

Pupil Progress Monitoring at Bells Farm

Pupils learn well when learning is planned based on what children know, understand and can do.

Assessment for learning is the use of everyday information gleaned from teaching and learning to inform the next steps needed for children to make progress in their learning. If our children know where they are now and what they need to do next to improve, they are involved in their own assessment for learning process.

Assessment data, including Classroom Monitor judgements and test scores are collected for reading, writing and mathematics, moderated and used to inform future planning.

Judgements for reading, writing and mathematics are made for every child from years one to six continuously through input into the Classroom Monitor System for analysis by the leadership team before pupil progress meetings take place. The Early Years have a separate Early Years tracker.

Pupil progress meetings take place three times a year and focus on:

- Actions from previous term's meeting. Teachers talk about the impact of their actions.
- Discussion of children who have not achieved their target according to Classroom Monitor/Early Years tracker. What are their barriers? What can be done about this in future?
- Which children have met their targets but are causing concern and why? What can staff do about them?
- Which children are doing well – what is working for them?
- How do test results in reading and maths compare with what the tracker is showing?
- What targets will teachers give themselves in relation to the management of pupil progress in your class?

PPM: December, April, June

Using Classroom Monitor – Roles and Responsibilities

Assessment leader

- At the end of the school year, the Assessment leader will summarise the progress and attainment of classes, cohorts, and groups as shown by CM for reporting to the staff and governors and outside agencies.
- At the start of the Autumn term, the assessment leader and HT will check each class at pupil level and set targets on CM based on prior attainment and known capacity for improvement. This will be shared with class teachers and the Leadership team.
- CM will be periodically scrutinised by the Assessment leader, HT and DHT prior to each pupil progress meeting
- Those pupils who are not on track to meet their target will require a support plan, which, if they are on the SEN register, could be part of their IP. If they are not on the register, and the teacher thinks that they have SEN because quality first teaching and further interventions been ineffective, the Inclusion Manager will be notified.

AHT for SEN

As Inclusion Manager, the AHT will:

- Receive from the Assessment leader the lists of pupils who have been identified as not being on track at the beginning of the year and check against the current SEN register
- Address with class teachers and TAs following PPM those SEN pupils who have made unsatisfactory progress and check provision maps including IPs are in place to meet needs
- In preparation for SEN review meetings, attend pupil progress meetings to check progress over the term of SEN pupils and agree discussion points for the meetings

Class teachers

- From September, class lists must be checked for their new year group on Classroom Monitor, and groups are populated correctly, new pupils have been added and pupils who have left have been removed.
- Check class's previous year's attainment on CM to support knowledge of the range of attainment and progress.

- Check that planning caters for these children at the quality first teaching stage through suitable support within a mastery approach to teaching.
- Include these children in focus groups for intervention support where needed.
- Liaise with the Inclusion Manager for the pupils on the SEN register who are on this list, to agree appropriate provision for the term through IPs.
- Regularly update CM
- As teachers update, they should consider:
 - Is planning meeting their needs in class?
 - Has the pupil been part of a focus group for this subject? What are the reasons for the intervention not working? How can it be adapted? Where they have not been part of the focus groups, consider including them.

- If the pupil is already on the SEN register and therefore has an IP, OR if there are concerns that this pupil has an as yet undiagnosed SEN because interventions are not having the expected effects on progress, teachers must inform the Inclusion Manager.

Pupil underachievement

Termly pupil progress meetings ensure that underachieving pupils are identified quickly and barriers to progress can be discussed. Children who are underachieving, regardless of any barriers to learning, require specific targeted teaching to ensure they make as much progress as possible. The following cycle of assessment, tracking and support identifies how individuals or groups of pupils, will be supported to achieve.

