

Data Collection and Improvement cycle Information 2017-2018

The levels we record at Lyncrest Primary School

Across the year groups in KS1 and KS2 we have levels of attainment as outlined in the chart below that children are assessed against. The letters in these levels of attainment refer to a stage of attainment in the areas taught within that year group: E is emerging in the curriculum content of that year group; D is developing in the content of that year group; S is secure in the content of that year group; M is mastery of the content of that year group.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1E	2E	3E	4E	5E	6E
1D	2D	3D	4D	5D	6D
1S	2S	3S	4S	5S	6S
1M	2M	3M	4M	5M	6M

Our aim is to have all children at the S/ Secure stage in their relevant year group. We assess and record data for each child termly and as such, if progress is not where it should be or children are falling behind in becoming secure in their year groups standards, interventions are put into place to develop the correct level of progress and attainment.

How we define progress at Lyncrest Primary School

Expected progress across an academic year would be based on a child coming from an S/ secure in one year group to an S/ secure in a following year group.

For example; a year 4 child enters year 5 as a 4S and ends the academic year in year 5 as a 5S. This equates to four 'jumps' across the levels of attainment; this is expected progress.

4S - 4M - 5E - 5D - 5S

In some instances, some children will enter a year group as being not secure from the previous year group. The aim will be to secure their understanding of the previous year group and secure their understanding of a current year group also.

For example; a year 4 child enters year 5 as a 4D and ends the academic year in year 5 as a 5S. This equates to five 'jumps' across the levels of attainment; five 'jumps' and above is classified as better than expected progress.

4D - 4S - 4M - 5E - 5D - 5S

Our data and improvement cycle at Lyncrest Primary School: actions to improve the teaching and learning of the curriculum at Lyncrest Primary School

Actions undertaken weekly	Actions undertaken termly	Actions undertaken within every two terms
<ul style="list-style-type: none"> • Learning walks • Behaviour and safety evaluation • Book scrutiny 	<ul style="list-style-type: none"> • Data input • Governor monitoring visits • Development Teams update and evaluate the School Development Plan • Development Teams report to staff the impact of their section of Development Plan. • Head Teacher reports impact of the Development Plan to governors 	<ul style="list-style-type: none"> • Senior Leadership Team data analysis • Pupil progress meetings and evaluation of the impact of interventions and actions • Coaching • Termly Learning Conferences with parents to discuss children's targets.

In this cycle, we aim to identify strengths and areas of development to continually move the teaching and learning of the curriculum forward, and accordingly raise the attainment of all children.