

## Assessment, Feedback and Expectation Policy

*Reviewed May 2022*

### What is Assessment?

Assessment is the means by which we judge the achievement by pupils against our school curriculum

*“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.” (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)*

### What are our Principles of Assessment?

Effective assessment provides information to improve teaching and learning.

The primary principle of assessment is that it should be fit for this purpose. Assessment is an integral part of teaching and lies at the heart of promoting pupils’ education. It should provide information which is clear, reliable and free from bias. The sole aim of our approach to assessment is to support and promote our high expectations for the achievement of our pupils. In the words of our motto, we wish our children to ‘aim high and fly higher’.

There are three different types of assessment:

1. **Day-to-day in-school formative assessment**, for example:
  - *Question and answer during class*
  - *Marking of pupils’ work*
  - *Observational assessment*
  - *Regular short re-cap quizzes*
  - *Scanning work for pupil attainment and development*
2. **In-school summative assessment**, for example:
  - *End of year tests*
  - *Short end of topic or unit tests*
  - *Reviews for pupils with SEN and disabilities*
3. **Nationally standardised summative assessment**, for example:
  - *National Curriculum tests at the end of Key Stage 2*
  - *National Curriculum teacher assessments at the end of Key Stage 1*

Our curriculum is built on an understanding of mastery, as something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (greater depth on the same topic) rather than acceleration (rapidly moving on to new content). In developing these approaches to assessment, we now have the opportunity to make “mastery for all” a genuine goal.

## What are the purposes of each type of assessment?

### 1) Day-to-day in-school formative assessment

#### For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

At BFJS this will be achieved by:

- *Effective feedback of pupil's work which informs them how well they have done and how to get better - see Feedback section of this policy (page 7) and individual expectations.*
- *Giving pupils time to review what they are learning and then respond*
- *Effective questioning (using Bloom's Taxonomy to enable deeper understanding - Appendix 1) so that pupils can demonstrate their understanding*
- *Reading sessions, short Maths quizzes etc*
- *During the writing phases*
- *Consolidating understanding as part of the school's home learning policy*
- *Self and peer assessing when directed*

#### For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

At BFJS this will be achieved by:

- *A 'Learning Passport' which can be used for communication between home and school*
- *Dedicated Parent Consultation appointments*

#### For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

At BFJS this will be achieved by:

- *Being alert to any opportunity to gather information from pupils*
- *Using the Chris Quigley Essentials Curriculum milestones assessment criteria (see Appendix 2)*
- *Recording and reviewing achievement on planning formats*
- *Following the 'Assess, Plan, Do, Review' cycle*
- *Deploying adults effectively in order to assess formatively or respond to previous assessment*

#### For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

At BFJS this will be achieved by:

- *Regular scrutiny of work with feedback given individually and collectively to teachers*
- *Discussions with different groups of pupils who are representative of our school community*

- *Monitoring of planning*
- *Classroom observations or climate walks*
- *Governors receiving and gathering appropriate information which allows for informed challenge and support*

**For the Government:**

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

**For Ofsted:**

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

**2) The purposes of in-school summative assessment**

**For pupils:**

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

In Maths at BFJS this will be achieved by:

- *Undertaking end of unit and end of term tests that sit within our Maths Mastery approach.*
- *Being provided with time to review performance against targets*

Generally at BFJS this will be achieved by:

- *Undertaking any other end of unit tests or assessments for individual curriculum subjects*
- *Producing an overview statement from their academic year for their end of year report*
- *SEND pupils contributing to their termly/annual reviews as appropriate*
- *Contribute to surveys of curriculum content and delivery*
- *Participate in an open session to review completed homework*

**For parents:**

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

At BFJS this will be achieved by:

- *Dedicated parent consultations where summative achievement will be shared with reference to age-related expectations*
- *An end of year report which summarises achievement over the year in all curricular subjects and personal development*
- *An annual invitation to a Display Evening in the Summer term to celebrate the wider achievement of pupils*
- *An annual invitation to Sports Day which combines competitive and collaborative sporting achievement*
- *An annual invitation to a class presentation which reports on the wider outcomes and achievement of pupils over a recent unit of work*

### **For teachers:**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

In Maths at BFJS this will be achieved by:

- *Conducting end of year and end of half-term tests which inform teacher assessment judgements that sit within our Maths Mastery approach.*
- *Reviewing performance against age-related expectations as part of Chris Quigley Assessment milestones*
- *Within each term, updating achievement judgements against the milestone criteria using the Depth of Learning tracking and reporting system (see Appendix 2)*
- *Identify target for next term's learning and share with pupil/parent*

In English at BFJS this will be achieved by:

- *Reviewing STAR reading assessment information from the term against age-related expectations in Chris Quigley milestones*
- *Reviewing No More Marking Writing Judgements*
- *Review pupil's attainment in writing against age-related expectations in Chris Quigley milestones*
- *At the end of every term, updating achievement judgements against the milestone criteria using the Depth of Learning tracking and reporting system (see Appendix 2)*
- *Identify target for next term's learning and share with pupil/parent*
- *Conducting end of unit spelling assessments*

Generally at BFJS this will be achieved by:

- *Judging attainment in other curricular areas against age-related expectations in Chris Quigley milestones*
- *Compiling an end of year report which summarises achievement over the year in all curricular subjects and personal development*
- *Conducting parent consultations*
- *Attending annual Display Evening, Sports Day and other wider achievement events*
- *A class presentation on an annual basis*

### **For school leaders:**

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

At BFJS this will be achieved by:

- *Reporting to Governors on performance on a termly basis through the Headteacher's report*
- *Holding regular pupil progress meetings to conduct focussed conversations about pupil attainment and progress*
- *Analysing termly trends of information against age-related expectations*
- *Ensuring targets for pupils are SMART (specific, measurable, achievable, realistic and time-specific)*
- *Reviewing existing learning provision to ensure it is fit for purpose*
- *Challenging under-performance in teaching where it exists*
- *Keeping abreast of evidence-based research into learning methods nationally in order to make informed choices for next step interventions*
- *Governors receiving and gathering appropriate information which allows for informed challenge and support*

## **For the Government:**

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

## **For Ofsted:**

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

### **3) The primary purposes of nationally standardised summative assessment**

#### **For pupils and parents:**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

At BFJS this will be achieved by:

- Pupils participating in end of Key Stage 2 Assessment Tasks (SATs) in Year 6
- Y4 Pupils participating in Multiplication Check
- Receiving information relating to how well pupils are performing in comparison to pupils nationally

#### **For parents:**

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

#### **For teachers:**

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

At BFJS this will be achieved by:

- *Administering standardised assessment tasks as directed by the Government in statutory guidance*
- *Reporting teacher assessments as directed by the Government in statutory guidance*

#### **For school leaders and school governors:**

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

At BFJS this will be achieved by:

- *Collating and reporting on all information relating to standardised assessment tasks at end of Key Stage 2*
- *Benchmarking performance against all schools nationally, similar schools nationally and local schools (such as in the Chelmsford Learning Partnership)*
- *Making informed judgements about school effectiveness based on overall performance*
- *Reporting to parents, Governors and other bodies (such as Local Authority) regarding performance*
- *Using this information to inform school improvement planning with teaching and learning at its heart*

## **For the Government:**

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

## For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

## What is Feedback?

Barnes Farm Junior School welcomes and endorses the findings and recommendations of the government-commissioned report on marking in education - *Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group (March 2016)*. This has helped inform our most recent review of the way in which we mark work and provide feedback to pupils, underpinned by our responsibilities within Part 1: Section 6 of the Teachers' Standards (*Make accurate and productive use of assessment*).

The Workload Review Group clearly states the purpose of marking and feedback:

*'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.'*

The forms in which feedback takes place are also defined:

*'Feedback can take the form of spoken or written marking, peer marking and self-assessment.'*

In addition, the report recommends that all marking and feedback should be meaningful, manageable and motivating:

**Meaningful:** *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

**Manageable:** *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

**Motivating:** *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

The school is intent on accepting and following the recommendations of the Workload Review Group and therefore feedback will always aim to be meaningful, manageable and motivating. Work will not always be marked or receive feedback in the same way for each piece. A thorough evaluation of the most effective means of providing feedback has resulted in a general compilation of the types of feedback and what it looks like at BFJS - see Appendix 3.

A good degree of consistency across year groups is expected. This is also expected within subjects and to this end, the subject leaders for maths and writing and the curriculum provision and extension lead have produced subject-specific guidance and clarification for teachers - see Appendices 4 - 11.

## English

### Classroom Expectations

- Every classroom will have an English working wall that will clearly display the writing genre and purpose as well as a range of modelled writing and devices to support learning. This will be clearly organised and presented. An example of good presentation from a pupil should also be on display. See example in the Appendix 4.
- The current class core text should be clearly displayed in the classroom.
- Children should record their reading in their Pupil Passports. They should be reading 5 times a week.
- English books should be clearly labelled with a sticker that has the child's name and class and subject 'English'.
- Resources should be easily accessible for all children - i.e., word mats/dictionaries/thesauruses.

### Teaching Expectations

- Each class will have a session in the library once a week.
- English lessons will only be taught every morning as per the class timetable. Lessons should not routinely continue into the afternoon.
- There will be one taught session of [VIPERS](#) per week. (See English Policy)
- There will be at least one taught handwriting session per week.
- All teachers will follow the three phases of writing cycle (See English Policy) to deliver their writing units. Teachers will plan collaboratively within their PPA and then make personal adaptations to suit their class.
- Every English lesson will begin with a purposeful 'Do Now' activity.
- Learning Objectives will come from the core curriculum plans for each year group and be written to suit the children's ability.
- Children will write the full date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath for all lessons and underline.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.

- Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary).

## Maths

### Classroom Expectations

- Every classroom will have a Maths Working Wall which clearly displays the key learning aspects, particularly for the Maths Meetings. An example of good presentation from a pupil should also be on display. **See example in appendix.**
- Years 3 and 4 will use large square maths books and Years 5 and 6 will use small square maths books.
- All maths books will be clearly labelled with a sticker that details the child's name and class and subject 'Maths'.
- General maths resources should be accessible for all children (number squares/lines) with specific resources prepared and accessible for certain lessons e.g. shapes.

### Teaching Expectations

- Maths Mastery will be taught every morning.
- There will be three Maths Meetings a week - these can take place at varying times of the day outside of the Maths lesson.
- Learning objectives will come from the Maths Mastery Scheme.
- Children will write the short date on the left of the page (23.6.22) and the learning objective on the line underneath, both should be underlined.
- Pencil should be used in Maths lessons.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children's books should have two margins drawn with a ruler, each two squares in width. (Unless drawing graphs, shapes etc. or using a worksheet.) **See example in appendix.**
- Teachers will use 'Ideas for depth' stickers/challenges at least once per week in pupils' books.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will make corrections using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate mathematical errors or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.



## Science

### Classroom Expectations

- Every classroom to have a Science working wall/display that displays the learning taught.
- Science will be recorded in a dedicated milestone Science book (one lined/**one plain page**) will be labelled by a sticker with the child's name and 'Science'.
- Resources should be easily accessible for all children - i.e. word mats/dictionaries/thesauruses with specific resources prepared and accessible for certain lessons.

### Teaching Expectations

- Science will be taught weekly in an afternoon.
- Learning objectives will come from the Chris Quigley Curriculum.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.
- Diagrams and charts will be drawn using pencil.
- The plain side will be used for drawings.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Geography & History

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the enquiry question and key vocabulary.
- Geography and History will be recorded in the foundation book.
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.
- Each new enquiry should begin with an illustrated title page created by the children.
- Resources should be easily accessible for all children - i.e., word mats/dictionaries/thesauruses with specific resources prepared and accessible for certain lessons.

### Teaching Expectations

- Geography and History will be taught weekly in an afternoon. There will be some topics where there is a greater focus on one than the other, however, both should be evident within each half term at least.
- Learning objectives will come from the Chris Quigley Curriculum.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.
- Diagrams and charts will be drawn using pencil.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black pen**.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.

- Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Art and Design Technology

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the learning taught.
- Design Technology will be recorded in the foundation book.
- Final Art pieces that are produced on Art paper will be stuck into the foundation book. Sketch books will be used to show the art-making process.
- Sketch books should be clearly labelled with a sticker that has the child's name and class and subject 'Sketch Book'.
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.
- Each new enquiry should begin with an illustrated title page created by the children.
- Resources should be easily accessible for all children - i.e., word mats/dictionaries/thesauruses with specific resources prepared and accessible for certain lessons.

### Teaching Expectations

- Art and Design Technology will be taught weekly in an afternoon. There will be some topics where there is a greater focus on one than the other, however, both should be evident within each half term at least.
- Learning objectives will come from the Chris Quigley Curriculum.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside.
- Where possible the pupils should write a sentence to explain. Diagrams and charts will be drawn using pencil.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.

- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Computing

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the learning taught.
- Computing pieces that can be printed will be recorded in the foundation book.
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.
- Each new enquiry should begin with an illustrated title page created by the children.

### Teaching Expectations

- Computing will be taught weekly in an afternoon.
- Learning objectives will come from the Chris Quigley Curriculum.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined. Unless these have already been typed onto the printed work.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside.
- Where possible the pupils should write a sentence to explain. Diagrams and charts will be drawn using pencil.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.

- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## MFL (French)

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the learning taught.
- MFL (French) will be recorded in the foundation book.
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.

### Teaching Expectations

- MFL (French) will be taught weekly in an afternoon.
- Learning objectives will come from the Chris Quigley Curriculum.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.
- Diagrams and charts will be drawn using pencil.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.

- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Music

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the learning taught.
- Music will be recorded in the foundation book where possible (e.g., photos, musical notations).
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.

### Teaching Expectations

- Music will be taught weekly in an afternoon.
- Learning objectives will come from the Chris Quigley Curriculum.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.
- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.

- Children will edit their work using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Religious Education (R.E.)

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the learning taught.
- R.E. will be recorded in the foundation book.
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.

### Teaching Expectations

- R.E. will be taught weekly in an afternoon.
- Learning objectives will come from the Chris Quigley Curriculum/Essex R.E. Syllabus.
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Children will self-assess their work at the end of the lesson based on **the amount of progress** they feel they have made with a traffic light circle - red = I need more help to make progress, amber = I have made some progress and green = I have made lots of progress. This could also be written as a circle with either R, A or G inside. Where possible the pupils should write a sentence to explain.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

- All staff (Teachers and LSAs) will mark in **black** pen.

- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Personal, Social and Health Education (P.S.H.E.)

### Classroom Expectations

- Every classroom to have a foundation working wall/display that displays the learning taught.
- P.S.H.E. will be recorded in the foundation book.
- Foundation books should be clearly labelled with a sticker that has the child's name and class and subject 'Foundation book'.

### Teaching Expectations

- P.S.H.E. will be taught weekly in an afternoon.
- Learning objectives will come from the Cambridgeshire PSHE Scheme of Work
- Children will write the long date on the left of the page (Monday 23<sup>rd</sup> June 2022) and the learning objective on the line underneath, both should be underlined.
- Any sheets used should be trimmed neatly to fit the book. Sheets will be considered carefully to ascertain their value before being used.
- Photos of children and their learning should be trimmed neatly to fit the book. Where a lesson is documented by photograph, there should still be a learning objective and date as above with an additional sentence written by the children to explain what they have learnt.
- Diagrams and charts will be drawn using pencil.
- Trimmed plain paper will be used for drawings and these will be neatly stuck in.

### Marking and Feedback Expectations

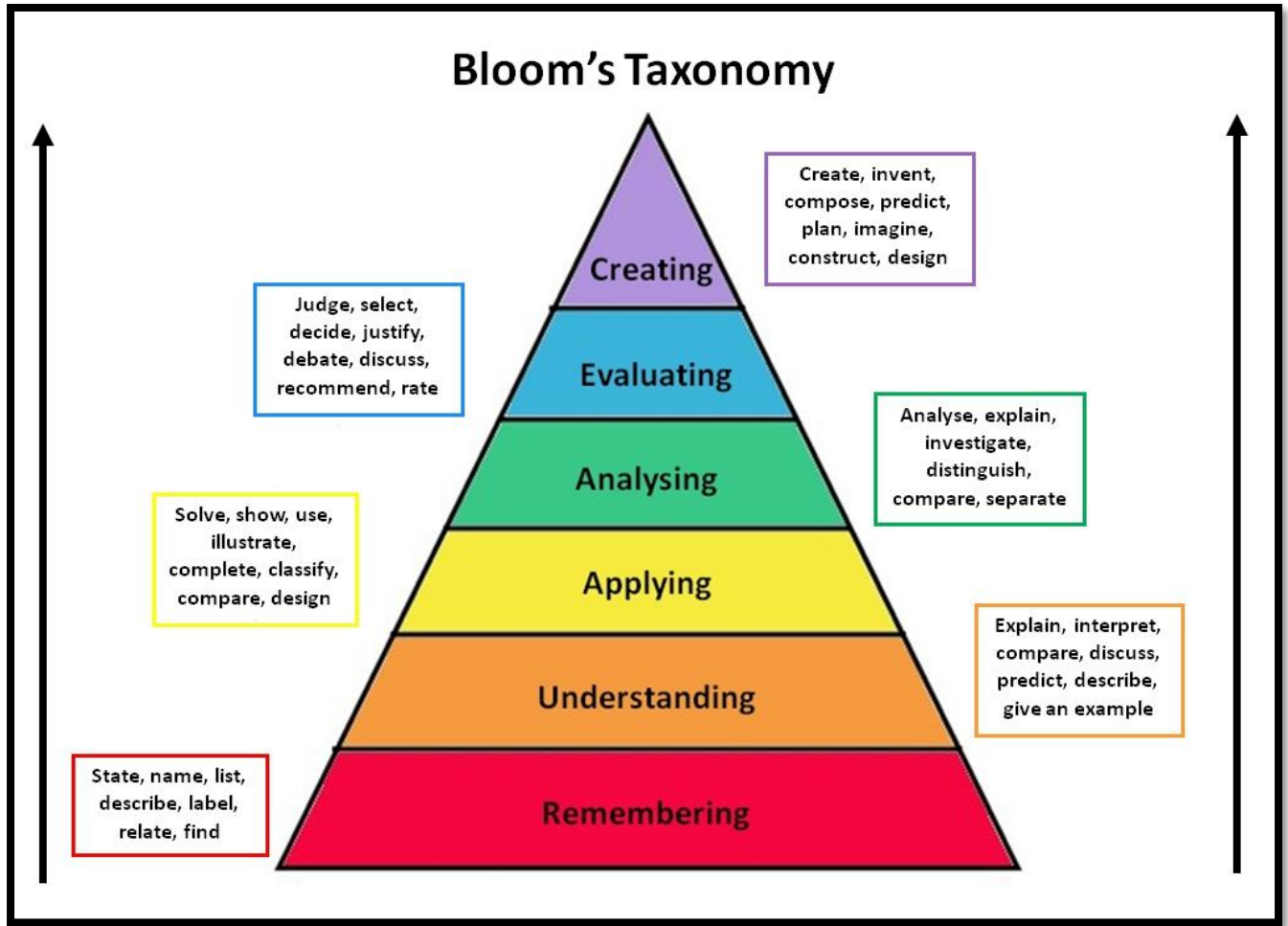
- All staff (Teachers and LSAs) will mark in **black** pen.



- Where an adult has worked with a child with SEND, a short phrase to indicate support given should be written at the bottom of the work. This is to support evidence in their red books.
- Children will self-mark in pencil.
- Children will edit their work using a purple polishing pen.
- Learning Objectives will be highlighted in Green if the pupil has shown they have progressed their learning and pink when they have not been able to progress.
- Live marking will take place during the lesson by all staff:
  - Green highlighting used to indicate where children have progressed their learning.
  - Pink highlighting to indicate grammatical errors, missed punctuation or misconceptions linked to the learning objective.
  - Good presentation will be indicated by a green underline with a green 'P' in the margin. Poor presentation will be indicated by a pink underline with a pink 'P' in the margin.
  - Yellow highlighting will be used to indicate incorrect spellings for the pupil to correct in the margin (staff should use discretion when selecting misspelt words that the child should be able to correct independently/with the use of a dictionary/key words linked to the learning objective).

## Appendix 1

# Bloom's Taxonomy



## Appendix 2

# How is depth of learning assessed?

In each milestone, pupils may demonstrate three levels of understanding of the content: Basic, Advancing and Deep learning.

These three levels of understanding represent cognitive domains. The diagram below shows progression through these cognitive domains within each milestone.



# What is the Depth of Learning Index?

The table below provides a description of the three cognitive domains of Basic, Advancing and Deep learning.

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Each of the cognitive domains Basic, Advancing and Deep are split into 2 which gives a quantification of a pupil's depth of learning.

This is called the Depth of Learning (DOL) Index.

Essential Opportunities																		
Learning Objectives																		
Milestone 1 The standard to reach by the end of Year 2						Milestone 2 The standard to reach by the end of Year 4						Milestone 3 The standard to reach by the end of Year 6						
B Basic		A Advancing		D Deep		B Basic		A Advancing		D Deep		B Basic		A Advancing		D Deep		
Current DOL index	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Cumulative DOL index	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

The table below shows how the depth of learning index represents a pupil's cognitive domain.

<b>Depth of Learning</b>	<b>DOL index</b>	<b>meaning</b>
Basic	1	Some examples
	2	Widespread examples
Advancing	3	Some examples
	4	Widespread examples
Deep	5	Some examples
	6	Widespread examples

Two depth of learning indices are used in the system.

- 1) The current Depth of Learning Index
- 2) The cumulative Depth of Learning Index

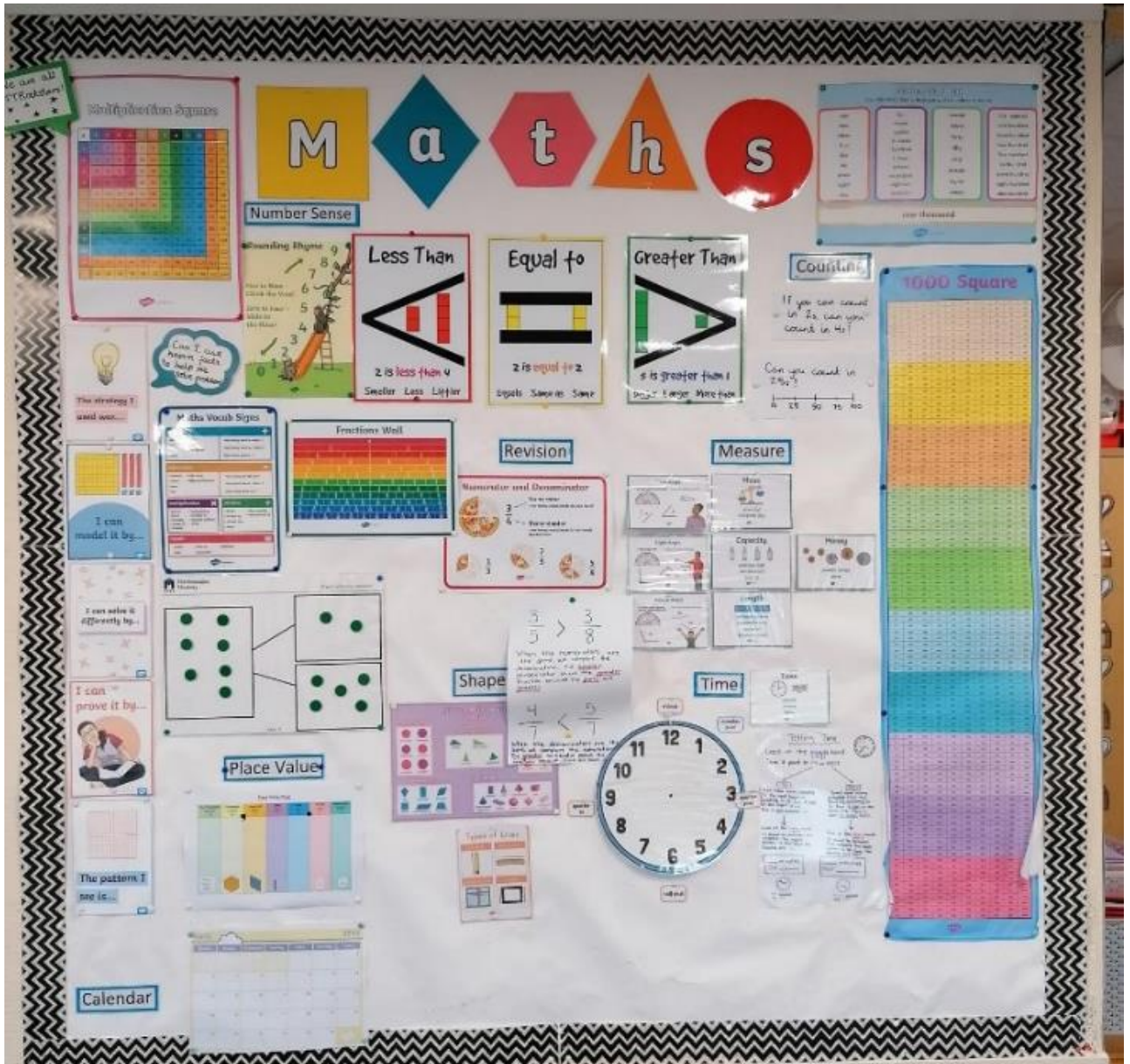
The current DOL index shows a pupil's current level of understanding of the milestone content. The cumulative DOL index shows a pupil's current depth of learning along with his or her previous depth of learning from earlier milestones.

For more information on how the Depth of Learning (DOL) index is used in the system, please refer to the attainment and progress section.

### Appendix 3: Feedback at Barnes Farm Junior School

Type	What it looks like at BFJS	Evidence (for observers)
<b>Immediate</b> With children (Higher impact)	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. (eg starter questions leading to the shaping of groups)</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action (eg class teacher marking in class and giving immediate feedback)</li> <li>• May involve the use of a teaching assistant to provide support or further challenge (eg LSA to identify pupils who require challenge or support – by marking during the lesson)</li> <li>• May re-direct the focus of teaching or the task (use of traffic lights – in learning passports – so children can indicate that they require support, or chn moving to a ‘focus’ table if they need support)</li> <li>• Use of 5B’s (brain, board, book, buddy boss) to encourage independence</li> <li>• Use of mini-plenaries to assess progress by referring to success criteria and use of visualizer – (or read) examples of good work.</li> <li>• May include highlighting / annotations according to the marking code</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations / learning walks</li> <li>• Some evidence of annotations or use of marking code / highlighting</li> <li>• Improvements evident in work, either through editing or further working.</li> </ul>
<b>Summary</b> With children	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer assessment against an agreed set of criteria (or genre specific targets such as in cold tasks. When responding to teacher feedback(in written tasks) children will respond or improve their work using a purple pen)</li> <li>• In some cases may guide a teacher’s further use of review feedback focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations / learning walks</li> <li>• Timetable pre and post teaching based on assessment</li> <li>• Some evidence of self and peer assessment</li> <li>• May be reflected in selected focus feedback (marking)</li> </ul>
<b>Review</b> Without children (Lower impact)	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments / annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils’ future attention or immediate action (for example genre specific targets generated from a cold tasks and reviewed during hot and warm tasks)</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses /action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate groupings</li> </ul>

Appendix 4: Examples of working walls and books





**Outcome:** To write a persuasive letter to the man from the point of view of an animal.

**Purpose:** To persuade him not to chop the tree down.

**Audience:** The man

# English Working Wall

information fact spelling  
reading character fiction writing

Use and then extend this using a poster.

Copy the poster onto a piece of paper.

Full class discussion.

Formal presentation.

One to one to each other.

Use ready with next topic.

- Success (What do we want the child to do?)**
- To inform
  - To create each point
  - To give clarity
  - To buy time
  - To persuade
  - To give solid facts
  - To show strength of feeling
  - To be bold
  - To put in emotional points
  - To clarify
  - To be ambiguous
  - To get something done
  - To persuade a feeling or emotion
  - To create peace
  - To let someone down gently
  - To develop something
  - To build on someone
  - To show how to
  - To encourage
  - To rebuke



Handwritten notes on lined paper, possibly a draft or a list of points.



Handwritten notes on lined paper, possibly a draft or a list of points.



Handwritten notes on lined paper, possibly a draft or a list of points.

Handwritten notes on lined paper, possibly a draft or a list of points.

Handwritten notes on lined paper, possibly a draft or a list of points.

## DADWAVERS!

**D** Description

**A** Action

**D** Dialogue

**W** Where

**A** Adverb

**V** Verb

**E** Emotion

**R** Reason

**S** !

Handwritten notes on lined paper, possibly a draft or a list of points.

**Causal Conjunctions**

because as  
since even though  
yet  
consequently  
therefore  
as a result  
hence

**-ful**

forgetful  
painful  
successful  
hopeful  
hateful  
beautiful

**-ness**

fairness  
foolishness  
kindness  
happiness  
kindness



**R e a d** **W R I T E**

**THE WILD ROBOT**  
PETER BROWN  
Illustrated by [Name]

**VIPERS**

**Chronological Report Success Criteria**

- Chronological order
- title
- introduction
- subheadings
- pictures - captions
- logical paragraphs
- Did you know? box
- Factual / Non-fiction

**Writing Process:** Drafting, Re-drafting

**Example:** [Image of a bicycle]

**Figurative Language:** [Table with definitions and examples]

**Pluralising Nouns:** [Table with rules and examples]

**ing Openers Word Mat:** [Table with words and examples]

**ed Openers:** [Table with words and examples]

**ly Openers Word Mat:** [Table with words and examples]

**Other elements:**

- What are 10 words that mean 'a word' that I know?
- Check the glossary or dictionary for the word.
- Check the word's meaning in the context.
- Check the word's spelling.
- Check the word's pronunciation.
- Check the word's part of speech.
- Check the word's frequency of use.
- Check the word's etymology.
- Check the word's connotation.
- Check the word's denotation.
- Check the word's register.
- Check the word's tone.
- Check the word's style.
- Check the word's genre.
- Check the word's audience.
- Check the word's purpose.
- Check the word's effect.
- Check the word's impact.
- Check the word's significance.
- Check the word's importance.
- Check the word's relevance.
- Check the word's applicability.
- Check the word's utility.
- Check the word's value.
- Check the word's worth.
- Check the word's merit.
- Check the word's quality.
- Check the word's quantity.
- Check the word's measure.
- Check the word's amount.
- Check the word's number.
- Check the word's count.
- Check the word's total.
- Check the word's sum.
- Check the word's total.
- Check the word's sum.
- Check the word's total.
- Check the word's sum.

# Maths Working Wall

### addition

- add
- more
- plus
- sum
- total
- altogether

### subtraction

- subtract
- minus
- less
- take away
- difference

### multiplication

- lots of
- times
- multiply
- groups of
- product
- multiplied by
- multiple of
- repeated addition
- times

### division

- divide
- divided by
- divided into
- share
- share equally
- equal groups of

### Counting

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Number Sense

### TIMES TABLES 1-12

1x	2x	3x	4x	5x	6x
1x1=1	1x2=2	1x3=3	1x4=4	1x5=5	1x6=6
2x1=2	2x2=4	2x3=6	2x4=8	2x5=10	2x6=12
3x1=3	3x2=6	3x3=9	3x4=12	3x5=15	3x6=18
4x1=4	4x2=8	4x3=12	4x4=16	4x5=20	4x6=24
5x1=5	5x2=10	5x3=15	5x4=20	5x5=25	5x6=30
6x1=6	6x2=12	6x3=18	6x4=24	6x5=30	6x6=36
7x1=7	7x2=14	7x3=21	7x4=28	7x5=35	7x6=42
8x1=8	8x2=16	8x3=24	8x4=32	8x5=40	8x6=48
9x1=9	9x2=18	9x3=27	9x4=36	9x5=45	9x6=54
10x1=10	10x2=20	10x3=30	10x4=40	10x5=50	10x6=60
11x1=11	11x2=22	11x3=33	11x4=44	11x5=55	11x6=66
12x1=12	12x2=24	12x3=36	12x4=48	12x5=60	12x6=72

### Place Value

1000	100	10	1
100	10	1	0.1
10	1	0.1	0.01
1	0.1	0.01	0.001

### Measurement

### Revision

12 a.m. (12 hours) morning

12 p.m. (12 hours) afternoon, evening, night time, midday, lunchtime, noon, midnight (when the sun is at its lowest)

### Shape

#### Circle

Circle only have one side and no corners.

#### Triangle

Triangles have 3 sides and 3 corners. All the sides are the same in a regular triangle.

#### Square

A square is a regular shape. It has 4 straight sides and 4 corners. All the sides are the same length.

#### Rectangle

Rectangles have 4 sides and 4 corners. They have 2 long sides and 2 short sides.

#### Pentagon

A pentagon has 5 straight sides and 5 corners. All the sides are the same length in a regular pentagon.

#### Hexagon

A hexagon has 6 sides and 6 corners. All the sides are the same in a regular hexagon.

#### Octagon

An octagon has 8 sides and 8 corners. All the sides are the same in a regular octagon.

### Time

o'clock	twenty-five to
five past	twenty to
ten past	quarter to
quarter past	ten to
twenty past	five to
twenty-five past	half past

### Challenge Activities

**Aims and**  
Outcome write a letter to from the view of a

**Purpose:**  
To persuade not to a tree down

**Audience**  
The ma

**Planning**

**Year 3 Grammar**



12: t | 15% of 48,000 | Super Hot

03522

10% raise finding functions  
gross amount

6728 ÷ 100 = 67.28 ✓ | 1.805 ÷ 1/2 =

5003 × 10 = 5003 ✓ | 7067.11

6002 ÷ 10 = 6002 ✓ | 128095

3001 × 1000 = | 115

30010 ✓ | 7809

3005 × 100 = 3005 | 115

£305 | × 10

9090 × 100 = | 230

£9090 | + 1150

1380

49485 ÷ 216 ✓ | 2.768 ÷ 6

9 | 054 | 128

9486 | 67648

54 | 1024 ✓

× 4 | houses

216 | 128

× 4 | × 8

1024 | 1024

216 | 2192 ✓

79616 ÷ 539 ✓ | 3. | 0548

8 | 077 | 31644

86156 | 2192 ✓

77 | people

× 7 | 548

539 | × 4

4 | 2192

4 | 18

Monday 28<sup>th</sup> March 2022

28.3.22

LO: To present a balanced argument

Title: should

In the book Number the Stars, at the beginning, <sup>there</sup> are soldiers came to their house before, Ellen was <sup>there</sup> with her stars of David necklace, Annemarie take the star of David necklace. <sup>The Jews</sup> they need to go to a safe place so they went to uncle Henrik's house. Peter give Mr Rosen a important package. He drop <sup>it</sup>. Annemarie find There are lots of reasons <sup>why she</sup> should take the package. They might say is important and it need to be quick and no one else could take it. <sup>against</sup> <sup>are</sup> ~~another~~ reasons <sup>is</sup> she might be caught by the soldiers and get hurt and none helpers.

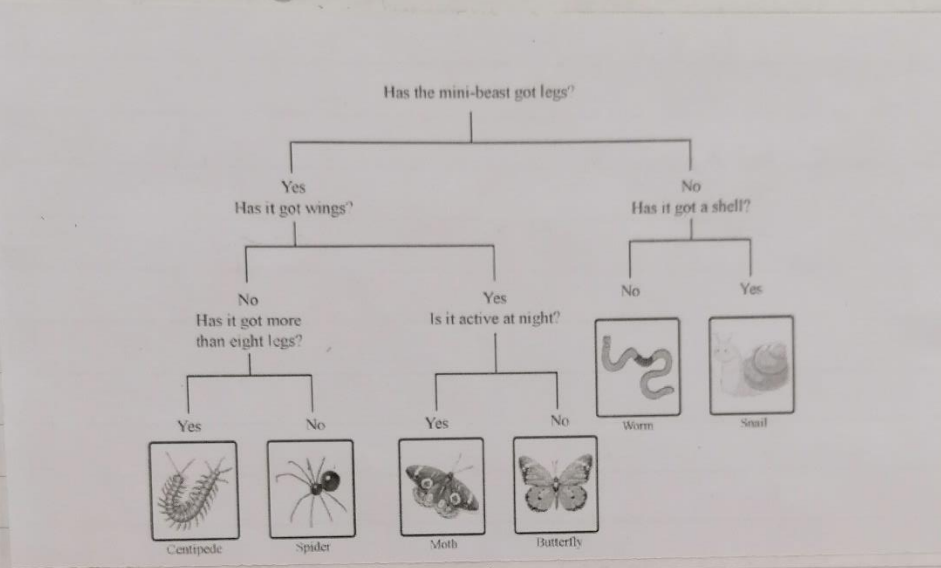
One argument for Annemarie taking the package is that <sup>it</sup> is important and it needs to be quick. When Peter give the package to Mr Rosen, he didn't say anything. He knew is very important. In addition to this, when Mama saw the package, she gasped, mama try to walk but she can't. "I will," said Annemarie. Then Mama said "quickly, quickly. Put an apple into it and some cheese. Put this packet underneath." So it needs to be quick.

On the other hand, Annemarie might get hurt and none helper. When Mama broken her ankle and she is nearly home, so Annemarie might be too nervous and trip over. If she bring the light on, the soldiers might think theirs a Jews there so she can't hit the light on, and theirs no one with. If she trip over, there's no body to help her.

Instead of "hit the light on", try "brings a light."

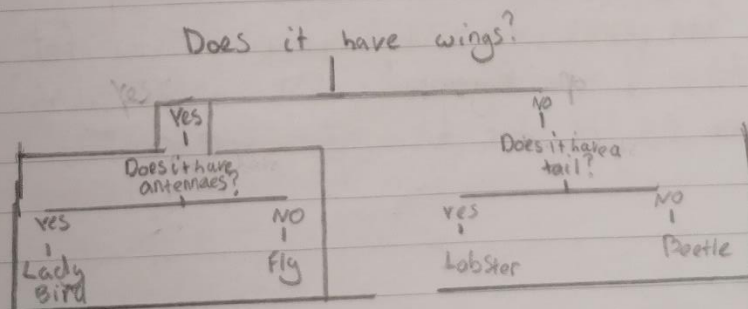
Thursday 9th June 2022

Lo. To classify invertebrates with known characteristics



Rhinoceros beetle

It has 6 legs and a horn.  
 It has 2 eyes and 1 Head.  
 It has 2 antennae and a hard shell.  
 It has 2 body parts and 1 mouth.  
 It's horn relates to a rhinos horn.





Thursday 16<sup>th</sup> June 2022

O.T. To structure writing in clear paragraphs based around a theme.

Do Now:

Yellow-spotted Lizards have an interesting and unique appearance such as a greenish-yellow colour.

### The Yellow-Spotted Creature!

Yellow spotted Lizards are a unique and unusual species, they are mostly found in Central America, specifically, Camp Green Lake, Texas. These particular vertebrates live up to 15 yrs at most. Surprisingly, Yellow spotted Lizards are a reptile, but give birth to live young.

#### Characteristics

Despite its name, Yellow-spotted Lizards spots are not very visible as they can only be found on their stomachs. Their scaly skin is a yellow-green colour which is very bright to see. Surprisingly, Yellow-spotted Lizards are a Reptile, but give birth to live young. In addition, they have sharp black teeth with a milky white tongue full of venom. Yellow-spotted Lizards are one of the most poisonous animals in the world, <sup>which makes them very dangerous,</sup> which means you have to be careful. Despite this, they are a vertebrate and are solitary creatures.

#### Habitat

Yellow-Spotted Lizards can be seen in shady places. They live in holes under trees to be protected from the sun. The holes are normally 5ft by 5ft in Camp Green Lake only but as long as its under trees.

#### Diet

Yellow-spotted Lizards are Omnivores (meat and plant eaters). They tend to eat insects like, ants, scorpions, spiders and mosquitos. In addition, they also eat plants and even sunflower seed shells.

#### Did you know?

- If a Yellow-spotted Lizard bites you its a 0% chance to stay alive.
- Baby Lizards are called Hatchlings and when they are born they are around 3cm long.

Ref: B032