

Self-Evaluation Subject Profile

Curriculum Area - Language (English & Welsh)

Evaluation Area - Assessment, Recording & Reporting

Descriptor	1	2	3	4
Assessments are linked to NC Programmes of Study & level descriptions for English / Welsh (e.g. by using past KS2 tests)				
Specific criteria are applied when marking pupils' work e.g. by use of prepared mark-schemes				
Assessments are internally moderated by staff to ensure consistency and reliability				
There is regular and substantial marking of pupils' work				
There is regular and substantial feedback to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their planning & to set appropriate targets for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria)				
Teacher / subject records contain a full picture of pupils' achievements & progress				
Pupils are encouraged to use assessment information to improve their own work				
Information from assessments is analysed effectively & data used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and guidance for further improvement				

1 =good with outstanding features

2 =good features and no important shortcomings

3 =good features outweigh shortcomings

4 =some good features but shortcomings in important areas

Self-Evaluation Subject Profile**Curriculum Area - Language (English & Welsh)****Evaluation Area - Subject Standards**

Descriptor	1	2	3	4
Most / many pupils: -				
Develop an awareness / are aware that language serves a range of purposes				
Begin to understand / know that language varies according to context, audience and readership				
Speak clearly with confidence and accuracy				
At an appropriate level, are able to communicate information effectively				
Give and respond to instructions appropriately				
Listen purposefully				
Engage in role-play and drama				
Interact with one another and the teacher using appropriate language				
Begin to & increasingly sustain discussion , advocate and justify points of view				
Are familiar with and employ a range of strategies for reading				
Are able to read accurately , fluently and with appropriate expression				
Have a clear understanding of what they read and view				
Read and respond to a wide range of literary, non-literary, media and moving-image texts (including ref. to Wales & other cultures & traditions)				
Respond orally and in writing to a variety of texts of increasing complexity				
Begin / are able to understand implicit as well as explicit meanings				
Write in a variety of forms appropriate to their age & ability				
Write for different purposes and audiences				
Are increasingly able to produce purposeful and sustained writing using accurate spelling, punctuation & appropriate handwriting				
Demonstrate an appropriate command of standard English / Welsh and are able to recognise and use an increasing range of style and language registers				
Begin to / are able to revise and re-draft their writing with appropriate presentation				
Are increasingly able to reflect independently on what they have written				

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Curriculum Area - Language (English & Welsh)

Evaluation Area - Teaching Effectiveness

Descriptor	1	2	3	4
Presentation of work engages and interests pupils				
Appropriate balance of teacher demonstration and pupil activities				
Rigorous questioning of pupils to probe and extend their understanding				
Takes account of inter-relationship of oral work, reading and writing				
Incorporates elements such as drama, ICT and the development of language				
Provides opportunities for pupils to participate fully in a variety of oral activities (including use of formal speech)				
Includes systematic teaching of the initial skills of reading and writing				
Uses a wide range of literature and other texts (including those having a Welsh dimension)				
Provides pupils with challenging written tasks appropriate to their needs / levels of development				
Includes clear strategies for developing handwriting				
Includes clear strategies for developing spelling				
Includes clear strategies for developing grammatical skills				
Helps pupils plan, organise and re-draft their material				

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Curriculum Area - Language (English & Welsh)

Evaluation Area - Key Skill development

Descriptor	1	2	3	4
Most / many pupils: -				
Use word-processing to improve the quality of their writing by drafting, editing and re-drafting their work				
Communicate their ideas and information in a variety of forms and media appropriate to the needs of their audience				
Use audio and video equipment competently to record and improve their oral work & presentation skills				
Begin to use audio and video equipment competently to record and develop their knowledge and use of language, including standard forms of language where appropriate				
Use ICT to <ul style="list-style-type: none"> • obtain, • prepare, • process and • present information from a wide range of resources including CD-Rom and the Internet 				
Use their numeracy skills appropriately particularly when setting out an argument				
Develop their problem-solving skills through asking questions, making predictions and coming to informed decisions				

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Curriculum Area - Language (English & Welsh)

Evaluation Area - Use of Data

Descriptor	1	2	3	4
KS1 assessments & test results are used as a basis for setting pupil targets				
KS2 assessments & test results are used as a basis for setting pupil targets				
Pupil assessments / tests are analysed at a question level				
Pupil assessments / tests are analysed at a Attainment Target / level descriptor level				
Performance trends are closely monitored (classes & subject)				
Performance of different teaching groups is compared				
Performance is compared with other subjects in the school (subject trends, pupil scores)				
Performance is compared against / with other local schools (using LEA data)				
For Core Subjects – KS2 performance is compared with similar schools nationally using annual benchmarking tables				
Outcomes from data analyses impact upon future planning and development				

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