

# Enhancing Literacy

February 2007

# Assumptions

- The teaching of literacy is good and planning for the teaching sequence is evident.
- Subject knowledge is good and where it is not there is effective CPD/support.
- Co-ordinator/SMT know where there are strengths and weaknesses in teaching and learning.
- Assessment is being used effectively.

# Assessment

## **Assessment of Learning (summative assessment)**

AoL is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned.

## **Assessment for Learning (formative assessment)**

AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

# Assessment for Learning

Conditions  
For  
Learning  
That  
Support  
AfL

Using  
Curricular  
targets

Designing  
Opportunities  
For  
learning

Day-to-day  
Assessment  
Strategies

Feedback  
On  
Learning

Involving  
Parents  
And  
Carers  
In AfL

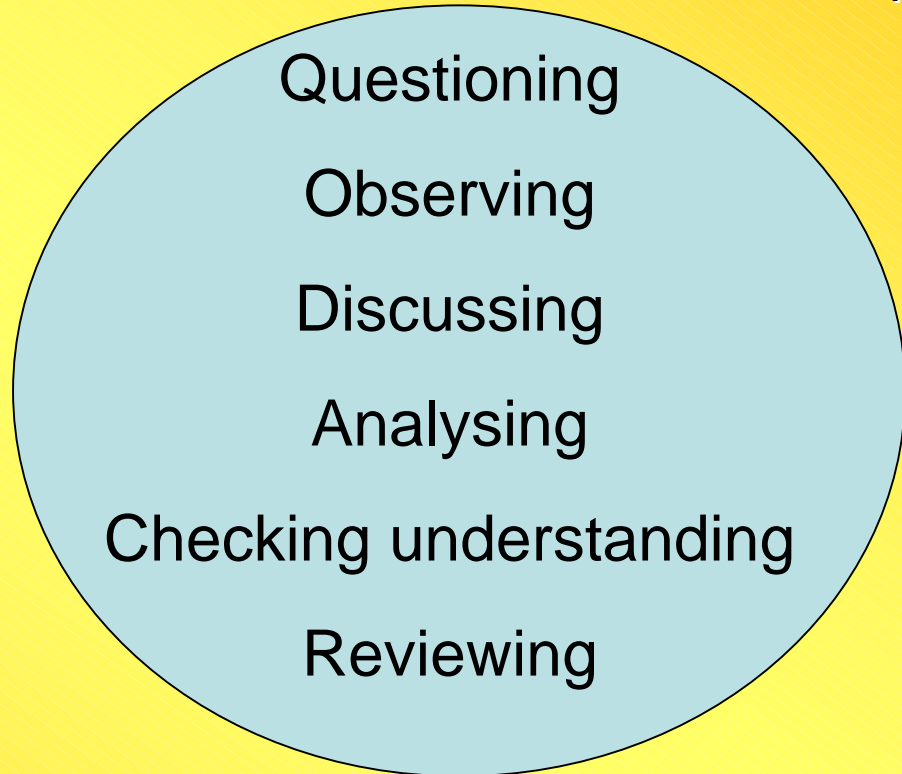
Formative  
Use of  
Summative  
Assessment

How  
ICT  
Can be  
Used to  
Support  
AfL

Questioning  
Observing  
Discussing  
Analysing  
Checking understanding  
Reviewing

# ASSESSMENT

# PLANNING



Have you seen any examples of these strategies in planning?

If so, are a range of strategies being used?

How do teachers assess pupil progress on a day-to-day basis?

Are these assessments recorded? Moderated? If so, how?

Have you had the opportunity to observe teaching?

If so, have you seen any examples of these strategies being used in classrooms?

# TEACHING

## Assumptions (continued)

- Assessment procedures are rigorous.
- School tracks children's progress and uses that information effectively.
- All staff know and use data about their children.
- *What evidence could you provide to support the above points?*
- *If you don't know, then how might you find out?*

# The Polar Express

## Drama

- Use language to imagine and recreate roles (FS)
- Consider how mood and atmosphere are created (Y2)
- Use some drama strategies to explore stories/issues (Y3)
- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires (Y6)

# Haunted House

## Writing - Creating and Shaping Text

- Make adventurous word and language choices appropriate to the style and purpose of the text (Y2)
- Select and use a range of descriptive vocabulary (Y3)
- Show imagination through the language used to create atmosphere or suspense (Y4)
- Integrate words, images and sounds imaginatively for different purposes (Y6)