

ROTHWELL ST MARY'S CATHOLIC PRIMARY SCHOOL – SDP 2022-2023

Our whole school intent: To have robust, purposeful and consistent assessment systems (involving learners) for all curriculum areas.

PROBLEM	INTERVENTION DESCRIPTION	IMPLEMENTATION RESEARCH BASED ACTIVITIES	IMPLEMENTATION OUTCOMES & PUPIL OUTCOMES
<p>Teaching and Learning overarching intent:</p> <p>Research basis: <i>“Great teachers understand the content they are teaching and how it is learnt”</i> GTT Dimension 1</p> <p>From a cyclical and deep evaluation and analysis of teaching of learning, pupils' work and data, it has emerged that teaching based on accurate, consistent and purposeful child and adult led assessments are an area to develop for non-core subject areas.</p>			
<ul style="list-style-type: none"> • Teaching is content and skill based in a quick succession of learning objectives - is this shared with the children on a clear outcome basis they can reflect upon? • Children are not presented with opportunities to assess their own learning against a clear skill or content progression and therefore are unsure of what successful looks like • Children struggle to say what their next step in <i>all</i> subjects • Subjects have different and inconsistent ways of formative and summative assessments and can therefore be harder to analyse and act upon at the planning stage • Mid lesson teaching can be to the middle attainers and not reflective of a mid lesson assessment for struggling or accelerated learners 	<p>Formative</p> <ol style="list-style-type: none"> 1) Children have a clear understanding of what success would look like for their learning 2) Children are able to self reflect on their success or next step 3) Children will have the opportunity to reflect on their assessments in their learning 4) Adults will use successful strategies to assess children's attainment at the point of learning and intervene when needed 	<ul style="list-style-type: none"> • Middle leaders to lead CPD around their specific focused areas and how specific pedagogical and subject specific assessment looks like for their subject e.g. what does a Y4 greater depth geographic skill look like? • Moderation of non-core subjects to be part of weekly practice in CPD sessions and in lesson study • Lesson study to return to dimension 1 with subject leads leading these for the full process (week 5 of Summer 1). • Opportunities for children to self scaffold using a range of strategies – pupil voice and observations to gather information on how children are promoted to be independent and deeper thinkers • SENIT involvement for training on assistive technology for alternative methods of recording and therefore assessment for children specific SEND • SLT led CPD around the difference in assessment research and what successful strategies look like for our children at Rothwell St. Mary's. This session to involve what this looks like in practice for teaching and learning and how this can be practically moved from theory into practice • SLT and governors to review and rewrite our assessment policy 	<ol style="list-style-type: none"> 1. Children are given steps to success to self evaluate 2. Children are able to verbally communicate how they are working towards a successful outcome based on the skill they are practicing 3. Children are able to articulate what successful looks like for them and the journey they will need to take 4. Children, their peers and their teachers are able to collaborate on their mid lesson assessments and act accordingly with time to reflect and implement change 5. Children have the scaffold and resources to find alternative methods and working routines appropriate for them 6. Children are able to scaffold their own learning, appropriate to their age and development, through the use of resources around the classroom and a carefully crafted removal of adult intervention and support – moving towards independence with the right next step 7. Classrooms and teachers are equipped with purposeful assistive technology to meet the needs of their learners and their diversities
	<p>Summative</p> <ol style="list-style-type: none"> 1) One clear assessment system for all core subjects (pre and post assessments) 2) Assessments clearly linked to connect, activate and question formulation 3) Planning reflects the needs assessed from the pre topic assessment both progressing and regressing where necessary 4) Next steps from post topic assessments are shared with children 		<ol style="list-style-type: none"> 1. Teachers are able to create thoughtfully created pre and post topic assessments that allow them to forensically analyse children prior attainment and retention. 2. Children have access to a curriculum that is designed from their starting points and teachers make the connections to prior learning for them based on their assessments 3. Middle leaders can analyse and evaluate the curriculum they have created based on what children are remembering and connecting week on week, term on term and year on year 4. The culmination of the curriculum can be analysed by the assessment lead to ensure that children are making rapid progress 5. Interventions are put in place by the SENCO for children resistant to progress and intervention impact

Our Forward Thinking School!

- 29th March - process begun working with Little Wandle for Accreditation.
- This is a lengthy process to see Rothwell St. Mary's being a national champion for our outstanding practice for the teaching of Early Reading.
- Deadline - Autumn Term 2023
- SLT continue to work with English Hub to ensure our curriculum is outstanding

**Little
Wandle
Champion
School**

**Primary
Science
Quality
Mark**

- Mrs Poole has begun training on this next venture for science excellence.
- 1 year process ending in May 2023 with an assessment to grade science quality teaching
- First steps have been analysing the curriculum we deliver for science and providing CPD for all staff.
- Time has been given on a Friday morning to implement this effectively.

- Application has been submitted. Mrs Collins, Miss Stephens and Mrs Sheldon-Price are continuing to strive towards healthy school to ensure we pass this validation process in the Autumn Term. CPD have been led for all staff.
- Miss Stephens continues to work with Well Schools to support our most vulnerable children in sports
- Food ambassadors are up, running & thriving in school

**Healthy
School
Validation**

**Continual
support for
SEND**

- We continue to have a growing SEND register.
- 2 funded pupils with an emergency application made for a fair access child.
- SEMH & Autism continue to be our biggest areas of need and stress for children in a heightened state.
- SENCO working with Educational Psychologist, SENIT and speech and language currently.
- 5 EHCPS are in the process / 1 has been approved / 1 to submit as an emergency
- 4 additional funding applications to be made in summer
- Parent partnerships for children with SEND remain a priority