

Supporting individual learners on a day to day basis (classroom practice)

Progressive framework for learning intentions- learning objectives against year group expectations
Mixed ability groups- teach to the top and scaffold, two year cycle for curriculum coverage

Feedback in lessons
Questioning
Differentiation
Application in different contexts
Teaching sequence to scaffold, guide to independence
Self and peer assessment
Success criteria

Identifying, capturing and reflecting on learner progress over time (Pupil Progress Meetings)

Progress judged from starting point and progress over time
Attainment:

- *Above expected (against year group expectation)*
- *Expected (against year group expectation)*
- *Below expected (against year group expectation)*
- *ALN (cognitive)*

Half termly Pupil Progress Meetings to look at attainment and progress for all children. Meeting with senior leaders.

We use standardised tests, personalised assessments, alongside teacher judgements using evidence of work by children.

We note percentages of children who are working in different ability groups. We set targets and monitor progress against these half termly.

We also use a 'Names not Numbers' approach for looking at I progress of individual children



Assessment Process

Understanding group practice in order to reflect on practice (data analysis to identify next steps in classroom)

- Termly % of classes, cohorts, groups making expected and better progress calculated – tracking system to identify patterns in cohorts, groups etc
- Whole school termly data shared with all teachers- transparency
- Literacy and Numeracy leaders analyse themes and trends and triangulate evidence with other monitoring evidence. Use evidence to implement actions from evaluations.
- SLT oversee strategic monitoring and impact of actions