

Information about Assessment system, Marking, Explanation of data on dashboard and Data for pupils currently in the school

Assessment and feedback systems

Our plans identify the objectives every pupil should cover each year, in terms of age-related attainment in the new curriculum. These form the basis of learning intentions that are tightly linked to the standards and children's next steps; activities are designed to challenge all pupils and develop mastery. Over the past two years we have developed 'High Quality Formative Assessment' and a clear assessment framework that has clarified procedures and improved the quality of questioning and feedback; pupils are also becoming increasingly confident and adept at explaining their own thinking. Marking (oral and written) tells the children what they have done well and how to improve. (Green is GREAT; PINK is THINK) Children are increasingly involved in their own assessment (AFL) and are taking greater responsibility for their learning. We have the 'mantra 'keep up not catch up 'and immediate intervention is applied where possible. (immediately after the lesson/ breaks etc.) For those pupils needing greater support, we have planned interventions, that are regularly evaluated. We have regular staff meetings to moderate judgements, including pyramid moderation.

We use the following words to describe attainment at the end of the year in the new national curriculum:

- **Emerging** age- related attainment – a pupil typically with additional needs whose needs mean that they are working with skills and understanding a year or more behind their age.
- **Developing** (WTS) – a pupil typically one or two terms behind their age who should be closing the gap. At the end of the year the commercial tracking system we use describes these *working towards* pupils as either *Year X developing* (50% to 80% of the age objectives for Year X met) or *Year X emerging* (10% to 50% of Year X objectives met)
- **Expected** (ARE) - a pupil who has mastered (fully understood) at least 80% of the objectives for the year. (Year X secure)
- **Greater Depth** – a pupil who has mastered all objectives and shown deeper understanding of most of them.
- A child's depth of understanding is denoted by hash tags (#) 2 # means the child has reached ARE; they have a good understanding of the key concepts and can apply them independently; 3# means they are working at greater depth; pupils can use their knowledge and skills to solve problems in a variety of contexts.
- In our tracking system, three points a year, represents a child who started at secure ARE who had learned sufficient new content to be secure at ARE again one year on. In effect this means a point a term and represents good progress. Anything above three points is considered outstanding progress.
- Less than 3 points progress a year would require improvement. We monitor progress closely to identify if children are keeping up and in some cases, where they are working towards, we pay close attention to closing the gap (more than 3 points progress).

SEND pupils, with many additional needs, may start the year with attainment below their age. Our SEND programme is designed to ensure that they make as much progress as possible, to catch up.

Details on Data/Outcomes

Historic data

Explanations needed for any aspects of 2016 Dashboard, particularly weaknesses

Key Stage 2 Weakness (2016)

KS2 Progress was significantly below average and in the lowest 10% in at least one subject for the group: boys (the subject is writing overall for boys and for those with higher prior attainment)

The following factors impacted on our results in writing: [\(2016\)](#)

2015-16

- A significant level of personal need for 3 out of the 4 boys with prior average or better attainment at the end of KS1.
- 35 % of the cohort were 2C or below in writing and 35 % were SEND, so they struggled to meet the higher expectations
- Mobility- 14 / 20 children were with us from Reception; 4 of the 6 arrivals joined after Y4, all with significant special needs; 75% of children who were with us since Reception, met the expected standard; 5/ 7 boys with prior average attainment (2C+) achieved the expected standard (71%) and 4/5 girls (80%);
- **We are confident that our writing is not significantly below the national, as the data suggests.**
- Despite these boys not making the expected standard, we have evidence to show they made significant gains since joining us. In year progress for boys and girls in this cohort (2015- 2016) was very good (3.5 boys and 3.3 for girls)
- 79% of boys achieved the expected standard in Writing at the end of KS1; 20% above the 2016 national average (NA)
- We were very rigorous in applying the Interim Assessment Framework to make our judgements and were also moderated by the local authority. (June 2016)

Other Key actions and impact 2016-2017

- **We identified writing as a priority on our development plan (2016-2017)**
- Careful redeployment of staff in September 2016 allowed us to deliver effective intervention for homogenous groups.

- We also introduced a whole school approach to writing, grammar and spelling (Read Write Inc) and there is evidence this is positively impacting (**improved phonic outcomes; increase in the % achieving GD at EYFS / KS1 and KS2**)
- We are successfully closing the gender gap across the school; (**Outcomes Summary**), although with small cohorts this will be variable. (**Data File**) The high % of boys with SEND (71%) also significantly impacted.
- All staff have been successful in engaging boys through topic choices and developing positive attitudes towards writing.
- In year progress for boys and girls in our 2016-2017 cohort was outstanding (4.0 overall; boys 3.6; girls 4.8) 33% achieved GD
- 100% of KS2 boys with average prior attainment (2B+) achieved the EXP standard at the end of KS2; those with 2C + - 83% achieved the EXP standard
- At KS1 boys slightly outperformed girls at EXP in WR and in RD at EXP and GD levels; Girls are still outperforming Boys at GD in WR and closing this gap at this level remains a focus.
- We remain committed to ensuring judgements are accurate to help secure sustained improvement. Through regular, rigorous moderation at school, pyramid and county level, staff challenge each other's judgements, in order to deepen our collective understanding of the new requirements and strengthen our baseline.

Key Stage 1 weaknesses (2015-2016)

- **KS1 mathematics was well below the national figure+ (E+) or greater depth(GD) for the EYFS group: expected (GD) (relates to four children-3 girls and 1 boy)**
- **KS1 attainment was well below the national figure for expected +or greater depth in at least one subject for the group: girls expected (Reading/Science)**

Both these weaknesses were due:

- a significant level of personal need that impacted on 2 of the 4 children's progress;
- There has been a graduated response to these children's SEND needs that is positively impacting.

Other Key actions and impact 2016-2017

Maths

- Staff confidence - Staff have received regular CPD as part of a whole school focus on raising Maths; Maths No Problem was introduced in Year 1 in September 2016 and KS1 staff received support from our Maths Lead. This has positively impacted, increasing staff understanding of the revised expectations and the quality of maths teaching (**March SEP report Mid -Year Review 2016**);
- The school's performance in maths is in line with national scores at KS1; we achieved a 10% increase at the expected level and 7 % at Greater Depth
- We have subsequently trained 3 more staff in this programme and implemented it into Year 2 and 3 from September 2017
- We are predicting a 0% drop off from the end of EYFS, with a 4% and an 8.3% gain at Greater Depth in KS1 2018
- KS2 2018 predicted outcomes forecast a 5% increase at the EXP level from the end of KS1 -KS2 and a 12% increase at Greater depth (Exceeding)
- KS2 2017 in-year progress in maths was outstanding for all children (3.5) and boys (3.8)
- Expected progress figures for specific pupil groups (Disadvantaged, SEND, Boys and Girls) was significantly higher than the previous year (2015-2016) (**Maths Report to FGB Summer 2017**)
- In all year groups, the % of pupils **above** ARE was maintained or increased (SDP priority 2016-17) (**Maths Report to FGB Summer 2017**)
- Ks2 Value added progress measures are very positive and provide a much more positive picture than scores both within Dorset and nationally.

Reading/Science -

- The children continue to receive targeted intervention and are benefitting from our newly introduced Read Write Inc programme and 1:1 support. We have evidence that these learning plans are positively impacting.
- Reading outcomes are strong across the school and we are confident these standards can be sustained and improved on.
- Science was on our SDP 2016-2017; As part of our 2017-18 SDP we are revisiting assessment and coverage of Science across the school, particularly focusing on 'working scientifically'.

Phonics weaknesses (2016)

- **Fewer than 80% of pupils met the expected standard in phonics in year 2**
- **Progress from EYFS** expected level for reading (78%) to 86% Y1 Phonics, is a loss of 5% (1 child). Two out of the 5 children not achieving the standard in July 2016, achieved the threshold in November 2016(internal assessment), with a 3rd child missing it by 1 mark and a 4th child by 2 marks. We are therefore confident that we **will significantly raise attainment** in the Y2 retakes in June 2017. The introduction of RWI has positively impacted on raising the quality of teaching and learning in phonics. (Books; **Assessment / Planning Files**). Consistently high quality planned phonics is delivered daily (**Planning Files; LO Appraisal and SDP focus 2016 -17**); **Children** are regularly assessed and regrouped accordingly Half termly assessments reveal good rates of

progress (Literacy *Coordinator's Assessment File; Lesson Observations; books; pupil feedback*)

2016-2017

- The number of pupils achieving the threshold in Year 1 has increased each year over the past three years and is now 5% above the national average.
- Gains have been made in the number of pupils achieving the threshold compared to the number who were at an expected level at the end of the EYFS.
- Results of the Year 2 re-takes were significantly impacted on by the arrival of a pupil new to the school who was operating well below expectations. Had this pupil not begun at the school, the number achieving the re-take requirements would have been 80%. However, this is still below the national average and will continue to need to be a focus.

- **Attendance was low for the group: FSM (in the lowest 10%) (2016 Weakness)**
- **Persistent absence was high for the group: FSM (in the highest 10%)**
- We have a robust system for checking attendance and strengthening this is one of our 2017-18 SDP priorities
- PP children's and those with Welfare or CP files are monitored regularly
- We have case studies to show the impact of our strategies and for those children with medical needs.
- We have recently reviewed our Attendance Policy and regularly remind parents of the importance of regular attendance.
- We have attendance performance displayed on our Whole School Achievement Board and have started publishing this on the website weekly.

We have found the most effective way to tackle poor attendance is to engage directly with the child themselves; we have evidence that this is positively impacting.

Information on recent progress of CURRENT Pupils

Early Years - Reading, writing and maths progress 2016-17 (Current Year 1, all those present during reception)

	Reading		Writing		Number		Shape	
(GAINS from Baseline)	Baseline %	End of Year (profile) %	Baseline %	End of Year (profile) %	Baseline %	End of Year (profile) %	Baseline %	End of Year (profile) %
Well below	0%	0%	0%	0%	0%	0%	0%	0%
Working towards	36%	21%	36%	21%	32%	14%	14%	7%
Meeting or above	64%	79% (+15)	64%	79% (+15)	68%	86% (+18)	86%	93% (+7)
Above	0%	18% (+18)	0%	11% (+11)	0%	14% (+14)	0%	14% (+14)

Overall standards at EFYS can continue to be judged as **GOOD**.

- Pupils enter the Reception class with abilities which are broadly typical, although fewer entered at typical levels in reading and writing in September 2016.
- The number achieving the expected 'Good Level of Development' (GLD) is higher than both Dorset and national averages this year (2017). We achieved an 8-percentage point gain in the number of children achieving a GLD in 2017 compared to 2016; nationally there was a 1 percentage point gain.
- The quality of provision and ensuring challenge was a key focus on our 2016-17 SDP; targeted work in this area impacted well on the proportion of pupils who exceeded in 12 scales at the end of the year (11%)
- Progress from baseline for **expected** and **exceeding children in Reading, Writing and Number** was very strong and a significant improvement from 2016. (**Quality of Provision in EYFS –SEF 2017-2018**)

Raising the level of challenge for our more able pupils has been identified as a priority on our 2016-17

SDP /EYFS Key Priority (EYFS Analysis / EYFS Action Plan / Appraisal Focus) **This remains a focus on our 2017-18 SDP**

- In terms of the numbers achieving a GLD, the gap between boys and girls is 14% at the expected level and, 11% at the exceeding level.
- Routine monitoring of pupil progress always takes gender into consideration. ‘Narrowing the gap’ in terms of gender and vulnerable groups (PP/ SEND) will continue to feature in the School Development Plan (SDP) 2017.

Information on Current Pupils

Year 1 progress 2016-17 (Current Year 2, present during Year 1) in phonics:

	School	National
Baseline - % who reached age-related attainment or better in reading at the end of EYFS in 2016 78%	78%	%
% who reached phonics standard in 2017 Year 1 assessment	86%	81%

- The number of pupils achieving the threshold in Year 1 has increased each year over the past three years and is now 5% above the national average.
- Gains have been made in the number of pupils achieving the threshold compared to the number who were at an expected level at the end of the EYFS.
- Results of the Year 2 re-takes were significantly impacted on by the arrival of a pupil new to the school who was operating well below expectations. Had this pupil not begun at the school, the number achieving the re-take requirements would have been 80%. ***This remains a focus of our 2017-2018 SDP.***

(Phonic **SEF 2017-2018**)

Years 1, 2, 3, 4 5 & 6 in-year progress (2016-2017)

Year group	Reading	Writing	Maths
Year 1	3.0	2.8	2.9
Year 2	3.6	3.1	3.2
Year 3	2.8	2.8	2.8
Year 4	3.0	3.7	3.7
Year 5	3.7	3.7	3.5
Year 6	3.9	4.0	3.5
Whole School	3.3	3.3	3.2

Year 6 2016-2017 (Current Y7)

We have also compared this to national using baseline data (below). As a result, we judge progress to be at least good and in some areas outstanding, when you take into account the children’s relative starting points and higher expectations these children made particularly good progress through Year 5 and outstanding progress in year 6.

Key Stage 2 outcomes

% achieving EXPECTED standard	Reading	Writing	GPS	Maths	R/W/M
Number in 2017 cohort					
School	83	75	83	58	58
National (2017)	71%	76%	77%	75%	61%
% achieving Level 2b Key Stage 1	73	55		73	55%
% Gain/Loss	+10	+20		-17	+2

% EXCEEDING expected standard	Reading	Writing	GPS	Maths	R/W/M
Number in 2017 cohort					
School	25	33	33	33	8
National (2017)	25%	18%	31%	23%	9%
% achieving Level 3 Key Stage 1	27	0		18	0
% Gain/Loss	-2	+ 33		+15	+8

Progress from ks1-ks2	Reading	Writing	Maths
2016	+2.2	-2.6	-0.6
2017	+3.1	+2.4	+2.1

- This illustrates that the progress made within the year was good for all year groups other than Year 3 and Year 1 in maths and writing;
- In year 3 this is attributed to a group of children with significant needs, who found the new KS2 expectations challenging, particularly in writing and there is some 'drop off'. A significant number of this group are also boys (Summer born) However, targeted support and newly implemented schemes of work for spelling and grammar, are beginning to impact; raising boys attainment and progress remains a focus (**SDP 2017-2018**)
- Year one (current Year 2) also looks favourable. Summer 2017 data shows the vast majority of children made good or better progress. There is evidence that as a result of effective CPD, planned improvements and interventions, the new curriculum is embedding and positively impacting on teaching and learning across the school. Our end of KS predictions looks favourable against the 2017 NA and we are aiming for a 0% drop off from the end of EYFS, with some percentage gains.

Disadvantaged and SEN

The data below shows the at least good progress was made by the majority by disadvantaged pupils against the NC; we have assessment data illustrating improved reading and spelling scores; We aim for all our disadvantaged pupils to achieve ARE by the end of KS2; **We were pleased to have attainment of disadvantaged pupils highlighted on the Data Dashboard 2016.** *'For KS1 disadvantaged pupil, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils'*

Disadvantaged 2016-17 (15 Pupils -10 on SEND (67%))	Reading	Writing	Maths
Year 1 – current Y2 (2)	N/A	N/A	N/A
Year 2 – current Y3 (4)	3.0	3.0	3.0
Year 3 – current Y4 (2)	2.5	1.5	3.0
Year 4 – current Y5 (4 - 1 EHCP)	3.25	3.25	3,25
Year 5 – current Y6 (1)	3	3	3
Year 6 – current Y7 (2)	4.5	5	3
Whole School	3.25	3,15	3.05

The school has low numbers of Pupil Premium, Service and FSM children across the school. However, all staff are committed to making a difference to every child and meeting their individual needs. The SENCO and HT monitor the impact of the interventions robustly and have clear case studies of the impact on a range of children. Of the four children in KS1, 3 children are also SEND; 2 reached the expected standard in Reading and Writing and Maths, having made good progress in Maths and outstanding in reading and Writing; internal tracking shows the third child made outstanding progress in Maths and good progress in Reading; the fourth child's performance related to significant needs and poor attendance, that has now been addressed. Internal tracking shows the vast majority of

disadvantaged children make good progress. (*Pupil Premium Strategy Statement Review 2016-2017/ Pupil Premium Strategy Statement 2017-18*)

SEN 2016-2017	Reading	Writing	Maths
Reception-current Y1 (3)	2.3	2.7	3.0
Year 1 – current Y2 (4)	2.5	2.2	2.2
Year 2 – current Y3(6)	3.0	2.3	2.7
Year 3 – current Y4(7)	2.0	2.0	2.6
Year 4 – current Y5 (8)	3.4	3.5	3.5
Year 5 – current Y6 (6)	4.0	4.2	3.5
Year 6 – current Y7 (4)	4.7	4.7	4.0
Whole School	3.1	3.1	3.0

- The above data shows that SEND progress was good last year (2016-2017) , particularly in key stage 2 where it is at least equal to non-send progress and in reading, it is better.
- Key stage 1 data shows that send progress is less than non-send in all subjects. This is largely due to 3 pupils out of the 10 SEND pupils not making required progress. Measures have been taken to give increased support to these children.
- At the end of Ks1 our SEND pupils were a in line with the 2017 NA at the EXP level in RD and above the NA at GD; they were above the NA at EXP in WR and slightly below at GD; Maths, they were BIL at EXP and slightly below in MA.
- At the end of KS2 75% achieved the expected standard in RD; 50% in WR and SPAG and 25% in MATHS and RWM combined.
- KS2 SEND made outstanding progress in Reading (4.12); 1.65 in WR and -0.09 in Maths. (**Data File; SEND Report to FGB 2017**)
- SENCO Case studies provide further evidence of targeted intervention and progress for our SEND children.

Other subjects

We have ensured that schemes of work for subjects other than English and maths cover the relevant curriculum in a planned and progressive way, using the Chris Quigley Essential Scheme. We identify objectives linked to the national curriculum that should be covered each term in each year group. Teachers assess in key lessons whether individual pupils have gained the necessary understanding, involving the pupils, and as in English and maths they shade the objective green if the objective is met. Pupils' books thus form a record of their progress, and progress is formally monitored from books by subject coordinators. In 2016-2017 we introduced subject ladders for the foundation subjects. Staff use these to make end of year judgements, which are included in our annual report to parents.

