

Action Plan:	Learning and Assessment Team (LAST)	Year(s):	2017-20
Curriculum Team:	<p>J Sandford VP & KS2 K Jensen KS2 R Van Giesen M&N & KS2 J Hanafin SENCO & KS1 J Lowry L&L & FS V Allen KS1</p>	<p>Link Governor(s) (if appropriate): <i>Is this a strategic or maintenance plan?</i></p>	<p>Sara Otley Strategic</p>
<p>Areas for improvement (as identified by inspection/self-evaluation/survey):</p>		<p>The following areas will be addressed over the next three years. To:</p> <ul style="list-style-type: none"> • Plan strategically and effectively in response to the outcomes of assessment; • Develop stronger strategies to deal with under-achievement; • Provide a strategy for meeting the needs of high-achieving pupils; • Revisit our approach to the development of TS&PC. 	
<p>Where are we now? Include evidence where appropriate, eg quantifiable data, qualitative references/sources:</p>		<p>For the past number of years, The Assessment and Learning Team has, by necessity, had to focus very heavily on the collection, interpretation and use of data for the purposes of monitoring and evaluating academic progress across the school. However, towards the end of the last three-year cycle, it was clear that we were making more use of both qualitative and quantitative data.</p> <p>Quantitative data used includes PtE and PtM as well as CAT4. Using 'combination reports' PtE / PtM are compared with CAT4 to identify 'discrepancies' from the expected performance. This data is used to aid in the identification of under-achieving pupils. Attainment is also categorised in terms of being 'on', 'above' or 'below' expectation. Staff also now record qualitative data on selected pupils who are targeted for improvement. Quantitative data is used to aid in the setting of targets which, in turn, impact upon planning in order to bring about improvement.</p> <p>In short, the use of data has become very well embedded within the school culture. We have come a long way in our use of data, but our development has been 'ground up' and collegiate rather than 'imposed' from 'top down' or from beyond the school. As a consequence, our journey in assessment is likely to continue to evolve.</p>	

	We are now in a position to re-focus our attention onto the learning aspect of our remit. We will do so without losing sight of the ground we have made in terms of assessment.
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2017-18					
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Resource allocations	Staff - lead responsibility	Dates
<i>What do we want to achieve?</i>	<i>How do we know if we have succeeded?</i> <i>What will be the impact of our work on the children?</i>	<i>What will we do?</i> <i>Align with each success criteria</i>		<i>Who is responsible for each action and what support is required?</i>	
<p>T1 Plan strategically and effectively in response to assessment outcomes.</p>	<p>SC1a Review the present format of medium term planners for Numeracy and Literacy and alter their format as required.</p> <p>SC1b Identify and appraise present assessment techniques used across the curriculum which may assist planning.</p>	<p>Self-evaluate present Literacy and Numeracy mid-term planers by LAST.</p> <p>Ensure that mid-term planners reflect coverage of statutory requirements.</p> <p>Design planners to facilitate efficient monitoring by coordinators and curriculum teams.</p> <p>Include reference to IEP and Target pupils within the mid-term planner.</p> <p>Consider 'fixed term' planners at KS2.</p> <p>Audit the types of assessment techniques used throughout the school and across the whole range of curricular subjects.</p>	<p>ETI Document: Effective Practice & Self-Evaluation Questions for Primary.</p> <p>Time to be made available to formally evaluate / compare present planners against above document.</p> <p>Exemplars of good practice to be sought.</p> <p>Time set aside for joint meetings with Numeracy / Literacy Coordinators and then their teams.</p> <p>Meeting with Principal & SLT to discuss merits of 'fixed term' planners.</p> <p>Use auditing tool adapted from The Teacher Assessment in Primary Science (TAPS) project, based at Bath Spa University and funded by the Primary Science Teaching Trust (PSTT).</p>	<p>Learning and Assessment Team to meet on a regular basis throughout first term to evaluate existing mid-term planning.</p> <p>Coordinator to liaise with Literacy and Numeracy coordinators / teams and arrange meeting by the start of second term.</p> <p>All staff to carry out audit supplied by Learning and Assessment Team.</p>	<p>From September 2017</p> <p>From January 2018</p> <p>New planners to be available for 'trailing' by Session 5 (3rd term)</p> <p>November 2017</p>

	<p>SC1c Maintain at least the present percentage of pupils who attain Stanine band 5 or above.</p>	<p>Use the results of this audit to determine the 'health' of assessment throughout the school. Make staff aware of the range of assessment techniques used in school and, where necessary, support staff with the development of assessment strategies.</p> <p>Use the audit and follow-up process to ensure that results of assessment impact upon mid-term planning.</p> <p>Literacy and Numeracy Teams to set appropriate whole school targets for improvement in response to the analysis of appropriate assessments.</p> <p>Monitoring by teams to identify possible areas of 'deficiency' and to celebrate areas of success.</p>	<p>Time for coordinator to complete report / feedback to staff of results of above. 'Relaunch' materials already available, but possibly underutilised.</p> <p>Ensure that new planners reflect audit results in their planning.</p> <p>Time made available for coordinators to develop annual 'Data Report', which will also set appropriate targets for Literacy and Numeracy.</p> <p>Literacy and Numeracy teams to independently address results of assessments and respond.</p>	<p>Learning and Assessment Team.</p> <p>Learning and Assessment Team.</p> <p>Assessment, Literacy and Numeracy coordinators.</p> <p>Literacy and Numeracy Teams.</p>	<p>Jan / Feb 2018</p> <p>Throughout year.</p> <p>Throughout 2nd term in development of new planners.</p> <p>September / October 2017.</p> <p>TBA by Literacy and Numeracy Teams.</p>
<p>T2 Further develop learning strategies for those pupils for whom underachievement is suggested by either quantitative data or who match several indicators which suggest underachievement.</p>	<p>SC2a Further embed the importance of recognising 'traits' which suggest underachievement.</p> <p>SC2b Set appropriate individual targets (academic and, if necessary, social) for a sample of identified underachieving pupils.</p>	<p>Make available to staff and encourage a conversation about, qualitative indicators which aid the identification of underachievement in a pupil.</p> <p>Targets may address issues of motivation, self-esteem and behaviour, as well as academic learning targets.</p>	<p>Appropriate documentation, websites etc., which elucidate the traits of underachievers.</p> <p>Time available to produce Pupil Progress Plans for underachieving, targeted pupils.</p>	<p>Assessment coordinator / Learning and Assessment Team.</p> <p>P4 -7 Staff</p>	<p>Throughout first term 2017</p> <p>September 2017</p>

	<p>SC2c Reinforce and support a whole-school culture of 'Growth Mindset' as part of the embedding process of PERMA.</p>	<p>Targeted children grouped appropriately with pupils with similar levels of achievement.</p> <p>Use GL suggestions / statements in appropriate planning for individual targeted pupils.</p> <p>Provide opportunities for staff discussion and training in the following areas: growth mindset; catering for and celebrating multiple intelligences; brain exercising; AfL.</p> <p>Developing opportunities for expression of 'pupil voice'.</p> <p>Revisit resources on TS&PC which are already available.</p>	<p>Pupil Progress Plan proformas, and appropriate quantitative data.</p> <p>Printed and web materials to aid in the development of the Growth Mindset theme etc. to be made available. (CCEA, internet sites, commercially published materials).</p> <p>Time available in assemblies, Eco and School Councils, etc., to explore and develop the meaning of 'pupil voice'.</p> <p>Develop inventory of TS&PC materials already available, and distribute.</p>	<p>Learning and Assessment Team.</p> <p>P4-7 Staff</p> <p>Learning and Assessment Team</p> <p>Principal, Vice-Principal, Eco and School Councils.</p> <p>Learning and Assessment Team.</p>	<p>September 2017 with continual review.</p> <p>September 2017</p> <p>December 2017 onwards.</p> <p>Throughout year. Eco and School Councils to be constituted by October 2017.</p> <p>By end of second term.</p>
<p>T3 Awareness of PERMA principles in the curriculum</p>	<p>SC3a Children are aware of engagement & achievement across the curriculum</p>	<p>Lessons to incorporate PERMA discussion where appropriate (engagement) Celebration of Achievement - focus on EFFORT & the Growth Mindset</p>	<p>PERMA resources Growth Mindset resources</p>	<p>Whole school</p>	<p>Term 2 & 3</p>

2018-19					
Targets to bring about improvement <i>What do we want to achieve?</i>	Success Criteria <i>How do we know if we have succeeded?</i> <i>What will be the impact of our work on the children?</i>	Actions to bring about improvement <i>What will we do?</i>	Resource allocations	Staff - lead responsibility <i>Who is responsible for each action and what support is required?</i>	Dates
T1 Ensure appropriate and suitable provision for the pupils grouped in the upper stanine bands	SC1a In addition to the cohort, effectively track individuals who consistently work at the very top of the standardised curve.	Each class to have a list of those pupils in the upper stanine band. LAST to provide information to teachers on those pupils consistently in the 9 th stanine band. Develop a register of gifted and talented children.	Time for teachers to complete 'Progress Summaries' for each year group (P4-7). Learning and Assessment Team to collate information Upper Stanine band pupils and feed-back to staff. Devise mechanism for pupils too young for standardised testing to be highlighted as potentially G&T. Record of these pupils to be developed and maintained.	P4-7 staff Learning and Assessment Team. All staff under guidance of Learning and Assessment Team.	September - December 2018. From September 2018.
	SC1b Provide / Develop materials to support high achieving children and encourage them towards more independent learning.	In conjunction with other curricular teams, LAST to facilitate access to materials of a suitable nature, to meet the needs of high performing children.	Gathering of central bank of materials for catering for very able children in Literacy and Numeracy.	Assessment, Literacy and Numeracy coordinators.	From September 2018.
T2 Plan strategically and effectively in response to assessment outcomes.	SC2a Review the present format of medium term planners for WAU and alter its format as required.	Self-evaluate present WAU mid-term planer by LAST with WAU team. Ensure that mid-term planners reflect coverage of statutory requirements. Design planners to facilitate efficient monitoring by	Time available to carry out auditing and monitoring process on WAU mid-term planners.	WAU Team to carry out audit. WAU to work with Learning and Assessment Team to design new planners.	Commence audit late September 2018. New planners to be available for trialling by Easter 2019.

		coordinators and curriculum teams.			
T3 Continue to support strategies for those pupils for whom underachievement is suggested.	SC3a Continue to reinforce and support a whole-school culture of 'Growth Mindset'. Seek ways of celebrating all types of achievement and encouraging pupil voice.	Continue to reinforce the start that was made last year on the development of a Growth Mind-Set throughout the school. Continue to embed the principles of PERMA.	Resources as developed above (2017-18).	Learning and Assessment Team, leading whole staff.	From September 2018

2019-20					
Targets to bring about improvement <i>What do we want to achieve?</i>	Success Criteria <i>How do we know if we have succeeded? What will be the impact of our work on the children?</i>	Actions to bring about improvement <i>What will we do? Align with each success criteria</i>	Resource allocations	Staff - lead responsibility <i>Who is responsible for each action and what support is required?</i>	Dates
T1 Review the outcomes of quantitative testing for the previous 3 years.	SC1a Produce a record of the progress made by the cohort of children over the past three years. SC1b Definitively decide upon the merits of the system presently used to gather and interpret quantitative data. SC1c Make appropriate suggestions, if needed, to alter the focus of our use of quantitative data.	Data Report for this year to reflect on pupil performance over the previous two years also. Data to be examined for trends to ascertain the effectiveness of our planning and teaching. Learning and Assessment Team to discuss and act on the above outcomes.	Copies of the past 3 sets of quantitative data. Time available for Learning and Assessment Team and Numeracy and Literacy Coordinators to meet to review trends within quantitative data and to make suggestions for change if necessary.	Learning and Assessment Team. Numeracy and Literacy Coordinators.	First term 2019
T2 Plan strategically and effectively in response to assessment outcomes.	SC2a Review the present format of medium term planners for the remaining curricular areas and alter format as required.	By audit and evaluation of present planners by curriculum teams, Learning and Assessment Team will develop new mid-term planners for approval by staff.	Time to set aside for teams and coordinators to meet with, carry out and assess results of audits and then, in conjunction with the Learning and Assessment	Learning and Assessment Team with curricular coordinators, feeding back to curricular teams.	From September 2019

		The process for these curricular areas will reflect that of the previous two years for Numeracy, Literacy and WAU.	Team design appropriate new mid-term planners.		
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Strategies to monitor & evaluate

Success Criteria	What?	Who?	When?
2017-18			
<p>SC1a Review the present format of medium term planners for Numeracy and Literacy and alter their format as required.</p> <p>SC1b Identify and appraise present assessment techniques used across the curriculum which may assist planning.</p> <p>SC1c Maintain at least the present percentage of pupils who attain Stanine band 5 or above.</p> <p>SC2a Further embed the importance of recognising ‘traits’ which suggest underachievement.</p> <p>SC2b Set appropriate individual targets (academic and, if necessary, social) for a sample of identified underachieving pupils.</p> <p>SC2c Reinforce and support a whole-school culture of ‘Growth Mindset’.</p>	<p>Self-evaluate present Literacy and Numeracy mid-term planners</p> <p>Redesign planners to facilitate efficient monitoring by coordinators and curriculum teams.</p> <p>Audit the types of assessment techniques used throughout the school and follow-up process to ensure that results of assessment impacts upon mid-term planning.</p> <p>Literacy and Numeracy Teams to set appropriate whole school targets for improvement in response to the analysis of appropriate assessments.</p> <p>Further embed the importance of recognising ‘traits’ which suggest underachievement.</p> <p>Targeted children grouped appropriately with pupils with similar levels of achievement.</p> <p>Provide resources in the following areas: growth mindset; catering for and celebrating multiple intelligences; brain exercising; AfL.</p>	<p>Learning and Assessment Team to liaise with Literacy and Numeracy coordinators / teams.</p> <p>All staff to carry out audit supplied by Learning and Assessment Team.</p> <p>Assessment, Literacy and Numeracy coordinators.</p> <p>Assessment coordinator / Learning and Assessment Team.</p> <p>P4 -7 Staff</p> <p>Learning and Assessment Team</p>	<p>From September 2017</p> <p>From January 2018</p> <p>November 2017 and throughout 2nd term in development of new planners.</p> <p>From September / October 2017.</p> <p>Throughout first term 2017</p> <p>September 2017 with continual review.</p> <p>December 2017 onwards.</p>

<p>SC3a Children are aware of engagement & achievement across the curriculum</p>	<p>Lessons to incorporate PERMA discussion where appropriate (engagement) Celebration of Achievement - focus on EFFORT & the Growth Mindset</p>	<p>Whole school</p>	<p>Term 2 & 3</p>
<p>2018-19</p>			
<p>SC1a In addition to the cohort, effectively track individuals who consistently work at the very top of the standardised curve.</p> <p>SC1b Provide / Develop materials to support high achieving children and encourage them towards more independent learning.</p> <p>SC2a Review the present format of medium term planners for WAU and alter its format as required.</p> <p>SC3a Continue to reinforce and support a whole-school culture of 'Growth Mindset'. Seek ways of celebrating all types of achievement and encouraging pupil voice.</p>	<p>Each class to have a list of those pupils in the upper stanine band.</p> <p>Develop a register of gifted and talented children.</p> <p>LAST to facilitate access to materials to meet the needs of high performing children.</p> <p>Self-evaluate present WAU mid-term planers Redesign planners to facilitate efficient monitoring by coordinators and curriculum teams.</p> <p>Continue to embed the principles of PERMA.</p>	<p>P4-7 staff Learning and Assessment Team.</p> <p>Assessment, Literacy and Numeracy coordinators.</p> <p>WAU Team to carry out audit. WAU to work with Learning and Assessment Team to design new planners.</p> <p>Learning and Assessment Team, leading whole staff.</p>	<p>September - December 2018.</p> <p>From September 2018.</p> <p>From September 2018.</p> <p>Commence audit late September 2018. New planners to be available for trialling by Easter 2019.</p> <p>From September 2018</p>
<p>2019-20</p>			
<p>SC1a Produce a record of the progress made by the cohort of children over the past three years.</p> <p>SC1b Definitively decide upon the merits of the system presently used to gather and interpret quantitative data.</p> <p>SC1c</p>	<p>Data Report for this year to reflect on pupil performance over the previous two years also.</p> <p>Data to be examined for trends to ascertain the effectiveness of our planning and teaching.</p> <p>Learning and Assessment Team to discuss and act on the above outcomes.</p>	<p>Learning and Assessment Team. Numeracy and Literacy Coordinators.</p> <p>Learning and Assessment Team. Numeracy and Literacy Coordinators.</p> <p>Learning and Assessment Team.</p>	<p>First term 2019</p>

<p>Make appropriate suggestions, if needed, to alter the focus of our use of quantitative data.</p> <p>SC2a Review the present format of medium term planners for the remaining curricular areas and alter format as required.</p>	<p>After audit and evaluation of present planners by curriculum teams develop new mid-term planners for approval by staff.</p>	<p>Learning and Assessment Team with curricular coordinators, feeding back to curricular teams.</p>	<p>From September 2019</p>
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