

# Teaching, Learning and Assessment Policy



Shoreditch Park  
Primary School

Principles and Implementation  
Agreed by governors: March 2018  
Implementation date: March 2018  
Review date: March 2019

1. Curriculum Mission Statement and the Principles of Teaching, Learning and Assessment at Shoreditch Park Primary School
  
2. Governance, Management and Evaluation of Teaching, Learning and Assessment
  
3. Teaching Learning and Assessment at Shoreditch Park Primary School

Including:

- Use of Key Performance Indicators (KPI), Learning Intentions, Learning Objectives and Success Criteria
  - In School Formative Assessment
  - Effective Questioning
  - Effective Plenaries
  - In School Summative Assessment
  - Progress Measures
  - Nationally Standardised Summative Assessment
- 
4. Pupil Outcomes; How they are assessed and shared at Shoreditch Park Primary School

## 1. Curriculum Mission Statement and the principles of teaching, learning and assessment

Our curriculum model is a structured framework which has clear aims and programmes of study in place for each area on the National Curriculum and beyond. Within our broad and balanced curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and foster an understanding of what they need to lead confident, healthy and independent lives, and become responsible citizens.

Our curriculum model ensures that knowledge, understanding and skills are gained by children at each stage of their learning journey. We achieve or implement this through a shared curriculum structure with clear teaching sequences, robust curriculum guidance through policies, handbooks and through CPD. We evaluate the impact of the curriculum regularly through both summative and formative assessment; further to this we hold regular book evaluations, learning walks and termly progress reviews where progress and attainment is tracked for all pupils and individual groups. We believe that progress means knowing more and remembering more, where vocabulary acquisition is critical for academic success. Oracy plays a prominent role in teaching and learning at Shoreditch Park. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects. Oracy is embedded throughout our curriculum, lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language. Some examples are; partner talk, group discussion, collaborative work and problem solving and presentations. There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.

The curriculum is carefully planned to make to ensure that it is relevant for all pupils in our school, it provides an opportunity to link ideas together through termly topic themes and through events such as stem and ASPIRE/pupil voice initiatives. The foundation subject curriculum has a clear starting point for each unit– an exploratory approach which then supports the implementation/ teaching of the structured curriculum framework. Which then leads into planning relevant knowledge and skills based learning for the medium and short term, i.e. learning over time and learning in lessons. This aspect is clearly evidenced through Shoreditch Park’s Quality Inclusion Mark Flag ship status. Each curriculum area also includes an opportunity for wider enhancements including curriculum enrichment opportunities to ensure that learning ‘sticks’. Enrichment opportunities are planned for children at each stage of their learning and across all curriculum areas. Furthermore, parents are also invited in to the school to engage in school curriculum events such as reading with a book and attend wider enrichments events with children such as, world book day, Hispanic week and refugee week. Pupils also benefit from enrichment opportunities that develop children’s awareness and ambition for the next stage of their education, examples of this is seen through events such as careers week and the ‘into Universities’ Programme.

As a Rights Respecting School with the Gold award, we actively teach the UN Convention on the rights of the child. This is woven through not only the ASPIRE but all curriculum areas, however, it is most visible through the ASPIRE curriculum. ASPIRE is an aspirational curriculum and school vision that empowers children to flourish in their academic, personal and social learning. We know that having a positive learning disposition is as important as a strong academic foundation. Therefore, we are teaching our children to embrace learning with excitement and enthusiasm so they are ready to take on challenges without fear of failure. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most

vulnerable and disadvantaged. The ASPIRE curriculum is planned to suit the needs of our pupils to ensure that they are well equipped to be socially, emotionally and academically prepared for the future.

### **Through our Teaching, Learning and Assessment systems we:**

- Help drive improvements for pupils and teachers
- Assessment is closely linked to improving the quality of teaching
- To ensure feedback to pupils contribute to improved learning
- Give reliable information to parents about how their child and the school are performing
- Allow meaningful tracking of pupils towards end of key stage expectations, including regular feedback
- Provide qualitative and quantitative information which is easily understood
- Give early recognition of pupils who are falling behind and those who excelling.
- Make sure the school is keeping up with external best practice and innovation
- Are created in consultation with those delivering best practice locally
- Are created in consideration of and are benchmarked against internal best practice.

Three different forms of assessment are used at Shoreditch Park Primary school; in school formative assessment, in school summative assessment and nationally standardised summative assessment. Each type of assessment is clearly distinguished with different purposes and impacts on teaching and learning, this is outlined for each subject both core and foundation within subject handbooks or policies. Formative and summative assessments represent two classifications of assessment, each with a distinct purpose. Formative assessment or assessment for learning focuses on daily monitoring of pupil progress. Formative assessment provides immediate feedback to both the teacher and pupil and shapes the planning process. Formative assessment will be used when feeding back to internal stakeholders; pupils, teachers, subject leaders and parents. Summative assessment, assessment of learning determines what pupils have learnt over time, this applies to both in school summative assessment (assessments that are used for internal school purposes) and nationally standardised summative assessment (assessments that are used to bench mark the schools performance at a local and national level).

## **2. Governance, Management and Evaluation of Teaching, Learning and Assessment**

The Governor's responsible for teaching, learning and assessment at Shoreditch Park Primary School are Helen Fitzpatrick and Honey Sarfo. Helen and Honey monitor and evaluate the effectiveness of the policy and practices at Shoreditch Park through Standards Committee Meetings which take place once per term and through link visits which also take place three times a year.

The member of the Senior Leadership team responsible for assessment at Shoreditch Park Primary School is the Assessment Lead (James Scutt). James ensures that assessment practices at Shoreditch Park are in cohesion with the Assessment Policy, that all teachers are trained to use prescribed assessment systems; he evaluate the effectiveness of the assessment systems over time and informs curriculum developments. The evaluation of assessment systems and curriculum implementation takes place termly in line with the schools monitoring and evaluation cycle. The Head of School (HoS) Siobhan Fehim is the overall outcomes lead for Shoreditch Park and is responsible in conjunction with James Scutt to report to the governing body and other external agencies.

### 3. Teaching, Learning and Assessment at Shoreditch Park Primary School

#### Teaching, Learning, Feedback and Marking

Lessons are carefully planned to ensure clear progression within programmes of study, but also to allow for flexibility; incorporating gaps identified through assessment for learning and differentiate for all pupil's needs and learning approaches. Oracy and feedback is a strong feature of all of our lessons at Shoreditch Park Primary School.

The purpose of feedback is to ensure planning for learning is purposeful, closes gaps for learners and to extend learning to ensure all pupils reach their potential and progress is made. To ensure good or rapid progress, feedback needs to be effective. A prerequisite for receiving feedback is at the planning stage; having clear Learning Intentions, Learning Objectives and Success Criteria. Subject specific marking criteria are detailed in the appendices.

Role of **Key Performance Indicators (KPI), Learning Intentions, Learning Objectives and Success Criteria** when giving feedback.

**Key Performance Indicator (KPI)** is a term used to describe the end of year requirements for children in KS1 and KS2 and are used as a formative assessment tool and a summative statement tracking tool.

**Learning Intention** is used to describe learning over a series of lessons and can be taken from the year-end objectives.

**Learning Objective** is used to communicate learning taking place in a lesson and is linked to a wider learning goal shared through the Learning Intention.

**Success Criteria** is set, agreed criteria that is shared at the start of the lesson and informs children how they have achieved the Learning Intention.

When we feedback to children during a lesson and post learning, we do so against the shared Learning objective and Success Criteria. After a series of lessons, teachers will feed back against the overarching Learning Intention (goal).

#### Day to day Formative

There are formative assessment policies for reading, writing and maths which assess knowledge, skills and understanding whilst identifying gaps and misconceptions in KS1 and KS2.

Methods of formative assessments include feedback and marking, questioning, effective plenaries and catch and intervene from class teachers.

#### Visible Learning Model:

*Where am I going? (Learning Objective)*

*How am I going? (Feedback)*

*Where to Next (The next steps in my learning or Feed Forward)*

## Formative Assessment using the Visible Learning Model:

Focus levels of Feedback – Targeted feedback at children’s individual instructional level (*just in time and just for me*). There are three focus levels of feedback; Task, Process and Self-Regulation.

### **1. Task Level Feedback**

**Learning:** When the Learner is a novice or the learning is new

**Feedback Focus:** Feedback should tell the learner how well the task has been accomplished or performed. Feedback distinguishes correct from incorrect answers and builds more surface knowledge.

#### Examples of targeted feedback at Task Level

If the learner is learning something new, feedback should tell them how well the task has been performed. Is the task correct or incorrect? What do they need to do to correct it or improve it? The feedback needs to be very clear and specific.

### **2. Process Level Feedback**

**Learning:** When the Learner has some degree of proficiency.

**Feedback Focus:** feedback should prompt Learners to look for strategies of improvement. Where could you find more information? How could you check if your answer is correct? What is wrong and why? What strategies did you use and why?

#### Examples of targeted feedback and Next Step Marking at Process Level

If the learner has some degree of proficiency feedback should prompt identification of relationships between ideas, explicitly learning from errors. Feedback should cue the learner to use different strategies. What are the strategies needed to perform the task? Are there alternative strategies that can be used?

### **3. Self-Regulation**

**Learning:** When the Learner has a high degree of proficiency

**Feedback Focus:** Feedback should prompt the learner to create internal feedback and to self-assess. The learner can identify when learning goals have or have not been achieved and where errors have been made. Being able to review work and decide if the answer is correct.

#### Examples of targeted feedback and Next Step Marking at Self-Regulation Level

If the learner has a lot of experience in the task, the feedback should prompt them to self-assess. They should be able to use their own strategies to work out what to do next and how to improve. How can you use your own self-monitoring (assessment) strategies to achieve your goal (Learning Objective)?

How can you monitor your own work? How can you carry out self-checking? How can you evaluate the information provided? How can you reflect on your own learning? What might you do differently next time? How could you improve this work?

## Effective Questioning

Solo Taxonomy (Structure of Observed Learning Outcomes) provides a structure that builds from surface level learning (one idea/many ideas) to deeper learning (relate and extend). SOLO's use of questioning establishes the depth of understanding in relation to the Learning Objective and uses questioning to move on children's thinking to connect ideas.

There are four layers of questioning within SOLO Taxonomy.

### SOLO Taxonomy – Visible Learning Model

**One Idea** – The learner struggles to respond appropriately to questions, follow instructions or know how to begin a task

**Many Ideas** – The learner can identify isolated pieces of information and is unaware of connections

**Relate** – The learner understands the connections between related facts and ideas and how they combine

**Extend** – The learner is able to extend and generalise what they have learnt to a different context

| SOLO Level | Verbs for Questioning  |
|------------|--|
| One Idea   | name, identify, tell, recall, classify, follow a simple procedure                              |
| Many Ideas | Describe, list, enumerate, combine   |
| Relate     | Compare/contrast, explain causes, integrate, analyse, relate, apply, justify, argue, criticise |
| Extend     | Evaluate, generalise, theorise, reflect, generate, create, formulate, predict                  |

Different question types should be used for learners at each stage of their learning with a clear hierarchical structure to check and to deepen understanding.

Using the variety of oracy strategies; including talking roles, discussion stems and structure of pupil discussion will give teachers the opportunity to assess the groups understanding of learning within the lesson.

## Effective Plenaries

Effective plenaries are ones that give both teachers and children the opportunity to assess learning during the lessons and can be an opportunity for pupil conferencing.

Providing the opportunity for children to feedback to you on their learning and provide feed forward for the following lesson – what they would like to learn (or be taught again).

Allows groups of learners to have verbal feedback on their learning (TL, PL and SRL) from the teacher. Each learner will receive this feedback; 'just in time and just for me' at least once per week.

### **In school Summative Assessments**

In school formative assessments are used to make summative statements from the Target Tracker Tracking Tool.

In school summative assessments take place at three checkpoints throughout the Year, this is to ensure the linear process of updating the Target Tracker Tool. These are at the end of each term: December for Autumn 2; March for Spring 2 and July for Summer 2. The school uses standardised summative assessments in KS1 and KS2 that are made and published by NFER, Rising Stars and for children making slower rate of Progress due to SEND; York Assessment of Reading for Comprehension (YARC). The school uses standardised assessments to support teacher judgements and to safeguard pupil's outcomes.

Shoreditch park teachers and the senior management team use both formative and in school summative assessments to ensure to make summative statements using Target Tracker; to state what pupils can do, what there next steps are and to track pupil progress over time.

### **Target Tracker:**

Target Trackers approach to assessment has been developed to embody the core principles set out by the DfE and provide a model that can equip schools to successfully teacher assess children beyond levels and record progress from the Reception baseline to Year 6

The core DfE assessment principles are:

Give reliable information to parents about how their child, and their child's school, is performing

- a) Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b) Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c) Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d) Is reliable and free from bias.

Help drive improvement for pupils and teachers

- a) That are closely linked to improving the quality of teaching.
- b) Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c) Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a) Ensure they are created in consultation with those delivering best practice locally.
- b) Ensure they are created in consideration of, and are benchmarked against, international best practice.

## Securing Meeting End of Year Objectives

There is an individual tracking tool for reading, writing and maths which enables teachers and leaders to track progress from Year 1 to Year 6. In each subject and in each year there are a set of objectives that a child must learn to be ready to access the next year of study. Each objective is weighted equally. However, the number of objectives in each strand will depend on the year group. Our mastery model is based upon consolidation, revisiting and expansion of skills and knowledge. With the exception of children with complex SEND needs, it is our ambition and belief that all children should achieve all of the learning statements within each year and subject: therefore securing expected progress for the year and working in line with age related performance indicators.

## Target Tracker Progress Measure

To ensure children's progress is continuously monitored from their starting points we use Target Tracker as an in house measure of children's development towards their end of Year Targets.

This works on 6 'Steps' of progress being 'Sufficient' for the Year in Year 2 – 6 and 5 'Steps' progress being sufficient progress in Year 1.

Expected Progress per Term – '2 Steps Progress' (based on 1 per half term)

Year 1 – 1 Step Autumn 1 – 2 (Based on data from EYFS)

**Key:**

### **Expected progress per year**

|                 | <b>Well below</b> | <b>Below</b> | <b>Sufficient</b> | <b>Above</b> | <b>Well above</b> |
|-----------------|-------------------|--------------|-------------------|--------------|-------------------|
| Year 1          | < 4               | 4            | 5                 | 5.3          | >= 6              |
| All other years | < 5               | 5            | 6                 | 6.3          | >= 7              |

The progress of children is captured through Teachers updating the statements in the Target Tracker Program, which show progress towards the end of year outcomes. These are captured 3 times a year at the End of each Term. They are supported by the summative assessment testing and ongoing moderation of the subject by teachers.

## Maths

There are objectives in each group to allow for assessment of the application of skills and knowledge to develop problem solving and reasoning.

## Writing

To reflect the 2014 curriculum there is significant coverage of spelling, punctuation, grammar and transcription. However, to be principled, the objectives for composition are given appropriate representation throughout the tool.

## Reading

Each objective in reading are proportioned to the skills and knowledge that will underpin further success. Additionally, the proportions change depending on the year group: For example, there is a decrease in the proportion of objectives for word reading in KS2. It is important to note that in KS1, teachers should ensure that

children are assessed using a text that enables the child to demonstrate their skills and knowledge whilst reading an age appropriate text.

## **Nationally Standardised Summative Assessments**

### **EYFS baseline Assessment**

At Shoreditch Park Primary School we use teacher observations against Development Matters Bands criteria, alongside phonics assessments to form a baseline assessment of children's abilities against the 3 prime areas and two specific areas of learning. We use this information to make predictions for end of phase attainment and progress. Pupil information from the assessments is shared with the local authority and is used to calculate value added progress for pupils from reception to year 6. The assessments take place in the Reception in the autumn term.

### **PSC**

The PSC is a nationally devised test to assess children phonetically knowledge. Pupils are tested using 'real' words and 'nonsense' words. Pupils take part in the assessment in year1. If pupils are not phonetically ready to participate in year 1, they can take part in the assessment in year 2. The test results are shared with the local authority and the pupil information is published.

### **KS1**

In 2018/19, teacher assessments are reported using the standards set out in the teacher assessment frameworks and are submitted to the Local Authority and the pupil information is published

### **What teachers must assess:**

At the end of KS1, teachers make judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage. They must base their Teacher Assessment judgement on a broad range of evidence from across the curriculum for each pupil and use their knowledge of a pupil's work over time, taking into account the pupil's

- written, practical and oral classwork
- results of the statutory KS1 tests

### **Teacher assessment frameworks**

The teacher assessment frameworks are to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2019.

The frameworks set out the standard(s) a pupil will be assessed against at the end of the key stage for reading, writing, mathematics and science. Teachers must refer to the teacher assessment frameworks to fulfil their statutory duty to report at the end of the key stage.

The frameworks contain a number of 'pupil can' statements such as, 'The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher using sentences with different forms in their writing (statements, questions, exclamations and commands).

To demonstrate that pupils have met a standard, teacher's will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard and all the statements in any preceding standard(s).

## Frameworks for English reading, writing and mathematics

Teacher assessment at KS1 English reading, English writing and mathematics, teacher assessment is the primary outcome used for accountability and teachers should refer to the interim frameworks. The frameworks contain 4 standards:

- Pre Key Foundations of the subject
- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Pupils will be grouped into 4 categories for accountability; the 4 categories above plus an additional category for those pupils who are working on P scales.

Summative assessment at KS1 Teacher assessment at KS1 English reading, English writing and mathematics, teacher assessment is the primary outcome used for accountability and teachers should refer to the interim frameworks. The frameworks contain 3 standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Pupils will be grouped into 3 categories for accountability; the 3 categories above plus an additional category for those pupils who are working on P scales.

## KS2

Since 2016, KS2 national curriculum test outcomes are reported using Scaled scores. Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. National Curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (i.e. the total number of correct responses) that equates to 100 might be different (though similar) each year.

### **The KS2 tests consist of:**

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

### **Floor standards**

Since 2016 schools have been held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a value-added measure of progress.

A school will fall below the floor standard since 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.

## Progress measures

Progress measures in 2019 will work in a similar way to current primary value-added measures or Progress 8 in secondary schools. A school's score will be calculated by comparing their pupils' KS2 results against those of all pupils nationally who had similar starting points. Pupils will be assigned to prior attainment groups based on their KS1 results. The department will confirm what score a school would need to get to have made 'sufficient progress' after the tests have been sat next summer. The assessments are externally marked, test results are shared with the local authority and the pupil information is published.

### **4. Pupil Outcomes; How they are Assessed and how this is shared at Shoreditch Park Primary School**

Pupil outcomes at Shoreditch Park Primary School are used to evaluate pupil progress and attainment towards end of year expectations. Pupil Progress reviews take place at four points in the academic year (see table below). Pupil information for reading, writing, maths and science (from 2018/19) is gathered at three assessment checkpoints in the school calendar, which take place in December, April and July. These checkpoints are used to validate teacher judgements and safeguard pupil outcomes. The pupil information gathered at the checkpoints is used for school professional conversation purposes only and is not shared with either pupils or parents. Formative assessments are for pupils, for teachers, for SMT and for external review (Local Authority/OFSTED). However, summative statements are drawn from the Target Tracker Tracking Tool after being updated in line with both formative and summative assessment evidence gathering, these statements are shared with pupil and parents. In School Summative assessments are for teachers, for SMT, for external review. Nationally standardised summative assessment: for pupils, for teachers, for SMT, for external review.

Data booklets are produced by the assessment lead at each of the checkpoints to provide data on both whole school and individual Year groups allowing a specific focus to discreet and vulnerable groups linked to the School Development Plan (SDP) and national data reporting.

Pupil Progress and Evaluation Calendar at Shoreditch Park Primary School

| <b>When</b>                                 | <b>What</b>   | <b>Evidence</b>   | <b>Outcome</b>  | <b>SLT Actions post review</b>   | <b>Questions for Evaluation</b>  |
|---|---|---|---|--|--|
| <p><b>Autumn 1</b><br/><b>(October)</b></p> | <p><b>Interim PPR</b><br/><b>HealthCheck</b></p> <p>PPR for reading, writing and maths<br/>Using formative assessment for teacher judgements to review 'End of Year Data' from previous year.</p> <p>Teacher to set prediction for next PPR attainment %</p> <p>Teacher's to set 'End of Year' predictions based upon knowledge of cohort.</p> <p><b>Specific Focus:</b><br/>Highlight any children making slower/no progress.</p> <p>Information to be given on discreet groups. SEN, PPG, PPGAMA, and TKC progress.</p> | <p>July PPR Review Summary</p> <p>Formative assessments</p> <p>On-going teacher assessments, teacher judgements made when tracking pupil progress target tracker statements</p> <p>Pupils books<br/>Learning walks<br/>Running reading records<br/>Phonic assessments<br/>Maths Prove It assessments<br/>Independent writing tasks<br/>Pupil Conferencing</p> | <p>Tracking pupils that are above, within, or towards the expected standard and making sufficient progress:</p> <p>% of pupils working at the expected standard and in greater depth</p> <p>% of pupils working within the expected standard</p> <p>% of pupils working below the expected standard</p> <p>% of pupils making sufficient progress</p> <p>Individualised action plans and provision for pupils who are working below the expected standard.</p> <p>Discussed with YGL to provide support moving forwards</p> | <p>To intervene where the effectiveness of interventions for pupils who are working below the expected standard is not having sufficient impact.</p> <p>To observe and feedback on opportunities within the curriculum for pupils working at the expected standard and in greater depth.</p> <p>To target the monitoring and evaluation for pupils identified as 'at risk' and ensure continuous focus group within the strategic calendar – i.e. book look focus, pupil conferencing, lesson observations</p> <p>CPD for teachers</p> <p>SLT (team teaching, model lesson, peer marking) against gaps in progress review. For example, addressing a maths strand.</p> <p>Standards and SEND team to evaluate at least fortnightly the provision of targeted children at risk of making insufficient progress due to factors external to the classroom.</p> <p>ECHP timeline for children working well below the expected standard and assess impact of multi-agency approach.</p> | <p>Does the % of pupils working within EXS and GD demonstrate ambition for all pupils?</p> <p>Is there a clear strategy for pupils working below EXS?</p> <p>Do teachers and leaders understand what is meant by 'greater depth', e.g. Descriptors for Year 2 and Year 6 Opportunities for greater depth in learning</p> <p>How well can children articulate their learning goals?</p> <p>How well informed are parents of their child/s learning goals?</p> <p>How accurately are teachers able to explain learning and progression without levels?</p> <p>How informed are governors of pupil and cohort profiles?</p> <p>How well does the SDP reflect the learning needs of pupils and priority areas for the school?</p> <p>Has in term mobility had an impact on overall cohort profiles, i.e. the % of pupils working at ES?</p> <p>Have baseline information of new starters been added to Target Tracker?</p> |

|                                   |   |  |   |  |   |
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| <p><b>Autumn 2 (December)</b></p> | <p><b>Full PPR</b></p> <p><b>Preparation for Spring Term</b><br/>PPR for reading writing, maths<br/>Based upon Autumn Term progress and attainment</p> <p><b>Specific Focus:</b><br/>Highlight any children making slower/no progress.</p> <p>Information to be given on discreet groups. SEN, PPG, PPGAMA, and TKC progress.</p> | <p>In school summative assessments and moderations of books to triangulate progress and attainment judgements</p> <p>October PPR cohort summary.</p> <p>Evidence of progress in books, learning journals and observations.</p> <p>Teacher to Produce Autumn Term Data Pack – focussing upon attainment and progress for all discreet groups in cohort.</p> <p>Summative Statements made against the what the data shows to support PPR</p> | <p>Triangulation of target tracker tracking tool, teacher assessment, in school summative assessments and evaluation of pupil progress through learning walks, lesson observations, book looks and pupil conferencing.</p> <p>Teacher to Produce Autumn Term Data Pack – focussing upon attainment and progress for all discreet groups in cohort.</p> <p>Summative Statements made against the what the data shows to support PPR</p> <p>Tracking pupils that are working at, within, or towards the expected standard and making sufficient progress:</p> <p>% of pupils working at the expected standard and in greater depth</p> <p>% of pupils working within the expected standard</p> <p>% of pupils working below the expected standard</p> <p>% of pupils making sufficient progress</p> <p>This progress and attainment to be seen for all groups.</p> <p><b>All Groups</b><br/><b>PPG</b><br/><b>SEND</b><br/><b>TKC</b><br/><b>PPG AMA</b><br/><b>Middle Attainders</b></p> <p><b>Lower Attaining pupils</b><br/><b>In school gender gaps</b></p> <p>Individualised action plans and provision for pupils who are working below the expected standard</p> | <p>To use gaps analysis to review and restructure interventions for pupils who are working below the expected standard or at risk of not making sufficient progress.</p> <p>To review data analysis with Teacher during PPR meeting, action planning for highlighted vulnerable groups and specific children.</p> <p>CPD for teachers</p> <p>SLT learning and teaching intervention, i.e. team teaching, model lesson, peer marking</p> <p>Are there wider barriers to learning? Inclusion team to implement preventative strategies for pupils not making sufficient progress.</p> <p>Review of EHCP timeline and assess impact of multi-agency approach.</p> <p>Assessment lead to provide Gaps analysis based upon Target Tracker Update against triangulated statement achievements.</p> | <p>Are all teaching staff and YGL clear of the needs within that Year Group?</p> <p>Have vulnerable discreet groups been highlighted and action planned for?</p> <p>What does the gaps analysis suggest about the quality of our curriculum?</p> <p>What does gaps analysis suggest about teacher subject knowledge? How well is CPD targeting gaps in subject knowledge?</p> <p>Does pupil progress reflect the teacher profile?</p> <p>Has accountability been reviewed for areas of progress that is less than sufficient?</p> <p>Are there specific strands where children perform less well? How will CPD and 'leadership intervention and support' address this?</p> <p>How well do teachers and leaders evidence progress for pupils working within P Scales?</p> <p>Have baseline information of new starters been added to Target Tracker?</p> |
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| <p><b>Spring 2 (April)</b></p> | <p><b>Full PPR</b></p> <p><b>Preparation for Summer Term</b><br/>PPR for reading writing, maths based on formal Spring term checkpoint</p> <p><b>Specific Focus:</b><br/>Highlight any children making slower/no progress.</p> <p>Information to be given on discreet groups. SEN, PPG, PPGAMA, and TKC progress.</p> | <p>In school summative assessments and moderations of books to triangulate progress and attainment judgements</p> <p>Evidence of progress in books, learning journals and observations.</p> <p>Teacher to Produce Spring Term Data Pack – focussing upon attainment and progress for all discreet groups in cohort.</p> <p>Summative Statements made against the what the data shows to support PPR</p> | <p>Triangulation of target tracker tracking tool, teacher assessment, in school summative assessments and evaluation of pupil progress through learning walks, lesson observations, book looks and pupil conferencing.</p> <p>Teacher to Produce Spring Term Data Pack – focussing upon attainment and progress for all discreet groups in cohort. Showing % and steps attainment since Summer 2</p> <p>Summative Statements made against the what the data shows to support PPR</p> <p>Tracking pupils that are working at, within, or towards the expected standard and making sufficient progress:</p> <p>% of pupils working at the expected standard and in greater depth</p> <p>% of pupils working within the expected standard</p> <p>% of pupils working below the expected standard</p> <p>% of pupils making sufficient progress</p> <p><b>All Groups</b><br/><b>PPG</b><br/><b>SEND</b><br/><b>TKC</b><br/><b>PPG AMA</b><br/><b>Middle Attainers</b></p> <p><b>Lower Attaining pupils</b><br/><b>In school gender gaps</b></p> <p>Individualised action plans and provision for pupils who are working below the expected standard.</p> | <p>To use in school summative results to inform curriculum coverage through gaps analysis</p> <p>To use gaps analysis to review and restructure interventions for pupils who are working below the expected standard or at risk of not making sufficient progress.</p> <p>Hold accountability meetings when children are on ‘catch up’ over 6 month period.</p> <p>CPD for teachers</p> <p>SLT learning and teaching intervention, i.e. team teaching, model lesson, peer marking</p> <p>Are there wider barriers to learning? Inclusion team to implement preventative strategies for pupils not making sufficient progress.</p> <p>Review of EHCP timeline and assess impact of multi-agency approach.</p> | <p>What does the gaps analysis suggest about the quality of our curriculum?</p> <p>What does gaps analysis suggest about teacher subject knowledge? How well is CPD targeting gaps in subject knowledge?</p> <p>Does pupil progress reflect the teacher profile?</p> <p>Have accountability reviews been held where progress is less than good between June to January?</p> <p>Are there specific strands where children perform less well? How will CPD and ‘leadership intervention and support’ address this?</p> <p>How well do teachers and leaders evidence progress for pupils working within P Scales?</p> |
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| <p><b>Summer 2 (July)</b></p> | <p>PPR for reading, writing, maths (and Science 18/19)</p> <p>Specific Focus:<br/>Transition</p> <p>Incoming and outgoing teacher phase leader<br/>Subject leader</p> <p>PPR for reading writing, maths and Science (18/19)<br/>Based upon Autumn Term progress and attainment</p> <p>Information to be given on discreet groups. SEN, PPG, PPGAMA, and TKC progress.</p> | <p>Transition documentation</p> <p>June PPR review summary</p> <p>Formative assessments</p> <p>Gaps analysis using Target Tracker Tracking Tool – for whole class to be provided by Assessment Lead</p> <p>Children who are ending the Year ‘at risk’ to have a specific focus for academic year ahead</p> <p>Which children working at the expected standard have been identified as learners that can be working within greater depth by the next checkpoint?</p> | <p>Goal setting for the next academic year and January checkpoint</p> <p>Year Group Review</p> <p>Teacher to Produce Summer Term Data Pack – focussing upon attainment and progress for all discreet groups in cohort.</p> <p>Summative Statements made against the what the data shows to support PPR</p> <p>Data pack to be prepared and passed onto the next teacher</p> <p>Using EYFSP for KS1 goal setting</p> <p>Percentage of pupils that will be working at, within, or towards the expected standard and making sufficient progress</p> <p>Individualised action plans and provision for pupils who are working below the expected standard</p> <p><b>All Groups</b><br/><b>PPG</b><br/><b>SEND</b><br/><b>TKC</b><br/><b>PPG AMA</b><br/><b>Middle Attainers</b></p> <p><b>Lower Attaining pupils</b><br/><b>In school gender gaps</b></p> | <p>Evaluate curriculum provision and set priorities for AUTUMN Term 2018.</p> <p>Agree curriculum focus for reading, writing maths and science for 201920</p> <p>Agree pupil groups for reading and maths based on pupil information</p> <p>Provision mapping for children who have been highlighted who have not met the expected standard.</p> <p>Action Planning for Specific groups within that particular class</p> <p>Standards and SEND Team to plan for needs of all pupils making insufficient progress due to external barriers in learning.</p> <p>CPD/Staff induction linked to pupil information</p> <p>Make links to SEF and SDP</p> <p>Assessment Lead to prepare whole school data pack for all staff, governors and SLT</p> | <p>What percentage of pupils in each year group will start September on a ‘catch up’ programme?</p> <p>What is the focus for teacher with regard to vulnerable group’s analysis? TKC Boys Reading?</p> <p>How does this compare to 16/17 and 17/18 data – nationally and locally?</p> <p>How well prepared are Year 1 to support the needs of children who did not achieve a GLD?</p> <p>How well prepared are all teachers to meet the needs of all pupils, specifically those with additional needs/ECHPs?</p> <p>Are teachers able to articulate the Year Groups data acknowledging positive and identifying areas for focus?</p> |
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