

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: Assessment

PRIORITIES

1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly. (WPT)

1.2 To ensure that for pupils generally, and specifically for disadvantaged pupils and pupils who have SEND, progress from starting points is above average across all subject areas. (WPT)

3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)

SUCCESS CRITERIA

- Effective and immediate support is given for teachers seeking effective resources/practices/strategies to enhance whole class and reciprocal reading sessions through CPD in the form of staff meetings, informal observations (sharing and modelling best practice)
- Rigorous moderation between year groups and phases, ensuring accuracy and accountability for (and of) pupil progress and attainment schools
- Networking with other school leaders to explore effective practice and management of all subjects
- Gap analysis is effectively used to plan and target specific needs. Progress in lessons and books are better as a result.
- Pupil progress data is used effectively to address gaps in learning.
- Teachers are analysing their own data effectively.

- All SEND and vulnerable pupils are tracked effectively through school and all staff understand their own cohort needs.
- Planning is effectively used and pupils are targetted for specific and fluid intervention to accelerate learning in reading skills and reading comprehension.
- Children are making accelerated progress through the Headstart progress tests in order to move in line with national for each year group for reading and maths.
- Children are making accelerated progress in writing through scaffolds and supports used and understanding of new vocabulary.

- Teachers' CPD is used effectively through LA-led courses, modelled practice, networking opportunities with other schools
- Pupil learning is supported through quality-first class teaching, direct intervention
- Key questions are planned for texts using all of the content domains in reading.

Actions

1.3 1.2 Data tracking systems developed in school to look at progress of individual classes. Addressing progress issues at pupil progress meetings and returning to look at impact through drop ins and work scrutiny.

1.3 1.2 Head and SLT meeting with SENDco to look at data and progress of individual groups.

1.3 1.2 regular impact and progress updates from SENDco to SLT and to individual class teachers to accelerate teaching and learning and progres.

3.2 To ensure L.I and S.C are differentiated clearly for literacy and maths and used effectively in marking and feedback

1.3 To ensure an accurate and consistent approach to the assessment of reading, writing and maths and to quality assure assessment using internal and external

Impact