



SSMJ POLICY FOR

Art and Design

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Written by: L. Thornton

Role: Art and Design Co-ordinator

Date policy agreed: 20th May 2022

Date to be reviewed: 20th May 2024

“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

Art and Design Policy May 2020

Contents

1. The Purpose of Study in Art and Design
2. Aims
3. Subject Statement (Intent, Implementation and Impact)
4. Teaching and Learning
5. Assessment
6. Planning and Resources
7. Organisation
8. EYFS
9. KS1 and KS2
10. Equal Opportunities
11. Inclusion
12. Role of the Subject Leader
13. Online safety in art and design
14. Parents

The Purpose of studying Art and Design:

At SSMJ we follow the National Curriculum Programme of Study for Art and Design. Our Art and Design topics consider the children's interests to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

Aims:

In line with the national curriculum 2014, the curriculum at SSMJ aims to ensure that all pupils:

To enable all children to have access to a varied range of high quality art experiences

- To provide an imaginative, innovative and coordinated art programme which will foster enthusiasm for art and design amongst all the children
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.
- To stimulate children's creativity and imagination by providing visual, tactile and sensory experience
- To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live
- To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To inspire confidence, value and pleasure in art
- To cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments
- To teach children to express their own ideas, feelings, thoughts and experiences
- To develop children's design capability
- To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.

Intent:

At SSMJ, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with

the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Implementation:

The teaching and implementation of the Art and Design Curriculum at SSMJ is based on the National Curriculum to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work. Areas covered include sculpture mosaics, printing based on topic work, such as animal printing, nature, Aboriginal art, painting, pointillism, Pop Art and the works of the Impressionist artists. More detail can be found in our Long Term plan.

The work of famous local, national and international artists are explored to enhance the children's learning.

The children's learning is further enhanced with whole school 'Art' days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Impact

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly in their learning journals. Age related expectation levels are reported to parents at the end of the reception year.

Teaching and Learning

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. There is an Art and Design progression document that teachers follow to ensure the progression of skills is built on previous skills and adds challenge. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Assessment:

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (Art and Design) programme of study.’

At St Michael and St John’s RC Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key Art and Design knowledge is taught to enable and promote the development of children’s artistic skills. Assessment is supported by use of the following strategies:

- Monitoring and observation;
- Differentiation;
- Quality questioning
- providing effective feedback
- Assessment

(See appendix (i) SSMJ’s Assessment Policy)

Planning and Resources:

Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children’s work are also collected. Monitoring takes place regularly through sampling children’s work, teacher planning and lesson observations.

Organisation:

At SSMJ, we follow a sequence of lessons within each unit. This allows children to enhance their knowledge of Art and Design related skills.

EYFS:

During the Early Years, young children will be given the opportunity to explore colour, texture, shape and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas.

KS1:

During Key Stage 1, Art and Design is about expanding children's creativity and imagination through providing art, craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?'

KS2:

During Key Stage 2, Art and Design is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of Art and Design in the world around them.

Equal Opportunities:

At SSMJ Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion:

(eg EAL/SEN/PPG/Provision for HA) All pupils are entitled to access the Art and Design curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of KWL and spider diagrams, teaching takes account of the children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging Art and Design curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through practical learning activities.

The Role of the Subject Leader:

The Subject Leader's responsibilities are:

- To ensure a high profile for the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Art and Design.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of Art and Design.
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the Art and Design curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the Art and Design curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Online safety

In all subjects, as a school, we ensure children are provided with the opportunity to become the best they can be. This is through a progressive curriculum that inspires and innovates students to experience art and design in its greatest sense. At SSMJ, we understand Online Safety is paramount in an ever-changing world. We continue to ensure all children are safe in

education and, following closely the Online Safety Policy, in art and design we ensure children are appropriate in their Conduct, Content, Contact and Commerce. This is also in accordance with our Safeguarding Policy and in line with the Keeping Children Safe in Educations Act.

Parents (Including Homework):

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of Art and Design. SSMJ has created strong local links with artists, who come into school and work closely with the children on new and exciting projects. Parents and carers are involved with supporting their children with topic- based homework.

At SSMJ we actively encourage the involvement of families and the wider community to help support the teaching of Art and Design.

Parents and carers are involved with supporting their children with their homework. Art and Design homework tasks are well communicated and have a clear purpose, often providing children with the means to practise their skills to support their classroom work.

Policy Agreed:

L. Thornton

Policy Review Date:

May 2024

Appendix (i) SSMJ's Assessment Policy



SSMJ POLICY FOR

Assessment

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Written by - Zoe Mabbott

Role – Assessment Leader

Date policy agreed -

Date to be reviewed

ASSESSMENT POLICY

St Michael & St John's RC Primary School



June 2020

“Following the example of Jesus, together we learn, love and respect one another to be the best we can be.”

St Michael and St John's RC Primary School seeks to provide a broad and balanced education for all children by addressing their academic, social, moral and spiritual needs within a caring, positive and stimulating environment.

The responsibility for ensuring that this policy is implemented, that practice is maintained and regularly reviewed and updated, lies with the Headteacher or a person designated to this role by the Headteacher.

Policy Aims:

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.

Principles of effective assessment in our school:

- Compliance with statutory requirements
- Outcomes are benchmarked to national expectations and that of similar schools.
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group

- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats
- Practice is regularly reviewed and developed in line with changing DfE policy and against knowledge of practice in other schools.

SINGLE EQUALITY

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

TYPES OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against KLIPS and LAPS.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives and success criteria*
- *Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Marking ladders*
- *Pupil self-evaluation – Success criteria is provided; see the Feedback & Marking Policy for details about how pupils are involved in assessment*
- *Peer evaluation – both verbally in pairs and in groups and written form in some success criteria - see the Feedback & Marking Policy for details about how pupils are involved in assessment*
- *Teacher assessment of pupils' written work*
- *Teachers assess independent writing at the end of each unit and every half term.*
- *Pupils' performance in formal assessments*

Refer to Teaching and Learning Policy

DIAGNOSTIC

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs ILPs / EHC Plan
- Informs teachers' planning.

SUMMATIVE

Formal summative assessments occur once every term. They give a picture of the child's level of performance at a given time. They take the form of tests or teacher assessment.

Summative assessments will be made using NTS assessments which are then swiftly analysed by teachers to create question level analysis.

Assessments for reading, writing and maths are recorded on the Lancashire Tracker and are recorded every term. Assessments in other curriculum areas are recorded on Lancashire Tracker and summative assessments are recorded annually.

EVALUATIVE

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

Using the outcomes of assessment

At all times assessment will only be used in ways which are relevant to providing information which leads directly to improved pupil provision, or in meeting reporting responsibilities to appropriate persons (parents, LA, DfE, gov's).

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

JUDGEMENTS

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

Entering: Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

Developing: Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

Secure: Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

It is *possible* that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation and with the assessment Lead.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher (termly)
- The pupil tracker – updated half termly
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject, curriculum and assessment leaders
- Walk-throughs to a focus
- Lesson observations/drop ins
- Termly data reports to governors via the SEC committee

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

RECORDING

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile

REPORTING

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents termly.
- Verbal reports are given to parents twice a year at parents' evenings in the Autumn and Spring term. Additionally as required.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- Written reports will be completed by the class teacher and endorsed by the Head Teacher. An opportunity for parental discussion will be arranged. Reports will include attainment, progress, attitudes, attendance and personal comments.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

Reporting to governors: Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. chd in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc
- Access to RoL and LSIP pages

Reporting to the LA/DfE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- Y2 phonics for children not meeting the standard in year 1.
- Y4 multiplication tests
- End of KS1/2 outcomes

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At SSMJ this involves:

- The child's personal file
- The child's data
- POPs (for children with SEND)
- Safeguarding information (via C Poms)
- See transition sheet used at SSMJ for headings

ACCURACY AND RELEVANCE

Assessment will only be conducted by skilled staff. To ensure this:

- CPD needs will be regularly reviewed and appropriate training provided.
- Staff new to school will be mentored by an experienced staff member to ensure to ensure they are trained in and able to deliver staff policy.
- Regular moderation events will be structured to ensure assessment remains consistent across the school.
- The assessment lead will, through cluster groups and other networking opportunities, regularly review current school practice in light of knowledge about practice in similar schools.
- The assessment lead will keep abreast of national and statutory changes and use this knowledge to ensure the school's policy reflects this.

REVIEW OF THE POLICY

This policy will be reviewed on

Date:

AGREED BY:

Governor:

Date:

SEE ALSO:

Feedback & Marking Policy

EYFS Policy

Teaching & Learning Policy

Inclusion /SEND Policies

Transition Information

List of abbreviations

ILP Individual Learning Plan

EHC Education, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

KLIPs Key Learning Indicators of Performance in Primary Schools

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

LSIP Lancashire School Information Profile

CALENDAR OF SUMMATIVE ASSESSMENT

| | Assessment | Uses | Persons responsible |
|------------------|-------------------------------|---|--|
| September | Baseline | To have an accurate starting point for planning and provision – key words reading and spelling, TTRS baseline, phonics baseline, curricular analysis from Summer term tests | Class Teachers Subject Leaders to check and analyse. |
| | EYFS Baseline | To create a measurable baseline from which to measure children's progress | EYFS staff – this information needs to be collated and shared with Head. |
| October | Staff Appraisal | Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set. | Class teacher and DHT/Head teacher |
| | Half-Termly KLIPS Review | To update individual's KLIPs records using evidence | Class teachers to be collated and shared with head so Lancashire Tracker can be updated |
| November | SEC COMMITTEE | To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data. | SEC Committee and Head Teacher |
| | POP UPDATE | Class teachers to measure SEN children's progress against their own individual targets. | Completed by Class Teachers and shared with Parents. |
| December | Maths and English Assessments | To consolidate progress against Maths and English KLIPs covered. Formal end of term tests | Class Teacher and to update the KLIPs as appropriate. Class Teacher – QLA analysis, TTRS, Reading, spelling and phonics Subject Leader – assessment report |
| | Pupil Progress Reviews | Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind. | Class teacher is expected to bring relevant up-to-date data for their class to a meeting with the Head Teacher. Inclusion manager involved in meeting to suggest 'closing the gap' strategies. |
| | End of Term KLIPS Review | To update individual's KLIPs records using evidence | Class teachers to be collated and shared with head so Lancashire Tracker can be updated |
| | End of term reports | Teachers complete the end of term report and this is shared with parents. | Class Teacher writes HT verifies accuracy before the report goes home |
| January | | | |
| February | Half-Termly KLIPS Review | To update individual's KLIPs records using evidence | Class teachers to be collated and shared with head so Lancashire Tracker can be updated |
| March | SEC COMMITTEE | To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data. | SEC Committee and Head Teacher |

| | | | |
|--------------|--|--|---|
| | POP UPDATE | Class teachers to measure SEN children's progress against their own individual targets. | Completed by Class Teachers and shared with parents . |
| April | Maths and English Assessments | To consolidate progress against Maths and English KLIPS covered. Formal end of term tests | Class Teacher and to update the KLIPS as appropriate. Class Teacher – QLA analysis, TTRS, Reading, spelling and phonics Subject Leader – assessment report |
| | Pupil Progress Reviews | Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind. | Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the Head Teacher . Inclusion manager involved in meeting to suggest 'closing the gap' strategies. |
| | End of Term KLIPS Review | To update individual's KLIPs records using evidence | Class teachers to be collated and shared with head so Lancashire Tracker can be updated |
| | End of term reports | Teachers complete the end of term report and this is shared with parents. | Class Teacher writes HT verifies accuracy before the report goes home |
| May | KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG) | To create an end of Key Stage Judgement for children | Head Teacher (alongside SLs and Y2 and Y6 staff) . Results need to be formally shared with Parents and updated to relevant authorities . |
| | Half-Termly KLIPS Review | To update individual's KLIPs records using evidence | Class teachers to be collated and shared with head so Lancashire Tracker can be updated |
| June | Phonics Screening | To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application | Head and Deputy-Head Teachers Results need to be formally shared with Parents and updated to relevant authorities. |
| | Maths and English Assessments | To consolidate progress against Maths and English KLIPS covered. Formal end of term tests | Class Teacher and to update the KLIPS as appropriate. Class Teacher – QLA analysis, TTRS, Reading, spelling and phonics Subject Leader – assessment report |
| | Y4 Multiplication Test | National assessment | Class Teacher |
| | EYFS Profile | To give a summative end to the children's reception year | Reception Teacher Results need to be formally shared with Parents and updated to relevant authorities . |
| July | Pupil Progress Reviews | Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible | Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the head. Inclusion manager involved in |

| | | | |
|--|---|---|--|
| | | 'Closing the Gap' strategies for those who are behind. | meeting to suggest 'closing the gap' strategies. |
| | End of Year KLIPS Review | To update individual's KLIPs records using evidence | Class teachers - to be collated and shared with head so Lancashire Tracker can be updated and then passed on to the new class teacher / school |
| | End of year reports | Teachers complete the end of term report and this is shared with parents. | Class Teacher writes HT verifies accuracy before the report goes home. |
| | SEC COMMITTEE | To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data. | SEC Committee and Head Teacher |
| | POP UPDATE | Class teachers to measure SEN children's progress against their own individual targets. | Completed by Class Teachers and shared with parents . |
| | Subject Data Analysis and Summative Report to Governors | Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development | Subject Leaders present at Governor Meeting on a rolling program. Anonymised data is shared with governors for all subjects through link subject governors. |

ROLES AND RESPONSIBILITIES

SEC Committee

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Headteacher

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

SLT

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

Teachers

- Operate within the assessment time frame
 - Meet or exceed the targets set for each child
 - Record and analyse pupil/ group results
 - Highlight areas to celebrate and to address ready for pupil progress meetings
 - Prepare for pupil progress meetings
 - Plan for timely intervention where needed and report impact
 - Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school