Assessment and Target Setting Policy

Creative. Caring. Curious.
We make every moment count.

Document Control

Document Reference:	Assessment and Target Setting Policy
Owner:	Wirksworth Junior School
Author:	I.Webb
Issue Date:	May 2026
Review Due:	May 2028
Statutory Yes/No	No

Document History			
Issue	**Date**	**Purpose**	**Author**
1	March 13	Review and update existing policy	L. Grover
2	May 16	Scheduled review of policy	L. Grover
3	May 19	Scheduled review of policy	Isabel Webb
4	June 20	Review of the policy	Isabel Webb
5	October 20	Updated science assessment	Isabel Webb
6	February 24	Scheduled review of policy	Isabel Webb
7	October 24	Adding in Boxall Profile assessment	Isabel Webb
8	May 2026	Scheduled review of policy	Isabel Webb

Approval		
Meeting	**Date**	**Chair**
Teaching & Learning Committee	26.03.13	D. Rodgers
Teaching & Learning Committee	24.05.16	K. Scheinkonig
Teaching & Learning Committee	08.02.24	H. Brocklehurst
Teaching & Learning Committee	May 2025	H. Brocklehurst
Teaching & Learning Committee	May 2026	H. Brocklehurst

Aims and objectives

To formalise the process of assessment of pupils, so that teaching programmes can be adapted to address identified needs in the curriculum, and targets can be set for individual pupils and groups of children.

Introduction

This policy recognises and values all that children undertake to achieve, both in and out of school. All children progress at different rates and are at different stages of development. The records made as a result of assessments reflect the needs of individual children, inform future teaching plans and provide valuable information to assist the target setting process. Target setting is the process by which we identify specific and measurable goals that help to improve standards achieved by all our children.
This Policy should be read alongside the Marking and Feedback Policy

Assessment

Assessment is an integral part of curriculum planning and a section of every curriculum policy is dedicated to assessment.

Formative and Summative Assessment

Throughout the year, the teacher will assess pupils through formative assessment which is used to inform the next planning and learning steps. The formative approach is when teachers will give verbal or written feedback to aid and move learning on. This formative assessment will enable teachers to identify children who need pre and post-teaching interventions to 'fill the gaps' in current knowledge and skills. Children's word reading and fluency is assessed at the beginning of every school year, in order to identify any gaps in phonological knowledge, and if the child requires 'rapid catch-up' intervention (refer to English Policy).

Summative assessment will be used three times a year for SPAG (Spelling, Punctuation and Grammar), reading and maths. This will be to assess a student's mastery of a topic after instructions. Years 3-5 are assessed using standardised testing materials from Rising Stars (such as GAPS and NTS); Year 6 pupils will use practice SATs materials from previous years. No summative test will take place in writing; however, children's independent work throughout the year will be used to judge children's achievement towards end of year expectations.

Teacher assessment

Teacher assessment is part of everyday teaching and learning in the classroom, this is based on formative assessment. Teachers discuss with pupils, guide their work, ask and answer questions, observe, help, encourage and challenge. In addition, marking and reviewing work is a valuable way of assessing pupils' work. Teachers make informed judgments based on a wide range of evidence, which in turn influences future planning. Teachers adopt the strategy which is appropriate at the time and such decisions are influenced by a variety of factors e.g. subject area, group size, nature of activity etc. In order to moderate assessments for writing within school, the English Co-ordinator maintains a portfolio of assessed writing. Moderation across classes, year groups and between schools regularly ensures accuracy in our assessment.

Year 6 pupils will be teacher assessed in writing using the DFE guidance and external moderation, though Derbyshire County Council on a rolling program. The last external writing moderation was June 2018. We also moderate externally with our Cluster of Gell schools. (COGs). Teachers use the DFE guidance on assessing writing at the end of key stage 2.

Standardised Assessment Tasks/Tests (SATs)

Standardised tests are taken at the end of Key Stage 2. Pupils will be assessed in reading, grammar, punctuation and spelling; arithmetic and mathematics reasoning.

Year 6 undertake mock SATs during their final year with tests for reading; grammar, punctuation, spelling; arithmetic and mathematics reasoning. A diagnostic analysis informs future whole-class lesson planning and planning for further interventions and booster groups.

Standardised tests

Years 3, 4 and 5 currently undertake end of term tests. The papers include reading, arithmetic and mathematics reasoning. Year 3-5 pupils' skills in Grammar, Punctuation and Spelling are assessed at the end of the autumn term, and the end of the year. Question Level Analysis of pupils' scripts and papers (using Rising Stars MARK) is used to identify curriculum strengths and weaknesses, in order to inform future curriculum planning, as well as monitor progress across the year and key stage.

Assessing social and emotional needs

Some children may have social and emotional needs, which may first be identified by teachers/teaching assistants, from pupils' interactions in the classroom, playground or through parents/carers. If there is a need in this area, a child may be assessed through using the Boxall Profile. The Boxall Profile is a tool that allows professionals working with children and young people to assess and identify their levels of social, emotional, and behavioural skills or difficulties through a scaled score of 12345. It was developed by psychologist Marjorie Boxall. It provides staff with insights and suggestions for interventions and planning. It can be used in nurture groups or across the whole school setting to help identify areas of needs and what skills need to be taught and practiced in a smaller setting. **When needed whole classes could be assessed on Social and emotional needs through the Boxall Profile to identity needs that could be covered in whole class teaching, and those that need more group or individual work**.

Recording assessments

Pupils are assessed in reading, writing and maths three times a year, which is recorded on the school tracking system – iTrack. Pupils' attainment is recorded as ***commencing*** (at the beginning stages of developing age-related expectations), ***developing*** (gaining deeper knowledge and understanding of age-related expectations but have not quite achieved them), ***expected*** (working at age-related expectations) and ***Greater Depth*** (working at a deeper level of understanding of the age-related expectations and able to apply these to a range of different contexts). A child who is targeted to achieve Expected is on track if they are assessed as Commencing by the end of the autumn term, developing by the end of the spring term and Expected at the end of the school year.

For the foundation subjects – science, history, geography and DT, art and music, RE, computing, Spanish and PSHCE – teachers assess pupils against the declarative and procedural knowledge statements at the end of each topic. This is recorded on iTrack, and pupils are assessed as commencing, developing, expected or greater depth within their year group.

Pupil Premium and SEND children's progress will be reviewed at part of a monitoring of outcomes by the SENDCo (Special Educational Needs and Disability Co-ordinator) and Pupil Premium Lead.

All data stored relating to pupils complies with GDPR regulations - see our data protection policy

SATs results are reported to parents in accordance with DfE regulations, alongside summative teacher assessment results for all Year 6 pupils. Year 6 end of year writing results are by teacher assessment which is reported to the national assessment authority and to parents, along with SATs results.

Children with EHCP and other children on the special needs register have Individual Education Programmes (IEPs). Progress towards short-term targets is recorded on the IEPs which also serves as a channel of communication between class teachers, parents, Teaching Assistants and the SENDCO

Pupil tracking

Data entered on the school tracking system is used to identify the attainment of boys, girls, children with SEND and children on free school meals/Pupil Premium. Teachers scrutinise this data to identify any pupils who are not making predicted or expected progress. The Headteacher, English and Maths Subject Leaders meet every teacher to discuss the progress of individual pupils and identify children not making expected progress after each assessment point. Specific actions to address their needs are discussed at this meeting.

Subject leaders monitor the coverage and outcomes of the objectives taught in their subject area, to ensure SEND and Pupil Premium (our most vulnerable) pupils are making progress and achieving greater depth where appropriate. They will ask questions such as: is the teaching and assessment in the subject area ensuring SEND pupils are able to access the learning and are not held back because of English and maths skills or other needs. The school has a mantra:

All Teachers are Teachers of SEND and all Leaders are Leaders of SEND

Target setting

The current system for target-setting is based on the aspirational target that *all* children will make progress from their starting point. Pupils in each year group should be making at least 3 steps progress over the year, with some pupils (SEND/PP) making more than expected progress, to reduce the gap. As an example, a child starting the year at expected *at the previous end of year expectations* should progress to at least expected *for their current year group* (three steps), or *Greater Depth* (four steps) by the end of the year. The Headteacher works alongside teachers and the School Improvement Adviser to set these targets.

Individual targets are collated in order to set targets for English and Maths groups. This data is used for Performance Management purposes in order to focus on standards in school.

Teachers use the targets set for each child to develop classroom activities which are designed to enable children to meet their targets. These teaching and learning objectives are reviewed termly and reported to parents at Parents' Evenings.

Assessing SEND pupils

Pupils with SEND often will not be meeting the age expectations for their current year group. If the child is working below age expectations a discussion will be had with the SENDCo to discuss which is the most appropriate age test for them to complete and ensure each term they are progressing from that starting test point.

For SEND pupils progress can be slow, because they often need lots of repetition in their learning, thus, small steps of progress can be seen through looking in their books over time. This is completed

at least once a year by teachers and monitored by the SENDCo to ensure they are progressing. This is also recorded as previous mentioned through their Individual Education Plan (IEP) through the Assess. Plan. Review cycle.

Peer and Self-Assessment.
In all year groups, pupils are encouraged to self-assess their own work against the WALT and WILF, ~~through marking stations in Maths~~, using checklists and peer-editing stations in English. We also use peer assessment in classes to increase student responsibility and autonomy. Peer assessment and self-assessment will help pupils to strive for a more advanced and deeper understanding of the subject matter, skills and processes. Refer to the Feedback and Marking Policy for further information on this.

Reporting to parents

This is done informally and formally. Consultations with parents take place during each term, after a short progress report has been sent out to parents, with interview times allocated. A more detailed end-of-year report is also shared, which includes pupils' attainment in all subjects and against the school values, as well as their attendance for the year. The school operates an 'open door' policy and parents are encouraged to meet staff at any time of the year if they wish to discuss their child's progress.

A copy of reports is retained by school and stored in the child's records folder.

Parents of pupils with Individual Education Plans or Educational Health Care Plans, will meet more regularly with teachers and progress towards these targets will be shared.

Inclusion for all abilities
Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of source materials, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class through the use of scaffolding and greater depth questioning. We use 'hand signals' and sentence stems for verbal discussion to promote oracy for all children.

Special needs and disability rights

Appropriate measures are taken to ensure that all pupils have access to the assessment tests, e.g.:
- Tests can be made available in large print.
- An amanuensis or reader can be provided.
- Rest breaks during the tests can be given.
- Alternative seating arrangements are considered for hearing impaired children.
- In KS2 SATs, additional time can be applied for under certain circumstances.

Greater Depth Learners
In all lessons, pupils will be given the opportunities to extend their thinking and learning. In the appendix, examples of how we will achieve this can be seen for all curriculum subjects.

Reporting to governors

Standards of learning and attainments are reported on by the Headteacher, Senior and Middle Leaders at Teaching and Learning committee meetings and full governor meetings when presenting the SIP.

All Subject Leaders will be given the opportunity to present their subject's success towards the school improvement plan.

Appendices

What does Greater Depth look like in mathematics?

Greater depth learning in mathematics is open to all, it involves thinking more deeply about the how and why; generating questions and seeking the answers and being able to explain the how and why mathematics works.
A pupil really understands a mathematical concept, idea or technique if they can:

- Describe it in their own words
- Represent it in a variety of ways (e.g. using concrete materials, pictures and symbols).
- Explain it to someone else.
- Make up their own examples (and non-examples) of it
- See connections between it and other facts or ideas.
- Recognise it in a new situation and context.
- Make use of it in various ways, including in new situations.

Adapted from NCTEM article 2015

Below is a more detailed understanding of what greater depth should look like with examples for each heading below:
Deep, rich, vigorous and challenging experiences

- Identifying and explaining errors
- Finding, representing and applying the structural understanding
- Reasoning to agree and disagree
- Analysing and creating 'tricks' that use understanding of structure
- Generating questions and following self-selected lines of enquiry
- Supporting generalisations-taking it further

Identifying and explaining errors

Jasmine and Kamal have been asked to work out 5748 + 893 and 5748 – 893.
Jasmine says: 893 is 7 less than 900, and 900 is 100 less than 1000, so I can work out the addition by adding on 1000 and then taking away 100 and then taking away 7.
What answer does Jasmine get, and is she correct?
Kamal says: 893 is 7 less than 900, and 900 is 100 less than 1000, so I can work out the subtraction by taking away 1000 and then taking away 100 and then taking away 7. What answer does Kamal get, and is he correct?
If you disagree with either Jasmine or Kamal, can you correct their reasoning?

- Finding, representing and applying the structural understanding

Understanding and interpreting

$$648 \div 24$$

g

Reasoning to agree and disagree

Captain Conjecture says, 'If you keep subtracting 3 from 397 you will eventually reach 0.'

Do you agree?
Explain your reasoning.

Teaching for Mastery: Year 5 NCETM 2015

- Can you reason to agree with Captain Conjecture and reason to disagree with Captain Conjecture?
- Can you create another example where both agreeing and disagreeing can be reasoned?

Analysing and creating' tricks' that use understanding of structure.

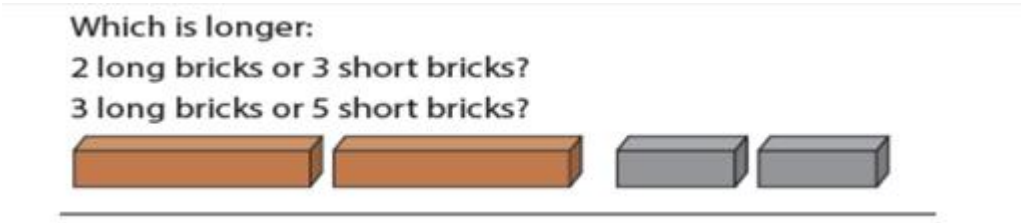
My sister Helen is 3.5kg heavier than me.
I am 2.5 kg heavier than my sister Katy.
How heavy could we be?
Come up with three possible solutions and three that are not possible solutions with different reasons for each one.

Supporting generalisation-taking it further.

- Write down a two- digit number (different numerals)
- Write down a second two-digit number, using the same two numerals
- Subtract the smaller number from the larger number
- Add the digits of the new number together (if it is a two-digit number)
- Now subtract 5

- Match the result to a letter of the alphabet, where A=1, B=2 and so on
- Think of a country in Europe that begins with that letter

Look at this problem:



Teaching for Mastery: Year 1 NCETM 2015

Take it further:

- How would you know if they were the same?
- How could you make sure the short bricks made a longer line than the long bricks?

Generating questions and following self -selected lines of inquiry.

- Write down two fractions where the denominator of one is a multiple of the denominator of the other.
- Which is the largest fraction?
- Explain your reasoning.

Teaching for Mastery Year 5 NCETM 2015

Take it further:

- How can you make sure the fraction with the larger denominator is bigger?
- How can you make sure the fraction with the smaller denominator is bigger?

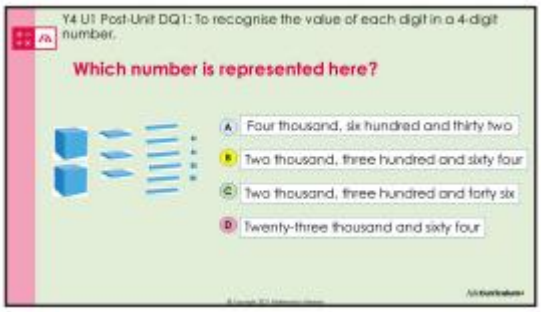
Greater depth questions we use in all lessons:

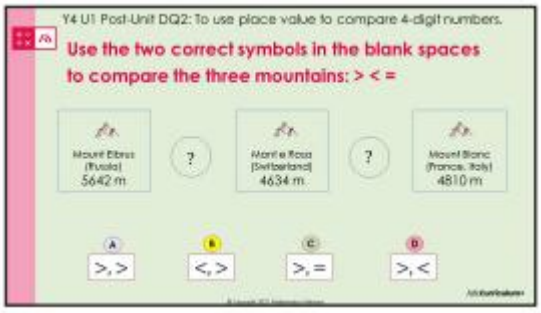
- Greater depth thinking bubbles are used within all lessons, which encourage the children to think about the math more deeply, these can be used in any lessons/adapted for each year group:

Year 6 examples:

- Diagnostic questions are also used which involve a question and 4 answers. The pupils' role is to explain why each answer is correct/incorrect, using representations to prove this.

Example of some diagnostic questions:





Greater depth is open to all and involves thinking more deeply about the how and why of the mathematics, generating questions and seeking to answer these questions in a way that explains how and why mathematics works.

What does greater depth in English look like at Wirksworth Junior School?

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of source materials, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Identifying children working at greater depth in reading

A child who is working at greater depth in reading will, first and foremost, be a confident, fluent reader. Fluent readers demonstrate both confidence and the ability to read for more sustained periods of time. They adopt a positive attitude to reading and read for a range of purposes. Pupils with good fluency are also able to:

- Summarise the main ideas in a text (showing they are reading for meaning).
- Identify themes and conventions in a wide range of books.
- Understand how language structure and presentation contribute to meaning.
- Discuss words and phrases that capture the reader's interests and imagination.

Also, an active approach is taken to find meanings of words they do not understand (self-regulation) and they explore the conventions of different non-fiction texts, identifying similarities and differences between them (Jane Considine, 2017).

These children often show particular skill at inference and deduction. They synthesise information well and draw inferences and conclusions from a range of sources of evidence. In addition, they will use high-utility words and subject-specific vocabulary confidently and fluently, when explaining their ideas, within both their verbal and written work. Also, they will be able to establish and follow a line of enquiry, posing informed questions and making links with prior knowledge and experiences.

In addition, they will demonstrate that they are able to apply metacognitive strategies to the reading process.

A metacognitive reader draws on their prior knowledge and previously-learned skills to –

1. Develop a plan before reading: identifying a purpose for reading; selecting particular actions to achieve their reading goal.
2. Monitor their understanding of the text during reading: adjust reading speed to fit the difficulty of the text and 'fix' any comprehension problems.
3. Evaluate their thinking after reading.

Identifying children working at greater depth in writing

By the end of KS2, these pupils will be able to:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing3 and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Pupils in other year groups will be demonstrating these skills at an age-appropriate level and will be able to confidently and fluently apply the writing key skills from their year group in all pieces of writing, and across the whole curriculum.

Additionally, these learners will show the characteristics of a self-regulated learner within their writing lessons: they are proactive in their efforts to learn because they are aware of their strengths and limitations in writing and because they are guided by personally set goals and task-related strategies (such as using more ambitious vocabulary or proof-reading their own work without prompts). These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness.

Enrichment activities for those working at Greater Depth (GDS)

It is important to provide learning that challenges children using a range of approaches:

Reading

- *Remove all scaffolds*
  To be working at greater depth, you would expect a child to be working independently. If you have been providing vocabulary definitions for the children then remove this and require that the children use contextual and morphemic analysis to work out word meanings. If you've been giving children prompts as to how to word an answer, remove these.
- *Expect answers that provide more detail and explanation as to how the evidence they have found helps them to answer the question.*
- *Encourage children to give succinct answers*
  Perhaps you could give a word limit on answers, or get children to edit their existing answers down so that they still communicate their understanding, but with an economy of words.
- *Creative written responses*
  Perhaps they could rewrite something in a different genre, write their own version of what they've read or write the next part of the story using clues from the text. Encourage children to make comparisons within and across other texts they have read – comparing characters, themes and authors' writing styles. Children working at greater depth should have the capacity to read several texts within a lesson, including the whole class text, and to respond by comparing them.
- *Creating aids for future reading*
  This could be done as more of an extension task. Children could read ahead looking for words and phrases that their peers might need clarification on. They could then access a computer to create an interactive whiteboard slide which contains word meanings, or pictures of unfamiliar nouns, for the next lesson. This will encourage them to engage with the text thoughtfully and will also challenge their own vocabulary skills. Alternatively, they could create a set of questions, based on question stems and the reading domains. Similarly, they could predict the questions they are going to be asked about the text.
- *Read and respond to more*
  Whereas most pupils might be focusing on smaller chunks of text, children working at greater depth could be looking at large excerpts, or even whole chapters, particularly when it comes to summarising.

Encourage greater depth pupils to create written and verbal reviews of their reading to share with others.

- *Book-based debate*
  Debate is a great way to get children responding to a text. It would require a certain amount of collaboration if children were to work in teams to develop an argument either for or against a notion proposed by the teacher. Alternatively, children could debate one on one after spending some time developing their argument independently. Another option would be to get children to write a discussion text where they present both sides of an argument. To really push children on this, you could children to work together to come up with a notion based on the book or text they have read. For example, notions could be around whether or not a character acted morally, whether or not a character is good or bad, whether or not a character should do what they are contemplating doing.

- *Think of the children working at greater depth when planning your main lesson objective and activities. Aim them at your strongest readers and scaffold and support others to achieve the same or similar. That way, you know they'll be challenged appropriately – top-down planning.*

Writing

- *Deep immersion*

During a piece of writing around a specific plot point, encourage these children to 'deepen the moment' so that they are able to showcase their use of vocabulary and writing key skills.

- *Inside out*

Using 'mental state' verbs to reveal the character's inner thoughts and feelings.

- *High order cohesion*

Model how to use 'step sentences' and high-utility words to create cohesion; children can also do this by building extended metaphors around a theme, throughout their piece of writing.

- *Author echos*

Using their 'thesaurus thinking' and vocabulary jotters to collect ambitious words, phrases and sentence structures from their own reading, that they can apply to their writing. Every child in school has a 'Writing Ideas' book that they can add to throughout the school day to plan their writing.

- *Using complex sentence structures and punctuation to show that they have control of their own writing. Encourage the use of verb nominalisation and appositives to develop a deeper understanding of academic writing in different subjects.*

- *'In-role' writing or writing from a different perspective*

Encouraging children to be in control of their characters, showing empathy and vivid description of feelings/emotions.

- *Give children the choice of what to write, e.g. blending elements from more than one genre, writing a prequel or sequel to a story. To develop independence, allow pupils time to plan their own innovations through discussion with their peers and ideas from their own reading, before teacher modelling.*
- *Allow children the opportunity to model and explain their writerly choices to their peers; encourage them to lead peer-editing groups.*

Creating the opportunity for greater depth in English involves allowing pupils the independence to apply their learning at a deeper level.

This means that pupils working at greater depth are expected to be able to…

- **Apply their skills and knowledge consistently, confidently and fluently to *all* areas of the curriculum.**
- Work independently.
- Organise their ideas to make connections with other areas of learning.
- Use their skills to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Use tier 2 and 3 vocabulary consistently and accurately within their written and verbal work.
- Teach others what they have learned to enable them to learn too.

What does greater depth look like in Science at Wirksworth Junior School?

In order to achieve Greater Depth in Science, Teachers need to be planning engaging lessons using the 5 different enquiry types. Children should have more involvement in what they are going to be learning to allow them to follow their passions.

Depth of learning has been achieved when:

- Deeper thinking and reflection are seen.
- Children can reflect, explain, justify and question their learning.
- Children are using their learning to real life situations and making links to other areas of the curriculum.

Teaching children to reflect, explain, justify and question are key to any lesson design.
Talk has to be a huge feature of all lessons not just in Maths, English and Reading. This will lead to focused thought-provoking questions being used, each one relevant to a different area of the 'working scientifically' element of the national curriculum and each strand, each question age appropriate.

… Lower Key Stage Two…

Gathering, recording, cclassifying and presenting data in a variety of ways to help in answering questions

- What would be the benefit of repeating your test results?
- How could I improve my recording? (give example table)
- How could I present my results in a clear way?
- Would you use a pictogram, bar graph or line graph to present your ideas? Why?

Identifying differences, similarities or changes related to simple scientific ideas and processes

- How would this be different if_____?
- I think that …. Use your results to explain if I am likely to be right or not? How could I prove it?
- How would your results apply to _____?
- Using straightforward scientific evidence to answer questions or to support their findings.
- Bob thinks… Use your results to justify if he is right or wrong.

…And Upper Key Stage Two….

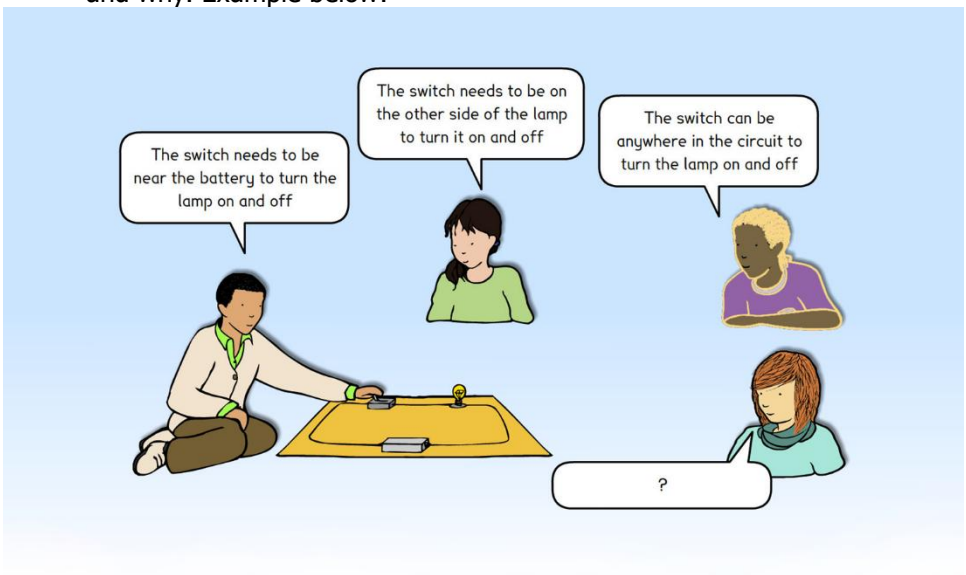
Using test results to make predictions to set up further comparative and fair tests

- Explain your thinking using what you already know.
- ___ thinks _____ will happen. Do you agree? Explain.
- How would you improve the test to make sure your results are accurate?
- What questions have arisen from this enquiry? How would you answer/test them?
- I know want to know____. How could I prove this right or wrong?
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- ____ thinks _____, use your results to explain whether they are right or wrong.
- How did ___ prove ___?
- Use your learning to explain...
- How could you prove…. Is right or wrong?
- Is one piece of evidence enough to justify an idea? Explain your thinking.

Other ways we promote greater depth thinking in Science lessons:

- Greater depth bubbles can be used to generate deeper thinking. Examples below:

- Concept cartoons to get the children to have discussions and reason about whether someone is correct/incorrect and why. Example below:



What does greater depth look like in the humanities at Wirksworth Junior School?

History, Geography, Religious Education, Modern Foreign Languages and PSHE

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of source materials, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Identifying children working at greater depth in the humanities

These children often show particular skill at inference and deduction. They synthesise information well and draw inferences and conclusions from a range of sources of evidence. In addition, they will use subject-specific vocabulary confidently and fluently, within both their verbal and written work. Also, they will be able to establish and follow a line of enquiry, posing informed questions and making links with prior knowledge and experiences. Pupils working at greater depth within these subjects will understand the differences in expectations of how to present their written work (disciplinary literacy). They will be able to navigate academic texts and their organisational features with ease, identifying where to find the key information they need and interpreting graphic representations.

Enrichment activities for those working at Greater Depth (GDS)

It is important to provide learning that challenges children using a range of approaches:

- Cognitive conflict – using debate to question and challenge the children's thinking;
- Producing tiered question sets that step up through levels;
- Providing more challenging texts, reading extracts, case studies and worked examples for GDS pupils to draw upon in their learning;
- Insisting that pupils produce a higher level of accuracy and precision in their work – the use of correct formal vocabulary, expressing ideas in a more focused logical manner, drawing graphs and diagrams with more precision, and for a range of purposes, saying words in French with a more authentic accent;
- Eliminating low-level tasks which do not require much recall or cognitive processing, e.g. word-searches and posters;
- Providing problem solving activities and designing investigative tasks which stimulate and encourage analytical discussion, higher order deductive skills and implicit inference.

Creating the opportunity for greater depth in the humanities involves allowing pupils the independence to apply their learning at a deeper level.

This means that pupils working at greater depth are expected to be able to…

- Work independently.
- Apply their skills and knowledge consistently, confidently and fluently.
- Organise their ideas to make connections with other areas of learning.
- Use their ideas to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Use subject-specific vocabulary consistently and accurately within their written and verbal work.
- Teach others what they have learned to enable them to learn too.

In History…

- Be able to construct and explain historical arguments about why things happened and what their impact or consequences were, at a level appropriate to their year group.
- Understand and talk about history from different viewpoints, understand different sources and why these might be different, at a level appropriate to their year group.

In Geography…

- Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.
- Accurately and precisely use and apply their understanding of direction used based on the compass rose.
- Have a fluent knowledge of the world's continents and oceans, and countries within the UK and Europe.
- Confidently lead their own fieldwork activity that they choose to investigate.

In Religious Education…

- Organise their ideas to make connections across the variety of religions taught.
- Discuss and reflect on bigger questions involving specific religious beliefs, confidently stating their own opinions.

In PSHE…

- Clearly demonstrate personal attributes, such as self-reflection, clarifying their own values, resilience and self-regulation.
- Show interpersonal and social attributes such as empathy and compassion, skills for employability (e.g. negotiation, leadership and presentation), active respect for others' rights and valuing diversity.
- Identify, assess and manage positive and negative risks.

In Spanish…

- Demonstrate fluency and confidence in the four skills taught during Spanish lessons – speaking (oracy), listening, reading and writing (including their understanding of Spanish grammar), appropriate to their year group.

Some examples of question stems that give children the opportunity to demonstrate GD skills:

- Why is _____ significant?
- How is ____ an example of ___?
- How does____ compare/contrast with____?
- What ideas can you add to ____?
- How is ____ an example of ___?
- Would you rather ___ or ____? Explain your reasons why.
- How would you create/design a new ___?
- Do you agree that _____? Explain your thinking.
- What solutions would you suggest for ____?
- How has _____ had an impact on ___?
- Prioritise _____according to ____.
- What might happen if ___?
- Do you think that _____ should have _____? Why do you think this?
- What evidence can you present for ____?

What does Greater Depth look like in Computing and Digital Literacy at Wirksworth Junior School?

All children have the ability to demonstrate greater depth skills in Computing and Digital Literacy in some area of the curriculum and recognising it is important.
Computing and Digital Literacy is varied and covers many aspects of learning; some children will be extremely competent with computing but some need encouragement and to be taught greater depth skills.

Below are some of the attributes of a greater depth learner:

- Can work effectively independently with minimal teacher input to create algorithms, debug and programme.
- Can become leaders within the classroom, helping other children competently use ICT.
- Can show greater understanding of programming using a range of suitable software and are able to debug and analyse where necessary.
- Can effectively use software to the full extent – adding features to work that are beyond lesson learning objectives.
- Can effectively transfer skills from computing lessons to other lessons in school day and also at home.
- Can computationally think confidently. Ability to decompose algorithms, recognise patterns effectively and evaluate to improve.

What does Greater Depth look like in P.E at Wirksworth Junior School?

All children have the ability to demonstrate greater depth skills in P.E in some area of the curriculum and recognising it is important.
P.E is varied and covers many aspects of learning; some children will be natural athletes but some need encouragement and to be taught greater depth skills.

Below are some of the attributes of a greater depth learner:

- Can work effectively in a team, showing great sportsmanship and encouraging others.
- Can become leaders in and out of a classroom situation- running lunch-time activities or referring tournaments.
- Can show greater understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Can create games and rules to accompany the challenges.
- Can demonstrate the ability and confidence performing a skill in a competitive arena.
- Can set personal challenges and are able to achieve these or strive to do so
- Can effectively transfer skills from P.E lessons from one sport to another.
- Can confidently lead warm up sessions; showing good sports leader qualities.
- Can demonstrate a clear understanding of the health and fitness benefits and are able to articulate this to others if necessary e.g. why the body needs to warm up/cool down. Why the blood pumps and the heart beats faster. Know which muscles are used when performing certain exercises.
- Children will often take part in inter and intra school competitions, achieving trophies and certificates for their achievements.

What does greater depth look like in the arts - music, art, drama - at Wirksworth Junior School?

Identifying children working at greater depth:
These children often show particular skill and characteristics:
- Greater technical control of tools, instruments, voice etc and excellent fine motor skills.
- Creativity
- Resilience and the ability to evaluate and reflect
- Confidence
- Problem solving
- Making connections
- Analytical

Enrichment activities for those working at Greater Depth
It will be important to provide learning that challenges children through:
- cognitive conflict – using debate to question the children's thinking;
- producing tiered question sets that step up through levels;
- providing more challenging tasks eg harder parts to sing or play
- asking them to extend an original idea eg compose further parts
- make their own choices about how to tackle a task set e.g whether to paint, model, draw
- insisting that pupils produce a higher level of accuracy and precision in their work: insisting on use of the correct formal vocabulary, expressing ideas in a more focused logical manner, creating work with more precision;
- eliminating low-level tasks which do not require much recall or cognitive processing
- providing problem solving activities and designing investigative tasks which stimulate and encourage analytical discussion, greater creativity, the need for perseverance.

Creating the opportunity for greater depth in the arts subjects involves allowing pupils the independence to apply their learning at a deeper level.
This means that pupils working at greater depth are expected to be able to…

- Work independently.
- Apply their skills and knowledge consistently, confidently and fluently.
- Organise their ideas to make connections with other areas of learning.
- Use their ideas to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Teach others what they have learned to enable them to learn too.
- Understand and talk about the arts from different viewpoints.

Some examples of questions that give children the opportunity to demonstrate GD skills:
- Are there other ways you could record your idea?
- How does this piece compare with….?
- Which do you prefer? Why?
- How could you take this idea further?

What does Greater Depth look like in design and technology at Wirksworth Junior School?

All children have the ability to demonstrate greater depth skills in Design and Technology in some area of the curriculum and recognising it is important.
Design and Technology is varied and covers many aspects of learning; some children will be extremely competent with D&T but some need encouragement and to be taught greater depth skills.

Below are some of the attributes of a greater depth learner:

- Can work effectively independently with minimal teacher input to create plans, projects and products.
- Can become leaders within the classroom, helping other children competently use D&T equipment.
- Can show greater understanding of the use of tools and can effectively choose the correct tool for a range of tasks/functions.
- Can effectively use plan with accurate/scaled diagrams.
- Can demonstrate the ability and confidence to create and present (to an audience or audio) a demonstration of their product.
- Can effectively predict cause and effect allowing them to consider the design of their product.
- Can confidently explain justification of choosing material/s for their design.