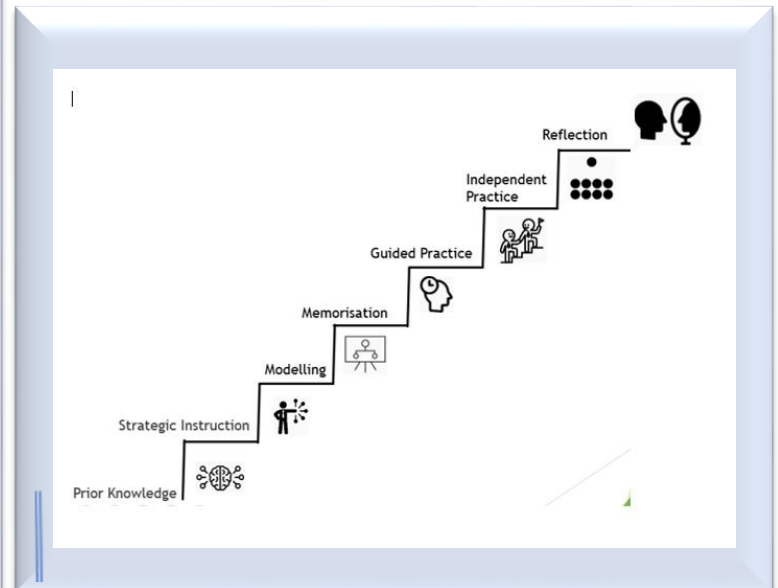
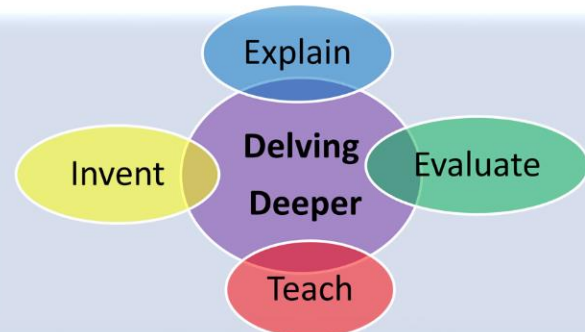


Learning: Learning is a permanent change to long-term memory.

Progress: Progress is knowing more and remembering more.

Mastery Principles at Fairfield (Quality First Teaching)

- High Expectations for all pupils
- Whole class kept together
- Transformer Partners
- Depth not acceleration
- Small coherent steps in a lesson
- Making connections within and across lessons and subjects
- Questioning using Blooms taxonomy
- Retrieval Practice- interrupting the forgetting
- Effective feedback in the moment
- Identifying and addressing misconceptions



Evidence

- Evidence of EXS and GDS is to be drawn and triangulated from a range of sources when making judgements – e.g. books, reflections, discussions, practical work, low stakes quizzes, assessment outcomes.



Expected (EXS): *Expected means working at the level expected for a child of their particular age*

Children working at the expected level will be:

- Meeting all or most of the learning objectives which are set using CQ milestones

Greater Depth Standard (GDS):

A child working at Greater Depth Standard will be able to:

Independence	Apply the skill or knowledge without recall to the teacher
Fluency	Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas
Re-visit	Return to the aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty

Assessment at Fairfield

- Assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.
- Teachers use assessment to check pupils' understanding in order to inform teaching.
- It must not create unnecessary workload for staff and pupils.

What?	Why?	When?	How?
Maths Skills Check	<ul style="list-style-type: none"> • To embed knowledge and interrupt the forgetting • Build fluency • Identify gaps and next steps 	Every 3 weeks (2 per half term)	<ul style="list-style-type: none"> • Double page spread • Stuck in Maths Journal • Scores recorded on Google Drive
Times Tables Rockstars/Numbots	<ul style="list-style-type: none"> • To embed knowledge and interrupt the forgetting • Build fluency • Identify gaps and next steps 	Initial baseline & Half termly checks Sound Checks x1 weekly	<ul style="list-style-type: none"> • Initial baseline completed in Autumn 1 • Half termly check scores recorded on Google Drive • Weekly sound check to be completed in TT Rockstars app
Maths No Problem End of chapter reviews	<ul style="list-style-type: none"> • To embed knowledge and interrupt the forgetting • Build fluency • Identify gaps and next steps • To monitor progress against GDS expectations 	Timely intervals not immediately after a chapter.	<ul style="list-style-type: none"> • 1,2,3,4 recorded on Google Drive
PUMA	<ul style="list-style-type: none"> • To embed knowledge and interrupt the forgetting • Build fluency • Identify gaps and next steps • To monitor progress against GDS expectations • To support moderation and standardisation against National Standards 	Nov March June	<ul style="list-style-type: none"> • Y1-Y6 termly assessments on line
PIRA	<ul style="list-style-type: none"> • To embed knowledge and interrupt the forgetting • Build fluency • Identify gaps and next steps • To monitor progress against GDS expectations • To support moderation and standardisation against National Standards 	Nov March June	<ul style="list-style-type: none"> • Y1-Y6 termly assessments on line
Phonics assessment *Where applicable	<ul style="list-style-type: none"> • Interrupt the forgetting • To embed knowledge • Identify gaps • Informs phonics groupings 	Half termly	<ul style="list-style-type: none"> • Phonics team administer one to one checks • Results inputted into phonics tracker (by Phonics lead)
Reading	<ul style="list-style-type: none"> • To embed knowledge and interrupt the forgetting • Build fluency • Identify gaps and next steps 	Ongoing	<ul style="list-style-type: none"> • Reading plus analysis (Y3-Y6) • Pupil responses (verbal and written) in VIPERS • Information from one to one readers annotated in home/school organiser • Core 5 Analysis • Reading tracker (reading scheme book) is aligned with comprehension and fluency skills • Year 2 and Year 6 past SATs papers (for test familiarisation) • Update 1,2,3,4 on Google Drive
Spelling check (Y2-Y6)	<ul style="list-style-type: none"> • Giving children strategies to apply spellings independently • Monitor impact of quality first teaching of Sounds and Syllables 	Weekly	<ul style="list-style-type: none"> • Checking the spellings taught and practised that week • Including additional spellings learned previously • Written in the back of Topic books • To include a dictated sentence • One set of scores (review of half term patterns) to be recorded once every half term on Google Drive
GAPS Assessment	<ul style="list-style-type: none"> • Embed knowledge/interrupt the forgetting for pupils • Inform clear next steps for pupils 	Across 12 weeks	<ul style="list-style-type: none"> • Questions from assessment to be chopped up and used at appropriate times • 1,2,3,4 recorded on Google Drive
Writing grids	<ul style="list-style-type: none"> • To assist teachers to produce clear next steps • Support moderation and standardisation 	Updated at least once termly	<ul style="list-style-type: none"> • At appropriate times, chosen by the class teacher • 1,2,3,4 recorded on Google Drive
Assertive Science tests	<ul style="list-style-type: none"> • Embed knowledge/interrupt the forgetting for pupils • Inform clear next steps for pupils 	Across 6/12 weeks	<ul style="list-style-type: none"> • Questions from assessment to be chopped up and used at appropriate times • EXS and GDS judgements recorded on Google Drive
Assessment of foundation subjects	<ul style="list-style-type: none"> • To assist teachers to produce clear next steps • Support moderation and standardisation • To monitor the impact of the SHINE curriculum and ensure it is fit for purpose 	Updated every 12 weeks	<ul style="list-style-type: none"> • Refer to mastery and assessment document to inform judgement of EXS and GDS on Google Drive
Tapestry	<ul style="list-style-type: none"> • To assist teachers to produce clear next steps • Support moderation and standardisation • To monitor the impact of the SHINE curriculum and ensure it is fit for purpose 	<ul style="list-style-type: none"> • Data analysed weekly for next immediate steps • Overall data collated termly 	<ul style="list-style-type: none"> • Observations added, checked and approved • All 17 learning areas are covered for every child, each term. • 1,2,3,4 judgements made each term

