

# Coleridge Primary School

## SEF and Action Plan: Data and Assessment

### SEF

Strengths	Areas for Development	Action Points
<ul style="list-style-type: none"> <li>The quality of teaching, learning and assessment are good overall</li> <li>Data is thoroughly analysed by AHT and HT, disseminated to staff through PPM and used to plan purposeful interventions.</li> <li>Leaders are ambitious in their target setting from the outset of the year and maintain these expectations even with a high rate of mobility.</li> <li>Teachers use their good subject knowledge to plan interesting and challenging lessons based on pupils' needs.</li> <li>Work in pupils' books and the school's assessment records across almost all year groups show a marked improvement in progress from the start of the year due to very high expectations from leaders.</li> <li>Historic underachievement has been addressed successfully and the current picture of progress across the school is much stronger.</li> <li>The improvements seen in end of key stage 1 results in 2016 have been built on in 2017, especially in writing and mathematics.</li> <li>Current disadvantaged pupils, including the most able, outperform their peers at the end of key stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure data and assessment is used appropriately to target children and drive pertinent interventions regarding reading so that a great % reach there are</li> <li>To meet national expectations at the end of key stage 2 in reading, mathematics and English, grammar, punctuation and spelling.</li> <li>To ensure the profile of marking and feedback of SPaG in maths as well as foundation subjects is raised so that it is equal across the school.</li> <li>Work alongside FS AHT to ensure that weekly assessments robustly impact future planning so this continues to reflect children's developing needs to ensure progress. Following half termly data analysis, intervention groups are defined from the Pupil Progress Meetings.</li> <li>To ensure the assessment and target setting of those in EYFS is rigorous and consistent and ensures that learning journeys show development and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Create a personalised QA schedule which allocates time to both middle and subject leaders regarding data analysis and assessment - all should receive half termly support through 1:1 or group sessions.</li> <li>Create a QA schedule so that AHT and AHT EYFS have bi-weekly contact to ensure that assessments are used effectively to influence planning and that learning journeys reflect this.</li> <li>Arrange meetings with Carrie Cavanagh from EAZMag regarding assessing foundations subjects and data manipulation.</li> <li>Support staff regarding the development of interventions ensuring that children do not fall behind and being targeted and supported appropriately</li> <li>Create whole class summary sheets so staff are aware of the exact breakdown of their class regarding ability and vulnerability</li> </ul>

## Action Plan

### Priority 3: Outcomes for Pupils

Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points (Ofsted Outstanding Grade Descriptor).

SDP	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
3.1	<p><b>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.</b></p> <ul style="list-style-type: none"> <li>- ensure adequate staffing to support the teaching of small-group, high-quality phonics at FS and KS1.</li> <li>- Weekly reading booster clubs for Y6 pupils are undertaken and supported when appropriate by AHT</li> <li>- 1:1 reading provided for those children who do not read at home</li> <li>- assemblies focussing on reading high quality texts to children for enjoyment</li> <li>- Work alongside English lead regarding CPD for the assessment of reading</li> <li>- higher % ARE targets set for reading outcomes at FS, Y1 Phonics, KS1 and KS2</li> <li>- Support English subject lead in parent workshops based around reading, writing and EGPS (Big Read events, creative writing sessions, story writing/telling days)</li> </ul>	SP	Ongoing	<p>Release time and ££ for novel study training.</p> <p>Staff meeting time</p> <p>££ for staffing of small phonics groups</p>	<p>Outcomes of Y1 phonics check reflect at least national figures.</p> <p>Reading outcomes at KS1 and KS2 are between 5-10% higher than in 2017: KS1: 72% KS2: 54%</p>	<p>SR and SLT</p> <p>Half termly data reports presented to SLT.</p>	
3.2	<p><b>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly and the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures.</b></p> <ul style="list-style-type: none"> <li>- Analysis of 2017 Outcomes will feed into development planning, pupil progress meetings and EOY predictions. % of children's at ARE per year group will be compared to EOY prediction grids in PPM</li> <li>- Increased % ARE targets set for reading, writing and maths at FS, KS1: 72% combined, GDS 28% , KS2: 74% combined, 33% GDS</li> <li>- Increased % ARE targets in Y1 Phonics Check - target of 72%</li> <li>- % reaching higher levels in reading, writing and maths are maintained and targeted through interventions.</li> <li>- DHT and AHT out of class to support across KS2 with booster groups and team teaching to provide scope for smaller group teaching and improved quality first teaching</li> </ul>	CL	Ongoing	<p>SLT time - deployed to both analyse data and lead interventions</p> <p>CPD for SLT - data reports</p> <p>Staff meeting time</p> <p>££ for staffing of small groups teaching.</p>	<p>Half termly data shows that increasing % of children are reaching ARE across all year groups in all subjects. Particular focus will be placed on reading and GPS.</p> <p>Outcomes of Y1 phonics check reflect at least national figures.</p> <p>Outcomes at KS1 and KS2 are increased from 2017,</p>	<p>SR and SLT</p> <p>Half termly data reports presented to SLT by subject leaders.</p> <p>CL reports at SLT meetings</p>	

	<ul style="list-style-type: none"> <li>- AHT to support lower key stage 2 in planning and preparing lessons to ensure all children are being challenged.</li> <li>- DHT to support upper key stage 2 in planning and preparing lessons to ensure all children are being challenged.</li> <li>- AHT to perform intervention file checks - ensuring intervention planners have been completed on a half termly basis and are on the server - <b>teacher led interventions must be apparent wherever possible</b></li> <li>- new reading resources and staff CPD on guided reading</li> <li>- Y6 mentoring continued</li> <li>- half termly rigorous pupil progress meetings to take place which encourage staff to embrace accountability regarding EOY results, highlighting any children who are at risk of falling behind with the relevant support provided by SLT regarding planning for their success.</li> <li>- annual personalised provision mapping for pupil-premium</li> <li>- staff CPD directly linked to the outcomes of QA/performance management</li> <li>- support from SENCO to ensure progress above average for SEND, targeted first in Y1, 2 &amp; 6.</li> <li>- CL to support subject leaders in data analysis and deploy management time effectively so that middle leaders are well supported.</li> </ul>			Regular PP meetings involving HT DHT and AHT.	particularly in Reading and GPS.  KS1: 72% combined, GDS 28% , KS2: 74% combined, 33% GDS		
3.3	<p><b>More able children are challenged effectively: they achieve highly and make good progress.</b></p> <ul style="list-style-type: none"> <li>- high quality first teaching ensures that HAPs are effectively challenged across all phases and year groups, particularly the EYFS.</li> <li>- enrichment activities are undertaken (<b>highlighted on intervention mapping - teacher led</b>) to broaden and deepen HAPs knowledge and provide opportunities for the application of their skills.</li> <li>- EAZMAG clearly identifies children who attained highly at last KS, and a separate group who have the potential to achieve highly at the next KS.</li> <li>- Progress and achievement of these groups are monitored half-termly</li> <li>- Complete half termly HAPs book scrutinies to ensure work is challenging and encourages ambition in all subject. Are HAPs cross applying their skills in foundation subjects?</li> <li>- Conduct HAPs drop ins</li> <li>- Conduct pupil voice for HAPs to analyse their level of motivation and drive</li> <li>- Ensure disadvantaged HAPs are achieving in line with non-disadvantaged and that Boys and Girls are achieving in line with one another. CL to provide planning support regarding interventions to ensure they receive the daily diet they need to achieve.</li> <li>- Continue a HAPs register through EAZMag</li> </ul>	CL/EM	Ongoing	Staff meeting time  Regular PP meetings involving HT DHT and AHT.  SLT time	Half termly data shows that increasing % of children are reaching GDS across all year groups in all subjects. Particular focus will be placed on reading and GPS.  Outcomes of Y1 phonics check reflect at least national figures.  KS1: 28% GDS, KS2: 33% GDS	SR and SLT  Half termly data reports presented to SLT by subject leaders.  CL reports PP outcomes half termly SLT meetings	

3.4	<p><b>Throughout each year group, in Foundation Subjects, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</b></p> <ul style="list-style-type: none"> <li>- Termly summative assessment introduced in all foundation subjects</li> <li>- CL to lead CPD on data analysis for subject leaders</li> <li>- CL to work alongside staff regarding the assessment of foundations subjects.</li> <li>- CL to work with EAZMAG to design an easy to use assessment system with Foundation subject Objectives which monitor coverage and depth of children's knowledge</li> <li>- To undertake foundation subject drop ins and book scrutinies to analyse if core subject skills are being cross applied and built upon</li> <li>- Subject leaders to analyse data on a termly basis and report back to SLT and staff</li> <li>- Subject leaders to update action plans termly based on this.</li> <li>- Subject leaders to receive release time specifically to undertake the above.</li> </ul>	CL	Ongoing	<p>Staff meeting time</p> <p>SLT time to perform drop ins</p> <p>EAZMag training on foundation subjects</p>	<p>Half termly data shows that increasing % of children are reaching ARE across all year groups in all subjects.</p>	<p>SR and SLT</p> <p>CL reports at SLT meetings</p>	
3.5	<p><b>Pupils continue to achieve highly in sporting competitions</b></p> <ul style="list-style-type: none"> <li>- Achievements are celebrated in special assemblies/award ceremonies</li> <li>- CL to work collaborate with BM, EAZMag and Live &amp; Learn regarding the assessment of P.E.</li> </ul>	BM					
3.6	<p><b>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll continues to match or improve towards that of other pupils with the same starting points</b></p> <ul style="list-style-type: none"> <li>- DHT and AHT out of class to support across KS2 with booster groups and team teaching to provide scope for smaller group teaching and improved quality first teaching</li> <li>- continued raised expectations of the attainment of disadvantaged and SEND pupils</li> <li>- early intervention programmes established and monitored to accelerate progress in year groups; <b>this is teacher-led wherever possible.</b></li> <li>- Disadvantaged and SEND children are highlighted on interventions plans</li> <li>- half termly rigorous pupil progress meetings focus in on these groups</li> <li>- annual personalised provision mapping for pupil-premium</li> <li>- IEPs for SEND children</li> <li>- support from SENCO to ensure progress above average for SEND, targeted first in Y1, 2 &amp; 6.</li> </ul>	CL.EM	Ongoing	££ to fund additional staff.	<p>Data shows that the outcomes of PP and SEND pupils is negligible.</p> <p>Half termly data demonstrates that the gap between PP and Others at KS2 reading and maths closes throughout the year.</p>	<p>SR and SLT</p> <p>Half termly data reports presented to SLT by subject leaders.</p> <p>CL reports PP outcomes half termly SLT meetings</p> <p>EM reports SEND</p>	

	<ul style="list-style-type: none"> <li>- enrichment activities are undertaken to broaden disadvantaged children's experiences and skills</li> <li>- EAZMAG clearly identifies disadvantaged and SEND children.</li> <li>- Progress and achievement of these groups are monitored half-termly</li> </ul>						
4.1	<p><b>Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. These lead to clear next steps in learning.</b></p> <ul style="list-style-type: none"> <li>- Staff are given time to ensure learning journeys are kept up to date and this is monitored through QA and regular moderation across the hub and the school. JV to work alongside CL to generate a clear picture of data and assessment in EYFS.</li> <li>- Targets set in learning journeys are backed up by secure knowledge of child's previous achievements and by high expectations of what they can achieve, especially for HAPs</li> <li>- Targets in learning journeys are returned to, and evidence provided to demonstrate that children have met their next steps before new targets are set.</li> <li>- CL to work alongside JV to ensure data and assessments are accurate and that learning journeys reflect this.</li> <li>- Ensure a higher % of children attain a GLD and/or Exceeding</li> <li>- School QA documents are tailored to EYFS needs.</li> </ul>	JV	From September and ongoing	<p>EYFS CPD in house sessions evidenced and delivered by JV</p> <p>Target sessions delivered in house by JV</p> <p>Timetabled sessions implemented</p>	<p>QA shows that all EYFS staff good or better in delivery of sessions</p> <p>All EYFS clear on DM statements. HAPs children to show Expected/Exceeding GLD outcomes</p> <p>Book scrutinies show that targets are dated and evidence collected</p>	SR and SLT	See QA schedule