



Highfield CE Primary School

AFL Policy 2024 2026



Approved by: The governing body
(FBG)

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“Whatever you do, work at it with all your heart” (Colossians 3 v23)

Rationale

It is the school's intention that assessment should support the teaching and learning taking place in school. It should encourage a positive relationship between home and school and between staff and pupils. Assessment procedures should reflect the ethos of the school's Christian foundation by nurturing the development of each individual pupil.

Assessment

Every member of staff will make assessments through a combination of observation, discussion, reflection, marking and formal testing. Assessment can be formative or summative:

In this policy, the term ‘Assessment’ is based on the Black & William definition:

“Assessment refers to all those activities undertaken by teachers and by their pupils in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black & William Inside the Black Box 1998 Kings College London)

By being mindful of the burden of over-recording on teacher workload, we will formally record only the core information that we believe fulfils the following criteria:

- Supports more informative and productive conversations with pupils and parents
- Enables pupils to take more responsibility for their achievements by encouraging pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve.
- Enables the school to drive improvements for all pupils against national expectations

The overriding principle of good assessment that we adhere to is that it should be clearly tied to its intended purpose. There are three main forms of assessment in our school: in-school formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables our school to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold all schools to account.

Formative assessment: Assessment for Learning (AfL: formative assessment)

At Highfield, we believe that assessment is integral to high quality teaching and learning. Assessment is embedded in the delivery of the EYFS and the Key Stage One and Two Curriculum. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

Key characteristics of AfL at Highfield:

- a) AfL is embedded in effective learning and teaching
- b) AfL involves sharing learning goals with learners
- c) AfL aims to help learners to know and to recognise the standards for which they are aiming
- d) AfL involves learners in peer and self assessment
- e) AfL provides feedback which leads to learners recognising their next steps and how to take them
- f) AfL is underpinned by the confidence that every learner can improve (Growth Mindset)
- g) AfL involves both the learner and teacher reviewing and reflecting on assessment data and information

| Key areas | Aspects |
|---|--|
| Conditions for learning that support AfL | ➤ Discussing and identifying shared beliefs about how pupils learn and the best way to support this |
| | ➤ Examining the learning environment and resources to identify aspects that enhance learning and support AfL |
| Using DFE guidelines on what national expectations are in | ➤ The process of identifying key targets (known as “Target Steps” for reading, writing and maths in school for KS1 and 2) based on national age-related expectations. For EYFS, the assessments are in relation to Early Learning Goal outcomes for prime and specific areas. |

| | |
|---|---|
| relation to the curriculum. | > Assessing pupils’ progress against Target step statements |
| | > Tracking pupils’ progress against Target step statements |
| | > Assessing whether children understand the knowledge and can demonstrate the knowledge necessary to achieve at least national expectations as measured by the national framework statements for Year R, 2 and Year 6 |
| Designing opportunities for learning (planning) | > Planning the key focus points for the teaching and the learning (success criteria) and involving pupils by making them aware of the agreed success criteria |
| | > Designing activities to enable the learning objective to be fulfilled |
| | > Adapting the planning and teaching if the learning objective, based on assessment, is not being fulfilled |
| Day-to-day assessment strategies | > Questioning: finding out starting points, to develop understanding, using thinking time and talk partners |
| | > Observing: watching and listening, making planned observations |
| | > Discussing: following responses, to assess understanding, to diagnose reasons for misunderstanding and misconceptions, to resolve difficulties, to follow up assessment, to discuss progress, targets and peer or self-assessment to inform next steps in learning |
| | > Analysing: marking and assessing with pupils to give guidance on how they can improve and make progress, discussing with the pupils their responses, to assess their achievement against the learning objective, to monitor progress and to share with them how they can improve or do next |
| | > Checking pupils’ understanding: immediate assessment using recall tests eg x facts, brief review checks that draw upon what has previously been taught through the prove it model where earlier learning can be used as a starter or plenary activity as a way of maintaining learning points so that they transfer into longer term working memory |
| | > Engaging pupils in reviewing progress: developing supported peer assessment, independent and self-assessment, carrying out sustained feedback with individuals or groups to identify progress and plan future learning |
| Feedback on learning | > Be aware of the impact that feedback has on learners |
| | > Share learning objectives and success criteria effectively with pupils |
| | > Provide oral and written feedback to pupils on their learning |
| | > Develop peer and self-assessment |
| Involving parents and carers in AfL | > Providing information to parents |
| | > Parent meetings and workshops |
| | > Interviews between teacher and parent |
| | > Parents as educators at home |
| | > Teachers modelling for parents in the classroom |
| Formative use of summative assessment | > Analysis of data as part of school self-evaluation to identify strengths and weaknesses in provision, pupils’ progress and inform improvement plans : school level and pupil level data |
| | > Analysis of subject outcomes to identify common patterns across the school and class or issues relating to individual pupils |

Day to day implementation

- Teachers make assessments within lessons and at the end of lessons to make sure they are providing support and challenge that will enable all children to make the best progress at all times.
- Our marking policy clearly sets out how marking and feedback are used to promote progress.
- We use summative assessment in order to track progress and to identify gaps in learning. We do this through a range of assessment strategies, including teacher assessment and tests. For reading, writing and maths, these are linked to our **Target Step SIMS sheets**. Where there are gaps in learning, we provide interventions and evaluate these regularly in order to measure their impact. This are recorded on our **“Closing the Gap Plans”**

What assessments are undertaken and what records are kept?

Teachers continuously assess their pupils to ensure the pitch of lessons is appropriate to enable individual progress to end of year expectations. For Year 2 and Year 6 national end of year assessments, Year 1 phonics and Year 4 timestables, guidance from the DFE is implemented with regard to how the national testing and reporting procedures are expected to be undertaken.

All staff are expected to have manageable information generated from assessment that can be used to:

- inform teachers’ planning (both day to day and intervention planning)
- inform next steps;
- show the progress of a pupil within a subject;
- summarise strengths and weaknesses;
- show the personal and social development of each pupil
- feedback to pupils and parents

The DFE document (2014) states that ‘effective assessment systems’ should:

- 1.give reliable information to parents about how their child, and their child’s school, is performing
- 2.help drive improvement for pupils and teachers, and
3. make sure the school is keeping up with external best practice and innovation.

At Highfield Primary, we have created target steps for Key Stage 1 and Key Stage 2 reading ,writing and maths. In creating our target Step Statements, the emphasis is on clear understanding of competencies against specific learning points and that there should be no gaps or best fit conversations.

Pupil’s current level of attainment in reading, writing and maths is measured against the “target step statements” defined by Year group. For all other subjects, there is a cycle of agreed assessment points which link to the new national curriculum expectations which are summative assessment against our key foci and are completed in the summer term. Marksheets that match these are available via our SIMS management system. This enables individual, cohort and group based data to be carefully tracked.

Each statement is reviewed on a termly basis and information entered by teachers to capture current levels of attainment. These are coded using a alphabetical system defined in the following uniform way:

M = Mastered

S = Secured

D= Developing

E = Emerging

U = Unable to assess

We believe progression is not simply a matter of ticking off what pupils can do. Instead we are concerned with how well they can do things, their fluency and their depth of understanding.

Progression is not simply a matter of being able to do more things. It involves:

- a) increasing levels of cognitive challenge
- b) changes to teaching methodology
- c) a changing nature of progress
- d) decreasing levels of support
- e) increasing quantity of learning
- f) activities that match the intended cognitive challenge.

Helpful guidance for task design is located in Appendix 2.

For reading, writing and mathematics, the key performance target steps and skills are clearly stated. These should ensure that children over time continue to be tracked against achieving at least the expected outcomes for their age. These “target steps” do not include all aspects of the taught statutory curriculum but are defined as the core indicators for success (key assessment foci) within Highfield. Other statutory content of the curriculum will continue to be taught and outcomes noted via pre and post assessment strategies (**see Appendix 3 for suggestions**), marking and feedback processes within the classroom so that there is a clear distinction between coverage (which should be monitored), processes (which should be informally assessed and not necessarily recorded), and outcomes (which should be formally assessed).

The target steps for writing and mathematics are defined on STEP sheets which are linked to Year group age related expectations. Children are expected to close the Prove its from the previous Year STEP sheets alongside being introduced to the new STEP Sheets relevant to their year group. For those children who have significant gaps to close, these are recorded on the “Closing the Gap” Action plans with provision and interventions indicated in order to ensure that for the majority of the children they have closed previous gaps by the end of the Autumn term. Where children may have SEN difficulties that prevent them from accessing the age related STEP sheets, they will tracked against the most appropriate targets and additional provision put in place to ensure that the gaps between them and their peers does not widen and they continue to achieve their individual potential.

All children are tracked against the “target steps” and staff can input data at any time during the course of each term. This data is then captured formally in December, June as part of the formal analysis of standards. In March there will be data capture and review by subject for children requiring closing the gap strategies. This will provide a data update since the December data capture. In December a standards report is produced to inform staff and governors of current standards. In March phase leaders will review the progress of closing the gap children and provide an update to SLT and governors. In June, the information is used to analyse outcomes across the school, identify and support areas for inclusion in “**Closing the Gap**” plans and to indicate what curriculum action plans need to include in order to maintain high standards across the national curriculum subjects taught – See Appendix 4 for additional guidance.

When the data is formally collected and reported on, it also indicates where mastery is embedding and what strategies are being used effectively to explain this. These strategies are disseminated via staff meetings in order to capitalise on this insight. Similarly if progress gaps are emerging, these are addressed via our closing the gap action plans which are also reviewed on a termly basis.

Assessment “snapshots” are taken throughout the year to indicate baseline entry and progression by particular timelines of December and June.. The Fischer Family Trust database is used as a gauge for indicating likely outcomes and to indicate those children for whom achieving at mastery standard would be an expected outcome. The targets for these children are shared with staff so that they are aware of what the outcomes should be linked to prior attainment.

Role of NFER and White Rose tests for Years 3, 4 and 5.

We choose to use nationally standardised tests for reading developed by NFER and maths by White Rose to support teachers in the analysis of progress within the year and year on year. Teachers can opt to use the grammar test summatively at the end of each year additionally. These national tests provide useful age-standardised scores, scaled scores and standardised scores to identify strengths and weaknesses. Similarly they can show whether pupils are reaching age-related expectations in the 2014 national curriculum as well as further supporting the mapping of pupil progress and the setting of individual targets. We use them in the Summer term and end of Autumn term in order to support the auditing of standards against a national, externally verified body of research between the end of Year 2 and the end of Year 6. For pupils who we may have academic progress concern about, Spring NFER tests may be used to complement other assessment information gathered to create an accurate picture of progress by mid year.

Foundation Stage: How do we assess in Year R?

On entry to Highfield, we invest time in reviewing information received from pre-schools and parents in order to gain a picture of the child and their learning from the outset. This then supplements information from Baseline Assessment as well as the AFL observations that practitioners make on an ongoing basis. Evidence as to where children are at initially will be informed by their preschool experiences and learning stories and supported by the outcome of the new baseline assessment. In turn this determines the groupings which are fluid over the course of the year.

Ongoing teacher assessment from a mixture of child initiated and independent activities are recorded within teacher assessment files and as a cumulative record in pupil ‘Learning Journeys’ throughout the year. Each pupil has a ‘Learning Journey’ where individual records are kept to show children’s ‘wow/personal best’ moments as significant areas of learning are secured. These incorporate progress points from across the curriculum and represent the snapshot of the child. Evidence to inform next steps will continue to be gathered through observation in child-initiated play, alongside independent activities. Children’s progress will be reflected upon on a half termly basis and formally recorded by EYFS teachers at the end of each term in order to inform next steps and future planning, as well as providing a source of information to share with parents and children in an accessible way. We do not rely on teacher directed activities as a basis for our evidence as they do not show what the child can independently do.

At the end of the year, data is entered onto a SIMS marksheet that will record against each of the 17 Early Learning Goals (ELG) whether pupil attainment is on track or not on track.

The assessments are reported summatively at the end of the Summer term to the Local Authority. Pupils need to have met all aspects of the early learning goals to have been recorded as expected. Parents will be informed of children's end of year assessments against each ELG and the characteristics of learning in the end of year report.

Assessment at end of EYFS, Key Stage One and Two*

In reporting outcomes at the end of Key Stage One and Two, the school will ensure that it has moderated outcomes against the following criteria (as defined by the DFE 2015). *

KS1

For KS1 English reading, English writing and mathematics, TA is the outcome used for accountability measures.

For pupils who have completed the KS1 programmes of study, teachers must use the TA frameworks when making their judgements. The frameworks contain 3 standards:

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

The pre-key stage standards must be used for statutory assessment at the end of KS1 for pupils working below the standard of national curriculum assessments and engaged in subject-specific study.

The pre-key stage 1 standards for English reading, English writing and mathematics are:

- Standard 4
- Standard 3
- Standard 2
- Standard 1

KS2

National tests in maths and reading are used for national scaled scores that then convert to a judgement of not met/met/exceeding standard.

For writing (teacher assessment) there are three descriptors:

Working towards national standard Working at national standard Working at greater depth

For science there is only working at expected standard based on Teacher assessment confirmation of the pupil can statements. Otherwise there is a judgement of not working at expected standard.

End of Year 2 and Year 6 outcomes

Scaled scores are used to report national test outcomes Scaled scores will enable test results to be reported consistently from one year to the next. In the scaled score for the national tests, 100 will always represent the 'national standard', but the 'raw score' (the total number of correct answers) that equates to it may be slightly different each year.

The scaled score cannot be set in advance; the national standard and the rest of the scale will be set once pupils have taken the tests and they have been marked. These are then reported to parents following the information published annually by the DFE.

Record Keeping

All staff are required to maintain records to inform the attainment and progress of pupils in every subject. Recording of outcomes provides the platform from which teachers can base their reporting to others and is a mechanism for evaluating learning and teaching

What to record?

At the end of the year, teachers will record how well pupils understand the relevant POS for their phase – these will linked to the key knowledge reflected on our curriculum progression ladders.

The teacher will summarise their findings to parents in the end of year report. Teachers are expected to use their professional knowledge as well as evidence gained from subject specific learning outcomes to inform their judgement for these areas of the curriculum. The main reported outcomes for the areas of assessment will focus on how well children met or exceeded the skills, knowledge and understanding deemed relevant for their age and stage.

Each teacher has an **assessment record folder**. This is a central record of the class documentation. Current data information and analysis from the previous year are kept at the front of the file, in the appropriate labelled section. Other assessment information should be stored in the folder or noted where it is available eg. Reading: Guided Reading folder. This information can be held digitally but should then be formally passed on in paper form to the receiving teacher (see list below) At the end of the school year the class teacher must ensure that they transfer the assessment information as well as medical, personal and other significant observations to the new classteacher.

These are the essential records that need to be kept in the year**Literacy:**

| Aspect/Year group specific | Formal Assessments | Assessment Timescale | SIMs Data collection |
|--|--|---|---|
| <u>RWInc</u> | RWI assessment | Half- Termly | N/A |
| Fruits of reading Statements for Reading (Year groups 1-6) | Using information from individual and guided reading records and recorded on guided reading record Sheets/SIMS | Baseline in October, December, March and June for all pupils. | Baseline in October, December, March June for all pupils. |
| National Phonic Screening test Year 1 and Year 2 re-sits) | See ARR booklet for phonic screening | June | June/July |
| Year 2 and year 6 National Tests | As defined by the DFE ARR booklet | As defined by DFE | June (or as defined by DFE) |
| Target Step statements for writing (Years 1-6) | School STEP Sheets/SIMS | Baseline in October, December, March June for all pupils. | Baseline in October, December, March June for all pupils. |
| Year R | ELG tracking grids for 30-50 and 40-60 | Termly data entry based on teacher observation and child initiated learning outcomes | termly |
| <u>Spelling</u> | | | |
| INFANT DEPARTMENT RWInc. (part of sounds teaching in Infant department) | RWInc | Weekly spellings/sounds defined by teacher | N/A |
| JUNIOR DEPARTMENT Weekly pattern taught from the POS for English | National Curriculum POS | Weekly spelling tests from personal error words and weekly patterned spelling taught. Weekly testing of 10 words | |
| High frequency words – KEYWORDS for Years R-6 from government checklists | Summative half termly assessment of what has been retained in the light of the key word or POS expectations | INFANT and JUNIOR DEPARTMENT Sent home with child at start of every half term (except YrR – one list for Autumn term). Current half term's Keywords tested during half termly assessment (every 6-8 weeks). Results shared with parents | N/A |
| Year 2 and Year 6 national tests | See ARR booklet | Dec (previous year for Year 6) June | June |
| <u>Speaking and Listening (Phase format)</u> | N/A | Year 5/6 speaking badge Year 3/4 presentations Year 1/2 Show and Tell | June on end of year report to parents |

Numeracy

| Aspect/Year group specific | Formal Assessments | Assessment Timescale | SIMs Data collection |
|--|--|---|---------------------------------------|
| Target step statements for Maths (Years 1-6) | School STEP Sheets/SIMS | Termly staff meetings and weekly focus on strands in PPA time to moderate judgements across the school Baseline in October, December, March June for all pupils. | December, March, June for all pupils. |
| National Year 4 Times Tables Test | See ARR | June | June |
| Year R | ELG tracking grids for 30-50 and 40-60 | termly data entry based on teacher observation and child initiated learning outcomes | Summative report termly |
| Year 2 AND YEAR 6 SATS | See ARR booklet | As defined by DFE | June |

KS1 and KS2 Science

| Aspect/Year group specific | Formal Assessments | Assessment Timescale | SIMs Data collection |
|--------------------------------|---|---|----------------------|
| Age related POS expectations - | Teacher to maintain termly outcomes against POS and report on end of year report as to whether pupil have met or exceeded expectations. | Summer term via the science assessment tracker that has been completed during the year. | June |
| Year 2 and Year 6 | Teacher Assessment submitted against the target statements as defined by DFE | June | June |

Assessment information is sent to the Local Authority and to national collection agencies as set on their annual calendars.

Standards and Moderation

In order to monitor and evaluate standards each core subject and focus subject leader will complete an evaluation of standards report for SLT following an agreed programme. These reports will be produced collaboratively through the SEF teams as well as phase leaders who will review learning outcomes in relation to the taught curriculum for each year group at the end of the year. Phase leaders will review standards through regular book sampling at PPA sessions throughout the year to promote consistencies. There are also scheduled whole school reading, writing and maths moderation sessions in the Summer term that enable cross phase checks for evidence.

Core subject leaders are also responsible for

- leading professional discussions re evidence of learning at the different levels (Working towards, meeting national expectations or demonstrating mastery) and moderation of work with staff every term;
- keeping examples of exemplification materials for aspects of “target steps” that support judgements and in relation to the national standards (exemplification materials);
- using outcomes to inform standards and determine next steps;
- liaising with class teachers regarding evidence for judgements including formal and informal record keeping.

The main reported outcomes focus on the number of children who have not, met or exceeded the skills, knowledge and understanding deemed relevant for their age and stage. Subject leaders will have access to this information at the end of each year. This can inform future curricular development and documented on action plans.

Tracking Progress***Year R: Early Learning Goals***

Achievement against each of the 17 early learning goal is recorded as either:

- On track, not on track

Within the first term, pupils individual progress will be matched against whether they are entering, developing or secure for 30-50month or 40-60months ELG criteria. The SIMS marksheet will be used to record the end of year data, giving a numerical value for emerging, expected or exceeded for every ELG for each child. This data will be sent to the LA.

Year 1 to Year 6: All children will be targeted to achieve end of year expectations as exemplified by our “Target steps”. Where exceptions to this are made, this is in consultation with the SENCO (as a member of the SLT). Children who are exceeding at the end of each year would be expected to continue to exceed in order to achieve at the mastery standard by the end of Year 2, Year 4 and Year 6 in order for the maximum progress to be maintained.

Each term children will be expected to be improving on the percentage of “Target step” statements being attained and analysed at the end of each term, as a result of high Quality First Teaching, effective AFL and setting of high expectations. Where areas of learning are not being attained, teachers are expected to put in place and document their closing the gap strategies for groups and individual children as necessary. SLT and class teachers review these outcomes regularly to ensure that targets for meeting or exceeding end of year expectations are on track.

Cohort Progress:

Each year the SIMS target steps sheets will indicate how many pupils are emerging, meeting or exceeding the expectations stated. Where children are falling behind despite good Quality First Teaching, we intervene using a variety of support programmes and we get external expertise when required.

Where children are performing well above the expected standard, we celebrate this and offer opportunities for them to work in rich and varied ways including demonstrating their mastery as coaches for peers. Year on year it is hoped that pupils will make expected progress or above so that they are likely to meet age-related and personalised target expectations over time.

Reporting:

We follow the statutory DES regulations for reporting and transferring information between schools. The written report is part of a process to promote and support a continuous dialogue between pupils, parents and teachers. The summative report additionally includes information on learner characteristics as well as a photo montage of key experiences that the children have had during the year. Year 2 and Year 6 parents additionally receive individual, school and national data with the end of year report, as well as phonic screening outcomes for pupils in Year 1 or Year 2.

Each of our teachers additionally sends parents a termly newsletter that details curriculum content each term and how parents can support this learning at home.

Year R Parent Meetings:

There is a meeting during the first few weeks of Autumn 1, where targets are set and shared with parents based on the Early Years Foundation Stage Profile (EYFS). These targets are reviewed and new ones set at the start of the Spring term. The spring report will briefly capture the positive attributes of the child so far. The process is repeated in the Summer term. Parents are given a summative report based on the seventeen Early Learning Goals at the end of the Summer term, indicating whether they are emerging, expected or exceeding the ELG. Meetings with parents take place formally at Parents' Consultation Evenings in the Autumn and Spring term and then informally in the Summer term, following the summative report being sent home.

Year 1 – Year 6 Parent Meetings

Reporting to parents takes place formally at Parents' Consultation Evenings and through written reports in the spring and summer terms, and informally at any time on request when parents are able to meet the class teacher. Literacy and Numeracy targets, in relation to age-related expectations are shared with parents early in the autumn term and these are reviewed in the first half of the spring term. The mid-year verbal report provides an updated position on how well progress in target steps are being achieved and what remaining priorities there are

Parents of pupils whose progress is giving cause for concern are invited to an additional meeting with class teachers at the end of the Spring Term. The end of year report gives an overview of the year, reviews the targets, comments on behaviour and attitudes and summarises attainment in relation to age related expectations across the curriculum. Parents are invited to an informal drop in evening at the end of the summer term. There is an additional system of annual review for pupils with special needs.

All reports are saved in the reports folder on the shared drive.

Transition:

Information about pupil attainment and achievement is passed on to the next class teacher. Where transition is across key stage visits and meetings held between pupils, staff and parents where appropriate. Transfer afternoon occurs in the Summer term when the pupils move to their new class and complete a series of induction activities (see Staff Handbook for details). New YR pupils are also invited into school with their parents on this day. There is a staff meeting before the end of the summer term when information as agreed by the SLT is transferred between teachers within school. The tracking of pupils against the Early Learning Goals continues into the Autumn Term in Year 1 where appropriate for individual pupils as part of the transition process. When these pupils have met the expected level for each Early Learning Goals they are then ready for the national curriculum. New Literacy and Maths Books are also started in the first week of July so that on transition to the next year group, the receiving teacher has a visual “standard” that they can see to enable continuity of expectations to be robust.

Equal opportunities:

All assessment, recording and reporting will be carried out appropriately with every pupil, regardless of gender, race or ability.

Other relevant School Policies: Teaching and Learning, Stalled Pupils, SEN See also Staff Handbooks

Governor Group responsible:

Date of Policy:

Next Review Due:

Appendix One

Transfer information for the end of the year:

| | |
|---------------------|--|
| Maths | a) Tracking data b) Data analysis d) Closing the Gap plans and end of summer term outcomes/impact e) Times tables attainment (f) Step sheets |
| English | a) Tracking data b) Data analysis c) Closing the Gap Plans and end of summer outcomes/impact d) Literacy and maths books from July f) Spelling accuracy records g) RWI phonics assessment (YR to Y2) individual assessment sheets (h) Additional RWIInc assessments for SEN pupils as necessary Step sheets |
| All subjects | a) SC1 assessment sheet b) Copy of end of year reports summarising attainment in all curriculum areas to be saved on the server |

OTHER TRANSFER INFORMATION:

- SEN and AGT information including copy of register that would have been updated and any individual targets and programmes for SEN children including annual review reports.
- End of Year Reports to be available on the system
- Lolly sticks!
- Pupil Premium names
- Medical needs
- New Literacy and maths books (from July) to be passed on
- Art books to be passed on

TRANSITION MEETINGS

| |
|---|
| <ul style="list-style-type: none"> • Year R receive Early Years profiles from pre school providers • Year R new parent induction meetings, • Year 2 to Year 3: visits by teachers and pupils. New Year 3 parent meeting during summer parents drop in evening. • Internal transfer day (usually the first Wednesday in July) • Year 6 visits by Secondary School personnel and transfer day for Year 6 pupils • Teacher/SENCO/ABCO liaison meetings, as appropriate, with secondary/special schools or units |
| TAKE HOMES |
| <ul style="list-style-type: none"> • Independent work/paintings/models (if no cost to school) • Any special project pieces <p>Key Stage 1 and 2 Best books.</p> <ul style="list-style-type: none"> • During each half term children should have the option to pick out key piece from their core work to add into their best book. A sample of three books from each class will be kept until Christmas. These books need to represent high quality curriculum experiences and the outcomes need to demonstrate the learning that has taken place. Sufficient curriculum time should be given to enable children to present their learning as a finished outcome. The context of the work should be clear and the child and teacher’s reflection on the learning should be included as part of the commentary. • Topic related work taken home during the year in Infant Department. |

Appendix 2: Depth of learning guidance

The Chris Quigley Model of depth of learning

| Depth of learning | Predominant teaching | Nature of progress | Support | Quantity* | Typically, pupils will |
|---|--------------------------------------|-------------------------|---------|-----------|--|
| Working Towards National Standard (Basic) | Modelling Explaining | Acquiring, Refining | High | Some | name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise. |
| Meeting National Standards (Advancing) | Reminding Guiding | Applying, Practising | Medium | Most | apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare. |
| Achieved mastery standard – (Deep learning) | Coaching Probing Deep questioning | Deepening Extending | Low | All | solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove. |

* Quantity is important where increased cognitive challenge is not possible, for example in phonic knowledge or number facts. In some cases, therefore, progress may be seen in increasing the quantity of knowledge.

Appendix 3: Formative Assessment and post assessment

The expectation is that any substantive unit of work will commence with a formative assessment to clarify what has been remembered in previous subject learning and how learning is building as children move through the school. The school accepts that at times this may be deducted through a formal test or ‘quiz’ or a written task; however, teachers are encouraged to adopt a variety of approaches which capture what the children already know and ultimately what they have

remembered. The following list is not exhaustive but was generated by staff to support each other in creating pre and post topic assessments.

| | | | |
|---|---|---|--|
| Practical tasks. Provide practical resources or data. What can you do with them? observe | Mind mapping pre and post unit / reuse extend Quick revisit (Ebbinghaus) Top 3 facts remembered | What I know pre and post sheet or sticky note display | Group Assessment -multiple choice questions Running to different corners and observe |
| Video pre and post topic. What have they retained? | Written evaluation Of an artist/another child's learning/science idea/success of DT etc | Self or group assessment. Where are you on the spectrum? | Simon says |
| Plickers- automatic snapshot of understanding | Re enactment Drama presentation pre or post of historical events water cycle circulation etc | Key words (vocab) provide definitions) | Crosswords and word searches eg find the oceans/amphibians.... |
| Kahoot on-line assessment | Tiny cards (Ipad) | Socratic on-line | Concept cartoons |
| Labelling pictures in pre and post colours e.g teeth , oceans | Conferencing Teacher-led interviews Listening in to pupil talk | Jigsaws | Post it notes pre and post in different colours |
| Presentation to class pre and post – 5 minute | Play taboo Explain a concept using key words | Use maps including play ground | Display speech bubbles eg 'I know...' 'Now I know.....?' |
| Showbie | Bingo (odd one out etc) | Draw it Or make a poster. | Categorise items eg sources |
| PE run to ...true false etc | Ipad quizzes | Chronology picture sorting Odd one out chronology | Knowledge organiser – create your own! |
| Note | Any pre assessment before half term/holiday home learning | | |

Appendix 4

Our Approach to Closing the Gap at Highfield CE Primary School

What is the Closing the Gap approach?

This is the process whereby we identify children that are at risk of not meeting their end of year target and require additional provision and awareness by adults involved. This is reviewed termly and children are tracked against their targets. The CTG plans include SEN pupils, PP and any child who is not making sufficient progress. SEN and PP pupils are listed and reviewed routinely to ensure that they are being tracked effectively for progress. Children may move on and off the closing the gap plans during the year as part of this review process. Parents are informed if their children are on the closing the gap plan early in the Autumn term in order to support their children at home. Teachers review the CTG plans at the end of the Summer term and discuss with the receiving teacher what targets are appropriate to make a rapid start on these in the Autumn term. The plan focuses on barriers within the core learning of literacy and numeracy.

Process of creating the plans

| | |
|---|---|
| June/July (end of Academic year) | Named children are identified and listed on the CTG plan. A SMART target is agreed with the current teacher and receiving teacher in readiness for September start. |
| June/July | Phase Leaders and SENCO review CTG plans and create Intervention plans with quality assurance of outcome-based targets. These are recorded on the Provision Map. The Provision Map is then updated and placed with the SEN information report on the website. |
| June/July | Provision Management Intervention Record (PMIR) is produced for each intervention that has been agreed between phase leaders and SENCO. Adults will be named who are carrying out interventions and these will be discussed with them so that there is clarity regarding the scope and purpose of the plan. TME and Data is discussed so that the amount of progress can be recorded. |
| September | Phase leader within first PPA session reminds of CTG plans and how additional adults are being used so that all teachers maintain an overview of the process for their named pupils. Interventions started and sessions being |

| | |
|------------------------------------|---|
| | recorded on the PMIR. |
| By October Half term*A | PPA time used to review the outcomes of the PMIR and SMART targets adjusted as needed in readiness for progress review meeting. |
| By October half term*B | Pupil Progress review meetings timetabled and CTG paperwork updated. |
| Beginning of Autumn term *C | Phase leaders and SENCO adjust any of the PMIRs and share with adults who are carrying out interventions. New PMIRs created for Autumn 2. |
| By end of Christmas term | Repeat action *A and *B to review Autumn term |
| By end of Christmas term | Input SIMS data for reading, writing and maths |
| January | Repeat Action *C creating new PMIRs for Spring term |
| February Half term | Repeat action *A and *B to review first half term |
| End of Spring term | Repeat Action *C creating new PMIRs for Summer term |
| Beginning of Summer term | Repeat action *A and *B to review Summer 1 half term |
| By May Half term | Repeat Action *C creating new PMIRs for Summer 2 term |
| June/ July | Loop back to the beginning of the cycle as above . |

Monitoring of the Impact of Approach

The aim of this approach is to:

- Reduce the number of children who are remaining on the CTG plan by the end of the year
- Promote collaborative ownership between teachers and TAs regarding pupil progress, since named children are used as an indicator for TA performance management as well as teacher performance management
- Ensure that SLT retain a clear overview of interventions and impact of these over time to ensure value for money and inform future budgetary decisions re resources including human resources.
- Ensure that Governors are informed during the year regarding the number of pupils at the beginning and end of the academic year in order to quantify success in closing gaps.

Documents referenced in this process are:

- *Closing the Gap plans – CTG*
- *Provision Management Intervention Record (PMIR)*

These documents are found in teachers only – assessment – key documents for raising attainment plans.

Cohort plans are found in raising attainment plans.

Provision Management Intervention Record

| | | | | |
|--|-------------------|------------------------|----------------|-----------------------|
| Name of intervention | Adult | | | |
| No of weeks | Sessions per week | | | |
| Date started | Date finished | | | |
| <p>TME scale assessed on entry and exit for intervention SMART target/outcome.</p> | | | | |
| Student | Entry TME score | No of sessions (tally) | Exit TME score | Progress made e.g. +2 |

