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| **Standard P3**Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications.  |
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| **Threshold exemplification of the** **Standard** | **Examples and/or sources of evidence**  |
| The extensive nature of knowledge and understanding can be demonstrated through:* Maintenance and use of effective

 Assessment records for pupils and groups  taught. | * **Use of wide range of data to identify trends in performance and adapt planning accordingly. Progress data updated after each assessment period.**
* **Consistent use of trackers, FFT, Raise online and optional SATs data to adapt planning to learners needs**
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| * Awareness of the evolving demands of

 assessment arrangements and the translation of these into personal planning and  Teaching practice.   | * **Appropriate preparation for assessments, as reflected in outcomes**
* **Used a wide range of strategies to ensure children are ‘good learners’**
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| **Additional post-threshold** **Exemplification of the standard** | **Examples and/or sources of evidence**  |
| The extensive nature of knowledge and understanding might also include :* Reviewing team or staff curriculum

 planning to ensure it meets the requirements of assessment arrangements. | * **Examined year group , specific cohort and key stage data to identify trends and areas for development in core subjects**
* **Reviewed subject specific planning to ensure all needs are met and children are poised to reach challenging targets**
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| * Making a significant contribution to the

 analysis of pupil performance. | * **used whole school data to contribute to judgements for inclusion in reports for governors/ SEF**
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| * Identifying further development needs

 in the light of changing assessment  requirements.  | * **Trialling and reporting on new tests according to the needs of the SDP.**
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