









<p><b>Focussed Priority 4</b></p>	<p><b>Data driven decision making focusses on pupil progress and attainment in a systematic manner. Improvements in attendance are continued. Research is used as an integral part of academy improvement</b></p>	
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference: 01 02 03 04</p>	<p>Educator assessment is used to make accurate ongoing assessments of pupil learning and skills for reading, writing and mathematics. Assessments for other subjects will assess pupil knowledge and skills, demonstrating their movement towards national expected and beyond. Accurate assessments will lead to effective planning to support and challenge learners from their starting points. Good quality feedback, through one-page marking &amp; verbal feedback, will ensure pupils know what they have achieved and what their next steps are. Through use of feedback, teachers will make ongoing assessments of next steps for learners and redirect their planning and teaching accordingly. Moderation within teams and across the academy &amp; trust will ensure that assessments are accurate leading to precise next steps for all pupils. Rigorous use of data will ensure that all pupils are targeted immediately their progress becomes a concern as individuals, groups, classes and cohorts. Achievement team meetings are used to ensure teaching and learning across the academy is effective and based in sound and up to date educational research. Through close monitoring and targeted support to families, attendance remains an improving picture and incidents of lates reduces over time.</p>	
<p><b>Targets</b></p>		<p><b>Success criteria</b></p>
<p>Targets for RWM are met (see target setting document)</p> <p>Planning and work scrutiny demonstrates effective use of the planning and assessment cycle</p> <p>Evidence from moderation (internal and HAT) demonstrates strong accuracy of judgements for ongoing assessment</p> <p>Achievement team meetings are effective in their use of data driven decision making and educational research</p> <p>All pupils make at least expected progress over the year on average (Y1 – 2 points, Y2 to Y6 3 points, YR in line with expectations from starting points)</p> <p>Assessment beyond the point of teaching ensures pupils depth of knowledge is secure, this is backed up by performance on in year and end of year tests</p> <p>Cohort data profiles state how pupils have been targeted through the use of data and demonstrate impact of interventions</p> <p>Pupils are targeted in line with expectations from the prior national data points – ensuring no pupil slip below their expected attainment from their R and KS1 starting points</p> <p>Attendance and late targets are met</p>		<ul style="list-style-type: none"> <li> <b>Accurate ongoing assessments of pupil learning and skills for reading, writing and mathematics ensure good progress for all pupils (SC1)</b></li> <li> <b>Assessments for other subjects assess pupil knowledge and skills, demonstrating their movement towards national expected and beyond (SC2)</b></li> <li> <b>Feedback and marking ensures pupils are clear of the next steps in their learning (SC3)</b></li> <li> <b>Structured moderation ensures that assessments are accurate and robust (SC4)</b></li> <li> <b>Data is used rigorously to target pupils and groups (SC5)</b></li> <li> <b>Class teachers demonstrate a secure use and knowledge of data for their pupils (SC6)</b></li> <li> <b>Attendance targets are met, with PPG attendance and PA remaining better than the national picture (SC7)</b></li> <li> <b>Victoria Primary Academy continues to be a community of enquiry (SC8)</b></li> </ul>

Key People	Funding & Resources			
Hayley Scargill – RWM Jane Wall – other subjects Curriculum Improvement leaders Carole Westrep – Attendance and communications officer	<ul style="list-style-type: none"> <li>• Educater assessment and planning system</li> <li>• Training for whole teaching staff in September led by Educater</li> </ul>			
Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Baseline information used by teachers and SMT to accurately plan for first steps (SC1)	LE	HS	Sept 2018	
Teacher knowledge of prior data for their pupils is clear, awareness of pupils who have slipped or at danger of slipping is transparent and actions are in place (SC5)	LE	HS	Sept 2018	
Implementation of new planning and assessment tool. Training in September led by Educater and then ongoing in house training throughout the year. (SC1)	DH (YR/1) TM (Y2) LE (Y3/4) JC (Y6/6)	HS	Termly T1 T2 T3 T4 T5 T6	
Cohort data profiles use data to select pupils and interventions and are reviewed termly (SC5 & SC6)	LE	HS	Termly T1 T2 T3 T4 T5 T6	
Formalise structures for assessment beyond the point of teaching (formal Pixl tests and ongoing assessments) to ensure learning is secured over time (cognitive load theory) (SC1 & SC6)	LE	HS	Termly T1 T2 T3 T4 T5 T6	
Actions from achievement team meetings are followed up and reviewed. (YR/1 MSW, Y3/4 LE, Y5/6 JC) (SC6)	MSW LE IP	HS	After each meeting	
Moderation of judgements in house to ensure that accuracy against national curriculum statements and clarity of decisions across year groups and key stages is secured and maintained. Follow up training as required after moderation events (SC4)	DH (YR/1) TM (Y2) LE (Y3/4) JC (Y6/6)	LE	3x annual Aut Spr Sum	
Moderation of assessment across the HAT trust to ensure VPA judgements are secure against other schools, with follow up training and review of procedures if required after monitoring events (SC4)	LE	HS	3x annual Aut Spr Sum	
Accuracy checks carried out internally and with involvement from the Head of Primary (SC4)	HS	RH	3x annual Aut Spr Sum	
Y2 and Y6 use interim framework statements to ensure evidence is secure for end of year teacher assessments (Y6, writing and science only) (SC4 & SC6)	TM (Y2) JC (Y6)	MSW (Y2) JW (Y6)	Ongoing reviews	
Review current assessment systems for other subjects (not RWM), begin to use Educater assessment system for other subjects throughout the year. Schedule of change to be completed (SC2)	JW	HS	Review Dec Ongoing	

Marking and feedback policy reviewed and one page marking introduced throughout the academy, see background priority for details (SC3)	IP	HS	September Ongoing	
Appraisal for teachers includes a pupil progress target which will be regularly reviewed throughout the year. (SC5 & SC6)	Appraisers	HS	Oct 2018	
Ongoing tracking of attendance half termly (more regularly for key pupils) (SC7)	CW	HS	Termly T1 T2 T3 T4 T5 T6	
Keep up to date with recent research and changes coming out from the DfE and Ofsted (SC8)	SMT	HS	Ongoing	

**Evaluation:**

\*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up with be agreed.

December

April

July