

## Target Tracker

Target Tracker is our assessment tracking tool. This allows us to see rates of progress and attainment for all children: as a whole school; in key stages; year groups; classes; vulnerable groups etc.

Target tracker statements are used to plan from, these should be highlighted off weekly (based on what has been taught) to ensure accurate assessment tracking on TT.

Deadlines for data drops on TT are 4pm on the Thursday before RAM week each term. RAMs are in the penultimate week of term, in order to allow targets for the following term.

In assessment terms, the data deadline will be on the Monday of RAM week to allow for extra time for gap analysis of tests.

If a child is accessing the diet of the year group, they should be assessed as at least these levels during the year:

| Term:    | Assessed as at least: |
|----------|-----------------------|
| Autumn 1 | B                     |
| Autumn 2 | B+                    |
| Spring 1 | B+/W                  |
| Spring 2 | W/W+                  |
| Summer 1 | W+/S                  |
| Summer 2 | W+/S/S+               |

## Termly Assessments

As the nature of our teaching is heavily focused on in-the-moment formative assessment in lessons, termly assessment tests are not required. Questions which form these types of assessments should be included within lessons to support children's understanding of wording and how to answer these.

Termly assessments will occur twice in the year: in Autumn 2 and Spring 2. See separate word document for details.

## Assessment for Learning Strategies

Our lessons at Saxon Way are characterised by three main assessment for learning strategies.

### Hinge Questions

Hinge question:

45% of 260 =

1. 125
2. 140
3. 107
4. 117

You have 1 minute to calculate the answer.

Hold up the number of fingers to show the number answer you think is correct.

**Which of these is alliteration?**

- A – The burning sun glared down
- B – Suddenly night was upon us
- C – Soft, sweet sunshine
- D – Each tree sagged unhappily

## Assessment Guidance

### To be used in conjunction with the Assessment Policy



All the questions deal with a piece of knowledge or understanding on which learning hinges. If pupils have got this, they can move on securely. If they haven't, the teacher needs to intervene – to re-teach, revisit or offer further support. As such, hinge questioning allows teachers to swiftly and effectively differentiate an activity by identifying who is ready to move on and who is not ready yet.

Hinge questions can be used at a variety of different points:

- At the start of a lesson to assess prior knowledge
- At the end of short input to determine who's got it and can move on, and who needs to stay for further modelling.
- During mini-plenaries as a mid-lesson check.
- At the end of a lesson for the plenary to determine planning for the next lesson.

### Mini Plenaries

Key points to include in a plenary:

- It is a review of the objectives/progress of the lesson
- Gets pupils thinking about what they have learnt and ideally, sharing this with others.

Opportunities to 'check the learning' and gather information.

This is our key driver for in the moment feedback!

This is the moment children use their purple pens to demonstrate development, progress or a next step.

It could be to:

- Address a misconception or something you have noticed a group/the class haven't understood.
- Move learning on and extend learning.
- Opportunity for children to explain their learning or use their new learning in a different way.
- Initially, you may need to plan to include these. The need for mini-plenaries will also arise during a lesson – adapt to the needs of your children by addressing these moments.

### Modelling the task, allowing children to have a go

Modelling all concepts allows children to see how to be successful in their learning. Studies show students make less mistakes when the teacher models.

Modelling is a twofold process that includes demonstrating a desired skill or behaviour while describing the actions and decisions being made throughout the process (thinking out loud).

We want to try to limit teacher talk and encourage children to have a go at their learning to grow resilience. You will be making assessments while they work through live marking and feedback through mini-plenaries. Mistakes show progress!