How we monitor Progress and quality of teaching at College Park

- **There is a wide range of evidence considered in making these judgements**:
  - including monthly coaching and mentoring with AHT's,
  - learning walks,
  - AHT supporting in classes,
  - filmed lesson observations segments which are moderated with senior leader,
  - Assessing the quality of teaching - new version linked to teachers standards
  - pupil progress meetings
  - Planning
  - teacher reflections
  - Contributions in teacher meetings
  - Informal SLT visits

- AHT's are using coaching and mentoring to support class teachers to improve practice. These meetings happen at least termly and actions are followed up and implemented by the next meeting. If more significant issues are identified coaching and mentoring takes place more frequently.

Pupil Progress is measured with reference to the teaching and learning policy:

1. **Assessment** is carried out using variety of assessment tools to ensure that progress is evidenced in a way most appropriate to the individual student. The focus is on ipsative assessment which is an assessment based on a student's previous learning rather than based on performance against external criteria and standards. Learners work towards an individual personal best rather than always being compared against other students.

   The following range of assessment tools currently form our "**Range of Indicators"**

   B Squared Progression Steps
   ASDAN
   Case Studies
   Entry Level Functional skills
   Entry Level English, Maths and ICT
   SCERTS
   Progress towards EHCP outcomes
   Evisense
   Learning walks
   Lesson observations
   GCSE art
   Arts Award
   Phonics screening & Pre-Key stage assessments

2. **EviSense**
   EviSense is used as a way to gather evidence to support the accurate assessment of what students have achieved, using photographs and film and linked closely to individual learning intentions.

Students are informally assessed throughout their learning to ensure that they are making progress.

Teachers are reflective practitioners and assess how students are responding to their teaching and curriculum diet. Teachers formally assess the students termly using Progression steps and other assessments in the school toolkit to ensure that progress can be seen and evidenced. Learning intentions are agreed upon,and worked towards and achieved in varying degrees of success.

Teachers make a wide range of ipsative assessments to generate an overall progress grade for each child

Parents are encouraged to upload evidence from home to share home learning.

3. **Pupil Progress Meetings** between senior staff and individual teachers are held to review the progress of the class group.

Teachers present their analysis of the progress made by each pupil using a consistent range of assessment tools (see above) and other indicators as described in the curriculum overview grid.

Senior staff ensure there is rigour and challenge in these meetings and also take into account a variety of other factors in relation to quality of teaching that will impact on pupil progress before agreeing a progress grade for each pupil.

Those that are not making progress are investigated to establish what the reason may be. It may be attendance issues, illness or that the learning intention is providing too much challenge for the child.

Equally so those children that are fulfilling learning intentions constantly may not be offered sufficient challenge and this will then be addressed to ensure that they are. Any quality of teaching issues will be addressed through a program of support to develop the skills required to improve teaching.

4. **Leadership Team meeting** feedback and discuss following pupil progress meetings and moderate decisions together. Lesson observation are currently filmed, shared and discussed with class teachers and then discussed collectively as a senior leadership to ensure moderation.

5. **Headteacher pupil progress and achievement report** prepared to provide governors with the following information:

   - Overall progress judgement for each child presented by class
   - Attendance data
   - Anonymised Quality of Teaching data
   - Analysis of all data to establish whole school trends and actions required to address these and any links to School and Federation Development priorities