# At Thakeham we CARE

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# DATA REPORT

# Contents

**Data and Assessment Systems at Thakeham Primary School**

Below is an overview of the new assessment systems put in place in 2022-23. We are currently in the process of embedding these systems.
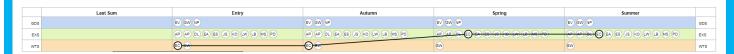
Although data only forms part of the 'picture' of a school, we recognise its unequivocal importance in terms of not only measuring the impact of teaching but also its role in ratifying our overall pedagogical approach. Essentially… if we do right by the pupils this should then be reflected in outcomes.

With that in mind, here is an overview of:

1] How we set data targets
2] How we monitor assessments and pupil progress
3] Our approach across an academic year
4] Overview of the complexities of assessment and data in such a small school

**1] How we set data targets**
We create a 'flightpath' for each pupil. This is based on historic data for each child, starting with whether they achieved the GLD or not. Our processes are then designed to either keep the 'value' or improve it. For example, if a child got the GLD in EYFS, we then normally assume they can get age-related at each stage afterwards. If a child is working below agre-related, we look to boost their academic performance to bring them in line with their peers. As each child is individual, we are careful to add in other contextual information to ensure we look at each child carefully. Our in-house assessment programme then produces a Flightpath Chart. On it, the line for a child should either be straight (value held) or pivot up (value gained). It should not pivot down (value lost) as this means a child has regressed. We cross-check targets set within flightpaths against national averages. We also use FFT Aspire to compare our pupils to those in similar schools as Thakeham. Altogether, this helps us to build a robust pathway for each child.



**2] How we monitor assessments and pupil progress**
It is really important that not only teachers OWN their data (this is part of the Teacher Standards) but that the Leadership Team hold them to account and support where needed. We use the following mechanisms to do this:

- Flightpath creation meetings in Autumn 1 (where teachers meet with the SLT to set pupil data targets).
- Half-termly pupil progress meetings (where pupil progress is analysed with teachers and ways forward created).
- Termly moderation meetings (where the team comes together to moderate books and suggest next steps for pupils).
- Yearly external moderation for each year group (where a selection of books are externally moderated by independent advisors to ensure data is accurate).
- Weekly book looks by the Head and Deputy Head on a Friday (where we check progress in books).
- Weekly learning walks by the Head, SENCO and Deputy. These are almost always on a Thursday and are used to monitor teaching, learning, progress, pupil voice and actions related to PPMs etc.

**3] Our approach across an academic year**
Teachers use an assessment tracking programme called INSIGHT TRACKING to log all internal data. This is done according to a scheduled defined with the TLAC (Teaching, Learning, Assessment and Curriculum) policy (see below). We track summative data for every subject. Teachers also log progress against subject skills for each subject in all year groups from EYFS through to Year 6. Within lessons, teachers are encouraged to use a range of assessment for learning tools. We also complete the following with pupils to help inform how much we know about them:

- End of unit assessments for maths

- Knowledge organisers (a selection of key declarative knowledge is given to pupils at the start of a unit on a set format. They are then assessed at the end of a unit to see how much of this they remember). Assessment is matched to the needs of the child. For example, in Year 6 an assessment might be written but in Year 1 is could be a gathering of pupil voice instead.

It should be noted that assessment is threaded throughout all areas of our new curriculum and teachers deploy many in-class strategies via Assessment for Learning. This overview focuses on the set overarching systems.

Below is an overview of our assessment systems. Teachers must use assessment as one of the core pillars of practice as outlined above in the section on page 3 of the school's TLAC policy entitled, 'What Effective Teaching and Learning Looks Like at Thakeham.'

| In-house Formative | In-house Summative | Statutory | Across the Curriculum | EYFS | Ensuring Accurate Assessment | Promoting Good Outcomes | Quality Assurance |
|---|---|---|---|---|---|---|---|
| **Curriculum Overview informs Pacing Documents** which inform weekly plans.<br><br>**LOs are shared** with pupils and pupils understand them.<br><br>**Effective modelling**, instruction and questioning is carried out by the Class Teacher.<br><br>Teachers use a range of **AfL techniques** to receive live feedback as to a pupil's in-lesson performance.<br><br>Where necessary, teachers complete **mini-plenaries, plenaries and assessments** to provide ongoing opportunities for pupils to apply their learning.<br><br>**Questioning** is thoughtful, purposeful and focused. | **Phonics assessments twice a term** and recorded on the school's Phonics Tracker.<br><br>**End of Unit** assessments take place for maths.<br><br>**Knowledge Organisers** are used for Geography, Science and History with 'quick quizzes' completed at the end of a unit to ascertain how much of a KO a pupil has retained.<br><br>All teachers in EYFS, KS1 and LKS2 have running **weekly reading logs** (either done in-house or by volunteers).<br><br>**INSIGHT summative data** completed for the following times:<br><br>-Baseline/targets: end of Autumn 1<br>-Capture 1: end of Autumn 2<br>-Capture 2: end of Spring 2<br>-Capture 3: end of Summer 2 | **EYFS Baseline** completed Autumn 1 (see deadline when published).<br><br>**GLD** reported to WSCC and DfE Summer 2 via CTF from MIS.<br><br>**Phonics Year 1** reported to WSCC and DfE Summer 2 via CTF from MIS.<br><br>**Phonics Year 2** reported to WSCC and DfE Summer 2 via CTF from MIS.<br><br>**MTC** reported to WSCC and DfE Summer 2 via CTF from MIS.<br><br>**KS1** reported to WSCC and DfE Summer 2 via CTF from MIS.<br><br>**KS2** reported via update on KS1 section of PAG by Summer 2 (see KS2 ARA when published). | **INSIGHT subject skills** tracked for **reading, writing, maths and science** (preferably as a unit is completed but definitely in line with dates for captures 1, 2 and 3).<br><br>**INSIGHT subject skills** tracked for **all other subjects** as a unit is completed. | Tapestry kept up-to-date as year progresses.<br><br>**INSIGHT** completed in line with rest of school. | **Termly moderation** of reading, writing and maths outcomes/books (6 x yearly) in staff meetings.<br><br>Discussion of pupils in the 4 x yearly **pupil progress meetings**.<br><br>**Triangulation of books** with skills ticked off on INSIGHT and summative data. | Pupil Progress Meetings:<br><br>**-End of Autumn 1** (target setting meeting)<br><br>**-End of Autumn 2**<br><br>**-End of Spring 1** (unpicking any final support ahead of SATS)<br><br>**-Start of Summer 2** (unpicking any final support that cab be given ahead of end of year)<br><br>**-End of Summer 2** (prep for next year with new teacher)<br><br>Data targets set for teachers at the **end of Autumn 1** in line with performance management cycle. The following is used:<br><br>-National data<br>-Pupil flightpaths<br>-FFT Aspire<br>-Last year's data<br>-Baseline info | FGB monitoring **every long term.**<br><br>External moderation by WSCC in **Summer 2.** |

Criterion used across the school for summative assessments:

In KS1 and 2, we use an 'on track' system. Pupils are given a target at the start of the year and are then tracked according to how securely they are working towards meeting that target. Pupils work within the skills for their year group and receive an assessment based on that.

The SENCOs keep a range of extra assessment information that builds a more detailed picture of pupils on the SEND register. This is because, sometimes, these children make much smaller steps that need carefully evidencing. The SENCOs gather assessment information on the Inclusion Dashboard and share this with teaching staff. Assessments can be carried out for: NELI, Speechlink, Language Link, DST, BOXALL, Jump Ahead, phonics, YARC, SWRT, SWST and Sandwell.

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| In-year: | In-year: | In-year: | In-year: |
| **PKF:** working below the requirements of their year group | **PKF:** working below the requirements of their year group | **PKF:** working below the requirements of their year group | **PKF:** working below the requirements of their year group |
| **WTS:** working within and towards the requirements of their year group | **WTS:** working within and towards the requirements of their year group | **WTS:** working within and towards the requirements of their year group | **WTS:** working within and towards the requirements of their year group |
| **EXS:** working at age related | **EXS:** working at age related | **EXS:** working at age related | **EXS:** working at age related |
| End of year: **GLD/EYFSP:** reported to WSCC and DfE via CTF from INSIGHT. Children flagged as 'expected', 'emerging' or 'exempt'. **Headteacher manages this.** | **GDS:** working above the requirements of their year group<br><br>End of year: **Phonics:** reported to WSCC and DfE as a score out of 40. **Headteacher manages this.**<br><br>**KS1:** reported to WSCC and DfE via CTF from INSIGHT using same determiners as our in-house system. **Headteacher manages this.** | **GDS:** working above the requirements of their year group<br><br>End of year: **MTC:** completed on the DfE portal. Reported to WSCC and DfE via CTF from INSIGHT. **Headteacher manages this.** | **GDS:** working above the requirements of their year group<br><br>End of year: **KS2 TA:** reported on Primary Assessment Gateway. **Deputy Headteacher manages this.**<br><br>**KS2 SATS:** reported via Primary Assessment Gateway. |

**4] Overview of the complexities of assessment and data in such a small school**
Managing pupil progress in a small school day-to-day is no different than in any other. However, the following challenges should be recognised as unique to our type of setting (half-form entry small school):

- Pupils are **worth much more individually percentage wise**. Some of our year groups have less than 15 pupils in them making percentage averages all the more **complex to navigate**.
- When you have two year groups per class, this effectively **doubles the breadth of need** in the class. Where you have pupils operation below age-related or above age-related, this can effectively **triple or quadruple the amount of 'need'** a Class Teacher has to keep in mind compared with a Class Teacher in a one form entry school or more. **This absolutely affects the way a Teacher can approach lessons and cannot be ignored**.
- Our access to resources beyond the classroom is more limited than in a larger school, e.g: SENCO only one day a week; no full-time out-of-class Teaching and Learning team beyond the Headteacher; limited access to support staff due to budget constraints. This means that we often have to be highly creative with our approaches.

## Cohort Overview: numbers of pupils

|  | EYFS | 1 | 2 | 3 | 4 | 5 | 6 | All |
|---|---|---|---|---|---|---|---|---|
| All | 15 | 15 | 14 | 11 | 15 | 17 | 11 | 98 |
| PP | 3 | 0 | 0 | 3 | 1 | 4 | 2 | 13 |
| SEN | 0 | 2 | 5 | 3 | 4 | 4 | 5 | 23 |
| Girls | 5 | 9 | 6 | 4 | 10 | 10 | 2 | 46 |
| Boys | 10 | 6 | 8 | 7 | 15 | 7 | 9 | 52 |

PAN: **105** (much smaller than average primary school)

On Roll: **98** for the 2023-24 academic year so far

SEND % versus National: **4%** (National: 12.6%)

EHCP % versus National: **2%** (National: 4%)

NB: figures for SEND in the context also include Nature of Concern. Actual SEND register is **6 pupils**.

Pupil Premium % versus National: **13%** (National: 23%)

## Three Year Trend (Externally reported data)

### GLD

| 2019 | 2022 | 2023 |
|---|---|---|
| School: 73% | School: 33% | School: 73% |
| National: 72% | National: 65% | National: 67% |

### Phonics

| 2021 | 2022 | 2023 |
|---|---|---|
| School: 75% | School: 71% | School: 79% |
| National: 82% | National: 76% | National: NCER – 79% |

### Key Stage 1

| EXS+ | 2019 | 2022 | 2023 |
|---|---|---|---|
| Reading | School: 80% | School: 43% | School: 55% |
|  | National: 75% | National: 67% | National: 68% |
| Writing | School: 53% | School: 29% | School: 46% |
|  | National: 69% | National: 58% | National: 60% |
| Maths | School: 67% | School: 43% | School: 64% |
|  | National: 76% | National: 68% | National: 71% |
| RWM | School: 53% | School: 29% | School: 46% |
|  | National: 65% | National: 54% | National: 56% |

### Key Stage 2

|  | 2019 | 2022 | 2023 |
|---|---|---|---|
| Reading EXS | School: 82% | School: 85% | School: 71% |
|  | National: 73% | National: 75% | National: 73% |
| Reading GDS | School: 18% | School: 8% | School: 6% |
|  | National: 27% | National: 28% | National: 29% |
| Writing EXS | School: 82% | School: 77% | School: 77% |
|  | National: 79% | National: 70% | National: 72% |
| Writing GDS | School: 27% | School: 23% | School: 18% |
|  | National: 20% | National: 13% | National: 13% |
| Maths EXS | School: 82% | School: 54% | School: 65% |
|  | National: 79% | National: 71% | National: 73% |
| Maths GDS | School: 27% | School: 31% | School: 12% |
|  | National: 27% | National: 23% | National: 24% |
| GPS EXS | School: 91% | School: 69% | School: 77% |

|  |  |  |  |
|---|---|---|---|
|  | National: 78% | National: 73% | National: 72% |
| GPS GDS | School: 46% National: 36% | School: 39% National: 28% | School: 35% National: 30% |
| RWM EXS | School: 73% National: 65% | School: 46% National: 59% | School: 53% National: 60% |
| RWM GDS | School: 0% National: 11% | School: 8% National: 7% | School: 6% National: 8% |
| SS | Maths School: 104.5 Maths National: 105 <br><br> Reading School: 104 Reading National: 104.4 <br><br> GPS School: 106.4 GPS National: 106.3 | Maths School: 102 Maths National: 103.8 <br><br> Reading School: 104.3 Reading National: 104.8 <br><br> GPS School: 105.2 GPS National: 105.1 | Maths School: 103.9 Maths National: 104.2 <br><br> Reading School: 103.9 Reading National: 105.1 <br><br> GPS School: 106.3 GPS National: 104.9 |
| Progress | Reading: -3.65 Writing: -1.32 Maths: -1.00 | Reading: -0.60 Writing: 2.97 Maths: -2.26 | Reading: -3.53 Writing: -0.17 Maths: -2.90 |