



Assessment of J's Progress: Term 4 (Block 1)

Term 4 - Maths Test used – 10min SATs https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests	Test 1 Final assessment problem areas: Geometry		Test 2 Final assessment problem areas: Distance, height		Test 3 Final assessment problem areas: Working out negatives	
	Initial %	Final %	Initial %	Final %	Initial %	Final %
Overall Curriculum Score	33	50	41.6	33.33	58.3	41.66

<u>Interventions</u>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Fractions Final wk6 assessment scores: 79% Resources used: Maths text book B2 https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY2MDBa/details					Monday: J worked on $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{2}$. J is 80% capable of doing the calculations with these fractions. J had problems with $\frac{3}{4}$ but good with $\frac{1}{2}$. I used a biscuit to illustrate the quarters. My target for her is 100% before moving on	

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Interventions	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Problem solving using words Final wk6 assessment scores: 50% Resources used: Maths text book B2 https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY0NDVa/details		<u>Teaching Strategy</u> In this week's sessions, we will place an emphasis on words like: more than, weight, shorter route, longer route, identification of different shapes, sides, and make sure that she will be able to draw a figure using different shapes, and also identify and draw a line of symmetry				
Telling the time and finding duration Final wk6 assessment scores: 87%				Wednesday: J had difficulties with this. I will have to repeat this until she fully understands it. After her first mini assessment on this she got 25% . I will need to drill this competency in every lesson until she understands it. I am not sure that homework for this is a good idea at the moment because she will not be able to understand it by herself, right now. So will continue with this		

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<p>Resources used: Maths text book B2 https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQzMDA1MzI1NzRa/details</p>		<p>tomorrow. My target competency for J is 80%.</p> <p>Friday: J was ok with the reading of times but for the calculation of times she was not too good at the start but after some exercises she started to get more questions right and from those exercises she got 75% on the first test and 70% on the second one.</p> <p>Weekly summary She is improving and she is not far from my target of 80%.</p>	
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<p>Term 4 - English Test used – 10min SATs https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests</p>	<p>Test 1 Final assessment problem areas:</p> <p>Progressive sentences Using commas Modal verbs Spelling</p>	<p>Test 2 Final assessment problem areas:</p> <p>Present perfect tense Relative pronouns</p>	<p>Test 3 Final assessment problem areas:</p> <p>Passive voice Verb identification</p>			
	Initial %	Final %	Initial %	Final %	Initial %	Final %
Overall Curriculum Score	40	45	25	50	35	60

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<u>Interventions</u>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<p>Punctuation</p> <p>Final wk6 assessment scores: 90%</p> <p>Resources used: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0Mjk0MzU0OTJa/details</p>					<p>Wednesday: I gave a text to J, although she understands the idea, she finds it hard to put the punctuation marks in the right place. I gave her some tips. For example – looking for capital letters to give a clue for the use of the full stop. Comma, colons and semi colons were difficult for her. My target for her is at least 80%. So will drill and test until target is reached.</p> <p>Friday: J got 69% on the punctuation exercise.</p> <p>Weekly summary J is struggling with the punctuation, mostly how to use it. In order to help her, we have to make her continue with the reading and from there she can copy and implement punctuation-usage from the texts. During the next reading comprehension, she will have to identify the punctuation used and how it is used.</p>	



Interventions	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<p>Reading Comprehension</p> <p>Resources used: http://www.satspapersguide.co.uk/wp-content/uploads/2017/12/2013-Reading-Answer-Booklet.pdf</p> <p>Final wk6 assessment scores: 70%</p> <p>Resources used: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/m/NTU0Mjg1MDY0MzFa/de tails</p>			<p>Wednesday: <u>Feedback on English assessment</u> J has problems with longer assessments due to the amount of reading required but also her concentration levels need to be improved. J scored 75% for the shorter text, second test. J scored 37.5% for the longer text, first test. Anything over 3 paragraphs she struggles with. J also has problems understanding the instructions: "Underline" and "Circle" the answer. Some of the questions she got the right answers but she put a cross instead of circling the correct answer. This is important because she needs to demonstrate that she understands the instructions.</p> <p>When J encountered words she didn't know, I got her to write them down and look them up in a dictionary. I wanted to see if she was able to look up words. The problem we are finding is that some academic French words</p>	<p>Friday: 3 exercises. Results: 1st - 85%. 2nd exercise 65%, 3rd exercise 70%</p> <p>She did well because the texts short. I have given her longer texts in class and J has found them difficult. I will continue with shorter sentences because I want her to be adept with shorter sentences first before moving. My target for J is 95% and above in future assessments before I can move her to longer texts.</p> <p>Weekly summary J can is able to read at around 80% capacity. J is asking the meaning of a lot of words. I have told her that meanings change depending on the context. I can only give her these definitions depending on the context. I have asked her to bring a dictionary. When we do the reading, J already writes down the words that she is unfamiliar with. So, we already compile</p>		



		<p>are not very easily translated into English and google translate is not always accurate. A good quality dictionary at home is important because she will be able to consult it when I am not there and it will be more accurate than google translate.</p> <p><u>Teaching strategy</u> I need to focus more on vocabulary. I need to get J to bring an English to French to accelerate her academic vocabulary learning.</p> <p>I will need to build in at the start of every lesson, a short revision activity recapping the last lesson.</p>	<p>a vocabulary list in our sessions. The next step is for J to bring and use a dictionary</p>	
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Interventions	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<p>Making sentences Resources used:</p> <p>Final wk6 assessment scores: 100%</p>						<p>Vocab test - Writing sentences with words provided: Thought, touch, creature, measure, treasure, adventure, envision, confusion, mysterious</p>
<p>Interrogative</p> <p>Final wk6 assessment scores: 100%</p> <p>Resources used: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0NDYzNDQ2Mzha/details</p>				<p>Monday: J understood the explanation but was not able to apply her understanding to the exercises. She got 22% in the test on anglaisfacile. In the test you have to use one of the words to form a question from the statement. J was not always able to put the correct word in the correct part of the statement in order to form a question. This test that she got 22% were questions that featured short sentences. I gave her another test with short sentences and she got 90%. J at the moment copes better with shorter sentences. So, I will gradually lengthen the sentences until she can cope with longer sentences.</p>		