

Quality Mark

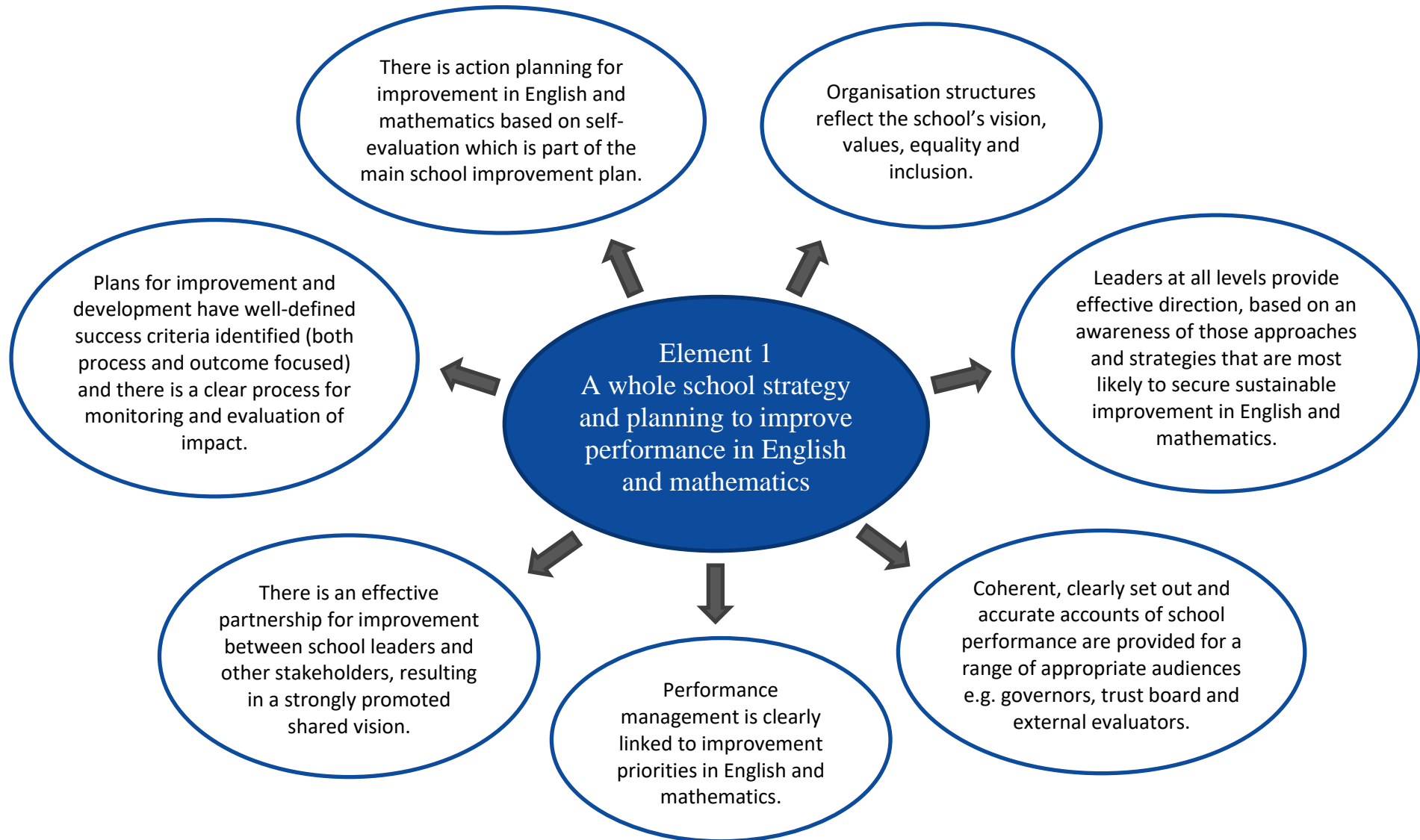
Supporting and celebrating excellence in English and mathematics



Audit Tool

This is a template for the self-audit which should be undertaken prior to a Quality Mark award assessment visit. It can also be used as the basis for a final submission made to an assessor and/or as the accreditation visit 'check-list' used by an assessor.

However it is used, the format of the template is illustrative only and should be used to structure a 'working document'.





Element 1: A whole school strategy and planning to improve performance in English and mathematics

Evidence sources to meet all the criteria in Element 1 – *to add text click on grey area in each row*

Additional Notes

Organisation structures reflect the school’s vision, values, equality and inclusion.

The School’s Mission Statement aims and objectives clearly articulate its vision for each pupil: ‘to live life in all its fullness’.

The School’s SEND Policy ensures that the school’s commitment to equal opportunities and inclusion are achieved in teaching and learning and children achieve their potential regardless of ability and/or vulnerability.

The School is an Inclusion Quality Mark Flagship Status and is part of a Flagship Cluster Group.

The school has developed an Equity, Diversity and Inclusion Policy

The Pupil Premium funding is used to take into account the needs of different groups of pupils. There is a graduated approach to Pupil Premium to ensure barriers are addressed.

Funding established for pupils to receive 1:1 tuition out of school hours who are disadvantaged or vulnerable pupils which supports our provision for inclusion.

Pupils are placed into streamed groupings according to their assessed ability to support pupils accordingly, especially those struggling learners who require smaller group support with added TA interventions

- Self-Evaluation Form
- School Improvement Priorities/ School Development Plan
- School Equality, Diversity and Inclusion Statement
- Pupil Premium Strategy
- Discussion with Headteacher and AHTs

Leaders at all levels provide effective direction, based on an awareness of those approaches and strategies that are most likely to secure sustainable improvement in English and mathematics.

Leadership, at all levels, is a strength of the school. All staff have responsibility for the School Improvement Priorities and School Management Plan and contribute to the review, although it is collated by the Headteacher.

The school has a commitment to Basic Skills and a Basic Skills Policy, which are understood by the school community. In addition, there is funding to facilitate CPD for staff, for example: ‘Maths-No Problem!’, Behaviour for Learning and Curriculum Development.

Staff are given the opportunity to annotate the School Development Plan to ascertain where they are currently up to within their subject discipline throughout each term. This helps the Subject leader (adviser) to determine where to take their subject next and the strategies which will support them to improve their subject before the end of the academic year.

Maths subject adviser recently led training (CPD) for all staff based on different word problems and how to overcome barriers to tackling these through the use of riddles, interactive games and apparatus use.

- School Improvement Priorities/ School Development Plan
- Data Dashboard;
- Action Plan for English, mathematics
- CPD: evaluation of staff training;
- Policies: Pupil Premium, Learning and Teaching, English and mathematics, SEND and Basic Skills.



English subject leader carries out various CPD days and has recently led training on reading across the school, signalling to all class teachers which children are reading below their expected reading age and collaborating ways that we can accelerate progress. Writing CPD meeting have also recently been led, to help aid the writing process across the school.

Good use of subject scrutiny and monitoring of class workbooks on a termly basis which is fed back to governors and headteacher through a written report. This continually helps to push forward the development in maths and English as leaders of subjects are directing the class teachers on how they can development their own classwork through the evidence they collate

Coherent, clearly set out and accurate accounts of school performance are provided for a range of appropriate audiences

Each year, following the publication of IDSR, any pupil underachievement is analysed and ways forward are built into the following year’s Action Plan for the specific area/subject and made use of in the School’s self-evaluation. Termly data is reported to the Governing Body and individual attainment and achievement is reported to parents/carers through meetings and reports.

Baseline assessments were given to individual Year 3 parents in September following their move over from the Infants school. Each class teacher had an individual phone call to explain that they were below expected targets in reading ages and baseline scores and a plan was formulated to put a clear pathway in place to ensure the children’s performance was raised.

Baseline scores and reading ages are set out to the TA for that particular year group and TA’s are then given a cluster group to work with for the next half term based on the interventions they require. This data will continually be updated and shared with the relevant TA. In Spring term this year, the Year 3 TA’s then adapted their intervention group to match the needs of their assessments conducted in January time so that the children could be placed in the right phase for their phonics group.

Governor meetings with subject advisers are held whereby each subject adviser discusses the progress their subject has had across the year and explains their next ways forward. The governors then pose questions to establish how their areas for development can be met.

Mid-year reports shown to parents and discussed on parent/carer meetings to show clearly where the children are at in terms of their age-related expectations. This informs parents of what they can do next to support their child’s learning.

- Dashboard
- Internal Data
- Assessment Link Governor
- Arbor and FFT summary



<p>End of year reports sent to parents/carers to mark the end of the academic year progress and shows progress made in relation to their aspirational grades (focusing clearly on if they are meeting expected targets and how far away they are from this (if applicable)).</p> <p>Progress matrix created by class teachers show visibly on a quadrant who is making expected progress and who is needing extra intervention to achieve their aspirational grades. Headteacher has these displayed visually to keep monitoring these pupils and ascertain if enough progress is being made</p>	
<p><u>Performance Management is clearly linked to improvement priorities in English and mathematics</u></p> <p>All teaching staff have annual appraisals: one objective is related to progress in English and mathematics, one is related to whole school improvement (in 2021 - 22, this is Visible Learning) and the final one is personal to the staff member (often related to CPD or Subject Specific).</p> <p>Mid-year review of appraisals with SLT members and class teachers to share current progress in relation to performance management targets and serves as a reminder to show visibly which areas staff need to develop before the end of the academic year.</p>	<p>Teacher appraisal (anonymised) Headteacher Appraisal Teaching Assistant SWOT</p>
<p><u>There is an effective partnership for improvement between school leaders and other stakeholders, resulting in a strongly promoted shared vision.</u></p> <p>Stakeholders in the school have a shared vision. Both pupil and parent voice are sought and considered; actions are taken from the feedback. A Parent/Carer Working Party has been re-established to work with the SLT and School Council. A Faith Council has also started post-Covid.</p> <p>Eco council with Ms Smith and children to establish ways in which we can promote being ‘green’ in our school environment.</p> <p>Governor meetings regularly with an agenda given. Each of the governors are given a selected area to focus on which makes it narrower and more specific. They work with the teaching members of the council to discuss areas of importance to drive the school forward when making critical decisions. They also work closely together to understand more about the curriculum and the ways in which subjects are continually delivered and updated to give them a clear overview of daily practice in school</p>	<p>Pupil and Parent/Carer analysis and response.</p>



Plans for improvement and development have well-defined success criteria identified (both process and outcome focused) and there is a clear process for monitoring and evaluation of impact.

In all year groups, children are grouped by ability for English and mathematics to enable both appropriate support and challenge. Based on these groupings, teachers are able to set realistic targets for the group and adapt teaching and learning to minimise underachievement whilst ensuring individual needs are met and the classroom is inclusive.

The School Development Plan outlines actions to be taken to raise standards in English and mathematics. Time scales for achieving the objectives from the English and mathematics are clearly demonstrated in the SIP, along with any resources and funding required. Teacher responsibility is also added; with English and mathematics a responsibility of all teaching staff although it is overseen by the Subject Leaders. Success criteria are included in the Action Plan.

All teachers have worked with the Visible Learning team on CPD full days and twilight to draw up an action plan which contain clear points that we will all work on to strive for our individualised targets. Before we meet for each CPD meeting, the leader gives the staff members a clear guide of how we should monitor and evaluate the impact of these action plan points and then we discuss how/if we met the success criteria when we join back together as a group again. The leader will ask us to consider which parts of our action plan went accordingly to plan and the impact which it has had on their own teaching/learning and then

Teachers have been using the effect sizes, learnt from our Visible Learning training, in their report to governors about the progress being made in their subject areas across the school. This is a numerical way of displaying the impact of the steps they and class teachers have put into place to make progress in their selected subject area.

These effect sizes were also drawn upon in the governing body meetings with Subject Leaders to show how progress was being made across their subjects and what were the particular strategies that were having the greatest impact to establish the next ways forward.

Subject Leaders consistently add and update the SDP across the terms in order to ascertain how their subject is doing in terms of the success criteria to establish if progress is being made in their subject area. The success criteria is clear and concise and notes are made directly onto it to show the impact of the next step and evaluate where it is currently at.

Plans for improvements across the whole school are shared in staff meetings where teachers are given a voice about how we can monitor and deliver the next steps in an effective manner. Clear steps to carry out the next steps are detailed in the staff meeting minutes and any matters arising from the previous meetings are reflected

School Improvement Priorities
SIP reports/ASIA Reports
Visible Learning Plan
Visible Learning Individual Action Plan



on before the next weekly meeting begins, ensuring clarity at all times in terms of how we can be successful when striving to improve and development something within the school.

Subject leaders provide clear and comprehensive feedback to all staff about their workbooks through subject scrutiny reports. The staff are usually given 3 areas that are the strengths of the teaching/learning and 3 clear areas for that the year group should strive to work on over the next half term. A recent section was added to the headteacher's report to governors which draws on the targets set from the previous subject scrutiny so that Subject Leaders have to first reflect and monitor the previous targets set and evaluate if these have been met before setting any new targets.

There is action planning for improvement in English and mathematics based on self-evaluation which is part of the main school improvement plan.

Each year, an Action Plan for English and mathematics is written which is included in the School Development Plan and focuses on achievement and attainment in these core subjects and in Pupil Premium. They are reviewed termly.

In 2021-22, the School Improvement Priorities are related to the School's SEF and incorporate both teaching and outcomes for pupils. Catch-Up and post Covid impact has also been considered.

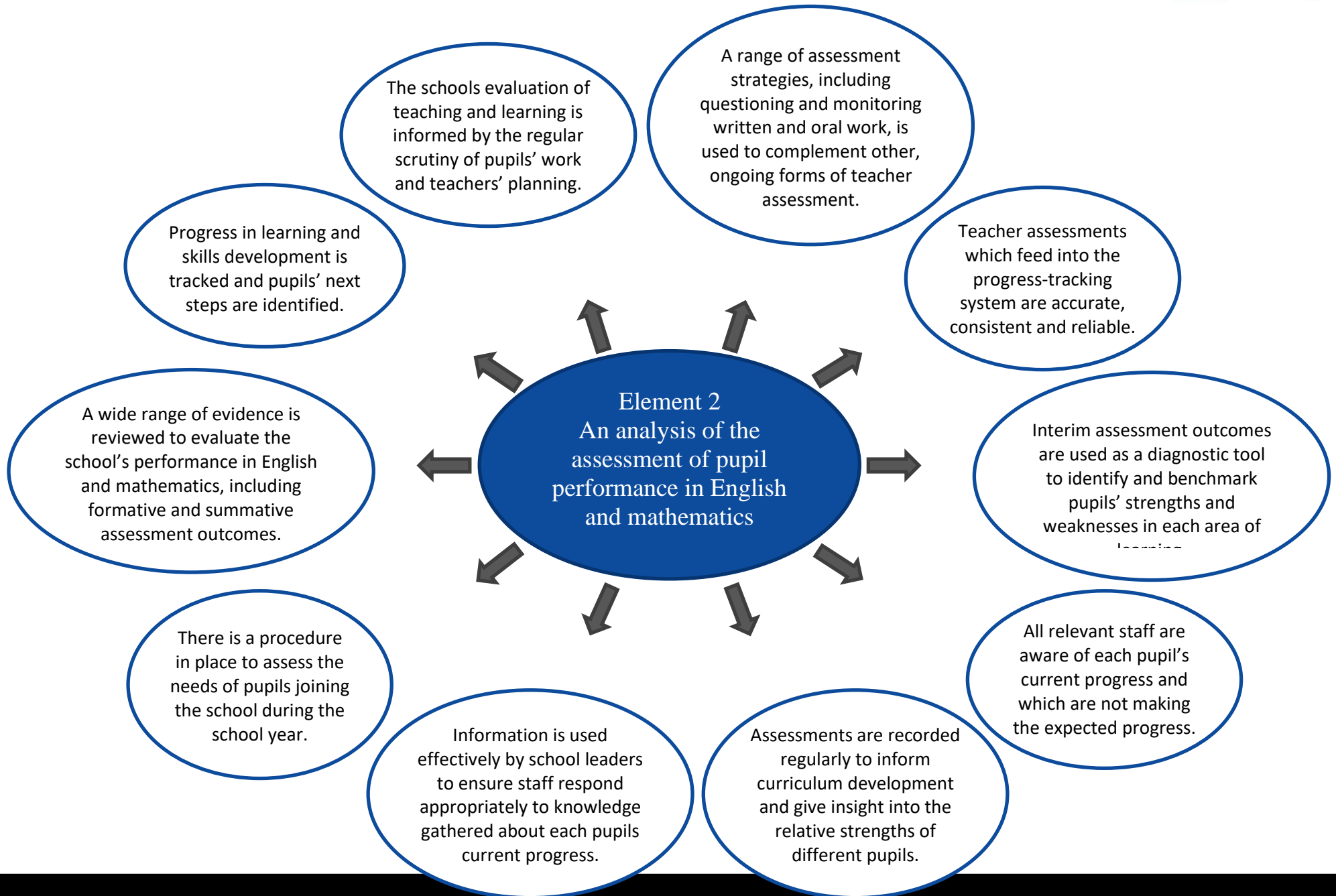
The Action Plans/Priorities are evaluated at the end of the academic year and progress and impact on learners is measured based on Teacher Assessment, End of Key Stage Tests and standardised tests along with pupil achievements.

Subject scrutiny and headteacher's report to governors, which is drawn up after the Subject Leaders have scrutinised each of the workbooks for a GAP set of pupils, shows clear action plans and next steps for how pupils can make even further progress in English and mathematics. The areas for development section on the report is broken down into year groups and year groups will receive the form to establish what is needed from them in order to self-evaluate, reflect and plan accordingly for improvement in the next half term. They are SMART targets which are attainable given the set time limits and do take into consideration our Visible Learning agenda.

Action planning for English and mathematics is shared with the Governing body who do raise any concerns from previous year attainment data. Ways forwards for each academic year are reflected upon together and a clear plan is drawn up to move the subject forwards. This action planning is then reviewed when Subject Leaders meet with the Governing body midway through the year to establish if the targets are currently being met and what else needs to now be done. This shows self-evaluation is consistently being done throughout the year to redirect and inform action plans in a clear way



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Element 2: An analysis of the assessment of pupils' performance in English and mathematics

Evidence sources to meet all the criteria in Element 2 – *to add text click on grey area in each row*

Additional Notes

A range of assessment strategies, including questioning and monitoring written and oral work, is used to complement other, ongoing forms of teacher assessment.

Assessment is a strength in the school and has continued to evolve since the last Quality Mark assessment. Assessment (both summative and formative), Recording and Reporting is fundamental to school improvement and is evidenced in the School Development Plan.

Assessment for Learning strategies, in addition to effective feedback, are deployed in the classroom to inform pupils of how well they are doing and what they need to do next to further improve. The school has adopted a verbal feedback approach alongside a range of feedback strategies linked to Visible Learning.

For the last two academic years, the school has focused on Visible Learning, despite the constraints of a blended learning approach.

- Assessment, Recording and Reporting Policy
- Self-Evaluation Form
- School Improvement Priorities/ School Development Plan
- School Progress Data Data Dashboard;
- Effective Feedback Policy, with examples of work
- Policies: Pupil Premium, Learning and Teaching, English and mathematics, SEND and Visible Learning action plans.
- Discussion with Headteacher, Assistant Headteacher (KW) and Subject Leaders.

Teacher assessments which feed into the progress-tracking system are accurate, consistent and reliable

Teachers assess pupils work in English and mathematics thoroughly and constructively. This is used to provide feedback, inform planning, set targets and identify and monitor progress. Teachers use the national standards and exemplification materials for assessment in reading, writing, grammar, spoken language and mathematics, which is both standardised and moderated internally and across a range of schools and Local Authorities.

Standardised tests and tests in reading, EGPS and mathematics are used to corroborate teacher assessment, identify underachievement and to track pupil progress. Teachers also use comparative assessment methodology to ensure tracking is accurate and judgements are consistent.

- Internal Assessment data
- Feedback strategies from pupils' books.

Interim assessment outcomes are used as a diagnostic tool to identify and benchmark pupils' strengths and weaknesses in each area of learning.

Phonics Action plan and data analysis NTP/SLT Programme and evidence



Question Level Analysis is used to identify strengths and areas to improve, for example: inference and deduction and vocabulary. In English and mathematics, the Subject Leader has evaluated previous assessments to identify which groups of pupils need to consolidate learning. Through moderation, teachers are able to benchmark pupils using comparative study in whole School book scrutiny. Significant work has been carried out regarding early reading and phonics for pupils who have not attained the EXS in KS1.

All relevant staff are aware of each pupils’ current progress, and which are not making the expected progress.

Pupil Progress meetings take place termly alongside target setting which means that teachers and SLT are knowledgeable about attainment and progress. The SENDCo liaises with HT/AHT, Subject Leaders and Teaching Assistants to support under-achievement/under-attainment.

The Pupil Premium Champion also monitors progress of Pupil Premium pupils and works with them to ensure they reach their full potential and are able to overcome barriers.

AHT ensures that pupils in need of intervention/catch up access this in addition to usual teaching and learning time. Pupils not on target benefit from paired/trio tuition.

Class teachers have an excellent understanding of pupils’ prior, current and target attainment and understand the concept of progress in lessons, units and over time.

Pupil Progress notes

Target setting

Attainment

Assessments are recorded regularly to inform curriculum development and give insight into relative strengths of different pupils

All pupils are ‘baselined’ on joining the school and this is used to inform the target setting process and to set personal learning targets. Pupils are assessed against the age-related expectations for a Year 2 pupil. This enables gaps in learning to be effectively addressed through intervention. The Year 3 staff make effective use of the KS1 teacher’s transition information to enable a smooth transition in learning. The pandemic has led to more gaps in learning, especially in reading

A Salford Reading Test (to assess a reading age and comprehension age is completed each term and Standard Word Spelling Test (SWST) is completed twice yearly for all pupils. School staff make use of these assessments when delivering targeted interventions, especially in the delivery of the IDL programme.

Baseline data

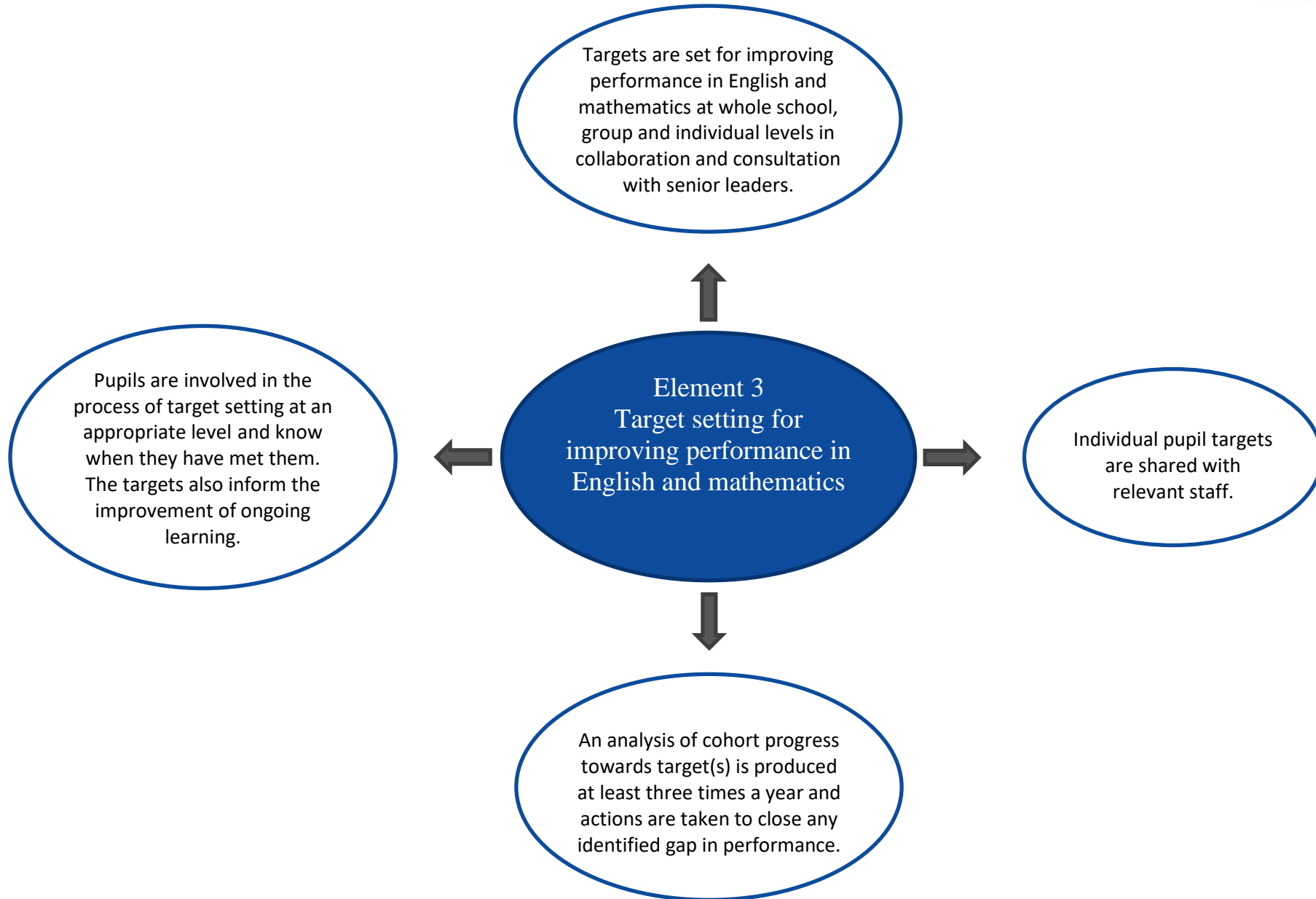
Reading Subject leader reports



<p>Question level analysis us completed on summative assessments. End of unit ‘tests’ are completed in maths and science alongside assessment for learning which is used to adapt teaching and learning in shorter term learning outcomes</p>	
<p><u>Information is used effectively by school leaders to ensure staff respond appropriately to knowledge gathered about each pupil’s current progress.</u></p> <p>Half termly progress against the National Curriculum standards using Key Performance Indicators (KPIs) and statements are used as part of the tracking process to ensure that pupils are making steady progress across the key stage.</p> <p>The tracking system is updated with teacher assessment each term and pupil progress is monitored against age related expectations and end of year targets.</p> <p>Pupil Progress meetings ensure slow progress is addressed and positive learning strategies are deployed in a range of contexts.</p> <p>Intervention strategies are put into place if under-achievement/under-attainment occurs despite Quality First Teaching</p> <p>Teaching staff scrutinised remote learning and were able to RAG rate all pupils in terms of engagement and attainment of specific areas. This ensured that catch up provision was carefully targeted.</p>	<p>Catch Up/Recovery Strategy Intervention and NTP/SLT)</p>
<p><u>There is a procedure in place to assess the needs of pupils joining the school during the school year</u></p> <p>SLT scrutinise any information sent from the previous school. A ‘best fit’ approach is used in the opening few weeks until the school is able to assess reading age/comprehension age; spelling age and maths proficiency, especially arithmetic. All pupils are suitably ‘baselined’ on joining the school and this is used to inform the target setting process and to set personal learning targets.</p>	<p>Transition Policy</p>
<p><u>A wide range of evidence is reviewed to evaluate the school’s performance in English and mathematics, including formative and summative assessment outcomes.</u></p> <p>School makes use of the LA’s Associate School Improvement Adviser (ASIA) and a School Improvement Partner. Both evaluate the school’s performance in English and mathematics through data analysis, book scrutiny and lesson studies.</p> <p>Internal School data, along with baseline and end of KS2 data, is utilised</p>	<p>Internal Data SIP/ASIA Reports Headteacher Reports to Governors</p>



<p><u>Progress in learning and skills development is tracked and pupils' next steps are identified.</u></p> <p>Through effective feedback, next steps are identified. Teachers' feedback and comment on pupils' work with the emphasis on constructive comments, which encourages dialogue for learning.</p> <p>Regular feedback is given to pupils, and they understand how they can self and peer assess work; what they do well and how they can improve their learning.</p> <p>Subject Leaders identify key concepts which need to be learnt to build on knowledge and develop a schema of knowledge and skills.</p> <p>Pupils are encouraged to evaluate their progress as learners and utilise visible learner characteristics, which aids the recognition of strengths and next steps.</p>	<p>Effective Feedback Policy</p>
<p><u>The school's evaluation of teaching and learning is informed by the regular scrutiny of pupils' work and teachers' planning</u></p> <p>Lesson observations and book scrutiny in curriculum areas in addition to aspects of visible learning.</p> <p>Quality First Teaching takes place in lessons with excellent AfL techniques used- especially questioning to elicit understanding and to explore misconceptions and feedback.</p> <p>The classrooms are places where pupils know how to learn and how to improve their outcomes.</p> <p>Pupils' work is collated termly and shared with governors.</p> <p>Sharing Learning book is embedded and shared with parents/carers.</p> <p>Pupils feedback on their learning to parents/carers via conference style approach.</p>	<p>Lesson study Work examples.</p>





Element 3: Target setting for the improvement of performance in English and mathematics

Evidence sources to meet all the criteria in Element 3 – <i>to add text click on grey area in each row</i>	Additional Notes
<p><u>Target setting for improving performance in English and mathematics at whole school, group and individual levels in collaboration and consultation with senior leaders</u></p> <p>The School uses a range of information to set targets each year. As a whole school, targets are set for the Year 6 cohort, and anticipated targets for the Year 5 cohort, are set in terms of percentage attaining the National Expected Standard (100) in the End of Key Stage National Curriculum Tests.</p> <p>Historically, the percentage making expected progress is also collated based on Prior Attainment Groups and the predicted numeric score from the previous year; however, the DfE has not released progress calculations so the staff make use of prior attainment grades.</p> <p>The targets are agreed by the Headteacher, SLT and Governing Body. Under the previous assessment regime, these targets are frequently exceeded</p>	<p>Target Setting Internal Data</p>
<p><u>Individual pupil targets are shared with relevant staff</u></p> <p>The Assessment Co-ordinators (HT and AHT) work with all staff to set personal targets for individual pupils based on prior attainment, baselining, vulnerability etc. These are reviewed twice yearly. Teachers contribute to the target setting process so as that a holistic approach to the data is used as they know the children and their achievements in addition to prior attainment.</p> <p>As part of the rigorous appraisal system, all teachers have targets related to pupil attainment in English and mathematics set in September, which are reviewed termly and again at the end of academic year.</p>	<p>As above Appraisal</p>
<p><u>An analysis of cohort progress towards target(s) is produced at least three times a year and actions are taken to close any identified gaps in performance</u></p> <p>Curricular targets are set each September, based on the cohorts' prior attainment, and these are shared with teachers, pupils and parents/carers. These targets are reviewed each term and are reported to governors</p> <p>Once every term, parents/carers meet with teachers to discuss progress, targets and to celebrate achievement.</p>	<p>Assessment reports to governors</p>



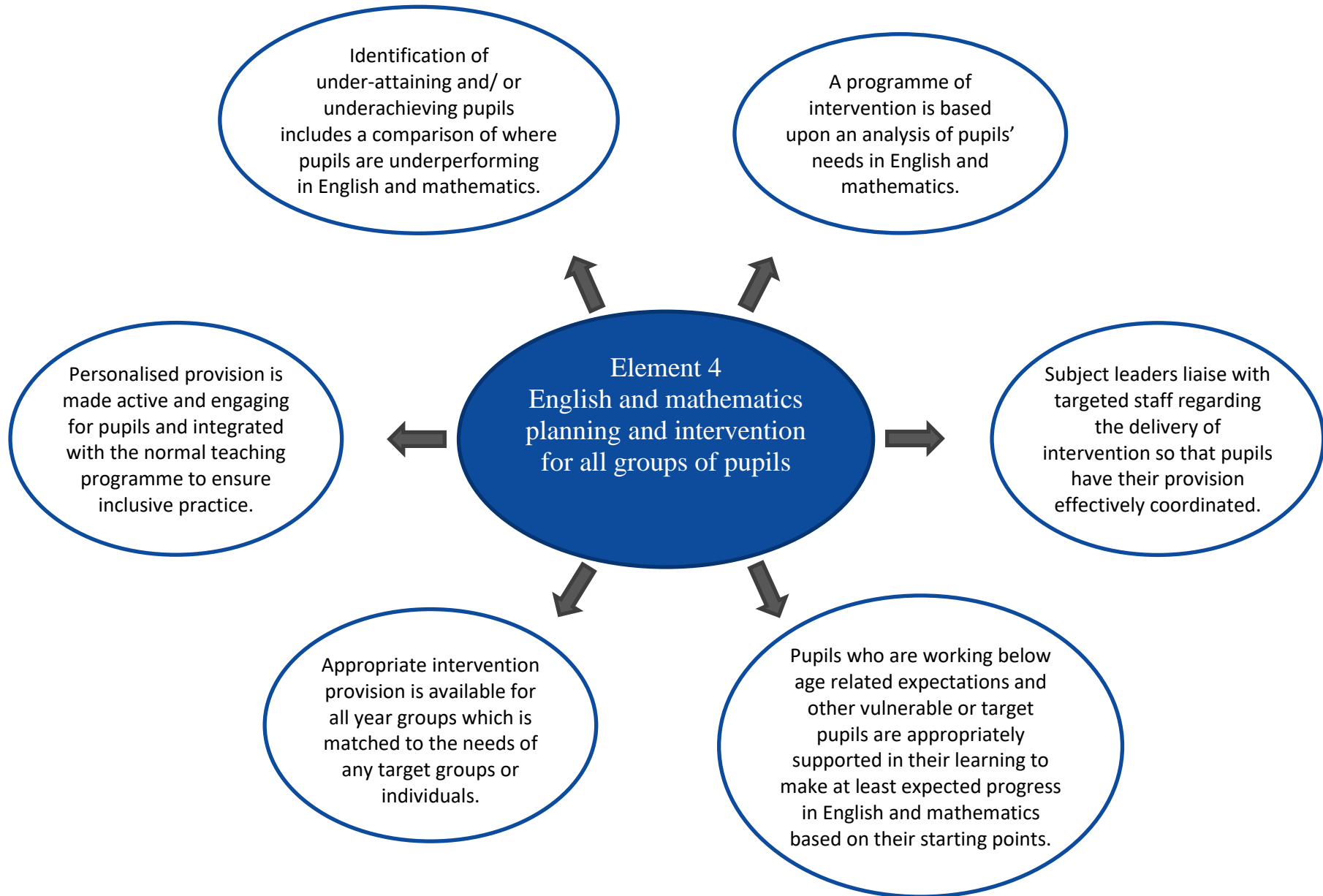
Pupils are involved in the process of target setting at an appropriate level and know how they have met them. The targets also inform the improvement of ongoing learning

The concept of visible learning has had a positive impact on learning, as children have an increased understanding of learning outcomes and key information. They know how they can improve their work and how their attitudes impact on learning.

As pupils work and individual targets are shared with parents/ carers, they are also kept informed and can support their children in the achievement of both generic and specific targets.

Targets related to the EXS in English and mathematics have enabled pupils to identify their personal strengths and areas to improve. Along with visible learning, pupils are able to articulate: 'I can't do XYZ... yet!'

- Discussion with pupils about their own strengths and areas to develop
- Lesson Study
- Visible Learning Action Plan and evaluations





Element 4: English and mathematics planning and intervention for all groups of pupils

Evidence sources to meet all the criteria in Element 4 – *to add text click on grey area in each row*

Additional Notes

A programme of intervention is based upon an analysis of pupils’ needs in English and mathematics.

As a School, we do not depend on one method of learning, but operate many varied processes to cater for different learning styles. The school has focused on visible learning to enhance learning (and teaching).

Governing Body and SLT made the decision to have SENDCo currently non- class based to allow for time to implement a programme of interventions, complete referrals, attend Forest School Training and ELSA training etc.

There is a termly review of intervention during Subject Leader monitoring time so that pupils’ needs can be analysed.

SENDCo meets with Assessment Co-ordinators to identify children with barriers and then plans interventions;

SENDCo meets with TAs to discuss interventions and need; whole staff responsibility for inclusive practice.

AHT leads non-SEND interventions related to catch up/recovery

- Self-Evaluation Form;
- Provision mapping for under-attaining and/or underachieving pupils;
- School-devised Individual Inclusion Plans;
- Pupil targets
- Assessment and review outcomes.

Subject Leaders liaise with targeted staff regarding the delivery of intervention so that pupils have their provision effectively coordinated.

On-going assessment identifies under-attaining and under-achieving pupils.

The process is as follows:

- Quality First Teaching, including guided groups and differentiation.
- Those who require further support:
 - Identify barriers (if applicable)
 - Identify and plan strategies and intervention
 - Set targets and time scales
 - Support from TA/teacher and intervention
 - Monitor and evaluate.

- Differentiation evident in lesson planning;
- Discussion with key staff
- Discussion with sample pupil(s) receiving additional support;
- Lesson Studies



<p>This process is shared with teachers, teaching assistants, pupils and parents/carers and outcomes are reviewed at least termly. Subject Leaders and Year Group partners work collaboratively to identify strengths and areas to develop both within the subject as a whole and for individuals.</p>	
<p><u>Pupils who are working below age related expectations and other vulnerable or target pupils are appropriately supported in their learning to make at least expected progress in English and mathematics based on their starting points.</u></p> <p>Provision mapping, vulnerability list, the SEND list and pupil tracking ensure groups and individuals are identified who are at risk of underachievement. Extensive tracking of pupils, and subsequent analysis, has resulted in the effective targeting of resources to promote effective, high-quality learning. Through the target setting process, and personal targets, all pupils are aware of what they need to do to improve their basic skills.</p> <p>Pupil progress is closely tracked by Class Teachers, Assessment Co-ordinator, Subject Leaders and SENDCo; Pupil Progress meetings with class teacher, TA and Headteacher/Assistant Headteacher to speak about each individual child and his/her progress</p>	<p>IIP Provision Mapping</p>
<p><u>Appropriate intervention provision is available for all year groups which is matched to the needs of any target group or individual.</u></p> <p>TAs given assessment data, including learning objective sheets which identify gaps in steps in English and maths to ensure TAs address these during interventions.</p> <p>Comparison of Non-Verbal Reasoning (NVR) and Verbal Reasoning (VR) scores to identify discrepancies; regular optional assessment and teacher assessment; parents/ carers informed of any support needed; referral to outside agencies or in-school intervention put in place when barriers are identified; pupils grouped by ability for maths and English and TA supports in lower ability groups.</p> <p>NTP utilised for catch up/recovery as is School led Tutoring.</p>	<p>Intervention overview/NTP</p>
<p><u>Personalised provision is made active and engaging for pupils and integrated with the normal teaching programme to ensure inclusive practice.</u></p>	<p>SEND provision One Page Profiles Pupil Premium Strategy Case Studies</p>



Pupils requiring this level of support are often identified as having additional educational needs and therefore require an Individual Inclusion Plan (IIP). Those not with an IIP, are identified on teacher’s planning and monitored in class.

One Page Profiles are used with pupils with SEND. These profiles inform the pupil, parent/carer and teacher of strengths and areas to improve; how the child learns; who works with them and any barriers to learning.

Pupil Premium and other disadvantaged pupils are supported via a tiered approach similar to the one for SEND.

Provision for pupils with EHCP is exceptional, hence the Flagship IQM – the school is whole-heartedly inclusive.

The Pastoral Manager also affords pupils interventions for SEMH to support both well-being and academic outcomes.

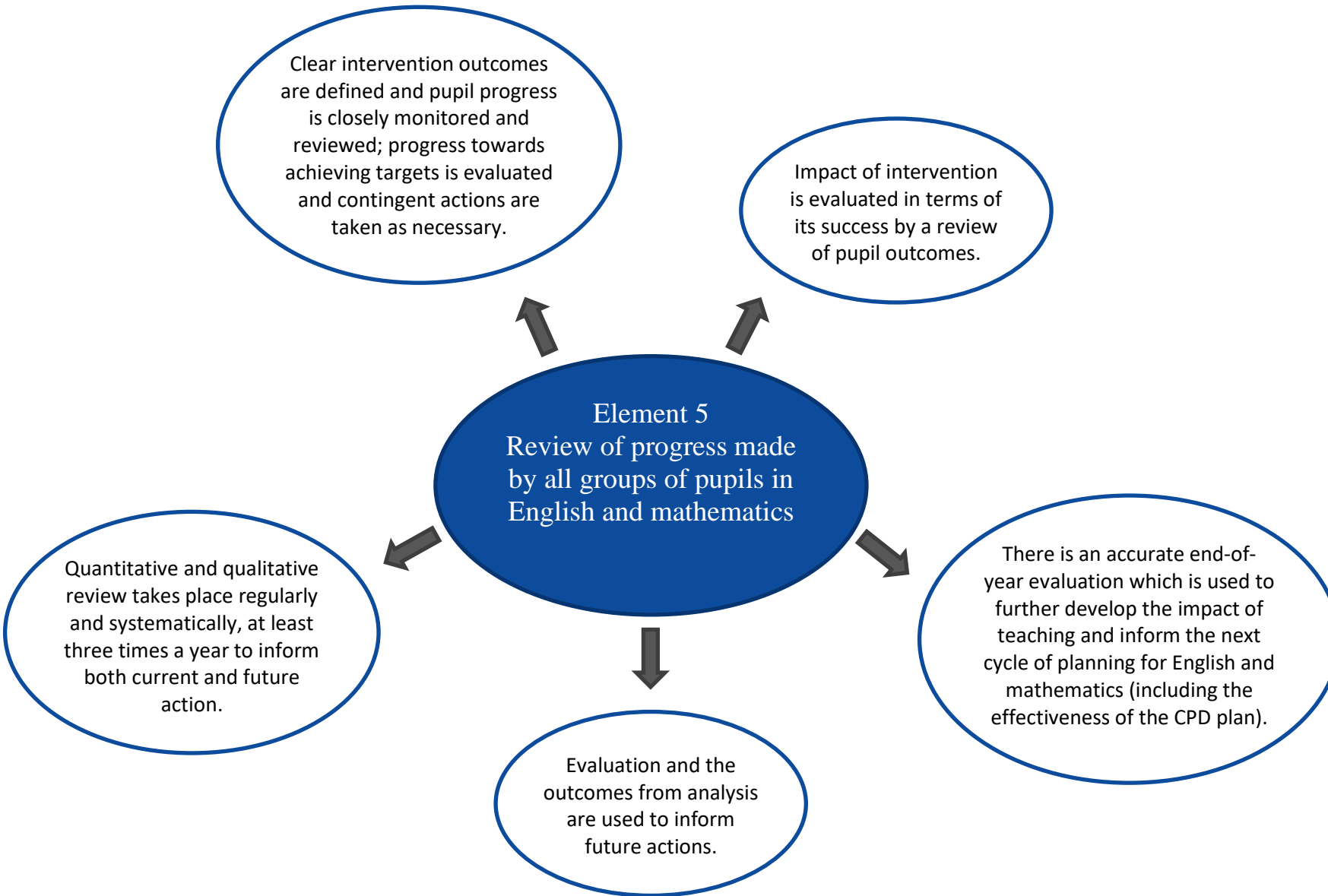
Identification of under-attaining and/or under-achieving pupils includes a comparison of where pupils are underperforming in English and mathematics.

Teachers, SENDCo and the Assessment Co-ordinators make use of KPIs to identify where pupils are under-performing so that interventions are targeted to a pupil’s specific needs.

Diagnostic analysis of tests allows teachers to highlight specific areas where children are performing below the national or school average.

Attendance data is compared with attainment.

Pupils in receipt of FSM and/or SEND and/or vulnerable are also carefully tracked for well-being and achievement.





Element 5: Review of progress made by all groups of pupils in English and mathematics

Evidence sources to meet all the criteria in Element 5 – *to add text click on grey area in each row*

Additional Notes

Impact of intervention is evaluated in terms of its success by a review of pupil outcomes.

Identified learners have specific written improvement plans which:
 have specific, agreed targets and learning goals for literacy and/or mathematics based on assessment of need;
 cover a specified period of time;
 include details of steps to be taken to help learners reach their targets;
 identify materials and resources needed and personnel to be involved;
 outline skills to be learned through the plan;
 build in review and revision of the plan

- Self-Evaluation Form
- Provision mapping
- school-devised support, intervention (nurture)
- Intervention programmes
- IIPs
- **Intervention programmes for ‘catch up’ taking place across the school – pupil progress meetings have identified selected children. Progress monitored through use of school assessments (e.g. Y6 past SATs, NFER)**

There is an accurate end-of-year evaluation which is used to further develop the impact of teaching and inform the next cycle of planning for English and mathematics (including the effectiveness of the CPD plan).

Progress in English and mathematics is reviewed for all pupils in each lesson/unit of work, although this is carried out formally, termly, as part of a whole school assessment plan. The progress of under-attaining/underachieving pupils is further scrutinised by the Assessment Co-ordinators, SENDCo, Subject Leaders and teacher.

In July, teachers receive SEND information from the previous teacher and familiarise themselves with the specific needs and targets for individual pupils. This may involve teachers attending KS1- KS2 transition meetings for SEND pupils.

In the Autumn Term, IIPs are written. Small steps are identified within National Curriculum statements and any ‘gaps’ from the previous year group are prioritised to ensure pupils have good foundations to build next steps of learning onto. Intervention strategies are monitored and progress/impact measured. The process is cyclical. IIPs are scrutinised, monitored and contributed to by the SENDCo.

- Assessment and review outcomes
- differentiation evident in lesson planning
 - discussion with key staff
 - discussion with sample pupil(s) receiving additional support
 - **INSETs and staff meetings are planned and delivered by staff to ensure best practice and information from CPD is shared.**
 - **End of year reports set targets for maths and English**



<p>End of year assessment data is analysed (down to question-level for individuals and groups) alongside the Subject Leader’s Reports to Governors to identify the strengths and areas to develop.</p> <p>Impact from CPD is part of the on-going evaluation process and teachers/support staff complete impact statements</p>	
<p><u>Evaluation and the outcomes from analysis are used to inform future actions</u></p> <p>Prior attainment is analysed along with gaps identified in expectations from the previous year. Using this information, pupils will receive intervention in class through guided groups to ‘plug the gaps’, along with Teaching Assistant directed support. Post-pandemic pupils in need of ‘catch up’ have accessed interventions pre and post-school hours.</p> <p>Parents/carers are informed during the termly meeting of any sustained under-attainment and strategies and targets shared. Should the teacher deem it necessary, a cause for concern is raised with the SENDCo. The plan, do, review cycle is embedded into teaching and learning.</p>	<p>School led Tutoring Catch Up/Recovery Strategy</p>
<p><u>Quantitative and qualitative review takes place regularly and systematically at least three times a year to inform both current and future actions.</u></p> <p>Quantitative: target tracker is used to analyse progress: objectives achieved, mastered etc. In Year 6, scaled score are used in the spring and summer term to measure progress and to track again MEGs. Furthermore, SWST is completed twice a year alongside reading and spelling age tests. In Years 3-5, NFER tests are administered annually. Since the inception of the visible learning approach, effect sizes have been used to calculate impact.</p> <p>Qualitative: book scrutiny, comparative assessments, moderation, learning walks are all used to review pupil progress and learning.</p> <p>Strengths and areas to improve are created by Subject Leaders and shared with staff to ensure actions are evidenced</p> <p>SWOT analysis has been completed termly in all areas of the curriculum to ensure that progress is continuous.</p>	<p>Effect sizes impact statements SWOT analysis Reports to governors identify strengths and threats to the curriculum</p>



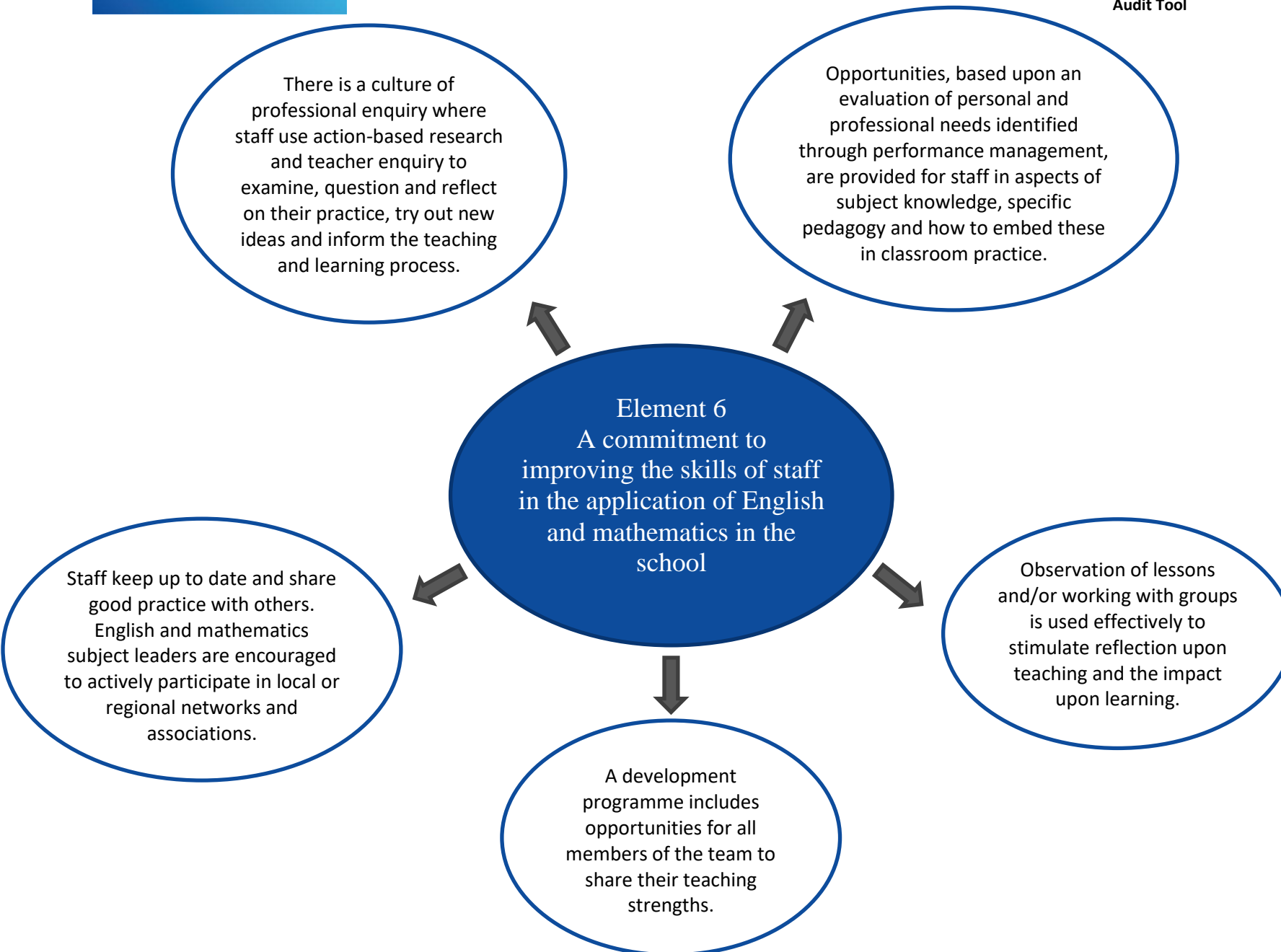
Clear intervention outcomes are defined and pupil progress is closely monitored and reviewed; progress towards achieving targets is evaluated and contingent actions are taken as necessary.

All staff complete impact statements for initiatives and interventions.

These demonstrate what the challenge is; this is likely to be linked to an IIP if it is for an intervention, what the actions are and what the impact is. This enables progress to be monitored consistently and initiatives reviewed for progress.

This method of review means that next steps can be added and outcomes evaluated.

Impact Statements





Element 6: A commitment to improving the skills of staff in the application of English and mathematics in the school

Evidence sources to meet all the criteria in Element 6 – <i>to add text click on grey area in each row</i>	Additional Notes
<p><u>Opportunities based upon an evaluation of personal and professional needs identified through performance management are provided for staff in aspects of subject knowledge, specific pedagogy and how to embed these in classroom practice.</u></p> <p>School staff commitment to CPD lies at the heart of the school’s mission and ensures high standards in basic skills, which allows all pupils to achieve their potential. The school values staff and their professional development.</p> <p>When staff are equipped with relevant knowledge, understanding and skills with which they can improve their teaching, then the children will be given the very best opportunities.</p> <p>The Appraisal Policy ensures that every teacher has an objective related to raising standards in English and mathematics and, through this, training requirements are identified An individual personal target is also identified through annual appraisal. Such targets include work towards a qualification or accreditation, subject leadership, subject knowledge or role progression. Carefully planned steps, which are monitored and evaluated throughout the year, allow staff members to achieve their appraisal targets.</p> <p>At the start of the academic year, all school staff complete a training needs form, which is collated and whole staff, group or individual training needs are identified and planned for.</p> <p>Whole School training is undertaken in the form of INSET and in twilight staff meetings. This is provided in-house and through external providers. All staff have participated in ‘Maths-No Problem!’ training and are enthused by the training and philosophy for teaching maths. For the past three academic years, the school has invested in the Visible Learning programme. All staff have benefitted from this. Moreover, the school leadership directs staff to NWTSA CPD opportunities. Four staff have completed the NPQML accredited CPD and an AHT, the NPQSL. The HT is an NPQ facilitator.</p> <p>There is an accurate end-of-year evaluation which is used to further develop the impact of teaching and inform the next cycle of planning for English and mathematics (including the effectiveness of the CPD plan).</p> <p>CPD planning takes into account the needs of the school and considers national agendas, such as: Curriculum Development, Assessment, Pedagogy, SEND and disadvantage.</p> <p>The termly review of training evidences the range of CPD staff undertake such as: Reading; writing; mathematics; assessment; ICT & Computing; and, SEND provision.</p>	<p>School Improvement Plan</p> <p>Audit of staff skills and training needs</p> <p>Strategies for disseminating and evaluating course content/other CPD</p> <p>Evidence that training and dissemination have taken place</p> <p>Monitoring systems and outcomes</p> <p>Appraisal policy</p> <p>Sample staff Appraisal targets</p> <p>Discussion with Headteacher</p>



<p><u>Observations of lessons and/or working with groups are used effectively to stimulate reflection upon teaching and the impact upon learning.</u></p> <p>Teacher Triad Lesson Study (pre and post pandemic), Lesson Study are used to share best practice. Staff are reflective practitioners and have all undertaken the ‘Know Thy Impact module of visible learning. Some subject leaders have held year group ‘workshops’ to model good practice. For many foundation subjects, expert teachers/providers work alongside class teachers to develop subject knowledge and competency. These ‘experts’ deliver lessons as CPD for teachers. This model of lesson study has been used in PE (i.e. gymnastics, dance), art and design (with workshops run by local art specialists) and computing (through MGL Pupils are actively involved in feedback to teachers.</p>	<p>Visible Learning</p>
<p><u>A development programme includes opportunities for all members of the team to share their teaching strengths.</u></p> <p>Subject Leaders complete self-evaluation for the subject they lead and identify objectives, with related actions, that will improve basic skills in their subject specific action plans. In order to achieve the success criteria, training needs are identified and training accessed. The Mathematics Subject Leader has attended national training in ‘Maths-No Problem!’ and disseminated effectively. The School is part of the NW Maths Hub and is a ‘Maths-No Problem!’ accredited School. One Y6 teacher is a writing moderator As part of subject development planning, English and mathematics subject leaders have led staff meetings throughout the year in order to share strengths and ways forward. Expertise gleaned from research and external CPD is also shared in staff meetings. Impact is evident in day to day learning as well as in attainment and achievement. All staff have attended maths training with the Deeper Learning Alliance and have developed confidence in the pedagogical approach to teaching maths using this methodology. Staff are involved in on-going phonics training which is shared with staff. All staff complete a school impact pro-forma for all training opportunities, this includes a section regarding dissemination.</p>	<p>Training evaluations Appraisals</p>



Staff keep up to date and share good practice with others. English and mathematics Subject Leaders are encouraged to actively participate in local and regional networks and associations.

CPD opportunities include:

- learning how to develop, use and apply skills in English and mathematics;
- using teaching materials, equipment, resources;
- assessment;
- SEND: meeting specific needs of individuals/groups;
- Support for disadvantaged pupils.

School is active in a number of local networks including the North West Maths Hub3, Primary Learning Network, Catholic Cluster and ALPSIT (Archdiocese of Liverpool Primary School Improvement Trust)

The school also participates regularly in subject leader networks within the local area and inter-school moderation for reading, writing and mathematics. Networking with other local schools allows staff to keep up-to-date with good practice, share expertise with teachers from other schools and become aware of further opportunities within the local community to enhance either their subject or year group curriculums.

Feedback from staff re: collaboration

There is a culture of professional enquiry where staff use action-based research and teacher enquiry to examine, question and reflect on their practice, try out new ideas and inform the teaching and learning process.

Significant time is afforded to staff for reading and research. The visible learning approach is based on the research of John Hattie. All staff have completed key reading around this and put the research evidence into action. Time for reading and research is built into longer-term planning for INSETs and training.

The Pupil Premium Strategy makes use of research, particularly EEF, when creating actions for disadvantaged pupils.

Subject leaders also use research regularly, particularly when developing their action plans. Memberships and subscriptions to resources such as the National Literacy Trust, The National College and AccessArt provide opportunities for staff to undertake research and use such enquiry to try out new ideas.

Staff members who have recently undertaken accredited courses (i.e. NPQML, NPQSL) have engaged in significant professional enquiry and reading linked to leadership (strategy and improvement; teaching and

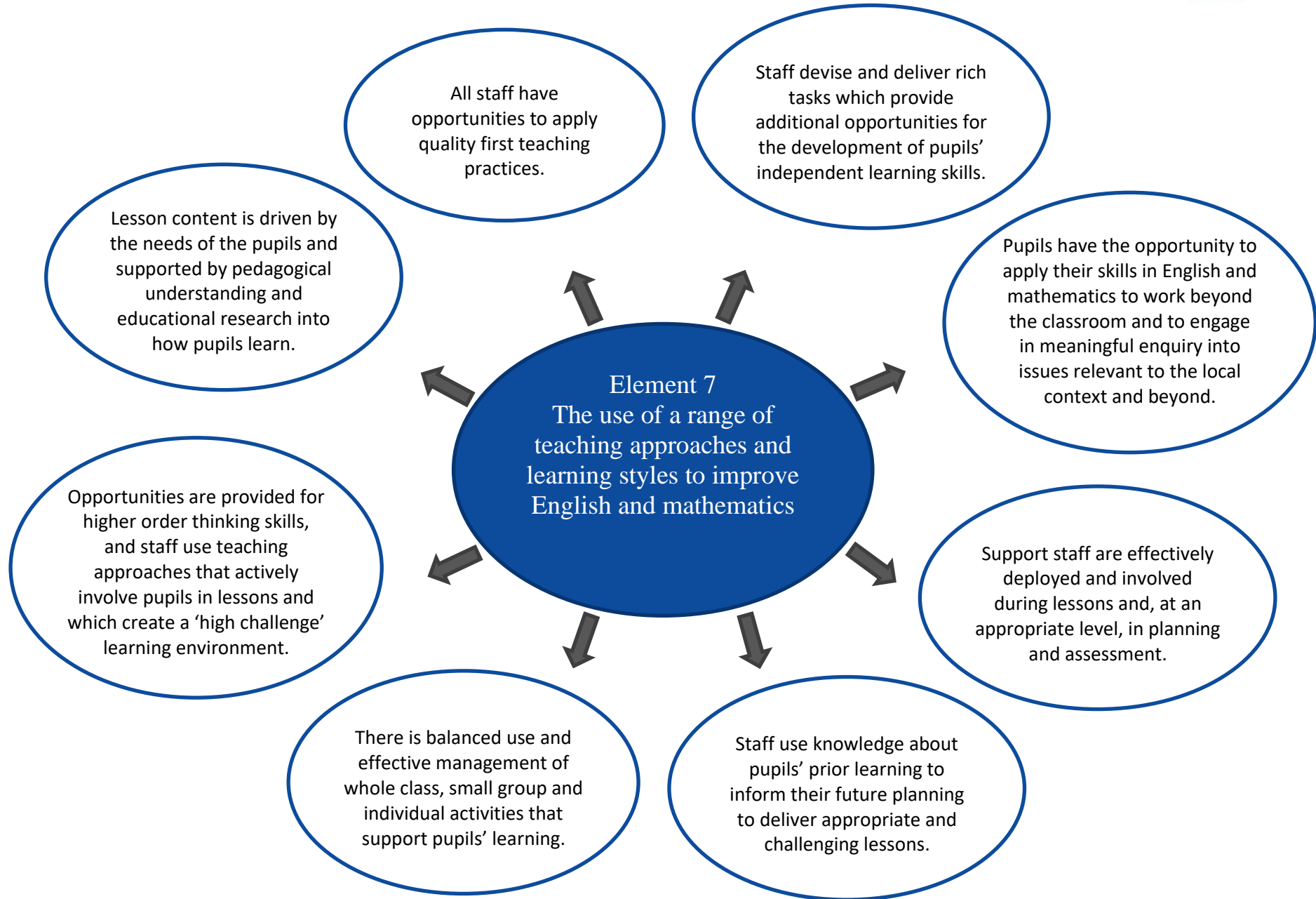
Pupil Premium Strategy
NPQ documentation



curriculum excellence; managing resources and risk) and to specific school-improvement projects. These school improvement projects have since had notable impact on progress and/or attainment for the relevant year groups/cohorts.

Presently the school is collaborating on writing, phonics, disadvantage and outdoor learning with the PLN.

A CPD library has been set up to assist staff in taking some responsibility for their own CPD. Stock is currently being built up, including material on reading, writing, mathematics, pedagogy, assessment, psychology and the management of change. Current articles from Educational Journals and web-based blogs are also included.





Element 7: The use of a range of teaching approaches and learning styles to improve English and mathematics

Evidence sources to meet all the criteria in Element 7 – <i>to add text click on grey area in each row</i>	Additional Notes
<p><u>Staff devise and deliver rich tasks which provide additional opportunities for the development of pupils' independent learning skills.</u></p> <p>Teacher's planning demonstrates a commitment to teaching and learning using a range of approaches and learning styles: group and paired work: multi- sensory; ICT and so forth.</p> <p>The visible learning approach and use of learner characteristics is also key in teaching and learning.</p> <p>As part of the school's learning approach, children are active participants in the learning process and are reflective learners, assessing their own achievement. Pupils are able to orally discuss what they have done well and how they can improve; children use a purple pen as a tool for editing and/or assessing their learning.</p> <p>The school's approach to homework has evolved to a blended learning approach: digital work alongside more traditional homework such as reading and spelling.</p>	<ul style="list-style-type: none"> • Monitoring systems and outcomes • Teacher Planning • Book Scrutiny info • Discussion with Headteacher • Discussion with sample staff and pupils • Homework Policy
<p><u>Pupils have the opportunity to apply their skills in English and mathematics to work beyond the classroom and engage in meaningful enquiry into issues relevant to the local context.</u></p> <p>Using and applying of English and maths knowledge and skills is evident throughout the curriculum. Pupils use mathematical knowledge in science and design technology. The curriculum is text led so that reading for meaning is throughout the curriculum. There are opportunities to write at length in foundation subjects.</p> <p>The curriculum is devised to include the local context of the school and its surrounding area. The school celebrates international days which are topical, for example, COP 26, Global Goals and Shakespeare Week.</p>	<ul style="list-style-type: none"> • TA Impact of interventions • Assessment • Effective Feedback • Visible Learning • Headteacher's Report to Governors • Pupils' work examples
<p><u>Support staff are effectively deployed and involved during lessons and, at an appropriate level, in planning and assessment.</u></p> <p>TAs are deployed in all English and maths lower ability (LA) groups; Intervention programmes are need-identified through staff tracking, regular monitoring and pupil progress meetings.</p> <p>Intervention programmes/ strategies are tracked and reported to parents/ carers/ governors and evaluated half termly through the Assess, Plan, Do, Review process.</p>	<p>IIPs</p> <p>Intervention records</p>



Support staff are effectively deployed to where there is the greatest need. The school has 6 pupils with EHCP who require varied levels of support. Not only are staff utilised to support in English and maths, but also to deliver direct catch-up provision and to complete assessments with pupils.

Staff use knowledge about pupils’ prior learning to inform their future planning to deliver appropriate and challenging lessons.

As part of the plan, do, review cycle, teachers consider prior learning. Feedback also identifies strengths and areas requiring consolidation for the class, small groups and even individuals. Teachers work with targeted pupils/groups to deliver lessons.

Teachers work in the zone of proximal development: what the pupils cannot do, what they can do with support and what they can do independently. This ensures that lessons are appropriate and challenging. Planning is adapted and amended to ensure it meets the needs of the pupils.

- Teacher Planning
- Book Scrutiny info
- Discussion with Headteacher
- Discussion with sample staff and pupils

There is balanced use and effective management of whole class, small group and individual activities that support pupils’ learning.

Through the scrutiny of teacher’s planning, it is evident that teaching is adapted to take into consideration the needs of the class/group: SEND; able pupils; learning styles; behavioural needs so as to create positive learning experiences.

The IQM report states that: *Additional support lessons for pupils who have regressed in learning were put in place. Pupils who became, or already were, vulnerable have been identified, and interventions delivered with additional tuition from school staff and via NTP. A greater emphasis was placed on the Recovery Curriculum where PSHE lessons were given priority over academic to enable pupils to ‘bounce back’ from the experiences over the last 18 months. Every child completed a Wellbeing Questionnaire in October 2020, and this allowed staff to analyse the children’s experiences and perceptions upon return to school, informing the targeted approach for working with pupils 1:1 or in groups enabling the school to spread the net wider identifying children who were not previously highlighted as vulnerable.*

The school want pupils to: Know what quality learning looks like; Know how to compare and evaluate their own work against success criteria; Provide better information to teachers regarding their learning; Hold a concept of quality work roughly like the teacher; Demonstrate Learner Characteristics and can discuss their learning with each other, staff, and parents/carers. The triad system of observing colleagues was suspended

IQM Flagship Report



due to ‘bubbles’ however short burst lesson studies were re-instated in the summer term. In the ‘Know Thy Impact’ module of Visible Learning, staff learnt how they can evaluate the impact they have on learning using a range of techniques

The Headteacher, Assistant Headteachers and Subject Leaders ensure that pupils are offered a range of teaching and learning styles by:

- monitoring teacher’s planning
- monitoring pupil’s achievements
- lesson observations
- scrutiny of books
- collation and scrutiny of pupil records
- review and evaluation of action plans.

Opportunities are provided for higher order thinking skills, and staff use teaching approaches that actively involve pupils in lessons, and which create a ‘high challenge’ learning environment.

Adaptation is used in all classes. TA deployment is planned by the Headteacher and SENDCo at the start of the year when needs are identified – TAs support in English and maths groups in the morning and facilitate short-burst interventions in the afternoons. There are strategies to promote independence and support children when stuck (‘Help Desk/ Station’) with dictionaries, spare pens, pencils, rulers etc. All staff and pupils have high expectations for behaviour and a sense of a purposeful atmosphere is maintained around school.

Spoken Language is a fundamental aspect of basic skills and children use ‘talking partners’ to discuss a range of learning activities. There has been an emphasis on poetry recital, debate and discussion with pupils making use of critical thinking skills. This also gives a breadth of opportunities to speak for different purposes and audiences and in different contexts.

The seven learner characteristics are: collaborative, resilient, inquisitive, communicative, reflective, adventurous and motivated.

Lesson content is driven by the needs of the pupils and supported by pedagogical understanding and educational research into how pupils learn.

Pupil discussion re: visible learning and learner characteristics.

Teacher and TA discussion



Each year there is designated CPD for research based professional development. This may be developing pedagogy or a subject specific content. TAs also participate and are directed to research topics related to SEND or an individual’s needs. All staff produced a review/recommendation of the material that they had read. The needs of SEND pupils are increasingly complex; therefore, TAs are accessing CPD related to individuals EHCP, care plan etc.

Following educational research and guidance, visual timetables are used in classes with pupils with Social & Communication (S&C) needs and seating plans – physical arrangements of classroom to accommodate a variety of activities and needs (hearing/visual impairments; Social, Emotional and Mental Health (SEMH) needs, Autistic Spectrum Conditions (ASC)/ sensory needs etc.

One Page Profiles, IIP’s, Pastoral Support Plans etc. are completed ensuring individual needs are met, the voice of the child shared with relevant staff and learning is progressed.

All staff have opportunities to apply quality first teaching practices.

Quality First Teaching is the expectation for all pupils:

Classroom well organised and labelled

Plan by deciding what everyone can learn then ‘differentiate up’

Clear lesson structure with learning objectives presented orally and visually

Instructions given in small chunks with visual cues

Understanding checked by asking pupils to explain what they have to do

Understanding is demonstrated in a variety of ways

Range of groupings within the class including some random pairing activities

Activities and listening broken up with breaks for more kinaesthetic activities

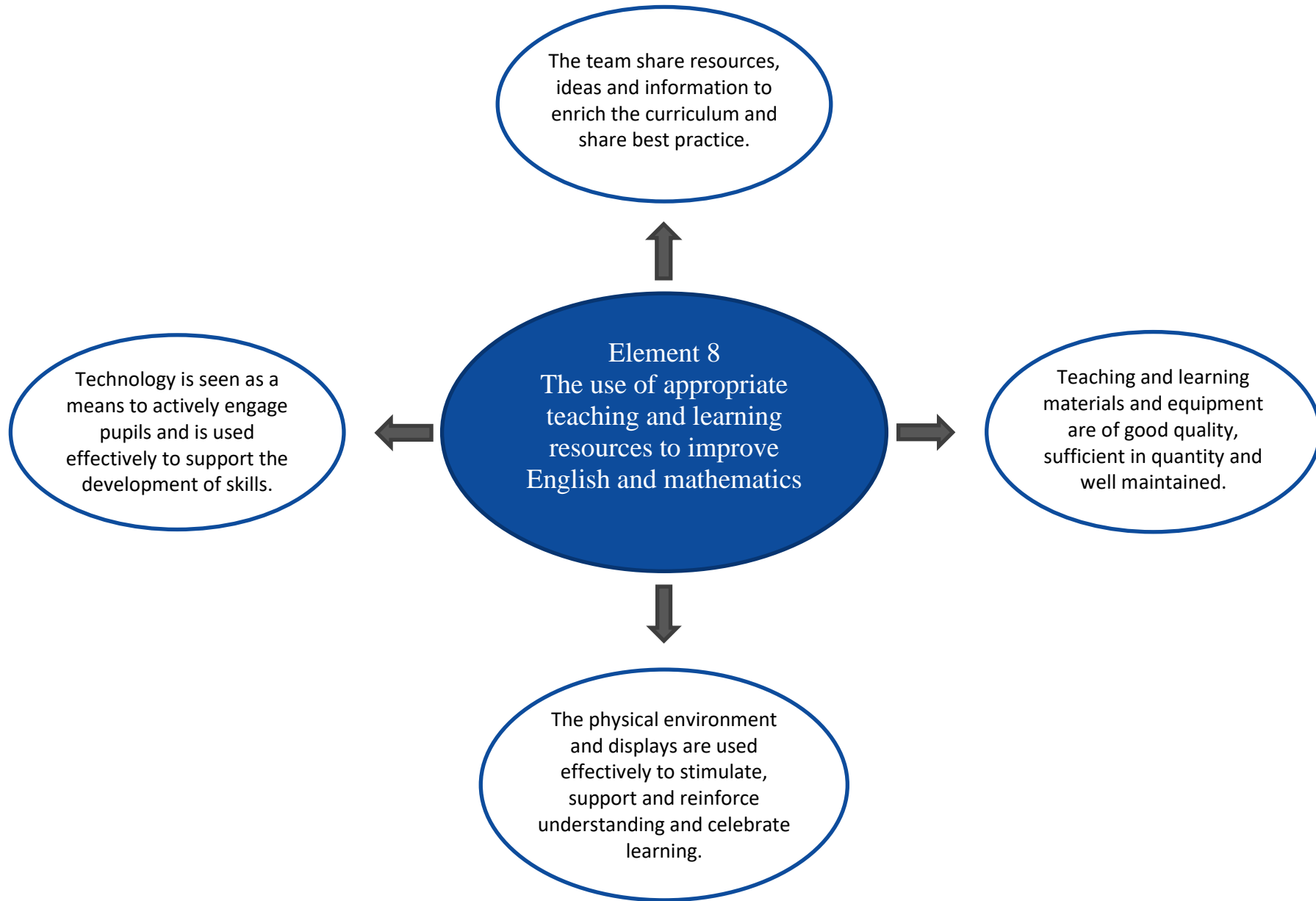
Praise is specific and named

Memory supported by explicit demonstration and modelling

TAs planned for and used to maximise learning

Pupils are clear what is expected – use of ‘WAGOLL’ – what a good one looks like – examples.

Guided groups (conference) are pertinent to the needs of the group/children etc.





Element 8: The use of appropriate teaching and learning resources to improve English and mathematics

Evidence sources to meet all the criteria in Element 8 – *to add text click on grey area in each row*

Additional Notes

The team share resources, ideas and information to enrich the curriculum and share best practice.

Staff in school ensure that learning and teaching materials are relevant to the age and interest of pupils through the Subject Leader audit and review of resources. Materials, including ICT, are assessed for their suitability and relevance in the teaching of English and mathematics.

Through Subject Leader and Network meetings, staff share their experiences of high-quality resources and the impact on learning. Staff take recommendations into consideration in the procurement of materials. This includes free and subscription-based websites.

The school governors afford CPD opportunities, sufficient teaching resources and excellent human resources. There is an additional member of staff in Years 4, 5 and 6 to enable smaller groups of children in lessons.

Staff Meetings are used as opportunities to explore best practice and share recently released research publication and reports

- Self-Evaluation Form
- IQM Report
- Learning and Teaching Policy
- Lesson planning
- Lesson Study
- Pupil Premium Impact and Sports Premium Impact
- Observations of teaching and learning and environment
- Discussions with staff and pupils.
- Staff Meeting Timetable/minutes

Teaching and learning materials and equipment are of good quality, sufficient in quantity and well-maintained.

A variety of resources are used by individuals either independently or when supported by a TA eg. pencil/ pen grips, left handed pens, move and sit cushions, overlays and/or other VI aids, standing frame, concentration aids, laptops, higher level vocabulary list, a variety of dictionaries –including the ACE Spelling Dictionary to support dyslexia etc. Specific resources are ordered when required or suggested by outside support services.

To improve reading, the school has invested in a new range of books which are phonically decodable and align to our phonics scheme (phoneme and grapheme specific). There are also high interest/ low reader books available. The library is well resourced and is constantly being renewed. The electronic library system allows TAs to track the amount of reading that pupils undertake and intervene if they fail to change books frequently. The system will also suggest books based on prior reading choices.

In every classroom there is a range of mathematical resources and manipulatives to enhance teaching and learning using the CPA model. There a help desks and also specific resources for certain units such as clocks in ‘time’.



The physical environment and displays are used effectively to stimulate, support and reinforce understanding and celebrate learning.

In every classroom there is visible and accessible storage and supply of materials; attractive and stimulating display boards for learning and celebrating work and working walls to support classroom learning.

The school adopted a ‘celebrate all’ display initiative whereby every pupil has work displayed in class regardless of ability or presentation.

Every working wall is used to share key learning in current topic/theme. Each classroom celebrates learning for all; however, spaces in corridors and main school building is used for the collation of shared displays.

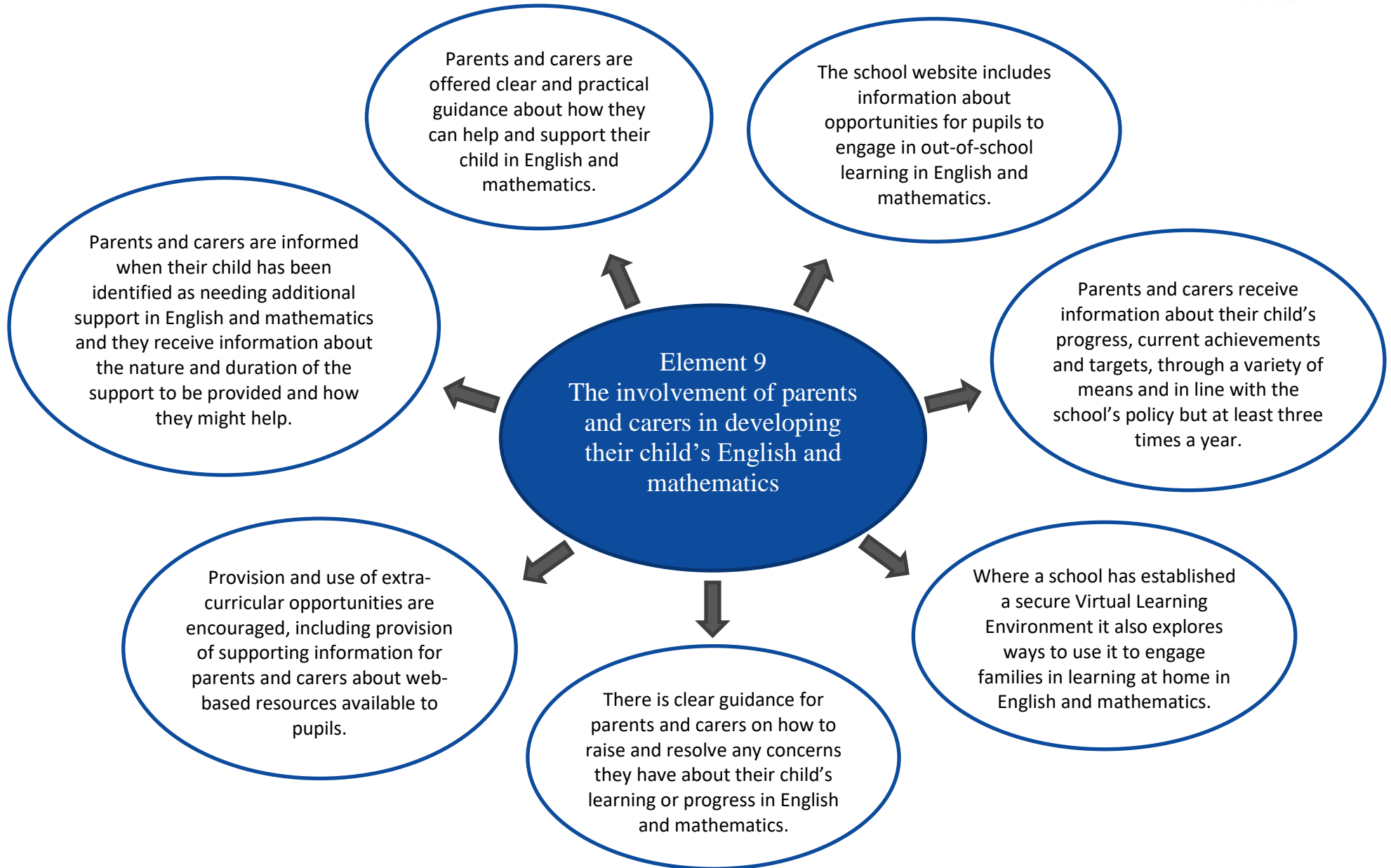
Technology is seen as a means to actively engage pupils and is used effectively to support the development of skills.

All classrooms have a SMARTboard, which is used to enhance learning. The purchase of iPads has facilitated independent learning through the internet. The use of apps for English and mathematics (Collins Reading Online, Doodle Maths and Letter Join) are promoted in school and there is a certification process in place to reward frequent users. Doodle Maths have the facility for the teacher to set homework via the app.

A variety of ICT is incorporated into lessons - including being used for differentiation; apps have been purchased or downloaded to meet specific needs (to support or extend) – Letter Join handwriting app, Rising Stars spelling, Doodle Maths, teachyourmonstertoread, ICT clubs are available and specific groups are targeted to attend eg. Pupil Premium/ girls/ boys/ able and talented/ children with no access to ICT at home etc. (these are before and after school); resources including PCs/ iPads and iPad minis/ digital cameras purchased; IDL- Indirect Dyslexia Learning programme to support learners to make progress in reading and spelling; Doodle Maths increase engagement and interest in maths; Hit The Button – used to increase fluency in times tables.

The computer-based library system ensures learners can withdraw books easily; barcodes are used to record pupil reading information and aid speedier book changing and allow monitoring of quantity and quality of reading choices, encouraging more suitable material is therefore facilitated.

During remote learning, the school purchased Satchel One – this has continued to be used to engage pupils in home learning.





Element 9: The involvement of parents and carers in developing their child’s English and mathematics

Evidence sources to meet all the criteria in Element 9 – <i>to add text click on grey area in each row</i>	Additional Notes
<p><u>The school website includes information about opportunities for pupils to engage in out-of-hours learning in English and mathematics.</u></p> <p>There is a Learning Links section on the school website which directs pupils to engage in out-of-hours learning in English and mathematics.</p> <p>Extra- curricular clubs enrich and enhance the formal curriculum and there are extra-curricular clubs linked to maths, English and ICT (basic skills). Children graduate from the Children’s University as every credit is for extra- curricular learning which occurs through school yet beyond the normal school day.</p> <p>There are homework clubs, as part of the extra- curricular provision in School, for every year group.</p> <p>Beyond the school day, however, extra- curricular provision is also designed to raise standards, for example:</p> <ul style="list-style-type: none"> ○ Twice weekly revision for Year 6 in ICT suite; ○ Year 3 ICT Club; ○ Lunch time Book Club; ○ Year 3 Reading Club and buddy system; ○ Speech Choir etc. <p>Additional opportunities and events such as World Book Day activities or Doodlemaths competitions are offered to all pupils. The results of competitions and events are celebrated and shared with parents via the school website and various social media platforms</p>	<p>Self-Evaluation Form School development / improvement planning Home - School partnership agreement School prospectus Homework policy Examples of annual pupil reports Examples of home-School books/diaries Details of curriculum workshops that have been run Newsletters Parent responses Headteacher’s Report to Governors IIPs</p>
<p><u>Parents/carers receive information about their child’s progress, current achievements and targets through a variety of means and in line with the school’s policy but at least three times a year.</u></p> <p>The school has made a clear commitment to establishing and developing a secure parental partnership. To achieve this we have agreed a programme which promotes a shared understanding of basic skills in English and maths for example:</p> <ul style="list-style-type: none"> ● All policies are available to parents/carers, including the English and mathematics policies; ● Policies are approved by the Governing Body, including parent/carer governors; 	



- The Headteacher inducts parents/carers of new pupils and explains the curriculum and the provision made for teaching basic skills;
- Parents/carers of children transferring from Year 2 to the Junior School complete a form summarising the child’s development and achievements, including their basic skills;
- Annual curriculum meetings with parents/carers in Years 3- 6 where they are informed of the curriculum and new initiatives (in school and locally/nationally);
- Child-Parent/Carer-Teacher meetings occur three times a year when pupil progress in English and mathematics is discussed, reviewed and potential targets are set;
- School staff communicate regularly with parents/carers in the form of letters, newsletters, reports and via the School website, Facebook and Twitter;
- Reports are shared with parents/carers twice a year: February HT and July.

Where a school has established a secure Virtual learning environment, it also explores ways to use it to engage families in learning in English and mathematics

The school has facilitated training for parents/carers in the use of the internet and E- Safety. This will enable parents/carers to support their child(ren)’s learning using ICT through the use of the Internet and Apps.

The School makes use of Doodle maths and Pobble to engage pupils and families.

Satchel One is used to upload learning and for communication with pupils regarding learning at home.

All parents/carers have access to a year group teacher email address for learning queries. .

There is clear guidance for parents/carers on how to raise and resolve any concerns they have about their child’s learning or progress in English and mathematics.

The Curriculum Overviews set out the ways in which pupils access a broad and balanced curriculum. Staff use the National Curriculum for English and mathematics to plan units of work, along with a variety of materials to ensure the needs of the children are met.

The year group ‘Reading Spine’ is used alongside unit plans (different text types and genres) which has ensured high quality texts are used in English lessons and in the curriculum as a whole. In 2015, ‘Maths-No Problem!’ was introduced to every year group as the previous scheme of work did not meet the full requirements for the National Curriculum.



Workshops for parents/ carers on maths and English skills led by Subject Leaders to aid with understanding and to increase confidence; Year 6 Booster Groups to support pupils lacking in confidence and/ or in need of support to reach potential.

Provision and use of extra-curricular opportunities are encouraged, including provision of supporting information for parents/carers about web-based resources available to pupils.

The school is a Children’s University Centre. Pupils are encouraged to attend extra-curricular clubs. There are a wealth of opportunities in a wide range of areas: academic, creative, sports, well-being etc.

The clubs are non-selective and the only limit is numbers for health and safety. Clubs take place before school, during lunch-time and after school. Pupils are lead learners and Year 6 pupils work in extra-curricular activities with younger pupils.

Parents/carers are informed when their child has been identified as needing additional support in English and mathematics and they receive information about the nature and duration of the support to be provided and how they might help.

If a teacher identifies that a pupil needs additional support beyond Quality First Teaching, a discussion takes place with the SENDCo and/or other staff such as the Subject Leader. When the nature of the support is identified, a meeting is held with parents/carers. This is often an opportunity to share an IIP and the nature of the intervention which may include additional support at home.

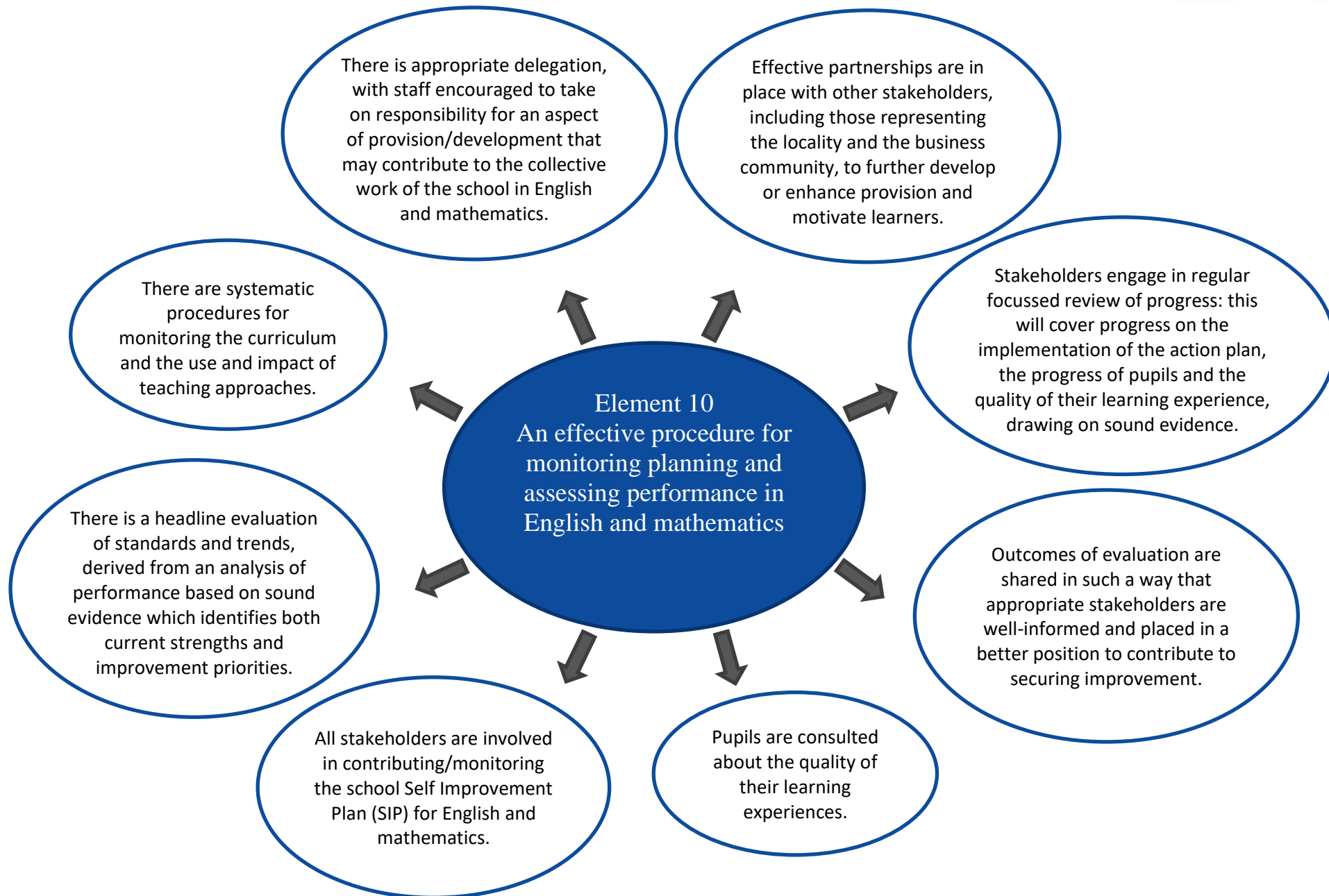
Following the inception of NTP and School Led Tutoring, the school contacts parents/carers to discuss gaps in learning and level of need before a child begin additional lessons.

Parents/carers are offered clear and practical guidance about how they can help and support their child in English and mathematics.

- Teachers value support offered by parents/carers and view them as a child’s primary educator: e.g. comments in homework books and diaries;
- Teachers provide parents/carers with any guidance published which related to basic skills: early reading, phonics, problem solving and calculation strategies, to name a few.
- There is an annual parent/carer workshop where parents/carers experience English and maths teaching and learning approaches.



- The 'Sharing Learning' books are used in class. Every sixteen school days, school work completed on that day is undertaken in the book and sent home. English and mathematics feature in the book each time. This book is taken home to parents/carers and the work shared; parents/carers are given the opportunity to comment on the learning in the book.
- Parent/carer voice is important in School and there is an open invitation to the Parent/Carer Working Party.





Element 10: An effective procedure for monitoring planning and assessing performance in English and mathematics

Evidence sources to meet all the criteria in Element 10 – <i>to add text click on grey area in each row</i>	Additional Notes
<p><u>Effective partnerships are in place with other stakeholders, including those representing the locality and the business community, to further develop or enhance provision and motivate learners.</u></p> <p>All work undertaken to improve performance in English and mathematics is regularly monitored with a view to identifying under-attainment and/or underachievement by the Headteacher, Assistant Heads and Assessment Co-ordinator. This is shared with Governors in the Standards/Curriculum Committee termly.</p> <p>Through the monitoring and analysis of pupil performance, the Assessment Co-ordinator is able to report to all stakeholders in the school, including in the termly Headteacher’s Report to Governors.</p> <p>Internal assessment data of basic skills is shared with all staff in Pupil Progress meetings, during staff meetings and at Governing Body Meetings.</p> <p>Through the curriculum tab on the school website, there are links to learning platforms for English and maths. Year 5 visit Stratford upon Avon as part of their study of Shakespeare. This included a live performance at RST.</p>	<p>Intervention reports (where applicable) Headteacher’s report to Governors Governing Body committee minutes Governor monitoring reports staff meeting minutes Curriculum monitoring reports</p>
<p><u>Stakeholders engage in regular focussed review of progress; this will cover progress on the implementation of the action plan, the progress of pupils and the quality of their learning experience, drawing on sound evidence.</u></p> <p>Through the analysis of key performance indicators and the percentage of pupils achieving Age Related Expectations, staff are able to identify trends in cohorts, groups and individuals.</p> <p>Through this analysis, teachers offer specific and targeted support to prevent sustained under-attainment or underachievement in individuals.</p> <p>Summative assessment and National Curriculum Tests are used to check pupil performance against local and national targets, thus ensuring that the self- evaluation of basic skills in school is rigorous.</p> <p>The school makes use of external moderators to validate school judgements in teaching and learning and in assessment A Y6 teacher is an LA moderator so she is able to lead staff in school and within the network (PLN and Catholic).</p>	<p>Parent/carer surveys and questionnaires Monitoring schedule Discussion with Headteacher Discussion with key staff and pupils</p>



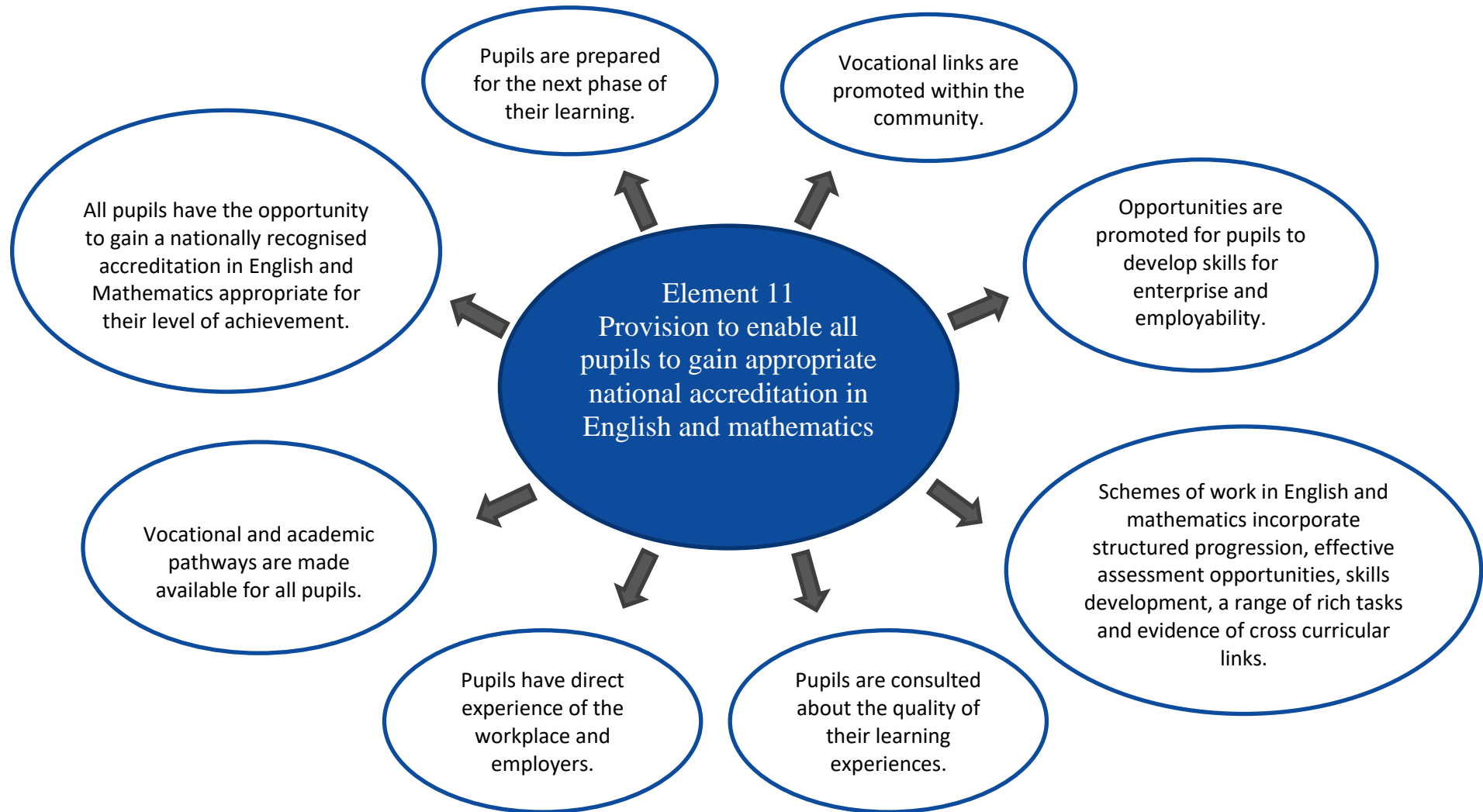
<p><u>Outcomes of evaluation are shared in such a way that appropriate stakeholders are well-informed and placed in a better position to contribute to securing improvement.</u></p> <p>Rigorous and well established termly reviews of Action Plans facilitate regular discussion to ensure progress is made towards the success criteria by teaching staff.</p> <p>As a whole, the school makes effective use of attainment data to track the whole school, cohorts, groups and individuals in order to inform strategic decisions, direct resources (including human) and intervention strategies.</p>	
<p><u>Pupils are consulted about the quality of their learning experiences.</u></p> <p>High standards across the curriculum are monitored through Subject Leader scrutiny each term. Staff scrutinise planning and pupils’ work to ensure the commitment to basic skills is maintained in all curriculum areas. Pupil Premium pupils are scrutinised closely and assessment and class work measured against other pupils.</p> <p>Pupil Voice questionnaires are completed annually; however pupils evaluate their learning experiences daily. The School Council also contribute to continuous school improvement which includes teaching and learning. The Visible Learning approach ensures learners are able to give feedback on their learning experiences, which feeds into the Assess, Plan, Do, Review process.</p>	<p>Reports to Governors</p>
<p><u>All stakeholders are involved in contributing/monitoring the school Self Improvement Plan for English and mathematics.</u></p> <p>A cyclical self- evaluation schedule underpins the School Development Plan, which is used to support strategic vision, monitor performance and take action. The school’s mechanisms for self- review ensure up to date and accurate information is available to inform and enact rapid responses to strategic school, local and national decisions regarding teaching and learning.</p> <p>The self-evaluation strategy is used well by teachers, appraisers, Subject Leaders and the Governing Body to ensure that improvements in teaching and learning and pupil progress are on track.</p>	<p>Self-Evaluation Summary</p>
<p><u>There is a headline evaluation of standards and trends, derived from an analysis of performance based on sound evidence which identifies both current strengths and improvement priorities.</u></p> <p>There is a headline Self-Evaluation Summary which includes standards and is based on internal and end of key stage data. This also identifies next steps which inform the School Improvement Priorities.</p>	<p>As above</p>



<p><u>There are systematic procedures for monitoring the curriculum and the use and impact of teaching approaches.</u></p> <p>The school staff and pupils all contribute to the monitoring schedule. This is strategic and is systematically planned to be both supportive and challenging. There is a standard practice for pupils to contribute to.</p>	<p>Monitoring Schedule</p>
<p><u>There is appropriate delegation, with staff encouraged to take on responsibility for an aspect of provision/development that may contribute to the collective work of the school in English and mathematics.</u></p> <p>All staff are accountable for outcomes in English and mathematics through the appraisal process. Year group partners collaborate to ensure the curriculum develops and that basic skills are utilised as the school adopts the mastery approach. Whilst Subject Leaders are responsible for monitoring, all teachers work to improve outcomes and work collectively for the common good.</p>	



Element 11 for Secondary Phase only





Element 11: Provision to enable all pupils to gain appropriate national accreditation in English and mathematics – Secondary Phase only

Evidence sources to meet all the criteria in Element 11 – <i>to add text click on grey area in each row</i>	Additional Notes