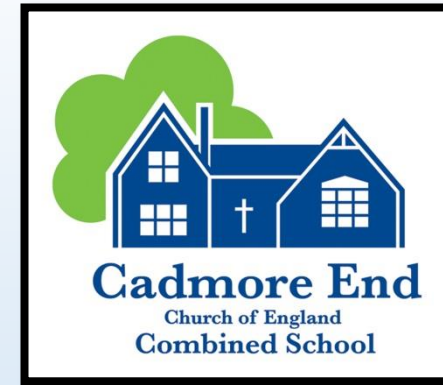


Learning Ladders Information Afternoon

Thursday 28th September 2017

What is Learning Ladders?



- New system of assessment without levels
- Statements of what children should achieve in every year group (the curriculum)
- Teachers use these statements to plan and teach from
- Teachers then award ticks against these statements that give children a score
- 1 tick means with support, 2 independently, 3 in a range contexts, they have 'mastered' the skill
- Each tick gives them points, aim to get 100 by the end of the year (cumulative across years)

Example- Year 1 Reading Comprehension

I have listened to and discussed a range of books including fairytales, traditional tales, poetry and non-fiction at a level beyond which I can read independently

I have read a range of books

I can recite some poetry by heart and join in with familiar phrases in class

I can check that my reading makes sense

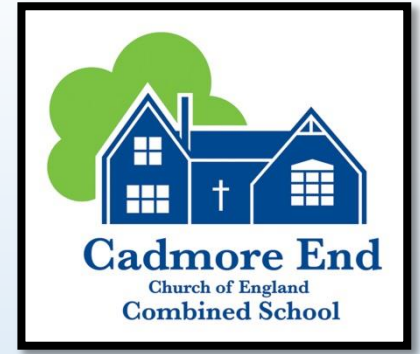
I can explain what has happened in a story and identify the key elements

I can link what I read to my own experiences

I can make basic inferences and predictions

I can discuss the significance of the title and events

Attainment and Progress



- For example, a year 1 pupil will have attained a range of 0-100 (+) over the course of Reception.

Children are expected to make 33 points during the autumn and summer term and 34 points during the spring;

- 100 -133 Autumn
- 133 – 167 Spring
- 167 – 200 Summer

This system allows even the smallest amount of progress to be tracked, monitored and reported.

Expected progress

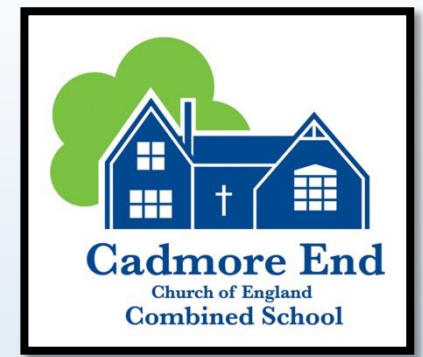
This would be ideally 100 points gain by the end of the academic year.

On Ladders we have 90 – 104.

Better than expected progress

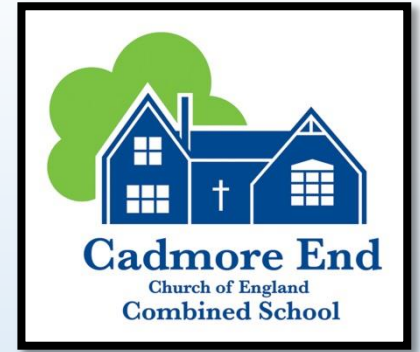
This would be more than 100 points gain by the end of the academic year and pupils have % working at greater depth.

More Able



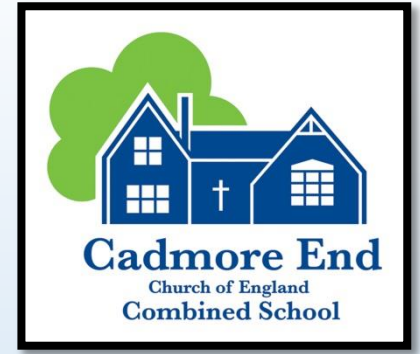
- Because teachers are expected to teach to the specific year group objectives only it is unlikely that children starting with a high score will make better than expected progress and even expected progress when looking solely at the score.
- This does not mean that they are not progressing. They will be learning to apply the skills in a variety of contexts and learning the skills in greater depth.
- Therefore they are not gaining more points on Learning Ladders. They are developing an 'in depth' index which will reflect this depth of learning.

In Depth

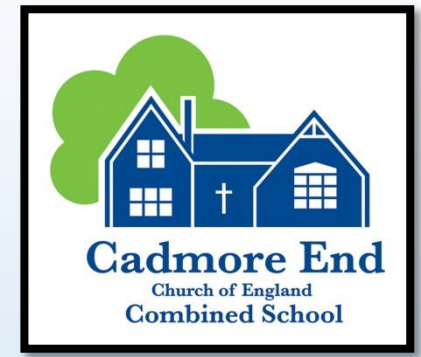


- We have worked as a staff to define what working 'in depth' means.
- For example, an 'in depth' writer will have 'The ability to write fluently and with interesting detail on a number of topics throughout the curriculum and a vivid imagination which makes readers engage with and enjoy their writing.'
- 'in depth' children will be challenged with these sorts of verbs in their tasks
- Choose
- Decide
- Justify
- Debate
- Argue

English Ladders

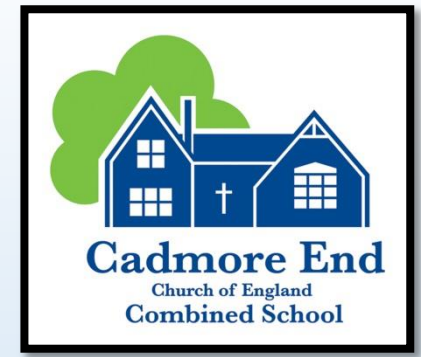


- Three areas; Reading, Writing, Speaking and they have strands too
- Reading – comprehension and word reading
- Writing – composition, grammar, vocab and punctuation and spelling and handwriting
- Speaking – taking part, presenting



Writing Progression example...

- Year 1 - I can plan sentences before I start to write
- Year 2 – I can plan key vocabulary and key words, I can plan what I will write verbally
- Year 3 - I can rehearse sentences orally, I can plan my writing by discussing and recording ideas
- Year 4 - I can plan my writing by discussing other similar writing
- Year 5 - I can plan by noting down initial ideas and drawing on reading and research where necessary, I have a range of strategies for gathering ideas, shaping and improving writing
- Year 6 – I can edit by improving grammar and vocabulary to improve consistency

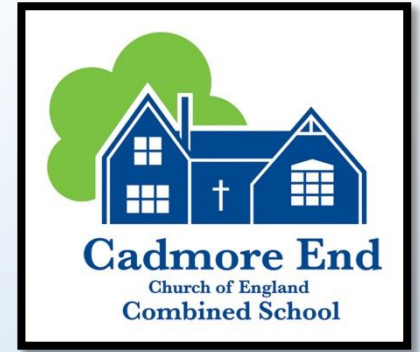


Example use in a lesson -

Success criteria

- Must: I can write in complete simple sentences (Year 1 Grammar, vocab and punctuation)
- Should: I can write longer noun phrases with words before and after the noun with support (Year 2 Grammar, vocab and punctuation)
- Could: I can write longer noun phrases with words before and after the noun independently (Year 2 Grammar, vocab and punctuation)
- These would be the focus, doesn't mean we ignore other skills- the chn may well be showing others but more independently as remembered of their own accord.

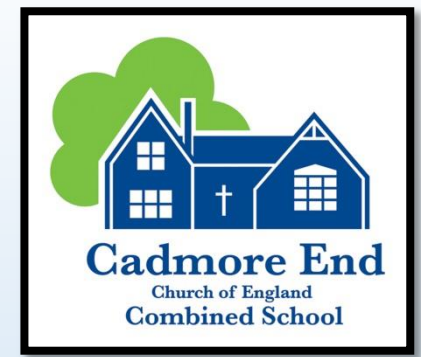
Maths Ladders



- Maths is split in to 8 areas
- **Using and applying**
- **Number and place value**
- **Addition and subtraction**
- **Multiplication and division**
- **Fractions, Decimals, Percentages, Ratio and Proportion**
- **Geometry**
- **Measures**
- **Statistics**

Maths – Addition and subtraction

Progression example

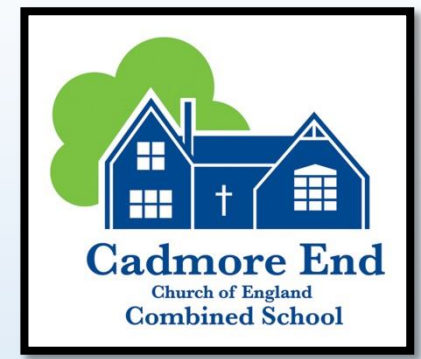


- **Year 1** - I can add and subtract one-digit and two-digit numbers to 20, including 0.
- **Year 2** - I can add and subtract a two-digit number and ones using objects, pictures and mentally.
- **Year 3** - I can add and subtract numbers with up to three-digits, using formal written methods columnar addition and subtraction.
- **Year 4** - I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- **Year 5** - I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- **Year 6** - I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Example use in a Year 3 lesson on Measures

Success Criteria

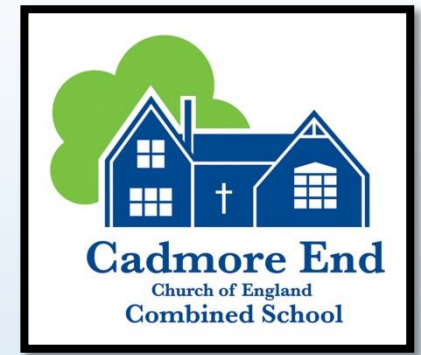
- **Must:** I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times (Year 2 Measures).
- **Should:** I can tell and write the time from 12-hour and 24-hour clocks (Year 3 Measures).
- **Could:** I can record and compare time in terms of seconds, minutes and hours (Year 3 Measures).



Other things to mention

- Children are required to apply their mathematical skills in a range of problem solving style questions.
- Once a maths concept is mastered, the children are then encouraged to **reason, prove, discuss, decide, argue, justify** using their skills and knowledge.
- A third tick can be achieved by applying measuring to the nearest cm, in a Science lesson for example.
- Tests are also used to assess whether a concept has been understood.

Assessment week!



- No more assessment weeks as we are assessing on a much regular basis through this use of ladders
- Year 2 and Year 6 will still do them in preparation for SATs
- However...
- Writing – teachers do regular independent tasks for assessment
- Reading paper one per term
- SPaG paper one per term
- Maths end of unit tests