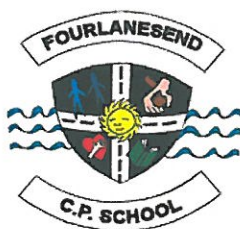


<p><b><u>School Development Plan Priority</u></b></p> <p>3.4 B Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years</p> <p>3.5 B Assessment information is used to plan appropriate teaching and learning strategies</p>	<p><b><u>Focus of Visit</u></b></p> <p>Focus on use of assessment data to improve the quality of teaching and learning and outcomes for pupils</p>
<p><b><u>Visit time, date and Governor name:</u></b></p> <p>3rd March 2017 – Simon King</p>	<p><b><u>Staff name:</u></b></p> <p>Rebecca Norton</p>
<p><b><u>SDP actions to consider</u></b></p> <ul style="list-style-type: none"> <li>• Completing assessments – use of pupil tracker.</li> <li>• HT Monitoring of use of pupil tracker</li> <li>• Progress data is reviewed by SMT termly and necessary interventions put in place.</li> <li>• Scrutinies using the 7 strands of Excellence in particular Strand 5 (Differentiation - that assessment is used to inform).</li> <li>• FS teacher to use data provided by previous settings and by parents to inform planning.</li> </ul>	
<p><b><u>Ofsted Outstanding</u></b></p> <ul style="list-style-type: none"> <li>■ Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</li> <li>■ Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</li> <li>■ Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</li> </ul> <p><b><u>Ofsted Good</u></b></p> <ul style="list-style-type: none"> <li>■ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</li> <li>■ Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</li> <li>■ Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</li> </ul>	



**Previous visit: Progress on agreed actions and Impact**

**Observations and Discussions**

(Discussion with FF) On a day to day basis, SPTO is used by the teachers to record whether children have met the objectives within lessons. They can show the degree of which it has been achieved. Then over time, teachers can see children who are consistently not meeting objectives and plan interventions accordingly. Additionally catch up is used for those who do not understand an objective so that they can receive support before the next lesson and do not fall further behind. These interventions are then recorded by the TA in the pupil diary within SPTO.

(Discussion with RN) Use of school pupil tracker by the headteacher. The headteacher has rights to all areas of the system and can track when the teachers access it and what they input. The headteacher demonstrated how she can use the system to retrieve information about the whole school, classes, cohorts and groups. She also showed how groups have been custom made for the school. Interventions can be tracked using this system. The headteacher explained that teachers make end of term assessments following Strands assessment and moderation days. This data is then used pupil progress meetings- a termly meeting between the head and the class teacher. It was explained that during these sessions data may be changed as part of the moderation process. Examples were given of how pupil progress meeting were an opportunity to moderate how the system was being used by everyone. The importance of everyone inputting in the same way, following the same criteria was highlighted to ensure accurate data. The impact of this is that all data is accurate across school and therefore the leadership team can ensure that support is put in place for any child to ensure that they don't fall behind. Also that all teachers have the support they need to ensure they are confident in assessing accurately and that assessment is used by them so that children make good progress.

Strands - The Strands are used to support school improvement both in quality of teaching and progress for children. The staff meet termly to assess/benchmark what they are doing against the strands. To do this they use evidence such as books, planning, records and assessments. Examples of these were shared. It is expected that all the assessments of the Strands are within the good and that this improves within the year. If it does not or when there is a dip, action is then taken to address this, first in the form of support from the leadership team. This can be evidenced by the head. The headteacher then evaluates the termly assessments of the Strands in the SDP, so that a termly overview of progress in teaching, learning and assessment is available. From this areas of weakness for particular classes or across school are identified as a focus for the next term. This is clear in the SDP evaluation. The impact of this is that all areas of teaching, learning and assessment continue to improve and are always good or better.

(Discussion with FF)

FS teacher and teaching assistant work closely with nurseries and parents throughout the year. This involves:

- Home visits – where teacher builds relationships with family and child, also gathers information to inform baseline assessment.
- Nursery visits- teacher regularly discusses children's interests, attainment, progress and needs throughout the year to support transition and baseline data.
- Nurseries visit school in summer time.





- Teacher collects summative assessment at the end of preschool/nursery before starting school and uses this for baseline data. However this is not always accurate due to preschools and nurseries not moderating. To ensure an accurate summary of each child we additionally use our own assessments of the children. Teacher to meet with local school EYFS leader who has the same issue and support nurseries/preschools with their data and moderation.
- Teacher has worked with local nursery (Kingfishers) and supported them with their learning journeys and use of assessment for tracking and moving on quickly.

The data is used to inform an accurate baseline of the children which is used throughout the year to measure progress. The baseline and data is used to plan and organize the learning environment and activities which are appropriately challenging, engaging and linked to interests to ensure a smooth transition to school.

**Summary to be entered on Governor Monitoring Plan:**

The visit demonstrated how all staff in school work together to ensure quality teaching learning and outcomes for pupils.

**Further Action Required:**

For a governor to visit a Strands day.

**Impact of Governance:**

Opportunity for everyone involved to reflect on what happens, how we carry out assessment and the impact of it on outcomes.

**Date and time of next visit:**

June 2017

**Governor signature:**

**Date:** 3/3/2017

**Staff signature:**