

FREELAND PRIMARY SCHOOL

(January 2016)

Age attainment and progress

The Eynsham Partnership Academy (EPA) is focused on ensuring children achieve or exceed standards expected for their age. Children within EPA schools are largely expected to work on the standards expected for their age, indicated by bands within Target Tracker. The expectation is that children will progress well from their different starting points.

Children that have achieved the standards expected for their age will be provided with work that enables them to deepen and broaden their knowledge, understanding and skills. However it may be appropriate for children to be given tasks that allow them to work within a higher band of standards. There may also be some children who are not yet achieving age related expectations (ARE) whose needs will need to be met through robust interventions/support.

Attainment

The expectation for attainment is that pupils will be working at above national age related expectation (ARE) and broadly in line with local and regional contexts. The expectation for attainment is that:

- 75 - 80% of pupils will be at ARE (Within/Within +) and
- 20 - 25% will be above ARE (Secure/Secure+) at the end of each academic year

Achievement and Progress

EPA schools work within a tandem system of progress. This system is developing an 'ongoing' tracking of progress collated within Target Tracker. Summative judgements are collected at three assessment points during the year. The system is also developing yearly and key stage summative measures which will allow progress to be aligned with the statutory assessment scaled score measures. Both approaches provide indicators that children are achieving expected progress and allow a range of evidence to enrich pupil progress discussions.

Within year / ongoing progress

(terms within this section refer to progress descriptors within Target Tracker)

- To make 'Expected progress' pupils need to make 6 'steps' of progress within a year.
- To make 'Better than expected progress' pupils need to make more than 6 'steps' of progress within a year.

Most able pupils are identified as pupils who are working at anything more than the expectation for the time of year.

Yearly / Key Stage progress

EPA schools are developing their own tools in order to 'evidence base' their judgements. Some schools are adopting standardised tests to give age standardised scores in reading and maths to be calculated. These will provide key stage progress to be tracked to ensure children keep on track to achieve predicted statutory test results. Ongoing analysis and reporting of predictions (provide by FFT Aspire and Raise) is part of pupil progress discussions and school wide analysis is within SEF / SDP documents