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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** |
| * 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** |
| * 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** |
| * 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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