



**Whole School Approaches**

**All staff work together to ensure that systems to monitor and track pupil progress and achievement are robust, reliable and varied. It is vital that evidence gathered provides a full and detailed picture of the child’s learning using a range of evidence including teacher judgement, assessment data, class work and children’s own assessment of their learning. A wide range of approaches are used including:**

* **Learner Conversations between pupils and class teacher or member of management**
* **Standardised tests are undertaken in May each year and are used alongside teacher judgement to make a statement on pupil progress**
* **Staff regularly meet with management to discuss and analyse pupil progress, next steps for learning and identify any support needs**
* **SMT meet with learners to discuss their learning through Pupil Focus Groups and Learning Walks**
* **Benchmarks for literacy and numeracy are used to track pupil progress throughout the year based on teacher judgement and class work**
* **Jotters are regularly monitored by SMT to view progress**
* **Transition meetings take place in June where information on pupil progress and achievement is shared with the future teacher**
* **SMT track pupil progress though forward plans**
* **Assessment folders contain detailed tracking and monitoring of pupil progress in literacy and numeracy using baselines for individual pupils and are updated throughout the year**
* **Assessment folders contain information of pupil progress in all areas and wider achievements**
* **Child’s plans are in place for all children receiving additional support**
* **Staff plan in their stage groups to ensure continuity and progression for all children**
* **Nursery share learning stories and individual targets with parents throughout the year**

**Classroom Practice**

**Within each class the teacher will use a wide range of approaches progress including:**

* **Learning ladders are used with children to track their learning in key areas of literacy and numeracy including the application of skills**
* **Teacher make use of a wide range of strategies to assess learning including questioning, learning intentions and success criteria, peer and self-assessment**
* **Feedback in jotters indicates success through use of traffic lights**
* **Use of pupil prompts encourages children to demonstrate and assess their own learning in different ways**
* **Showcase jotter evidences pupil progress throughout each stage in school**
* **Learning walls provide children with the language they need to talk about their learning**
* **Blogs demonstrate learning taking place**

**Key Message**

**In order to ensure that all learners reach their potential it is essential that robust systems and procedures are in place to regularly review learners current progress and next steps for learning. Monitoring and tracking of pupil achievement and attainment should ensure that all learners are both challenged and supported in their learning.**

**What does this mean for our children?**

**Children will be supported by staff to know where they are in their learning and what their next steps are. Children should have a voice and be actively engaged in assessing their own learning, progress and skills.**

**What does this means for our Parents?**

**Parents should have a clear picture of their child as a learner through their involvement at parent/learner meetings, viewing their child’s work and the end of year report. Parents can request information at any time regarding their child’s progress. Parents should be better able to support learning at home.**

**Woodlands Primary School –Tracking & Monitoring Pupil Progress**

