or stage, we will consult with our PT ASN and our ASN teacher. We may also liaise with partner agencies.
- We will use National Standardised Assessments (NSAs and MCNGs for Gaelic Learners) to assess key milestones and track progress of children at Primary 1, Primary 4 and Primary 7. We will use a Developmental Milestone tracker to assess key milestones and progress in Nursery.
- We will use Abacus and RWInc diagnostic assessments. Sometimes these may be adapted to meet the needs of the group. If required, other diagnostic assessment will be used.

We have created a **calendar of summative assessments** this is embedded within our Whitehills Assessment Calendar (see Appendix 1 - Whitehills Assessment Calendar).

- **We assess at transitions**

- We promote effective transitions between stages, levels, or nursery to primary and primary to secondary school
- We share detailed information on progress, attainment, support and challenge required, and medical, ASN and equity information. This ensures continuity and progression in learning. (see Appendix 3 - Whitehills Transition Template)

HOW WE ASSESS

Teachers use many approaches to assessment:

- AifL strategies which encourage a range of formative, summative, holistic and diagnostic assessments
- Summative assessment is a measure of a pupil's learning at a particular point in time – a snapshot and might consist of a comment or score
- Assessment also means gathering evidence of what pupils say, make, write and do
- It will help determine the nature of support required for individual pupils and help us identify and close any poverty related gaps
- Formative assessment is the monitoring of the learners understanding by providing regular and timely feedback on what they've done well and what they need to improve on.
- Diagnostic assessment is an evaluation of a learner's current knowledge and skill level. This helps to support responsive planning of future learning.

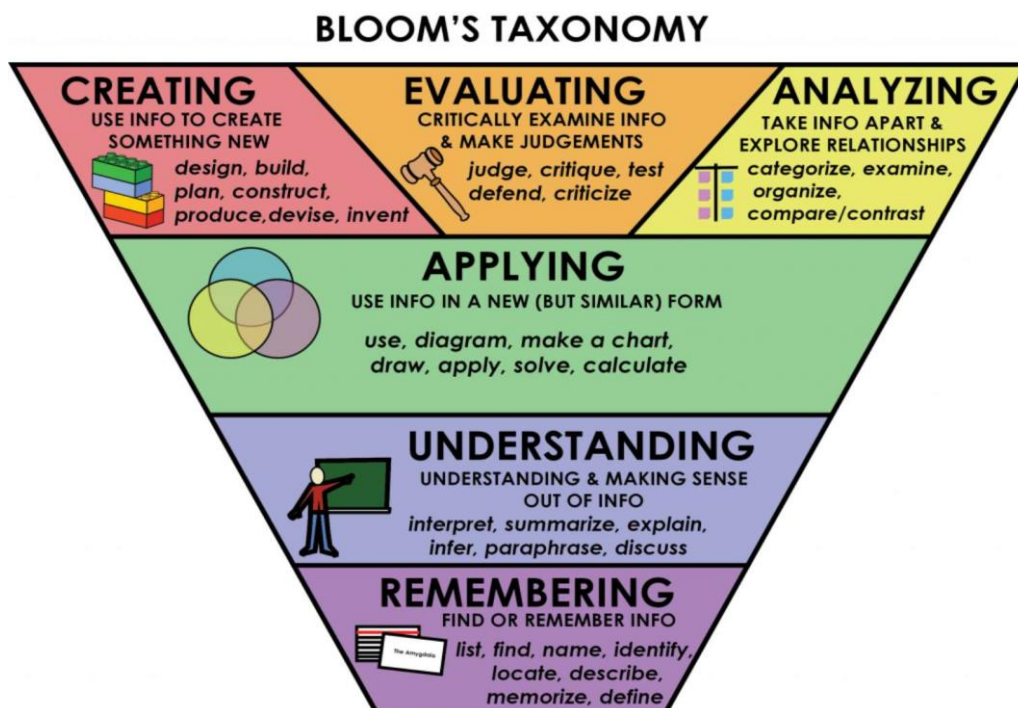
- **Formative Assessment includes the following:**

- Sharing learning intentions with pupils and co-constructing the success criteria in pupil-friendly language
- We use a range of effective questions and give children opportunities to discuss their thoughts, ideas and learning
- Appropriate feedback is given in a timely manner. This can be both written and verbal
- Teacher assessment, peer assessment and self-assessment are used to feedback on learning and progress
- Pedagogical documentation of children's learning e.g. floor books are used at some stages to evidence learning

- **The following resources are used to support diagnostic and summative assessments**
 - Abacus Maths Assessments and/or teacher adapted maths assessments
 - Cold and hot writing tasks (see Appendix 5 – Whitehills Guidance for Cold and Hot tasks)
 - Read, Write, Inc phonics/reading assessments
 - Read, Write, Inc spelling assessments
 - Fresh Start assessments
 - Schonell reading assessments for second level
 - Reading Box assessments
 - Dyslexia Checklist
 - Wellbeing Webs
 - Pupil self-assessment Abacus sheets
 - RWI Rubrics
 - Specifically designed assessment activities which ask children to demonstrate their learning in what they “make, say, write or do”
 - National assessment materials NSAs and MCNGs

We have a **calendar of assessment** to ensure continuity throughout the school which is embedded into our annual calendar at the start of each session (see Appendix 1 – Whitehills Assessment Calendar)

- **We use a range of holistic assessments**
 - These demonstrate breadth of learning and require the learner to draw on a range of Es and Os
 - They demonstrate challenge and promote higher order skills (see Blooms Taxonomy below)

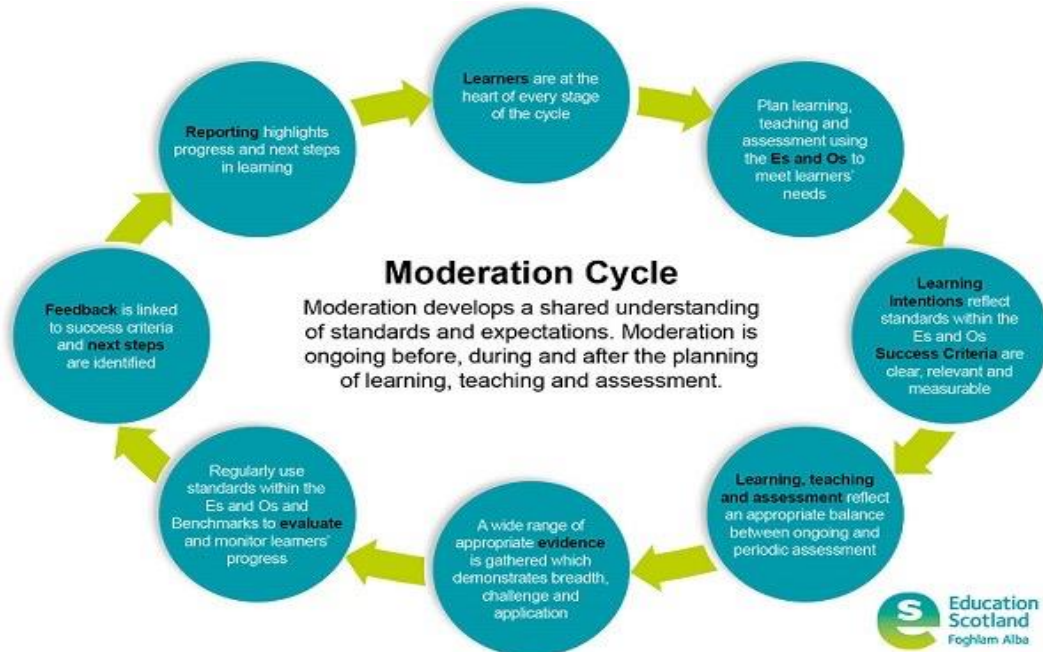


- They demonstrate application of learning in new and unfamiliar situations and come from one of the four contexts of learning – opportunities for personal achievement, interdisciplinary learning, curriculum areas and subjects, ethos and life of the school as a community.

- We ensure assessments are fit for purpose by using the Whitehills Holistic Assessment Rubric (see Appendix 2 - Whitehills Holistic Assessment Rubric)
- **Assessments should be reliable, valid and proportionate**
 - We base assessment judgements on evidence drawn mainly from day-to-day teaching and learning
 - We use assessments as a tool to create next steps in learning and teaching. Teachers understand that every child is on their own learning journey. 'Assessment is the key to bridging the teaching and learning gap' (The Teaching Delusion 2020).
- **Professional dialogue is central to agreeing standards**
 - Assessment within CfE is based on professional judgement. To support teacher confidence, we plan regular opportunities for professional dialogue and moderation in relation to planning, learning, teaching and assessment.
 - This includes discussion and moderation within levels, with stage partners or other colleagues and takes account of prior achievements and informs future learning
 - We analyse data from the Whitehills Progression and Assessment spreadsheet and the Angus Council CfE Tracking tool to support teachers in identifying interventions required and planning next steps in learning and teaching
- **Close partnership working**
 - Parents are key partners in supporting their child's learning and we strive to ensure parents understand what their child is learning. We share how they will be assessed and how they, the parents, can support their child. Parents have access to Our Shared Language of Learning Booklets for literacy and a curriculum leaflet is shared each term.
 - Close working relationships with our ASN PT and teacher, ASD teacher and other agencies including - Speech and Language Therapy, Occupational Therapy, Educational Psychology, School Health etc enable us to support when children are not making as expected progress.
- **Assessment needs to be quality assured**
 - This means all staff working together to reach a shared understanding of what good progress and achievement looks like
 - This shared understanding is at all levels including stage partners, school level and cluster level
 - Assessments should be fit for purpose, valid and reliable
 - Assessments should promote active learner engagement
- **Learner/teacher conversations may relate to:**
 - on-going classwork aligned to learning intentions and success criteria
 - learning goals or targets for units of work/topics etc.
 - key pieces of evidence or assessment tasks that relate to agreed success criteria
 - pupil evaluation in their IEP
 - Wellbeing Webs completed 3 times per year

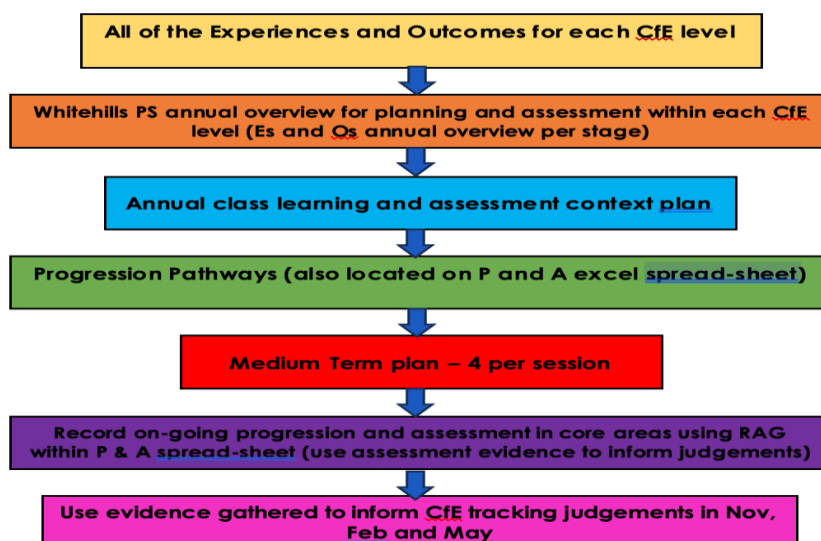
Moderation at Whitehills

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education. It involves teachers and other professionals, working together, drawing on guidance and exemplification to develop shared expectations about what progress and evidence of learning will look like. Each element of moderation is captured succinctly in the Education Scotland diagram below. This is used to inform and guide our practice at Whitehills.



At Whitehills moderation of learning by sharing standards and expectations happens through:

- **Planning together for learning, teaching and assessment**
 - Teachers plan together to meet the needs of their classes and individual learners, taking into account coverage of the curriculum, and providing opportunities for pupils to make links across learning, to be challenged appropriately, and to apply their learning in familiar and unfamiliar contexts.
 - We have seven layers to our planning and assessment processes as follows:



- The first layer of planning and assessment for learning is the suite of Es and Os at each CFE Level. On our school planning graphic this layer is coloured in yellow.
 - The second layer of planning and assessment for learning is our Es and Os Annual Overview for each stage. On our school planning graphic this layer is coloured in orange.
 - The third layer of planning and assessment consists of the annual context plan. This is where staff think about all the content they are going to cover over the course of a year for the stage they are teaching. On our school planning graphic this layer is coloured in blue.
 - The fourth layer of planning and assessment consists of progression pathways. Our pathways are aligned with CfE. They include moderated learning intentions which set clear standards and expectations in regard to what knowledge, and skills the pupils will learn and clearly show progression between each stage and level. On our school planning graphic this layer is coloured in green.
 - The fifth layer of our planning and assessment process is for medium term planning and evaluation of learning. On our school planning graphic this layer is coloured in red.
 - The sixth layer of our planning and assessment process is related to the recording of on-going progression and assessment for literacy, numeracy and health and wellbeing. This is located within our Progression and Assessment spread-sheet and a RAG system is used to track progress. On our school planning graphic this layer is coloured in purple. More detailed guidance related to planning processes, can accessed in Whitehills Planning Guidance Document.
 - The final layer is entering teacher CfE judgements within our SEEMIS tracking tool. Teachers make predictions in November and February, and enter final attainment in May Teachers use all available assessment evident and evaluations to help inform judgements. More detailed guidance related to CfE tracking and our agreed codes can be accessed in Whitehills CfE Tracking Guidance
- **Learning and Teaching** (refer to our Learning and Teaching Policy, The Whitehills Way for more information)
 - Teachers may work together to decide on the best methodology for teaching particular concepts and to design rich learning experiences (focusing on breadth, challenge and application).
- **Assessing and evaluating learning**
 - Teachers carefully select the elements of the curriculum they will assess during each block of learning (blue layer of planning cycle above) and decide how these will be assessed using a holistic approach. A variety of assessment approaches that are proportionate and manageable will be used.
 - Teachers follow the annual assessment calendar for agreed assessments (see *appendix 1*)
 - Teachers agree on what has been achieved and where the pupil needs to go next

- **Whitehills Assessment Folders (WAF)**

- Each child has a Whitehills Assessment Folder (WAF) to collate completed assessments with feedback. This demonstrates breadth, challenge and application within learning and includes examples of assessment within the core areas and IDL. (see Appendix 1 – Whitehills Assessment Calendar) This details what should be included in the folder and how it is stored/shared.

- **Regular opportunities for professional dialogue**

- Teachers have opportunities for professional dialogue including attainment meetings, formal and informal professional discussions, planning meetings, moderation meetings, stage meetings, across levels and with SLT. We seek opportunities to engage in this professional dialogue across the cluster.

Tracking Progress and Achievement

Staff engage in a variety of moderation activities to monitor, track and discuss progress and achievement including the following:

- Evaluate planning at the end of each planning block to identify progress and support/challenge required (see Appendix 4 – Whitehills Evaluation of Planning)
- Evaluate on-going progress and attainment within PDMA meetings.
- Discussing teacher judgements with a stage partner and/or link SLT
- Additional attainment meetings at P1, P4 & P7 stages in November, February and May to discuss and moderate CfE judgements

The above activities help to identify learners that are on track and those that require support or challenge in their learning. Required interventions are discussed to challenge or support learners. Potential barriers to learning are discussed and plans are put in place to negate these.

Evaluative language

Staff are encouraged to use evaluative language within their evaluations when reflecting on progress of learners as follows

All	100%
Almost all	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority / less than half	15% - 49%
A few	15%

Analysis of Data

A wide range of data is collated and analysed. This is used to populate termly whole school summaries. They are shared and discussed with staff to help identify cohort, level and whole school strengths and next steps, as well as informing support allocation. The following data feeds into termly executive summaries:

- PDMA Feedback including planning, on-going attainment and evaluations
- Stage feedback
- CfE teacher judgements
- ASN Data and interventions
- Teachers are also supported to interrogate NSAs and RWI assessments and use it to inform planning, teaching and assessment.

Profiling and Reporting

Profiling – sharing on-going progress with Parents/Carers

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised.

At Whitehills, staff will upload to Dojo portfolio termly for each child:

- An example of an individual piece of numeracy/maths
- An example of an individual piece of literacy (this should include the range of literacy organisers across the year i.e. reading, writing, L & T)
- Examples should be marked and include teacher feedback

We also use profiles at key points of transition in learning. This includes:

- In Primary 7 to support the move into secondary school
- In Pre-school using pedagogical documentation approaches to support the journey into Primary 1.
- For specific pupils within our school who have additional support needs. For example, the use of 'Pupil Passports' to support the move within and across levels.
- RWI rubrics are completed prior to the November and March parent meetings

Reporting

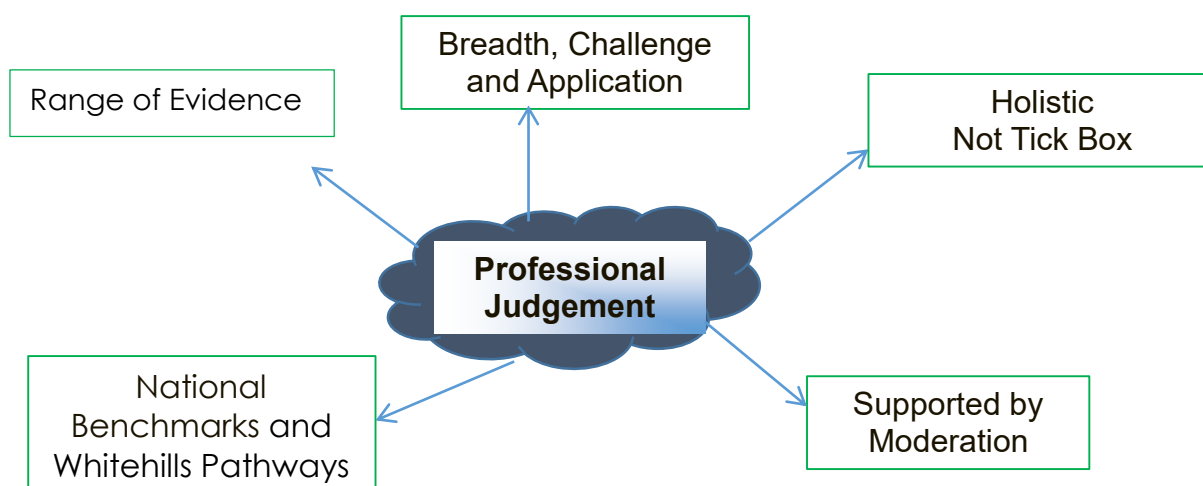
Reporting has two main purposes:

- It provides clear, positive and constructive feedback about children's progress, looking back on what has been achieved against standards and expectations
- It creates an agenda for discussion between learners and those teaching and supporting them about their next steps in learning.

Reporting on the development and learning of our pupils must take account of their achievements in different contexts and settings, including across curriculum areas, the life and ethos of the school and learning out with the school, including in the wider community.

Curriculum for Excellence levels are not defined by specific attainment targets but by the experiences and outcomes which provide broad contexts for learning. Therefore, in order to report accurately on a child's progress a teacher's professional judgement is crucial.

At Whitehills, when reporting on pupil progress our staff consider the following:



We report to parents/carers three times a year as follows:

- November – two-way parents evening between teacher and parent
- March - a Learner Led Conference which is a three-way interview (teacher, parent/carer and child). This discussion focuses on progress and next steps and the child is involved in reviewing their progress and identifying their next steps. See appendix five for the Learner Led Conference template
- June - a final report is shared with parents/carers that includes information on progress, attainment and next steps within the core areas of learning and effort in relation to our learning powers and values (please refer to Whitehills Reporting Guidance for more information)

Evaluation and Review

This policy was developed in June 2023 and will be reviewed in June 2026. Implementation of this policy and its effectiveness will be examined through various monitoring activities including PDMA meetings, Attainment Meetings, SLT Pop In Visits, Jotter Moderation & end of year reports moderation. We will also sample staff, parent and pupil views.

Appendix 1 – Whitehills Assessment Calendar

All assessment pieces should include the pupil's name and the date of assessment. They should be marked and contain feedback. They should be stored in the wallet provided and kept in the filing cabinet in your classroom unless otherwise stated below. This should be handed on to the receiving teacher at the end of the year.

All assessment information should be retained until the pupil has completed the next level, i.e. Early Level assessment information should be retained until the pupil begins Second Level, First Level assessment information should be retained until the pupil reaches the end of Primary 7.

All assessment information should be stored in stage order.

August	My World paperwork received by parents – for Primary 1 only
	Wellbeing Webs Relevant comments should be added and followed up. Share with line manager if required. (Any wellbeing webs containing sensitive information will be stored in by SLT in a secure file.)
	Writing Cold task
	Abacus Autumn Term 1 Cold Task
September	RWInc Assessments – held by SLT
	Fresh Start Assessments - held by SLT
	Update Planning and Assessments Grids – held on Staff Common Drive
	Abacus Autumn Term 1 Hot Task
	Writing Hot Task
	Sharing the Learning week – marked example of literacy and maths (including feedback) to be shared on Dojo portfolio
October	Abacus Autumn Term 2 Cold Task
	Evaluation of Planning – held on Staff Common Drive
	Writing Cold Task
November	Abacus Autumn Term 2 Hot Task
	P4 NSA – all information can be accessed from the NSA website
	P7 NSA – all information can be accessed from the NSA website
	Attainment tracking update (predicted attainment) – held with the SEEMIS tracking tool
	Parent / Teacher meetings – complete a Learner Led Conference template

December	RWInc Assessments – held by SLT
	Fresh Start Assessments – held by SLT
	Update Planning and Assessments Grids – held on Staff Common Drive
	Abacus Spring Term 1 Cold Task
	Writing Hot task
	Sharing the Learning week – marked example of literacy and maths (including feedback) to be shared on Dojo portfolio
January	Wellbeing Webs Relevant comments should be added and followed up. Share with line manager if required. (Any wellbeing webs containing sensitive information will be stored in by SLT in a secure file.)
	Evaluation of Planning – held on Staff Common Drive
	Writing Cold Task
	Abacus Spring Term 1 Hot Task
February	Attainment tracking update (predicted attainment) – held with the SEEMIS tracking tool
	Abacus Spring Term 2 Cold Task
March	RWInc Assessments – held by SLT
	Fresh Start Assessments – held by SLT
	Update Planning and Assessments Grids – held on Staff Common Drive
	Learner Led Conferences template
	Abacus Spring Term 2 Hot Task
	Writing Hot Task
	Sharing the Learning week – marked example of literacy and maths (including feedback) to be shared on Dojo portfolio
April	Wellbeing Webs Relevant comments should be added and followed up. Share with line manager if required. (Any wellbeing webs containing sensitive information will be stored in by SLT in a secure file.)
	Evaluation of Planning – held on Staff Common Drive
	Abacus Summer Term 1 Cold Task

	Writing Cold Task
May	Abacus Summer Term 1 Hot Task
	P1 NSA - all information can be accessed from the NSA website
	Attainment tracking update (actual attainment) – held with the SEEMIS tracking tool
	Abacus Summer Term 2 Cold Task
	Sharing the Learning week – marked example of literacy and maths (including feedback) to be shared on Dojo portfolio
June	MNCG Assessments (GMU) - all information can be accessed from the NSA website
	RWInc Assessments – held by SLT
	Fresh Start Assessments – held by SLT
	Update Planning and Assessments Grids – held on Staff Common Drive
	Abacus Summer Term 2 Hot Task
	Writing Hot Task
	Evaluation of Planning – held on Staff Common Drive
	End of Year reports – copy (including parent feedback held in PPR

Appendix 2 – Whitehills Holistic Assessment

<p>A holistic assessment task should demonstrate the following:</p> <ol style="list-style-type: none"> 1. Breadth of learning - it should be based on a range of Experiences and Outcomes across different organisers (but not necessarily curricular areas); 2. Challenge - it should ask pupils to use a range of higher order thinking skills such as analysis, creation, evaluation, problem solving, tackling multi step tasks, interpreting tasks; 3. Application of learning in new and unfamiliar situations. <p>It will also come from one of the four contexts of learning:</p> <ul style="list-style-type: none"> • Life and ethos of the school as a community • Curricular areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 		
Red	Amber	Green
context/ setting is not appropriate to the children	context/setting could be improved	shows application of learning in new or unfamiliar setting
closed questions that do not allow the development of higher order thinking skills	some evidence of questions to promote higher order thinking skills but these could be improved upon	promotes higher order thinking skills
Es and Os do not match the task	some Es and Os match the task but some do not	Es and Os are appropriate to the task
draws on learning from 1 organiser	draws on learning from some organisers	draws on learning from across different organisers
Es and Os don not link naturally	some Es and Os link naturally but some do not	Es and Os link concepts appropriately
no evidence of breadth, challenge or application	some evidence of breadth, challenge and application but this could be improved upon	shows breadth, challenge and application
no evidence of 4 contexts	not clear which context from learning it comes from	comes from one of the 4 contexts of learning

Appendix 3 – Whitehills Transition Template

Whitehills Primary School

Transition Information for Next Teacher

Session

Class

Please complete the following transition tasks:

1. Progression and assessment excel tracking tool is to be completed for reading, writing, listening and talking and maths & numeracy by adding the date (mm/yy) in the appropriate RAG column for each criterion on the grid. It is important that this gives the next teacher a true picture of where each child is at within a level.
2. Please share your CfE tracking attainment data from Seemis and share with the new teacher the names of children who are not on track.
3. Please arrange to have a meeting with the new teacher to discuss any children who require additional support or challenge in their learning in addition to those not on track.
4. Transition meetings should take place between xx June – xx June, and all transition tasks above should be completed by xx June. A copy of this template should be emailed to your line manager by xx June.
5. In the last week of the school term, please pass on all jotters that the children are currently using.
6. By the beginning of the new term in August, Class Dojo accounts should be transferred to the new teacher (please see Sally or Lorraine if you are unsure of how to do this)

ASN

- Please provide information on any ASN including children with IEPs, Child's Plans, BSPs, RA, and diagnosed needs e.g. Dyslexia, ADHD, ASD
- Provide information on children receiving support from partner agencies, who have had support from partner agencies, or children that have been referred to partner agencies e.g. Ed Psych, Social Work, Counselling Service, School Nurse, S<, CAMHS
- Include details of advice and strategies that have been put in place to support children e.g. if a child needs an individual workstation set up, details of particular strategies used to support individuals, access to quiet room/safe space, individual timetables, Now and Next boards
- List the children with EAL and any supports in place for this
- Paperwork can be accessed on the staff common drive, year, ASN

Progress and Attainment

- Please identify any whole class gaps/areas within literacy, numeracy and health and wellbeing requiring focused attention
- Please identify any group gaps/areas within literacy, numeracy and health and wellbeing requiring focused attention
- Please identify any individual gaps/areas within literacy, numeracy and health and wellbeing requiring focused attention
- Please identify any children/groups that require additional challenge in their learning

Equity information

- Share children in receipt of clothing grants and any other equity information

Any medical information

**Any other relevant information
e.g. Significant information logged on LPN (Latest Pastoral Notes)**

Appendix 4 – Whitehills Evaluation of Planning

Evaluation of Medium Term Planning for Learning - 2023/24

Class:

Term:

<p>Evaluation of MTP Term 1 Please use evaluative language: all (100%), almost all (over 90%), most (75% - 90%) majority (50 -74%), minority (15 - 49%), few (up to 15%)</p>	<p>2023/24</p>
<p>Impact of Interdisciplinary Learning</p>	<p>Impact of Maths and Numeracy</p>
<p>Impact of Literacy</p>	
<p>Impact of planned interventions (Think about children at code 3 and what you have delivered to support them).</p>	<p>Children not on target and planned interventions required for next planning block</p>

Appendix 5 – Whitehills Guidance for Cold and Hot Tasks

Cold Task – <i>Dr Don't Give up Task or Give it a Go Task</i> To be completed on blue paper - optional	Hot Task – <i>Incredible Improver Task or Show what you Know</i> To be completed on pink paper - optional
<ul style="list-style-type: none"> • Complete at the beginning of a new text type • Create a motivating hook, and engaging and familiar context for the type of writing to help inspire the child • The Learning Intention, relevant learning powers and instructions for the task should be shared clearly but not the success criteria. • You should discuss the purpose (PIE) and audience, and the children should be reminded of tools for writing. • The child should be reassured to have a go as this will help make sure you pitch your teaching to what the child needs • Once the task has been completed, use a combination of Stephen Graham success criteria and writing progression pathways to identify what needs to be taught for the child to be successful with this type of writing. The results should inform the success criteria, groupings and differentiation required for the whole class. 	<ul style="list-style-type: none"> • Complete at the end of a block of teaching • This should be the same type of writing that has been taught e.g. Information Report • The context should be different. Using exactly the same context could de-motivate the child. • Appropriate LI and SC, and relevant learning powers should be shared. This should link directly to what has been taught so that the child is aware of how to be successful. The SC should be differentiated according to need, however, this should be fluid and children should be encouraged to aim high and do their very best. • The results should highlight the progress that the child has made from their starting point, the cold task. • Children should be supported to understand the progress that they have made, and also to help identify their next steps for this type of writing. Using the SC will support with identifying next steps. • The results should inform assessment of progress, but also support the teacher evaluate the block of teaching, the impact of approaches used and identify next steps
<p>Storage of Cold and Hot Tasks: Cold and Hot Tasks should be located in Assessment Folders and accessed at the end of the teaching block to support you and the child to assess their progress and next steps</p>	