



# Assessment & Learning Behaviour

## Assessment without Levels (AWL)

As you will know, the old National Curriculum assessment levels are no longer used in schools to assess attainment and progress. We are now in the second year of using our own system - Wendover Targets - and our children regularly use the objectives to review their progress.



We have refined our system to ensure that it is user friendly for children, teachers and parents. This has included a review of the language used for the objectives in the front of exercise books and the words we use to describe levels of attainment. We have replaced the terms *Secure* and *Mastery* with *Expected* and *Greater Depth* - this is principally so that the terms are synonymous with those used nationally.)

## Wendover Targets

We set end-of-year targets for our children in reading, writing and maths. The target will be one of four levels: Emerging, Developing, Expected or Greater Depth.

**Emerging:** Children will meet the minority of the objectives within the subject by the end of the year (up to 50%).

**Developing:** Children will meet the majority of the objectives within the subject by the end of the year (50 - 85%).

**Expected:** Children will meet most of the objectives within the subject by the end of the year (at least 85%).

**Greater Depth:** Children will meet all of the objectives and regularly show that they apply their knowledge, skills and understanding to new and unfamiliar situations.

## Tracking & Reporting Progress

The termly report will continue to inform you of the target set for your child in reading, writing and maths and whether or not they are on track to meet this target by the end of the year. More importantly, their next steps in learning (reading, writing and maths) will share information about what they need to focus on to improve.

Their grade for learning behaviour will also be given for all subjects, as well as their attendance rate.

The most important conversation at consultation evening should be about what is needed for your child to make further progress and how to best support their learning.

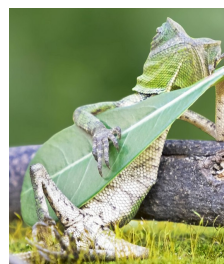
## Learning Behaviour

Growth mindset is firmly embedded in our school culture. Pupils are expected to challenge themselves, take risks and apply what they know to new situations. We strongly encourage children to see learning as a journey, to accept that there will be failure along the way and to learn from their mistakes. Children use the 'Learning Pit' to help them understand where they are on their learning journey.



More recently, we have been thinking about emotional intelligence. Children have been learning about the most primitive part of the brain: that which controls our basic behaviours of fight, flight or freeze. We have called this part of our brain the Reptilian Brain. We have thought about what annoys our reptilian brain and how it makes us respond in certain situations and to certain stimuli.

For instance, when faced with a difficult challenge we might say that we cannot possibly do it and refuse to engage, we might try to avoid the situation by finding other things to do or we might ignore it and hope it goes away.



We have explored strategies to help calm the reptile so that the analytical brain is able to make the best decisions for us. Our display in the school reception shows what the children have learned so far and how they are training their lizards.