



Wendover Targets

Assessment
Without Levels

Assessments are made against the end of year expectations from the National Curriculum programmes of study.

The objectives are at the front of exercise books. Pupils and teachers use these to record progress.

Targets

Each September, an end of year target is set; this is based on prior attainment at KS1 and progress to date.

One of the following four
targets will be given:

Mastery

Secure

Developing

Emerging

To ***Master*** the curriculum, all of the expectations will have been met and pupils will have applied their knowledge, skills and understanding in new and unfamiliar situations across the curriculum.

Secure learners will have met most of the expectations and they will have applied their knowledge, skills and understanding with confidence.

Developing learners will have met the majority of the expectations and they will have applied their knowledge, skills and understanding with some confidence.

Emerging learners will have met a minority of the expectations; they will only have applied their knowledge, skills and understanding at times, often with support.

Progress

Each term, we will report progress towards the end of year targets. For reading, writing and maths, one of three statements will be recorded: Likely to Exceed, On Track or Not On Track

Likely to Exceed:

With continued effort and application the target is likely to be exceeded. It may be appropriate to set a higher target.

On Track:

Progress is good. Continued effort should ensure that the target is met by the end of the year.

Not On Track:

Better learning behaviour and / or further support are needed so that more rapid progress is made.

Next Steps in Learning

Alongside learning behaviour, the *next steps in learning* are the most important piece of information contained in the report. These will be discussed at consultation evening, with examples of how you can help as a parent.

The *next steps in learning* are taken from the Wendover Targets. They are the objectives that help form the learning objectives and the success criteria for each lesson. Reports contain next steps for reading, writing and maths.

Learning Behaviour

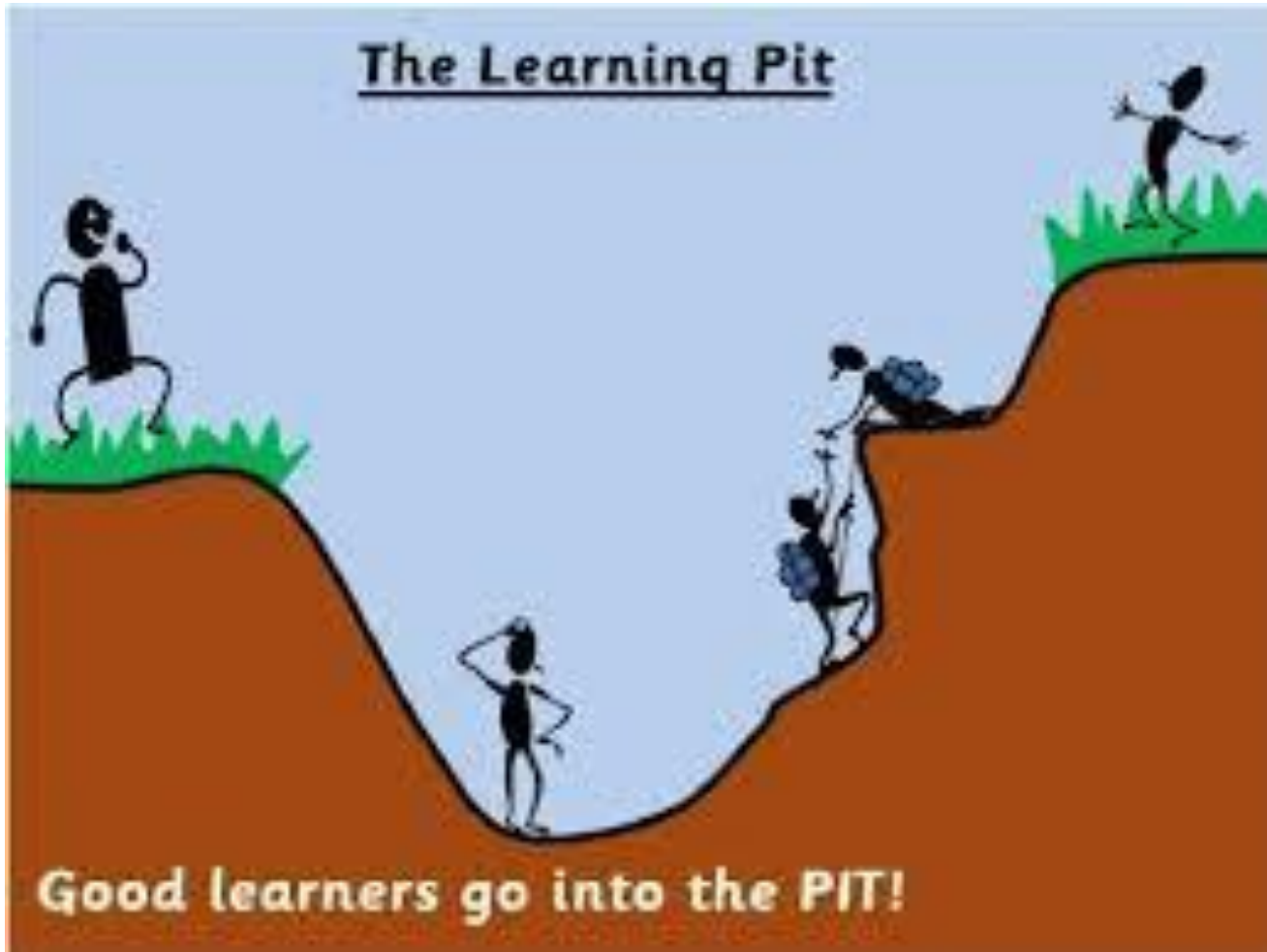
Growth Mindset

We want all of our children to embrace a growth mindset. This means being willing to truly challenge themselves even if they think they might fail. Learners will become ever more independent as they grapple with problems and find different ways to get out of the Learning Pit.

The Learning Pit

We use this analogy to describe the process we go through, and the feelings we may have, when learning new things. A visual is displayed in each classroom and children often use this when evaluating their learning.

The Learning Pit



Grade A

Learners embrace a growth mindset. They are: highly motivated, taking risks through high levels of self-challenge; confident to work collaboratively and to share their thinking; highly skilled in using feedback to improve work (often using self-generated success criteria); highly resilient.

Grade B

Learners have a growth mindset. They are: well-motivated, working well independently or collaboratively; generally self-managing and resilient, setting themselves appropriate challenges; effective in using success criteria and feedback to improve work.

Grade C

Learners are developing a growth mindset. They are: generally motivated but need occasional reminders; able to work independently or in groups though prompts and guidance are sometimes needed; able to evaluate work using success criteria and to use feedback to improve work, though they may need encouragement.

Grade D

Learners need support to develop a growth mindset. They are: often reluctant to engage in activities and need considerable support; able to answer simple questions but unwilling to share their thinking with groups or listen to others; slow to respond to feedback or to evaluate their work.