Walter Infant School and Nursery

'To be the best I can be'

DATA, ASSESSMENT AND MONITORING POLICY

Version	Action	By	Date
1	Approved	Full Governing Body	27th February 2020

Next Review Date**: February 2022**

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, care and concern for oneself and others.

Preamble: At Walter Infant School and Nursery we are committed to providing a meaningful and memorable education for all of our children; taking into account their personal needs and individual starting points. We want all of our school community to believe in the concept of 'Lifelong Learning' and to develop good behaviours for learning, so that everyone is able to tackle challenges positively, to build resilience and to learn from mistakes. We believe that appropriate learning experiences help children to lead happy and rewarding lives; through our teaching we equip our children with the skills, knowledge and understanding necessary to succeed, achieve and to make good choices.

Aims and Objectives

At Walter Infant School and Nursery

- We aim to demonstrate that our children understand and behave in a way that symbolises our core values: Respect, Honesty, Empathy, Kindness and Resilience
- We aim to ensure that all our children will be tenacious, inquisitive, diligent and resourceful learners
- We aim to provide 'A BIG Curriculum for Little People' that meets the needs of all our children, so that we can challenge, inspire and motivate our children to be 'the best they can be'
- We aim to provide opportunities for children to explore, test, question and consolidate their learning in a safe and secure environment which fosters a respect for each other and a desire to know more
- We aim to meet the needs of every child, irrespective of their starting points, so that every child makes good or better progress
- We aim to have a 'Growth Mindset' for all our children, to foster a desire to succeed and to provide opportunities for children to broaden their knowledge and skills

Policy (Data, Assessment and Monitoring)

- The Leadership Team will deliver, in most instances, a 'soft touch' approach to monitoring as we will rely on progress and attainment data, books, learning walks, planning documents and the learning environment to inform us of the quality of teaching and learning in line with our Teaching and Learning Policy and our Non-negotiables
- Monitoring of teaching and learning will be supportive, developmental and transparent
- Senior Leaders and governors will ensure our performance is benchmarked against the best comparable schools and academies
- We will compare our data against local authority and national data to identify gaps and inform future targets for school development
- We will use the data gathered from assessment to set appropriate and meaningful targets to inform whole school improvement
- We will encourage the best possible practice through self-reflection, observation and coaching
- We will ensure that all the leadership and management teams are well trained in monitoring evaluation and review processes

- We will ensure responsibilities for monitoring, evaluation and review are clearly communicated and that teachers are held to account for this aspect of their work
- Children's progress and attainment will be shared 3 times a year with parents; in the autumn and spring term this will take place during parent consultations and in the summer term the parents will receive a written report.

Monitoring of Teaching and Learning (Triangulation)

Our approach to monitoring is through a triangulation; we consider all aspects of teaching and learning that will impact on progress and attainment.   These aspects are planning, the children's books, teaching, behaviours for learning and data. Our triangulation is 'soft touch' and will include:
- Weekly Learning walks led by the Headteacher and the Deputy Headteacher
- Daily 'drop-ins' to ensure good practice is in place
- Planning stored on the shared drive for 'planning scanning' to check that Learning Intentions are appropriate and that practice is 'tilted' to meet the needs of all children, including vulnerable groups.
- Informal 'book-looks' to ensure that marking is up to date and in line with our marking and feedback policy
- Subject leaders will conduct informal observations of teachers and support staff to identify any Continuous Professional Development needs
- Termly Pupil Progress meetings to measure progress and attainment
- Aspirational Numerical Attainment Targets of 85% of children to be at Age Related Expectations or above
- Termly Internal Moderation of core subjects to ensure parity of assessment across year groups as well as next steps
- Termly Performance Management observations with an agreed focus
- Performance Management interviews and reviews with shared and individual targets
- Annual Meetings with our School Improvement Officer

Monitoring Attainment and Progress from starting points

All teachers are responsible for assessing and recording children's attainment at regular intervals in order to track progress. These teacher assessment judgements are recorded in SIMs on the relevant Programme of Study tracking sheets.

- A baseline assessment is completed within the first half term for all individual children starting in our Foundation Stage1 and Foundation Stage 2 (F1 and F2) classes
- The final assessment judgements made in the summer term become the baseline assessment judgements for the beginning of the next academic year
- Teachers update SIMs regularly when they have new evidence that a child or group of children has made progress against statements in the appropriate assessment framework for their cohort
- Assessment judgements are recorded within the appropriate term in SIMs – *Baseline (F1 and F2 only), Autumn, Spring and Summer*

- The assessment data in SIMs enables teachers and senior leaders to see any gaps in teaching or learning that can then be addressed
- Data from SIMs is used to inform teachers where to place individual children on our termly PITAs (Point in Time Assessment records)
- Our PITAs record whether children are on track to meet ARE (age related expectations) and whether they are making expected progress, accelerated progress or have made less than expected progress
- Our Foundation Stage PITAs show children's progress and attainment in Reading, Writing, Number, Shape and Space and Communication and Language (Figure 1)
- Our Key Stage One PITAs show children's progress and attainment in Reading, Writing and Mathematics (Figure 2)
- Our Y1 and Y2 PITAs include the percentage of end of year statements where the children have already shown they are working at ARE
- Children making accelerated progress are recorded in green and those making less than expected progress are recorded in red
- Our PITAs include contextual data such as whether children are in receipt of the PPG (pupil premium grant), have English as an additional language or are on our SEND (special educational needs and disability) register
- PITAs are used as the starting point for professional discussions during our termly Pupil Progress meetings

Additional Monitoring of Attainment and Progress

The assessment coordinator produces and updates a variety of documents to inform us about individual, group, class and cohort attainment and progress.

These documents show data in a variety of ways including:

- Cohort progress from the end of F2 until the end of Y2 for Reading, Writing and Mathematics (Figure 3)
- Cohort progress data is broken down into PPG, EAL and gender as well as all children (Figure 4)
- Individual child progress from the end of F2 until the end of Y2 (Figure 5a and 5b)
- Class and year group attainment and progress from term to term (Figure 6)
- Comparative attainment data with previous cohorts, going back three years (Figure 7a and 7b)
- Comparative attainment data is broken down into PPG, SEN, EAL, gender and class as well as all children (Figure 7a and 7b)
- Comparative attainment data with local and national data where it is available, going back three years (Figure 8)
- Phonic attainment and progress for our Y2 children who did not reach the expected standard at the end of Y1(Figure 9)

Red and green is used in these documents to indicate whether the data is showing a positive or negative picture.

Appendix 1: Examples of Data Collection at Walter Infant school and Nursery

Figure 1: Foundation Stage PITA (Point in Time Assessment)

Point in Time Assessments @ Walter Infant School

Key :- U: unable to access, E: emerging, WT: working towards, WA: working at, GD: greater depth

Number	PITA Descriptor
U	Is working on P Scales
E	Is able to access the correct curriculum but has significant gaps in learning. Cannot use and apply knowledge or skills without support.
WT	Is on track to meet some, but not all of end of year ARE.
WA	On track to meet end of year ARE.
GD	On track to exceed end of year ARE

Foundation Stage – Our expectation at Walter Infant School is that 85% of children will be achieve a Good Level of Development (GLD) and be at WA.

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.

Any child at WT will need procedures in place to close the gap. Children working at U or E would have an identified Special Educational Need. Some children working at E may be a new beginner in English so will only be E for a short time.

Term:	Year Group: F2	Teacher:

PPG-1 SEN-2 EAL-3

Reading

U	E	WT	WA	GD
	Debbie	Mike	Bob	Paul
			Sue	Thabvika
			Tom	
			Tim	
			Brian	
			Sarah	

Writing

U	E	WT	WA	GD

Numbers

U	E	WT	WA	GD

Shape Space Measure

U	E	WT	WA	GD

Communication and Language

U	E	WT	WA	GD

GLD Prediction

		WT	WA	

Figure 2: Key Stage 1 PITA

Point in Time Assessments @ Walter Infant School

Key - U: unable to access, E: emerging, WT: working towards, WA: working at,
GD: greater depth

Code	PITA Descriptor
U	Is working on P Scales
E	Is able to access the correct curriculum but has significant gaps in learning. Cannot use and apply knowledge or skills without support.
WT	Is on track to meet some, but not all of end of year ARE.
WA	On track to meet end of year ARE.
GD	On track to exceed end of year ARE

Our expectation at Walter Infant School is that 85% of children will be at ARE (WA). Any child at WT will need procedures in place to close the gap. Children working at U or E would have an identified Special Educational Need. Some children working at E may be a new beginner in English so will only be E for a short time.
The % represents the percentage of school expectation statements that have been assessed at secure.

Term:	Year Group:	Teacher:

PPG-1 SEN-2 EAL-3

Mathematics

U	E	WT	WA	GD
		Mike (14%) Debbie (16%)	Bob (21%) Sue (21%) Tom (23%) Tim (21%) Brian (21%) Sarah (33%)	Paul (46%) Jhanika (45%)

Reading

U	E	WT	WA	GD

Writing

U	E	WT	WA	GD

Figure 3: Cohort Progress from the end of FS2 to the end of KS1

Cohort 2016 – 2018 Progress Table

	Reading	Writing	Maths	GLD/RWM
WTS to WTS	8%	9%	5%	16%
WTS to EXS	9%	10%	8%	10%
WTS to GDS	0%	0%	0%	
EXS to WTS	3%	9%	6%	7%
EXS to EXS	36%	41%	41%	66%
EXS to GDS	40%	24%	38%	
GDS to WTS	0%	0%	0%	
GDS to EXS	0%	0%	0%	
GDS to GDS	3%	5%	2%	

Figure 4: Cohort Progress Data

Cohort 2017 – 2019 Y2 Mathematics Progress (All Children)

	FS2 (2017)	Y1 (2018)	Y2 (2019)
Greater Depth	9%	25%	38%
Expected + / Working Towards	87%	89%	91%
	13%	11%	9%

Figure 5a: Individual Child Progress
Tracking from FS2 2017 to EOKS1 2019

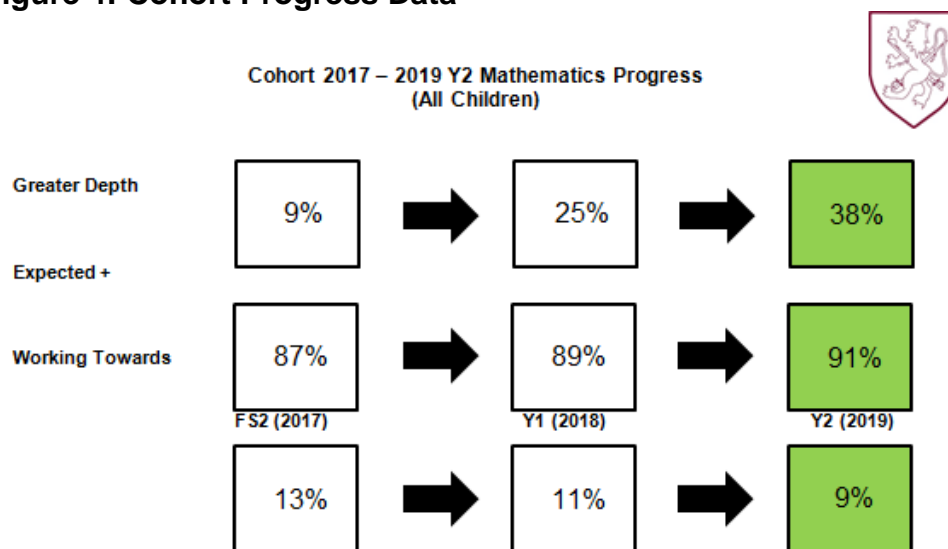| Name	Contextual Data	GLD	EYFS Reading	EYFS Writing	EYFS Number	Y1 Phonics	Y2 Reading	Y2 Writing	Y2 Maths	Y2 Science	Y2 RWM	Y2 RWMS
	PPG EAL	-	-	-	-	WA	2	2	2	2	✓	✓
		Yes	2	2	2	WA	2	2	2	2	✓	✓
	EAL	Yes	3	3	2	WA	3	3	3	2	✓	✓
		Yes	2	2	2	WA	3	3	3	2	✓	✓
	SEN	No	2	1	2	WA	2	1	3	2	x	x
	SEN	No	1	1	1	WT	2	2	2	2	✓	✓
	EAL	Yes	3	3	2	WA	3	2	3	2	✓	✓
		Yes	2	2	2	WA	3	2	2	2	✓	✓
		Yes	2	2	2	WA	3	2	3	2	✓	✓
		Yes	2	2	2	WA	3	2	3	2	✓	✓
	SEN											
	EAL	Yes	2	2	2	WA	3	3	3	2	✓	✓
	EAL	Yes	2	2	2	WA	2	2	2	2	✓	✓
		Yes	2	2	2	WA	2	2	2	2	✓	✓
		Yes	2	2	2	WA	3	2	2	2	✓	✓
	SEN	No	1	1	1	WT	1	2	1	2	x	x

Figure 5b: Individual Child Progress

Name	GLD	F2R	F2W	F2M	Y1 Ph	Y1 R	Y1W	Y1M	Y2R	Y2W	Y2M	Y2 RWM	Y2Ph
Child 1					36	EXS	EXS	EXS	EXS	EXS	EXS	Yes	
Child 2	No	2	1	2	35	EXS	EXS	EXS	EXS	WTS	GDS	No	
Child 3	No	1	1	1	22	WTS	EXS	EXS	EXS	EXS	EXS	Yes	39
Child 4	Yes	2	2	2	39	EXS	EXS	EXS	GDS	EXS	EXS	Yes	
Child 5	Yes	2	2	2	25	WTS	WTS	WTS	WTS	WTS	EXS	No	38
Child 6	Yes	2	2	2	33	EXS	EXS	EXS	EXS	EXS	EXS	Yes	
Child 7	No	1	1	2	36	EXS	EXS	EXS	EXS	EXS	WTS	No	
Child 8	Yes	2	2	2	39	GDS	EXS	EXS	GDS	GDS	GDS	Yes	
Child 9	Yes	2	2	2	32	EXS	WTS	EXS	WTS	WTS	EXS	No	
Child 10	No	1	1	1	16	WTS	WTS	WTS	WTS	EXS	EXS	No	37
Child 11	Yes	2	2	2	16	WTS	WTS	EXS	WTS	WTS	EXS	No	37
Child 12	Yes	2	2	2	36	GDS	EXS	EXS	GDS	EXS	GDS	Yes	
	GLD	F2R	F2W	F2M	Y1 Ph	Y1 R	Y1W	Y1M	Y2R	Y2W	Y2M	Y2 RWM	Y2Ph

Figure 6: Class and Year group attainment from term to term

Class A and Year Two Progress 2019/20

Pine	Reading			Writing			Mathematics		
	Sep	Dec	March	Sep	Dec	March	Sep	Dec	March
On track WTS	14%	13%		10%	13%		3%	7%	
On track EXS	48%	47%		66%	57%		76%	70%	
On track GDS	38%	40%		24%	30%		21%	23%	

Year 2	Reading			Writing			Mathematics		
	Sep	Dec	March	Sep	Dec	March	Sep	Dec	March
On track WTS	12%	11%		11%	13%		9%	8%	
On track EXS	58%	57%		68%	64%		69%	66%	
On track GDS	30%	31%		21%	22%		22%	26%	

Figure 7a: Comparative Attainment data

Percentage of F2 children achieving GLD in 2017, 2018 and 2019

	LAC (3)	PPG (9)	SEN (9)	EAL (24)	Boys (54)	Girls (36)	Class A (30)	Class B (30)	Class C (30)	All Children (90)
GLD 2017	100%	79%	44%	75%	74%	81%	73%	70%	87%	77%

	LAC (0)	PPG (6)	SEN (7)	EAL (22)	Boys (47)	Girls (43)	HC (30)	CL/LP (30)	JB (30)	All Children (90)
GLD 2018		67%	29%	91%	77%	93%	80%	80%	93%	84%

	LAC (0)	PPG (10)	SEN (6)	EAL (21)	Boys (37)	Girls (52)	HC (30)	CL/LP (29)	JB (30)	All Children (89)
GLD 2019		70%	83%	95%	86%	96%	97%	90%	90%	92%

Figure 7b: Comparative Attainment Data

Percentage of Y2 children achieving ARE or above (teacher assessment) in 2017, 2018 and 2019

Year Two		PPG	SEN	EAL	Boys	Girls	Class A	Class B	Class C	All Children
Writing	2017	43%	14%	79%	72%	83%	83%	69%	77%	76%
	2018	63%	33%	75%	77%	86%	84%	76%	83%	81%
	2019	73%	50%	87%	81%	86%	90%	77%	83%	84%
Reading	2017	57%	71%	83%	80%	83%	97%	72%	73%	81%
	2018	75%	56%	94%	87%	91%	94%	86%	87%	89%
	2019	73%	50%	87%	83%	86%	90%	77%	87%	85%
Mathematic	2017	71%	57%	83%	80%	83%	90%	76%	77%	81%
	2018	75%	67%	94%	96%	84%	97%	83%	90%	90%
	2019	93%	75%	96%	88%	93%	90%	90%	90%	91%
Reading, Writing & Mathematics	2017	43%	14%	75%	67%	80%	77%	69%	70%	71%
	2018	50%	22%	75%	74%	81%	84%	72%	77%	78%
	2019	60%	38%	83%	73%	81%	83%	70%	73%	78%
Reading, Writing, Maths & Science	2017	43%	14%	75%	67%	80%	77%	69%	70%	71%
	2018	50%	22%	75%	74%	81%	84%	72%	77%	78%
	2019	60%	38%	83%	73%	81%	83%	70%	73%	78%
Science	2017	57%	43%	79%	80%	86%	90%	72%	83%	82%
	2018	100%	89%	100%	100%	98%	100%	97%	100%	99%
	2019	100%	100%	100%	100%	100%	100%	100%	100%	100%

PPG – 15 children in 2019 (8 in 2018) (7 in 2017)
SEN - 8 children in 2019 (9 in 2018) (7 in 2017)
EAL - 23 children in 2019 (16 in 2018) (24 in 2017)
Boys - 48 children in 2019 (47 in 2018) (54 in 2017)
Girls - 42 children in 2019 (43 in 2018) (35 in 2017)

Figure 8: Comparative Attainment Data with Local and National Data

EYFSP outcomes for 2019 Comparison with LA and National (%)

	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence	Managing feelings	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring media	Being imaginative	GLD
2019 LA - All	90.7	90.4	90.3	92.6	94.4	93.1	91.8	93.6	84	79.4	86	88	90.7	91.7	98.5	94.7	94.3	77.1
2019 Nat - All	85.9	85.7	85.4	89.2	91	88.5	87.3	89.2	76.9	73.3	79.8	81.5	85.6	85.5	93.1	88.0	88.6	71.8
2019 Walter - All	100	98.8	97.7	100	100	100	100	100	92.1	92.1	98.8	100	100	100	100	100	100	91
2019 LA - Disadvantaged	79.6	78.9	80.3	83.8	90.8	89.4	83.8	89.4	64.8	57.7	71.1	69.7	81.7	81.7	97.2	92.3	90.1	52.8
2019 Nat - Disadvantaged	76.4	76.6	76.3	81.2	84.2	80.8	78.4	81.5	62	58.4	66.2	68.9	75.7	75.5	88.2	80.9	80.5	56.4
2019 Walter - Disadvantaged	100	100	92.3	100	100	100	100	100	76.9	76.9	92.3	100	100	100	100	100	100	76.9

Figure 9: Phonic and Attainment Progress for children who did not meet the benchmark at the end of year 1.

Y2 Phonics Screening Preparation 2018 -19

Name	Y1 Score *June 18*	Practice 1 2017 test *Nov. 18*	Practice 2 2017 test *March 19*	Practice 3 2018 test	Practice 4 2018 test
Child A	13	21	24	35	
Child B	9	19	26	35	
Child C	1	18	27	33	
Child D	16	23	31	35	
Child E	16	19	32	38	
Child F	14	26	34		
Child G	18	21	34		
Child H	27	29	36		
Child I	25	27	37		
Child J	9	30	38		
Child K	25	35	38		
Child L	11	29	39		
Child M	22	30	39		

Areas/GPCs to work on

Child A	au, o split digraph
Child B	Muddled b and d, or, ue, ai, er
Child C	Muddled b and d, ar, ur, ue, aw, ir, ur, ea
Child D	ar, ue, aw, er
Child E	ar, ur, ue, oa,
Child F	split digraphs, ue,
Child G	z, ue, aw, ai,
Child H	ur, ay
Child I	oi, oa, split digraphs
Child J	ur,
Child K	split digraphs
Child L	
Child M	