



## Progress at Moss Hey Primary School



**As a class teacher, how do we recognise/identify progress?**

The *evidence* that *proves* our pupils are making progress

<b>'Hard' evidence</b>	<b>'Soft' evidence</b>
The books – quantity, quality, range, depth of answers.	Level of challenge – increasing complexity of challenge, increasing range of open ended questions <b>chosen by the pupils</b>
The books – levels of independence, types of challenge undertaken.	Behaviours for Learning: increasing enthusiasm, engagement, curiosity, resilience
The books – increased expectation when feeding back improvements.	Shining eyed 'light bulb' moments; facial expressions and body language
The books – increased complexity and depth of response to teacher feedback	Learning partner interactions
Teacher planning (medium and short term) becomes deeper and more complex, covering more aspects of the Year Group Expectations/ objective led planning	Willingness to learn from their mistakes
Cold writing tasks at the start of a writing unit.	Questions directed at the teacher or their learning partner – increasing complexity and range of questions able to be asked
Independent writing tasks	Answers given – increasing range and complexity of answers given by pupils
High frequency word scores	Parent feedback after Autumn and Spring term parents evenings
Baseline booklets	Verbal observations from all adults that feed into planning next steps
Number recognition check lists	Parental observations
Letter formation check lists	Circles – improved levels of tolerance and understanding, kindness etc
Tapestry online Learning Journey in EYFS	Pupil voice – ability to talk about their learning increases.
Mini tests at the end of a unit	Stamina – ability to focus for longer, to produce more work
Half termly phonics assessments	Quicker to start working
Times tables test scores	Making links between subjects, making connections
Number bond mini tests	Bringing things in from home as a result of learning at school.
Spelling tests scores	
SPaG Test scores	
Book band levels/guided reading notes	
Half termly maths tests	
Half termly reading tests	
Increasing complexity of end products showing increased skills	
Class record book of teacher/TA observations	
Reading journals	
Elicitation tasks	
Less use of behaviour sanctions; fewer names recorded. Reduced disruptions.	