

Learning together to be
the best we can be....

Headteacher - Nichola Irving



Assessment Policy

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Horton Grange Primary School Assessment Policy

Since September 2015 the school has been following the New National Curriculum. This assessment policy has been devised in response to these changes and reflects the outcomes of the Final Commission on Assessment without levels - September 2015. This policy has been reviewed annually since to reflect effectiveness and to be mindful of staff workload considerations.

Revised Common Inspection Framework Sept 2019 & Policy review 2019

This policy has been reviewed and ratified in light of the revised CIF 2019 to reflect consideration to staff workload and the recommendation of no more than three 'data drops' per year. It also takes account a move to being less data driven and move towards measuring progress through a challenging knowledge based curriculum. Without receiving knowledge, pupils have learned nothing and no progress has been made – whatever the measure may indicate. At Horton Grange we are committed to ensuring that statutory testing should exist in the service of the curriculum rather than the other way round. Tests are our best measure of what has successfully transmitted - the pupils' cognition. Any test, however, is only ever a sample of the knowledge that has been gained. As school we aim to achieve a balance in how and what we use to assess children's learning.

Rationale

At Horton Grange Primary School assessment is a continuous process, viewed as essential to, and an integral part of, effective teaching and learning which in turn allows children to achieve their true potential. It is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". *Assessment for Learning: Assessment Reform Group*

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform parents, Governing Body, LA and other relevant bodies of the school's standards and achievement
- The positive achievements of a child to be recognised and next steps planned
- Learning barriers can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

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PRINCIPLES FOR ASSESSMENT

Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for pupils to demonstrate and review their progress

Assessment is fair

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest

- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment judgments are moderated by experienced professionals to ensure accuracy

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through its use of key skill criteria, a pathway of progress and development for every child
- Assessment criteria sets high expectations for learners

Assessment is appropriate

- The purpose of any assessment process should be clear
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to task and to the desired feedback information)
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement
- Assessment should be purposeful, manageable and meaningful for teachers, pupils and parents.

Assessment is consistent

- Judgments are formed according to common principles and moderated internally and externally
- The results are readily understandable by third parties
- A school's results at key summative points are capable of comparison with other schools both locally and nationally

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Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning
- Parents in supporting their children with their learning
- Teachers in planning teaching and learning
- School leaders and governors in planning, evaluating and allocating resources

Forms of assessment (see appendix 1 for overview)

Day to day Assessment For Learning

Assessment for learning focuses on how well children learn and is central to classroom practice and planning. At Horton Grange, we believe the very best assessment of learning is the information gathered when watching and engaging with children as they learn. Staff use on-going assessment gathered through a range of strategies. Lessons are planned using the National Curriculum, then adapted using the teacher's knowledge of the children. Staff consider what the pupils already know and what they need to know. They also consider the best ways that pupils learn so that **children know more, remember more and can do more** and how they can overcome any barriers to learning. Key skills or knowledge to be learned are shared with pupils and teachers discuss with pupils on how these can be achieved. AFL takes place daily and is integral to teaching and learning. Peer and self-assessment is encouraged throughout school, often in the form of pupil friendly check lists.

Methods of daily assessment for learning

At Horton Grange Primary School staff:

- Assess the performance of the children at all stages of the lesson, adapting and refining the learning process where necessary
- Provide pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential
- Ensure questioning stretches the thinking of all pupils and provides opportunity for thought and challenge
- Identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons and any appropriate intervention can be organised in consultation with the SEND lead.
- Differentiate learning outcomes where appropriate
- Ensure pupils are aware of and understand the learning intention and encourage them to evaluate their progress so that they understand the next steps they need to make
- Provide next steps in Maths and English on a regular basis and discuss these with the pupils so that they are actively involved in the process (next steps may be written, verbal, planned into whole class, group or 1:1 learning)
- Encourage pupils to evaluate their own work against criteria based upon specific key skills or knowledge to be learned

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- Encourage pupils to self-assess their own work against their own individual next steps, key skills or key knowledge
- Provide feedback that it is constructive and informative in accordance with the marking and feedback policy
- Use outcomes from feedback and AFL to inform Target Tracker statements to support formative formal assessment.
- Give children the opportunity to respond verbally and in writing to their teacher's feedback so that it impacts on progress (this may be in the form of improved work)
- Assess reading by giving the children regular opportunities to read individually or as a group
- Make observations against the Early Learning Goals in the EYFS to assess the progress of each child in comparison to their earliest Baseline

Formal assessment

Testing (see appendix 3 for statutory assessment information)

As set out above the very best assessment is gathered by watching and engaging with children as they learn. However, there is still a need to check understanding through tests. Statutory testing will happen in Year 1 (phonics screening), Year 2, Year 4 multiplication check and Year 6 SATS. Furthermore there will be on-going testing which will be another tool that will inform teachers about next steps and Leaders and Governors about the strategic decisions to ensure the delivery of best practice and to monitor interim milestones to reach end of year targets.

Testing can have various forms:

Diagnostic: This identifies particular learning difficulties and strengths and informs target setting for those who require learning support and intervention plans.

Formative: This may provide a snap shot of attainment or success against a set criteria at a particular point in time. This may be weekly e.g. weekly spellings, SPAG, mental maths or half termly tests. Whilst being a snap shot, they still inform planning and next steps so cannot be seen separate to assessment for learning.

In maths a pre unit assessment is carried out before a new unit of work to inform planned learning and a post unit assessment captures progress made throughout the unit and informs planning for the next time the unit/theme is delivered. Key expected outcomes from each maths unit of work are dated when achieved and used to inform teacher judgements as well as to support moderation. Similarly in writing staff use a cold and warm write system.

For Foundation Stage pupils, summative assessment is in the form of a completed Foundation Stage Profile (ref Early Years Policy)

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English, maths & Science

Every child is baselined and regularly assessed in reading, writing, SPAG and mathematics. From September 2017 Science has also followed a termly assessment and tracking cycle. From November 2019 a portfolio style assessment format has been introduced across school to inform assessment of enquiry skills (TAPS).

Foundation Curriculum

A pre and post unit assessment system linked to National Curriculum key skills and knowledge is also used for the foundation curriculum. Staff use the marking and feedback policy to identify success against the key skill / knowledge and provide a next steps. From September 2019 knowledge organisers are being introduced in a rolling programme format. These knowledge organisers define key progressive knowledge to be learned and key vocabulary to be introduced. They will be used as regular checks on long term learning and will be passed on from one year group to another. They will also ensure key knowledge is revisited using a spaced learning approach.

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using the school system or the interim assessment measures for children working below the expected standard or National Curriculum yearly criteria. SEND children in Year 1 will continue to be assessed on the EYFS profile. If appropriate, staff will use tests from the previous year group's curriculum. Additional diagnostic assessments may be carried out if appropriate. The SEND lead holds these centrally. Pupil passports outline individual targets for children linked to their specific barriers. Progress against these targets are monitored through individual target books, reviewed termly and overall progress monitored by the SEND lead and reported termly to Governors and other leaders.

How are judgements made on attainment?

No one piece of information is used to make a judgement on where a pupil is in their learning against the national expected standard. Instead a combination of formative assessment, weekly checks and summative assessments are used to make a judgement against year group statements reflecting a breakdown of the National Curriculum on Target Tracker. Staff assess whether a child is below, at or above each statement and then look collectively at judgements across the range of statements to make a judgement on overall attainment. When making judgements, key criteria linked key performance indicators must take a greater weighting. The example below tracks how a Year 2 child could be assessed using the school assessment system.

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	On entry	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Below expected standard	Year 1 within	Year 1 within +	Year 1 secure	Year 1 secure +	Year 2 beginning	Year 2 beginning +	Year 2 within
At risk of not meeting expected standard	Year 1 within +	Year 1 secure	Year 1 Secure +	Year 2 beginning	Year 2 beginning+	Year 2 within	Year 2 within +
At expected standard	Y1 secure	Y1 secure +	Year 2 beginning	Year 2 beginning+	Year 2 within	Year 2 within +	Year 2 Secure
Working above expected standard	Y1 secure +	Year 2 beginning	Year 2 beginning+	Year 2 within	Year 2 within +	Year 2 Secure	Year 2 secure +
Working significantly above expected standard (greater depth)	Year 2 beginning	Year 2 beginning+	Year 2 within	Year 2 within+	Year 2 secure	Year 2 secure +	Year 3 beginning

Where a child is well below their chronological age, year group criteria will be looked at from earlier years.

How are judgements made of progress?

In line with CIF Horton Grange is primarily focused on progress now within school. Whilst we believe that children's books and observation in lessons are the best source of progress, we are mindful that as a school we must be confident of our own system. Horton Grange has devised its own system and criteria for quantifying expected progress.

Examples of progress measures

<u>End of summer term previous academic year</u>	<u>End of current year</u>	<u>Progress measure</u>
Year 2 within	Year 3 beginning or beginning+	Less than expected progress
Year 2 within	Year 3 within	Expected progress
Year 2 within	Year 3 within + or secure	Above expected progress

6 steps = expected progress in Years 2 to 6

5 steps = expected progress in Year 1.

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For SEND children, progress may be broken down further to focus on progress within narrow criteria e.g. speed sounds, number bonds, letter formation. This information will be evidenced in progress grids. Progress against individual targets on target books will also be monitored.

Management Information Systems

Primary Target Tracker is the system used to record and track progress of children in Nursery to Year 6 for reading, writing, maths and science. Teacher assessments against statements are updated on an on-going basis. Data and tracking is analysed for progress at least 3 x yearly. Pupil progress is monitored each term via pupil progress meetings and regular during phase meetings. In Year 6 additional assessments may be taken to support progress towards Y6 SATs and in early years additional baselines assessments will also take place.

Target Setting (Y1 phonics, Y2 and Y6)

Aspirational targets are set taking account previous end of Key Stage assessment outcomes, target tracker projections, previous performance of school / teacher and knowledge of the child. Targets are set between teacher and deputy headteachers. They are agreed by the headteacher and shared with Governors. They may be refined based on updated assessment information

Target Setting (Y3,4 and Y5)

Cohort targets are also set for interim years and are sometimes linked to teacher performance management. Targets are challenging and set using prior attainment and progress measures. They may be refined based on up-dated assessment information.

Next step targets

On-going next step targets are shared with pupils through the feedback process. The teacher also share targets / next steps with children and discuss' progress towards them.

Pupil progress meetings

Pupil progress meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Progress meetings occur at least termly. Where there are concerns / questions around progress, there may be more frequent discussions. The format highlights impact of intervention and future focus to accelerate progress. Groups and individual pupils making insufficient progress are identified for intervention. Moderation also forms part of this meeting providing another layer of checking and confidence in assessments.

Tracking

All pupils are tracked throughout the year and are discussed at learning and progress meetings. There is a focus on key groups for Horton Grange which are context specific e.g. disadvantaged.

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Tracking analysis

Senior leaders analyse attainment and progress of cohorts and groups at regularly. Findings are incorporated into School Self Evaluation and School Improvement Planning. The analysis is reported to governors, staff and LA at varying points in the academic year.

Moderation

As we continue to develop our assessment system it is essential that we have confidence that we are being robust in the process. Therefore, we have various levels of moderation. Ultimately, the results of Statutory Testing will provide a level of moderation to our school performance by comparing results locally, regionally and nationally. However, we do not want to wait until the end of the learning journey before we moderate our judgements about performance. Therefore we work with local schools to moderate our judgements about whether pupils are performing at the expected standard for a required age. Within school there are a series of steps to ensure confidence and accuracy in judgements. These include:

- Year group PPA with parallel teacher to support dialogue around evidence and judgements
- Moderation at phase level
- Whole school moderation at staff meetings
- Sample moderation from trained staff who have a role in moderation across county
- Sample moderation as part of pupil progress meeting
- HT quality assurance of pupil progress meeting
- Governor sample moderation
- Targeted support and coaching for NQTs or staff who require support to make accurate judgements
- On-going training of staff in assessment information
- Northumberland County Council Moderation at key summative points

Reporting to parents

Parents are invited to attend three consultations per year in order to discuss their child's progress. Parents receive a written report in summer term summarising the year's work. Year 2 and Year 6 pupils also receive a summary of the National Curriculum standards their child has attained in their end of key stage tests.

Assessment of attainment in each foundation subject is made in terms of what children know, understand and can do and progress between pre and post unit assessments.

Parents receive wider information on curriculum and assessment through:

- Website/facebook/ twitter/ blogs
- Newsletters
- Parent learning open days

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- Knowledge organisers
- Parent meetings eg, Y6, Y2

Reporting to pupils

Pupils receive updates on their progress through:

- Marking and feedback (verbal and written)
- Regular formal formative testing

Marking and feedback

Teachers use a common policy. Feedback indicates key success against the key skills / knowledge and gives feedback on next step improvements. Children are encouraged to respond to feedback so that improvements can be seen. Green highlighter indicates strengths, yellow indicates partial understanding / nearly there and pink indicates where improvement is needed. (see policy for detail)

Roles and responsibilities

Governors - Monitor whole school progress with support from HT and DHT X 2

Headteacher - Quality assurance of moderated judgements. Use assessment outcomes and analysis to inform self-evaluation and strategic direction of school. Hold senior leaders to account for pupil progress.

Deputy headteacher x 2 Collate and analyse data for cohorts and groups. Identify and direct intervention and evidence of impact. Moderate judgements as part of progress meetings and key stage meetings. Hold staff to account for pupil progress through progress meetings.

Inclusion TLR (SEN & PP) – Track progress of key groups. Lead on intervention and provision for vulnerable groups.

Teaching staff - Regularly assess pupils and provide feedback. Update trackers 3 x annually or on-going. Provide assessment information for pupils and parents as well as school leaders.

Teaching assistants – Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers – Support children at home with homework to positively impact on progress.

Pupils – complete all work to the highest possible standard in order to make progress in school.

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Appendix 1 - Horton Grange Assessment Overview (Also see Literacy, Mathematics and EYFS intent documents)

Daily / ongoing	Several times per half term	Half termly / termly	Annually
<p>Questioning of understanding to determine level of understanding. High quality marking and feedback Observation of children as they work. EYFS updates to tapestry Peer and self-assessment. Annotation of planning to inform next steps. Judgements against target tracker year group statements. Hearing children read 'Can you still?' checks</p>	<p>Spelling tests Tables tests (Y2 onwards) Timetables rockstars Grammar tests Maths pre and post unit assessment/ tasks Maths basic skills Cold and warm write tasks Y6 past SAT papers Lexia reading assessments Reading plus Knowledge organiser checks</p>	<p>EYFS half termly narrative observations RWI phonic assessments Y1 and catch up phonic screens HFW / year group spellings White Rose maths tests Cornerstones reasoning and arithmetic papers. Rising stars reading assessments SPAG assessment (classroom secrets) Spelling diagnostic Writing assessments Outcomes used to inform intervention. Outcomes inform pupil progress grid and meetings. Y6 past SAT papers Foundation curriculum pre and post unit Science TAPS assessment – half termly focus on Scientific Enquiry</p>	<p>Nursery & Rec on entry to school baseline Y1 phonic screen Y2 phonic re sit Y2 SATS – reading, maths and SPAG (optional). Y4 multiplication check Y6 SATS – reading, SPAG, maths. Trial SATS (Feb)</p>

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Appendix 2 Assessment calendar

Foundation Stage (ref EYFS intent document)

- Information has been acquired prior to the child starting school via consultations, home visits and discussions with pre - school settings
- A Baseline Assessment is carried out in the first 3 weeks from start date.
- The WELCOM assessment is used to assess language and communication as a baseline and termly thereafter in Nursery
- Class context sheets complete in Aut 1 and updated half termly
- Teachers will begin to complete the Foundation Stage Profile.
- Evidence is collected through observation and discussion and these are recorded in their learning journals and Tapestry. Parents contribute to their child's learning through tapestry observations.
- Termly assessments will be made and recorded using Target Tracker. Analysis completed by Early Years Leader/DHT
- Termly moderation takes place across EYFS. End of years scores to be recorded using Target Tracker. Analysis completed Early Years Leader / DHT
- In the two year old provision progress is tracked against NCC pupil passport and steps of child development.

Year 1

- Class context sheets complete in Aut 1 and updated as needed
- 3 x yearly - Pupils will be assessed and results will be inputted onto Target Tracker. Pupil Progress Meetings held to discuss progress
- Summer term - Phonics check carried out. On-going phonics check through R,W,Inc half termly screen
- End of year report sent to parents
- Class teachers discuss pupil progress with next teacher

Year 3-5

- 3 x yearly - Pupils will be assessed against year group expectations and results will be recorded onto Target Tracker. Pupil Progress Meetings held to discuss progress.
- Class context sheets complete in Aut 1 and updated as needed
- End of year report sent to parents
- Class teacher discusses progress with next class teacher

Year 2 & 6

- 3 or 4 x yearly - Pupils will be assessed and results will be inputted onto target tracker.
- Pupil Progress Meetings held to discuss progress
- Analysis completed by subject leaders and DHTs
- Term 5 SATs tasks and tests administered

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- Term 6 - Results will be inputted into Target Tracker. Pupil Progress Meetings held to discuss progress
- End of year report sent to parents
- Y2 Class teachers discuss pupil progress with next teacher

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Appendix 3: Statutory assessment and reporting

Foundation Stage

Nursery children are assessed by month bands for prime areas and specific areas of curriculum as a baseline and then termly

In Reception a baseline assessment is carried out against the foundation stage profile for pupils who attended settings other than Horton Grange and updated termly.

Year 1

Phonics testing

Since 2013 the school have conducted Phonics Testing. This is a test of 40 words and 'non-words'. The child reads the words and is marked as to whether they correctly identify the phonetic rule. The score is then shared with parents and the Local Authority. If the child does not pass the standard score, they will take the test again in Year 2.

Key Stage 1 Year 2 Tests

There will be tests in

- Mathematics,
- Reading
- Writing will be assessed using on-going teacher assessment
- Optional SPAG

These will be used to inform teacher assessment.

Year 4 multiplication check

Key Stage 2 Year 6 Tests

There are tests in Reading, Maths and English grammar, punctuation and spelling. The test week will take place on May and the date is set externally. The pupils will receive a standardised score and information about whether they have reached the National requirement.

Appendix 4 – Record keeping

Each teacher will keep their own assessment and record keeping file

Assessment File

Section 1 – Class context sheets, Assessment Policy, Marking and feedback policy and Key Dates

A suggested guide for organisation is:

Section 2 – Assessment guidance, training notes, assessment criteria

Section 3 – Whole school data priorities

Section 4 – Year group/cohort end of year and key stage targets

Section 5 – Autumn tracking and pupil progress meeting notes

Section 6 – Spring tracking and pupil progress meeting notes

Section 7 – Summer tracking and pupil progress meeting notes

In addition teachers may keep additional records such as:

- Phonics/high frequency word scores
- Reading record checks
- Spelling test scores weekly and year group screens
- SPAG scores
- Reading test scores
- Writing assessment levels
- Mental maths test scores
- End of Key Stage and Optional test scores
- Intervention group records
- Lexia records
- RWI tracker
- TT rockstars information
- Reading plus information

Early Years Foundation Stage Assessment Records

Pupil learning journals are an ongoing record of progress and attainment, where achievement is celebrated. Observations are recorded, assessed and inserted into the EYFS Learning Journals and Tapestry

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Appendix 5

Use of Assessment Information - As a result of good assessment procedures ...

Teachers will know:

- Where the pupils are starting from
- Has the class overall learned what was planned and taught?
- Are pupils making the progress expected to reach their challenging targets?
- Are pupils making sufficient progress in order to diminish the differences and reach / exceed national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum so that they know, remember and can do more?
- Which pupils need more help, in which areas and how to support?
- Which pupils need extension work?
- Are planned activities well-resourced and staff fully utilised to impact upon the progress that children make?
- How can the teaching be modified and improved in response to on-going assessment and future lesson modified to challenge and extend?

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their targets.
- If there are any problems with particular children, groups or cohorts
- If the progress of the children in school is in line with the school targets
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all the children
- The progress and standards across the school, for cohorts, groups of learners (Boys/Girls, SEN, FSM, LAC) and individuals
- The impact of interventions that a child/children may have received
- What to inform the governing body of in relation to the school's progress, standards and areas for development

Parents will know:

- How much progress their child is making
- Whether their child has reached the expected standard
- If their child has any specific barriers
- What the school is doing to help a child with specific barriers
- What they can do to help their child make progress

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Appendix 6 - Assessment and data collection schedule 2019/20

In line with the white paper and Ofsted Framework for September 2019, we aim to make assessment as streamlined as possible. However, evidence suggests that at Horton Grange where we have regular checks on pupil progress and supportive dialogue around next steps progress is accelerated. It is expected that assessment and use of the Target Tracker system is *on-going* however checks on progress will be captured **3** times per year. Data collection is for reading, writing, maths and science.

In order to reduce workload a staff meeting (directed time) is allocated each half term for moderation (1 staff meeting) and data input / progress meeting preparation (x 1 staff meeting). Progress Meetings will also take place in directed time where possible. The schedule is also reviewed annually to reflect length of half terms. Formal progress meetings are **3** x per year although HOS school will have more regular dialogue around progress on an informal basis. Should there be progress concerns within particular year group or subjects additional progress meeting may be put in place to support progress of children.

When children enter Nursery or Reception and are new to school baseline assessments will be made. This will also happen for admits in other years.

Term	Number of weeks	Monitoring	Assessment input and capture deadline	Type or progress review / dialogue
Autumn 1	8	1-10-19 Focused book scrutiny and pupil voice / classroom drop in Wk/b 7/10/19 PM observation and target setting 14- 10 -19 Follow up to scrutiny	None	Feedback and dialogue following monitoring
Autumn 2	7		Data collection 1 2 – 12 -19 (13 weeks of teaching)	Formal progress meeting planned for w/b 9/12/19
Spring 1	6	13/1/20 Focused book scrutiny and pupil voice / classroom drop in 10/2/20 Follow up to scrutiny	None	Feedback and dialogue following monitoring – focus SEND and more able
Spring 2	6	Wk/b 23/3 / 20 PM mid-year observations	Data collection 2 16/3/20 (12 weeks of teaching from previous collection)	Feedback on PM and mid year review w/b 30/3/20
Summer 1	5	5/5/20 Focused book scrutiny and pupil voice / classroom drop in	None	Feedback and dialogue following monitoring – focus pp
Summer 2	7	2/6/20 Follow up to scrutiny w/b 22/6/20 PM final observations And book scrutiny	Data collection 3 1/7/20 (12 weeks of teaching from previous collection)	w/b 6/7/20 PM end of year review and progress meeting.
Total			3 captures	3 formal reviews

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