**Assessment and evaluation of progress achieved (after lesson)**

Assess children’s progress against your lesson SC, to inform you of their progress and achievement of the L.O

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| **Success criteria**  *(cut and paste from S.C box above)* | **Names of those below (-) or exceeding (+)** | **Action required? (Now what?)**  What do you need to do to respond to your assessment and children’s emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support? |
| * I can use materials and a range of representations of two digit numbers | (-)  Sammy, Jayne, Dillon | Move them to my focus group tomorrow. During main input provide them with manipulatives to reinforce today’s work. |
| (+)  Joe, Sam | Competent with this – move on to abstract work. |
| * I can read, write and compare numbers to at least 100 | (-)  Sammy, Jayne, Josh | More work on numbers over 20 needed.  Josh – numeral reversal – TA spend few mins on 7 and 6 |
| (+) |  |
| * I can reason with place value to order numbers to 100 | (-)  Sammy, Jayne, Dillon, April | S, J, D – need more support with recognising and ordering  April – move to red group work tomorrow – TA group |
| (+)  Joe, Sam | Move onto Th column – bingo game to see understanding |
| * I can work systematically to solve a simple ‘finding all possibilities’ problem with place value to 100 (when there are fewer than 10 possibilities) | (-)  As 3 | See above |
| (+)  Jacob, Maisie | Efficient strategies – set broader problems for them. |