

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher in a number of formative and summative ways to gain a clear, whole picture of your child's age-related attainments.
- His/her progress will be reviewed formally with the Head teacher and Inclusion Leader every half term in reading, writing and maths during **Pupil Progress Meetings** (PPM).
- If your child is in Reception evidence is collected from observations of learning through play and measured against EYFS early learning goals.
- For children receiving SEN support (additional provisions made to the curriculum), children will have a **provision map** based on targets set by outside agencies specific to their needs. SMART targets will be set accordingly and designed to accelerate learning and close the gap in attainment. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plans made.
- The progress of children with an EHC Plan will be formally reviewed at an **Annual Review** with all adults involved with the child's education such as parents, educational and health professionals.
- At the end of each key stage (i.e. at the end of year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (**SATS**). This is something the government requires all schools to do and are the results that are published nationally.
- The SENDCo/Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in and evaluate this over time in the process of review.
- Regular book checks, lesson observations and learning walks will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.