

# Walter Infant School and Nursery

*'To be the best I can be'*

## DATA, ASSESSMENT AND MONITORING POLICY

Version	Action	By	Date
1	Approved	Full Governing Body	27 <sup>th</sup> February 2020
1.1	Approved	Full Governing Body	30 <sup>th</sup> June 2022
1.2	Approved	Full Governing Body	November 2024

Next Review Date: **November 2026**

*Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, care and concern for oneself and others.*

**Preamble:** At Walter Infant School and Nursery we are committed to providing a meaningful and memorable education for all of our children; considering their personal needs and individual starting points. We want all of our school community to believe in the concept of 'Lifelong Learning' and to develop good behaviours for learning, so that everyone is able to tackle challenges positively, to build resilience and to learn from mistakes. We believe that appropriate learning experiences help children to lead happy and rewarding lives; through our teaching we equip our children with the skills, knowledge and understanding necessary to succeed, achieve and to make good choices.

## **Aims and Objectives**

### **At Walter Infant School and Nursery**

- We aim to demonstrate that our children understand and behave in a way that symbolises our core values: Respect, Honesty, Empathy, Kindness and Resilience
- We aim to ensure that all our children will be tenacious, inquisitive, diligent and resourceful learners
- We aim to provide 'A BIG Curriculum for Little People' that meets the needs of all our children, so that we can challenge, inspire and motivate our children to be 'the best they can be'
- We aim to provide opportunities for children to explore, test, question and consolidate their learning in a safe and secure environment which fosters a respect for each other and a desire to know more **and remember more**
- We aim to meet the needs of every child, irrespective of their starting points, so that every child makes good or better progress
- We aim to have a 'Growth Mindset' for all our children, to foster a desire to succeed and to provide opportunities for children to broaden their knowledge and skills

### **Policy (Data, Assessment and Monitoring)**

- **The Leadership Team will deliver, in most instances, a 'soft touch' approach to monitoring as we will rely on progress and attainment data, books, learning walks, planning documents and the learning environment to inform us of the quality of teaching and learning in line with our Teaching and Learning Policy and our Non-negotiables**
- **Monitoring of teaching and learning will be supportive, developmental and transparent**
- **Senior Leaders and governors will ensure our performance is benchmarked against the best comparable schools and academies**
- **We will compare our data against local authority and national data to identify gaps and inform future targets for school development**
- **We will use the data gathered from assessment to set appropriate and meaningful targets to inform whole school improvement**
- **We will encourage the best possible practice through self-reflection, observation and coaching**
- **We will ensure that all the leadership and management teams are well trained in monitoring evaluation and review processes**
- **We will ensure responsibilities for monitoring, evaluation and review are clearly communicated and that teachers are held to account for this aspect of their work**
- **Children's progress and attainment will be shared 3 times a year with parents; in the autumn and spring term this will take place during parent**

consultations and in the summer term the parents will receive a written report.

### **Monitoring of Teaching and Learning (Triangulation)**

Our approach to monitoring is through a triangulation; we consider all aspects of teaching and learning that will impact on progress and attainment. These aspects are planning, the children's books, teaching, behaviours for learning and data.

Our triangulation is 'soft touch' and will include:

- Weekly Learning walks led by the Headteacher and the Deputy Headteacher
- Daily 'drop-ins' to ensure good practice is in place
- Planning stored on the shared drive for 'planning scanning' to check that Learning Intentions are appropriate and that practice is 'tilted' to meet the needs of all children, including vulnerable groups.
- Informal 'book-looks' to ensure that marking is up to date and in line with our marking and feedback policy
- Subject leaders will conduct informal observations of teachers and support staff to identify any Continuous Professional Development needs
- Termly Pupil Progress meetings to measure progress and attainment
- Aspirational Numerical Attainment Targets of **80%** of children to be at Age Related Expectations or above
- Termly Internal Moderation of core subjects to ensure parity of assessment across year groups as well as next steps
- Termly Performance Management observations with an agreed focus
- Performance Management interviews and reviews with shared and individual targets
- Annual Meetings with our School Improvement Officer

### **Monitoring Attainment and Progress from starting points**

All teachers are responsible for assessing and recording children's attainment at regular intervals in order to track progress. These teacher assessment judgements are recorded in SIMs on the relevant Programme of Study tracking sheets.

- A baseline assessment is completed within the first half term for all individual children starting in our Foundation Stage1 and Foundation Stage 2 (F1 and F2) classes
- The final assessment judgements made in the summer term become the baseline assessment judgements for the beginning of the next academic year
- Teachers update SIMs regularly when they have new evidence that a child or group of children has made progress against statements in the appropriate assessment framework for their cohort
- Assessment judgements are recorded within the appropriate term in SIMs – *Baseline (F1 and F2 only), Autumn, Spring and Summer*
- The assessment data in SIMs enables teachers and senior leaders to see any gaps in teaching or learning that can then be addressed
- Data from SIMs is used to inform teachers where to place individual children on our termly PITAs (Point in Time Assessment records)
- Our PITAs record whether children are on track to meet ARE (age related expectations) and whether they are making expected progress, accelerated progress or have made less than expected progress
- Our Foundation Stage PITAs show children's progress and attainment in Reading, Writing, Number, Shape and Space and Communication and Language (Figure 1)

- Our Key Stage One PITAs show children's progress and attainment in Reading, Writing and Mathematics (Figure 2)
- Our Y1 and Y2 PITAs include the percentage of end of year statements where the children have already shown they are working at ARE
- Children making accelerated progress are recorded in green and those making less than expected progress are recorded in red
- Our PITAs include contextual data such as whether children are in receipt of the PPG (pupil premium grant), have English as an additional language (EAL) or are on our SEND (special educational needs and disability) register
- PITAs are used as the starting point for professional discussions during our termly Pupil Progress meetings

### **Additional Monitoring of Attainment and Progress**

The assessment coordinator produces and updates a variety of documents to inform the Senior Leadership Team as well as the Governing Body about individual, group, class and cohort attainment and progress.

These documents show data in a variety of ways including:

- Foundation Stage PITA (Point in Time Assessment) Figure 1
- Key Stage 1 (Point in Time Assessment) Figure 2
- Example of Class/Year Group Termly Progress for Foundation stage and KS1 Figure 3
- Internal Phonics Data Figure 4
- End of Year Group Data Figure 5
- Cohort Progress Data Figure 6
- External Data Comparative Attainment Data FS2 3-year comparison Figure 7
- WBC compared to WISAN Figure 8

Red and green is used in these documents to indicate whether the data is showing a positive or negative picture.

### **Appendix 1: Examples of Data Collection at Walter Infant school and Nursery**

#### **Figure 1: Foundation Stage PITA (Point in Time Assessment)**



### Point in Time Assessments @ Walter Infant School



Key - U: unable to access, E: emerging, WT: working towards, WA: working at, GD: greater depth

Number	PITA Descriptor
U	Is working on P Scales
E	Is able to access the correct curriculum but has significant gaps in learning. Cannot use and apply knowledge or skills without support.
WT	Is on track to meet some, but not all of end of year ARE.
WA	On track to meet end of year ARE.
GD	On track to exceed end of year ARE.

Foundation Stage – Our expectation at Walter Infant School is that 85% of children will be achieve a Good Level of Development (GLD) and be at WA.

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.

Any child at WT will need procedures in place to close the gap. Children working at U or E would have an identified Special Educational Need. Some children working at E may be a new beginner in English so will only be E for a short time.

Term: Year Group: F2 Teacher: PPG-1 SEN-2 EAL-3

Reading				
U	E	WT	WA	GD
		Mike Debbie	Bob Sue Tom Tim Brian Sarah	Paul Ishanika

Writing				
U	E	WT	WA	GD

Numbers				
U	E	WT	WA	GD

Shape Space Measure				
U	E	WT	WA	GD

Communication and Language				
U	E	WT	WA	GD

GLD Prediction				
U	E	WT	WA	GD

Figure 2: Key Stage 1 PITA



### Point in Time Assessments @ Walter Infant School and Nursery



Key - U: Unable to Access, E: Emerging, WT: Working Towards, WA: Working At, GD: Greater Depth

Code	PITA Descriptor
U	Is working on P Scales
E	Is able to access the correct curriculum but has significant gaps in learning. Cannot use and apply knowledge or skills without support.
WT	Is on track to meet some, but not all of end of year ARE.
WA	On track to meet end of year ARE.
GD	On track to exceed end of year ARE.

Our expectation at Walter Infant School and Nursery is that 80% of children will be at ARE (WA). Any child at WT will need procedures in place to close the gap. Children working at U or E would have an identified Special Educational Need. Some children working at E may be a new beginner in English so will only be E for a short time.

The % represents the percentage of school expectation statements that have been assessed at secure.

Term: Baseline 2024 Year Group: 1 Beech Teacher: Total: 26 PPG 2 SEN 3 EAL 17 Boys 12 Girls 14

PPG 1 SEN 2 EAL 3

Reading				
U	E	WT	WA	GD

Writing				
U	E	WT	WA	GD

Maths				
U	E	WT	WA	GD

**Figure 3: Class/Year Group Termly Progress**

**Year One Progress 2023/24**

Beech (30 Children)	Reading				Writing				Mathematics			
	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1
WTS	23%	<b>37%</b>	23%	27%	23%	23%	<b>27%</b>	20%	17%	17%	17%	13%
On Track EXS	77%	<b>53%</b>	67%	63%	77%	74%	<b>63%</b>	70%	83%	80%	<b>70%</b>	70%
GDS		10%	10%	10%		3%	10%	10%		3%	13%	17%
EXS +	77%	<b>63%</b>	<b>77%</b>	<b>73%</b>	77%	<b>77%</b>	<b>73%</b>	80%	83%	<b>83%</b>	<b>83%</b>	87%

Larch (30 Children)	Reading				Writing				Mathematics			
	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1
WTS	33%	<b>33%</b>	<b>30%</b>	17%	33%	<b>33%</b>	<b>30%</b>	23%	20%	<b>23%</b>	<b>20%</b>	13%
On Track EXS	67%	<b>50%</b>	<b>50%</b>	63%	67%	<b>67%</b>	<b>50%</b>	57%	80%	<b>77%</b>	<b>63%</b>	70%
GDS		17%	20%	20%			20%	20%			17%	17%
EXS+	67%	<b>67%</b>	<b>70%</b>	83%	67%	<b>67%</b>	<b>70%</b>	77%	80%	<b>77%</b>	<b>80%</b>	87%

Oak (30 Children)	Reading				Writing				Mathematics			
	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1
WTS	20%	<b>27%</b>	<b>27%</b>	<b>27%</b>	27%	<b>37%</b>	<b>43%</b>	<b>30%</b>	20%	17%	<b>23%</b>	27%
On Track EXS	80%	<b>73%</b>	<b>53%</b>	<b>53%</b>	73%	<b>63%</b>	<b>50%</b>	<b>63%</b>	80%	<b>83%</b>	<b>60%</b>	57%
GDS			20%	20%			7%	7%			17%	17%
EXS+	80%	<b>73%</b>	<b>73%</b>	<b>73%</b>	73%	<b>63%</b>	<b>57%</b>	<b>70%</b>	80%	<b>83%</b>	<b>77%</b>	<b>74%</b>

All of Y1 (90 Children)	Reading				Writing				Mathematics			
	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1	Baseline	Dec	March	End of Y1
WTS	26%	<b>32%</b>	<b>44%</b>	<b>23%</b>	28%	<b>31%</b>	<b>33%</b>	<b>24%</b>	19%	<b>26%</b>	<b>20%</b>	<b>18%</b>
On Track EXS	74%	<b>59%</b>	<b>39%</b>	<b>60%</b>	72%	<b>68%</b>	<b>54%</b>	<b>63%</b>	81%	<b>73%</b>	<b>64%</b>	<b>66%</b>
GDS		9%	17%	17%		1%	12%	12%		2%	16%	17%
EXS+	74%	<b>68%</b>	<b>56%</b>	<b>77%</b>	72%	<b>69%</b>	<b>66%</b>	<b>75%</b>	81%	<b>75%</b>	<b>80%</b>	<b>82%</b>

**Figure 4: Year 1 Phonics Data**

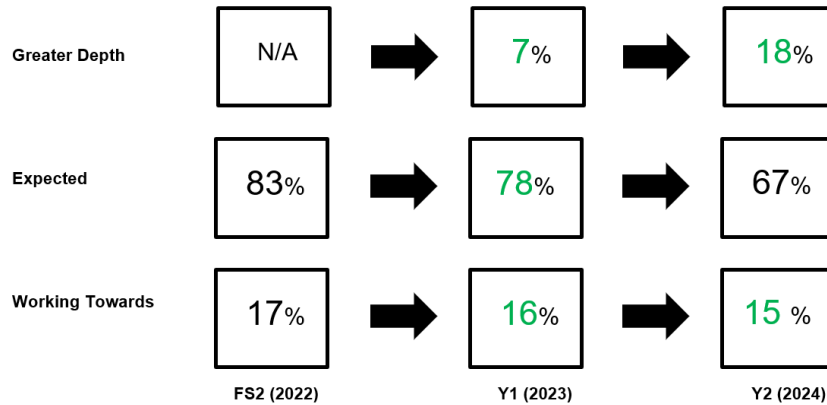
Year One (number in each group)	PPG (12)	SEN (16)	EAL (35)	Boys (42)	Girls (47)	Beech (30)	Larch (29)	Oak (30)	All Children (89)
2024	75%	63%	94%	90%	94%	87%	100%	90%	92%

**Figure 5: End of Year Group Data**

**Walter Infant School and Nursery End of Year 1 TA 2024**

	Reading ARE + %	Writing ARE + %	Maths ARE + %
All 90	77%	75%	82%
Boys 43	67%	70%	77%
Girls 47	83%	83%	87%
PPG 12	33%	42%	42%
EAL 33	86%	84%	83%
SEN 17	20%	27%	27%

Cohort 2022 – 2024 Mathematics Progress  
(All Children) x90



**Figure 7: Comparative Attainment data FS2**  
**3 YEARS RESULTS COMPARISON**

This report shows the results achieved by school and local authority

HOME

2137 Walter Infant

	% Expected OR Exceeding																				School - GLD%	WBC - GLD%	National-GLD%	Statistical Neighbours - GLD%	School - %Emerging pupils in each AOL	WBC - %Emerging pupils in each AOL
	Prime Learning Goals										Specific Learning Goals															
	Total Assessed Pupils	Pupils Absent	Total Eligible Pupils	Listening and attention	Speaking	Self Regulation	Managing self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Numbers	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive						
2024	86	1	85	86	86	88	89	92	95	91	88	79	75	82	87	91	91	95	93	92	74	75	-	27	25	
2023	89	0	89	85	85	90	90	97	97	90	92	78	75	83	85	88	89	93	92	93	75	75	67	70	25	26
2022	90	1	89	94	98	94	94	97	94	82	97	73	70	88	84	97	96	99	93	94	66	73	65	68	35	28

Figure 8: WBC Summary compared to Walter Infant School & Nursery

<u>Wokingham 2024 summary</u>							
						HOME	
<b>All Wokingham schools</b>							
TOTAL Cohort	2067						
TOTAL Absent	8						
TOTAL Eligible	2059						
		<b>Number of children at each level</b>		<b>Percentage of children at each level</b>		<b>Average Points</b>	
		<b>Emerging</b>	<b>Expected</b>	<b>Emerging</b>	<b>Expected</b>		
<b>PRIME LEARNING GOALS</b>	<b>Communication and Language</b>	Listening, attention and Speaking	267	1792	13	87	1.87
			254	1805	12	88	1.88
	<b>Personal, Social and Emotional Development</b>	Self Regulation	240	1819	12	88	1.88
		Managing self	209	1850	10	90	1.90
		Building Relationships	177	1882	9	91	1.91
	<b>Physical Development</b>	Gross Motor Skills	113	1946	5	95	1.95
Fine Motor Skills		211	1848	10	90	1.90	
<b>SPECIFIC LEARNING GOALS</b>	<b>Literacy</b>	Comprehension	278	1781	14	86	1.86
		Word Reading	322	1737	16	84	1.84
		Writing	444	1615	22	78	1.78
	<b>Mathematics</b>	Numbers	330	1729	16	84	1.84
		Numerical Patterns	329	1730	16	84	1.84
	<b>Understanding the world</b>	Past and Present	257	1802	12	88	1.88
		People, Culture and Communities	244	1815	12	88	1.88
		The Natural World	188	1871	9	91	1.91
	<b>Expressive arts and design</b>	Creating with Materials	157	1902	8	92	1.92
		Being Imaginative and Expressive	173	1886	8	92	1.92
<b>Average Total Point Score</b>			<b>32.0</b>				
<b>%children achieving "Good Level of Development"</b>			<b>75.4</b>				
<p>GOOD LEVEL of DEVELOPMENT (GLD) is the achievement of at least the expected level in:</p> <ul style="list-style-type: none"> <li>- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;</li> <li>- the early learning goals in the specific areas of mathematics and literacy.</li> </ul>							