

TEACHING AND LEARNING POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE

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1. INTRODUCTION:

It is the policy of this school to ensure that all pupils receive a broad and balanced curriculum which enables them to develop as active and competent learners equipped with the knowledge, skills and understanding that they need in order to lead fulfilling lives. This policy should be read alongside the following policies:

- SEND POLICY
- SENDA POLICY

2. AIMS:

As a school we aim to:

- Provide every child with the **highest quality educational framework** and the opportunities to realise his or her full individual potential - academic, physical, creative and spiritual.
- Develop sound work habits and **attitudes to learning**, whilst preparing pupils thoroughly for examinations for senior independent schools.
- Provide a curriculum that is **fun, inclusive, creative** and striving for **excellence** in all areas.
- Prepare children for their future, whatever that may be, by providing a curriculum focused on both **knowledge** and **skills**.

Pennthorpe measures its academic performance by its pupils' results in Pre-Tests, Common Entrance, GL Progress Tests, internal written assessments and Scholarship examinations to independent senior schools. For this reason, the School's academic curriculum is not governed by, or restricted to, the National Curriculum, although it is *informed* by it and some curriculum documentation makes reference to it where appropriate. EYFS planning is created based around the Early Learning Goals.

The school is a member of the Learning Skills Trust Group (previously the PSB Group) and as such we value the pupils' acquisition of skills in addition to their academic performance in the academic areas. Pennthorpe measures pupils' skills based on the six core skills, outlined in the Pennthorpe Purpose.

This curriculum policy is supported by appropriate plans and Curriculum Overviews. Overviews of all department curriculums are available to parents when requested. 'Topic and Skills Grids'

are shared with parents of pupils in Years 5-8 and Parents in Pre-Prep and Years 3&4 are sent 'Topic Trees'. 'Topic Trees' and 'Topic and Skills Grids' give parents an overview of what their child will be covering in the term ahead, including the topics they will learn about and the skills they will acquire.

CURRICULUM OVERVIEWS PROVIDE FOR:

- Full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with specific learning difficulties or those who are considered to be gifted or talented.
- Pupils to acquire skills in speaking and listening, literacy and numeracy.
- Personal, social, health and economic education, which reflects the school's aims and ethos (see PSHEE scheme of work) and encourages respect for other pupils.
- Relationships and sex Education (RSE) which is documented in a separate policy.
- All pupils to have the opportunity to learn and make sustained progress.
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Pupils in Year 7&8 have access to up to date careers guidance that is presented in an impartial manner, enables them to make informed choices about their future and encourages them to fulfil their potential

SPECIFICALLY, WE AIM:

- To enable all pupils (including those with an EHC plan and working at a level above the expected age related standard) to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning; to teach the basic skills for speaking and listening, of literacy, numeracy and information technology.
- To enable children to be creative and to develop their own thinking.
- To teach children about their developing world, including how their environment and society have changed over time.
- To enable children to be positive citizens in society.
- To fulfil all the requirements of the ISEB Pre-Test, Common Entrance and Scholarship syllabuses.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To emphasise the fundamental British Values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those people with different faiths and beliefs.

3. SCHOOL ORGANISATION:

EYFS: Nursery and Reception EYFS:

In the Early Years; Nursery and Reception classes follow the Early Years Foundation Stage curriculum which sets out the seven areas of learning. The seven areas of learning are delivered through topics and programmes of activities which are appropriate to their educational needs. The seven areas of learning are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design;
- Physical Development;
- Personal, Social and Emotional Development;
- Communication and Language.

Children are taught by class teachers apart from Music and Sport, where subject specialists are used. Pupil progress is tracked and reported to parents using Arc Pathway.

Pre Prep: Years 1 and 2:

- Class Teachers are responsible for teaching literacy (speaking and listening, reading, spelling and writing), numeracy, science, humanities and creativity. Subject specialist teachers teach MFL, Music, Computing, Drama, Art and Sport.
- Medium term planning provides an overview of the learning objectives, lesson activities and resources in each curriculum area. Weekly planning outlines in detail the lesson activity, differentiation and resources.
- In Years 1&2 we follow a Creative Curriculum which is a timetable which allows more flexibility in the subjects taught within the Year 1&2 classrooms. Subjects are covered in the same detail and with the same time allowances as before but with less rigidity than a traditional timetable. It allows for a more creative and cross curricular approach which deepens understanding and raises enjoyment of the topics and subjects covered.

Prep: Years 3 – 8

- The syllabus for all core subjects (English, Maths and Science) is planned including all key areas and skills from National Curriculum and with the requirements for Pre-tests in Year 6 Common Entrance and Scholarship examinations in Year 8
- Reasoning is taught in Years 4-6 in preparation for Year 6 pre-test to senior schools and follows a curriculum based around the 21 key skills.
- Humanities, French, ICT, DT, Art, Music, Drama, PE and Sport follow their own comprehensive skills focussed syllabus which is based around the National Curriculum and the PSB learning and assessment model.
- In Years 3&4 Form Teachers are responsible for the pastoral care of their classes and register their pupils each morning and afternoon. Pupils are taught by their class teachers for Creative Curriculum (English, Maths, Science, PSHE and Humanities) and are taught by subject specialists for all other subjects.
- In Years 3&4 we follow a Creative Curriculum which is a timetable which allows more flexibility in the subjects taught within the Year 3&4 classrooms. Subjects are covered in the same detail and with the same time allowances as before but with less rigidity than a

traditional timetable. It allows for a more creative and cross curricular approach which deepens understanding and raises enjoyment of the topics and subjects covered.

- In Years 5 – 8 Form Teachers are responsible for the pastoral care of their classes and register their pupils each morning and afternoon. Pupils are taught by specialist teachers for all subjects and are set based on ability for English, Maths, French, Science and Reasoning (Year 6).

4. PLANNING:

A. CURRICULUM OVERVIEWS (LONG TERM PLANNING):

The Curriculum is translated into plans by the Curriculum Overviews. These are detailed yearly plans written by the Heads of Department in Years 5-8 and Class Teachers in all other years and overseen by the Deputy Head. These schemes of work plan for a year group and clarify priorities for teaching and for assessment in each year as well as the objectives, topics to be covered and skills taught.

B. MEDIUM TERM PLANNING (HALF TERM OVERVIEWS)

The half term overview is a more detailed account of topics to be covered and should be presented offering:

- Key topic areas
- Lesson Objectives
- Tasks / Learning Activities
- Links to PSB Skills
- Homework to be set

Teachers, in liaison with the HoD, might also include:

- Differentiated tasks
- Resources
- Assessment

Half termly overviews are moderated on a cycle through the academic year by the Heads of Department and the Deputy Head across the school.

C. SHORT TERM PLANNING:

Teachers are expected to make their own short-term weekly plans in whatever form they wish, which give teaching intentions on a daily basis. Lesson plans should identify:

- Specific Pupils' tasks
- Classroom organisation and management including directions for Teaching Assistants where applicable
- Differentiation
- Resources to be used
- Prep and assessment opportunities

5. CURRICULUM MONITORING:

All plans are monitored and moderated throughout the year by the, Deputy Head and Heads of Department during lesson observations and planning checks.

The Heads of Department in conjunction with the Deputy Head, oversee scrutiny of work in all subjects across School.

6. PLANNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

We are committed to ensuring that all learners, regardless of ability, gender, race, religion, cultural background or physical disability, have equal access to the curriculum.

Provisions will always be made for learners that have specific talents, special educational needs and disabilities, or indeed an EHC plan of Special Educational Needs that affects their ability to take part in lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, emotional and behavioural difficulties, and/or English as an additional language. It is the responsibility of the teacher, teaching assistants or 1:1 support teachers to ensure that any special materials/equipment needed for a lesson are available to these children.

Provisions include:

- Regular liaison between the child's teacher/learning support/Specialist support/parent.
- Teachers use a variety of teaching and learning strategies in order to enable their pupils to access the curriculum.
- Learning activities are differentiated according to the child's specific needs and levels of ability.
- Additional opportunities are provided for those pupils with specific talents.
- Provision and progress are monitored and reviewed regularly.
- Experience and expertise of all parties available are used to determine an effective approach, this could include external agencies such as an Educational Psychologist or Occupational Therapist.
- Disciplinary procedures are adapted to recognise the different expectations we might have of pupils who might have congenital conditions such as ADD, Aspergers or Autistic Spectrum Disorder (ASD).
- Provision is in line with the Special Educational Needs Discrimination Act and the Special Educational Needs Code of Practice.

In addition, children who have been recognised as Gifted, Able or Talented will be added to subject specific Enrichment Registers and will benefit from appropriate differentiation within lessons to ensure challenge but will also be supported and challenged through invitations to Enrichment Sessions (Saturday morning Challenge Sessions) whereas those who are particularly passionate about a subject are invited to Engagement sessions (Saturday morning Passion Sessions).

7. COURSES OF ACTION FOR PUPILS WITH SEND:

- In most cases, a pupil's learning needs will be met within the classroom by the class/subject teacher. Differentiation for pupils with learning difficulties or specific talents should be evident in the planning.
- In some year groups, children may be invited to additional 'Booster' sessions which aim to support children with the fundamental skills of a particular subject.
- If needed, a period of in-class support using a teaching assistant may be arranged.

- If the needs additional support outside of the classroom, then the child will be referred to the learning support department. Here, with the agreement of parents, pupils receive individual specialist tuition. S/he will normally have two lessons of 25 mins per week following an individually planned programme. The agreed programme is put in writing and sent to parents for their written approval. At this stage it may be considered appropriate to involve the help of outside agencies such as an educational psychologist. The SENCo and specialist teacher work closely with both class / subject teachers and parents to ensure the child's individual needs are met. It is the responsibility of the Specialist teacher and the SENCo to maintain the child's profile which should include a record of their identification, intervention and progress.
- Pupils who are considered gifted, able or talented are invited to participate in additional Enrichment classes, both during the school day and in additional classes, at the weekend. They are also added to the Enrichment Register and monitored and prepared for relevant scholarships at Pennthorpe or Senior Schools.
- Pupils who are considered:
 - Gifted and Talented
 - Passionate and enthusiastic
 - A rolemodel to other children

Will be invited onto the Pennthorpe Prodigy programme which is a Programme which aims to challenge and further stretch children in a particular area of the curriculum by giving them additional opportunities, speakers, visits and tasks. The Pennthorpe Prodigy programme is offered in the following subject areas:

- Academic
- Performing Arts
- Art
- Sport
- Digital Learning

More specific details are given in the whole school Special Educational Needs Policy and this should be read in conjunction with this policy.

8. ENGLISH AS AN ADDITIONAL LANGUAGE:

This refers to pupils who have a home language other than English. It is Pennthorpe's aim to provide the highest quality of education for all pupils and it welcomes those who have English as an additional language.

All parents must inform the school if their child has English as an additional language. This is part of the school's registration process. The identification and assessment of the special educational needs of pupils whose first language is not English, requires care. Teachers will primarily look at all aspects of a pupil's performance in different subjects to establish whether the problems they are experiencing are due to the limitations of language or arisen from special educational needs. It is the SENCo's responsibility to keep a register of all pupils with EAL and to co-ordinate the support for pupils with English as an additional language.

AIMS:

- To identify all pupils requiring EAL provision as early as possible.
- To ensure that EAL pupils feel welcomed in a school which values cultural diversity.
- To enable EAL pupils to access the whole curriculum through support both in and out of the classroom as needed.
- To promote pupil participation in decision about their learning.

- To ensure parents of EAL pupils receiving support are fully informed of their child's progress and attainment.

9. CAREERS EDUCATION:

Careers education is covered in a variety of areas impartially and in a way we feel is appropriate for the age of pupils and the stage of their development. Pupils are exposed to a broad range of options enabling them to explore and make informed choices, get to know themselves and further their understanding of their strengths, weaknesses and interests relating to the future world of work,

PSHEE Units in Year 5 - 8 specifically address careers education by looking at careers types, challenging career stereotypes, developing enterprise skills and routes into different careers. PSB Extended Project Work provides further insight into career options and preparation for future life.

School visits to places of work, Field Trips, and Foreign visits all provide opportunities to see potential career options.

We have also encouraged visitors to visit and share their expertise in their chosen profession and career choices.

10. PSHEE / RSE / BRITISH VALUES:

PSHEE is taught as a named subject in Year 1 to 8. There is a written and effective Scheme of Work which is implemented in a broad and appropriate way. RSE is taught across the school, at an age appropriate level and the school fulfills the requires of the statutory RSE curriculum published by the DfE.

We teach British values, both explicitly through lessons, but also through the soft curriculum. Staff actively demonstrate them in their own practice and in their relationships with peers and pupils, across the breadth of school life.

Our curriculum encourages respect for other people, with particular regard to the protected characteristics under the the Equality Act 2010. Children are taught and encouraged to respect people from all backgrounds and regardless of any of the following characteristics; age, disability, gender, marriage or civil partnership, pregnancy, race, religion, beliefs, sex or sexual orientation.

All pupils are prepared for engagement with communities where gender mixing is common and understand and respect that any gender can fulfil almost any role in society. Pupils are taught in mixed classes for all lessons apart from some sports. However, children are given the choice of playing all sports if they choose to.

It is also ensured that pupils understand and respect that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching is sensitive and age appropriate in approach and content. LGBT issues and understanding are also integrated into the PSHEE programme of study as part of the curriculum rather than a stand alone unit.

The school also ensures that partisan political views are precluded from the PSHEE curriculum and all teaching to prevent the political indoctrination of pupils through the curriculum.

We incorporate online safety into all of our teaching both in Computing lessons and via other subjects when such technology is employed.

Safeguarding of our pupils is paramount and our curriculum delivery is woven through with ongoing review and, if necessary adjustment, of approach/ content and pastoral care to optimise the safety of pupils in our care.

11. TEACHING

The school aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that learners:

- Acquire new knowledge, skills and understanding progressively in the subjects taught.
- Are able to achieve standards commensurate with their potential.
- Are competent and increasingly independent learners.
- Can concentrate, co-operate and work productively with others.
- Are actively involved in a dynamic process of thinking and discovering for themselves.
- Are able to assess their own work or that of their peers during peer review.
- Make progress appropriate to their potential.

To achieve this, teachers are expected to ensure that their lessons and/or activities:

- Are well planned and have clear aims and purposes which are shared with the children.
- Demonstrate strong subject knowledge and understanding.
- Cater appropriately for the learning of learners of differing abilities, interests and learning styles including pupil aptitude and prior attainment.
- Make use of resources of a good quality, quantity and range and learning tasks will be suitably differentiated to match individual learning needs.
- Online safety is included as appropriate and any adjustments in response to safeguarding concerns are included.
- Create and sustain learners' interests and motivation.
- Ensure the full participation of all learners through effective behaviour management.
- Signal high expectations to all learners and set high but attainable challenges.
- Incorporate regular feedback to learners through thoughtful marking and discussion with learners.
- Use an effective assessment framework to determine the next steps and inform future plans.
- Help learners to form useful assessments of their level of attainment and what needs to be improved.
- Encourage learners to demonstrate independence and autonomy.
- Uphold core British values and do not discriminate.
- Ensure that learners can make progress in accordance with their potential.
- Manage behavior effectively

Classroom Environment:

Pupils have a clear understanding of what is expected of them in terms of work and behaviour whilst working within a particular room or area within the School. Classrooms are all bright and purposeful centres of learning and are resourced and laid out to best enable pupils to learn. Pupils are aware where all pupil resources are kept and can access them when required. Where appropriate to the needs of age groups or in the case of individual need, teaching assistants are available to help in the learning process. Classrooms include attractive and informative displays, both in terms of their use as teaching aids and in the celebration of the pupils' work. Such displays

should be changed regularly All Form classrooms should have a form board with all relevant form information on. All rooms should display the Core Learning Skills and a range of work and information relevant to the year groups and subjects taught in the room.

All staff are expected to follow the guidance set out in 'A Pennthorpe Lesson: Consistently Excellent' which includes:

All Pennthorpe Learners...

- strive for independence in lessons and homework
- be ambitious in our learning and what we can achieve
- reflect on our learning and the progress we have made
- communicate with others through the sharing of ideas
- positively collaborate with those around us
- understand and explore the different types of leadership

All Pennthorpe Lessons...

- allow all pupils to achieve success – be personalised
- allow all pupils to explore our six 'Learner Expectations' – be skills focussed
- use a range of strategies, styles, paces, resources, locations and interactions – be dynamic!

All Pennthorpe Teachers...

- are Role Models: Set the Standard; be the change we want to see in our pupils
- are Consistent: In your expectations and reactions with all pupils – be their rock
- know our Children: Their needs, abilities, personalities, strengths and weaknesses

Homework:

A homework timetable is published for each year group. From Reception, children are expected to start doing some work at home to support their learning in school:

Reception: Phonics and Reading throughout the week

Years 1&2: Phonics, Reading, times tables and Spellings throughout the week

Year 3: Reading, Times tables and Spellings every night (around 15 minutes per evening)

Year 4: Reading, Times tables and Spellings every night along with one weekly Maths task and one weekly Creative Curriculum task. (around 20 minutes per evening)

Years 5&6: Reading every night, Spellings throughout the week along with one or two specialist subject tasks (around 30 - 45 minutes per evening)

Years 7&8: Reading every night, Spellings throughout the week along with one or two specialist subject tasks (between 30 and 60 minutes per evening)

In Years 3-8 children also have a range of 'optional Activities' to complete each week which encourage them to read, practise spellings, reflect on their week as a learner and complete wellbeing activities.

The purpose of homework is to support learning in school either through further practice of a particular skill or research of a new topic.

12. MARKING AND FEEDBACK

The aim of all marking is to provide positive constructive feedback to pupils which enable them to review and improve their work.

All marking is to be completed in green pen. Marking should identify attainment, recognise achievement, highlight areas for improvement, encourage self-esteem and be easily understood and worked/revised from by pupils and parents alike. Prompt marking and return of work is essential.

To assist with this all staff should use the 'Marking and Feedback' key to ensure consistent, efficient and clear marking is provided. This includes identifying the following areas:

- Where the objective or task has been achieved
- Questions to be repeated or new questions to be attempted
- Specific strengths within the work
- Mistakes which need correcting
- Spelling errors
- Missing words / phrases / numbers etc.
- Grammatical or basic errors
- Where support has been given
- Merits for the six Core Learning Skills

Detailed Marking:

- All written work recorded in books should be marked focusing on these areas. Detailed marking (which follows the 'Marking and Feedback Explained' criteria and also identifies strengths and sets a target) should happen once every 2 to 3 lessons. All other written work can be marked using just the 'Marking and Feedback Explained' criteria which is in pupil's prep diaries and shared with all teaching staff.
- Marking should be returned to pupils in the next lesson wherever possible.
- Detailed marking should:
 - Provide a focus on learning objective, success criteria or task
 - Celebrate successes
 - Identify areas for improvement or next steps
 - Provide pupils with opportunities to assess their own and others' work
 - Ensure that pupils understand their achievements and know what they need to do next to make progress.
 - Provide alternative solutions if a pupil continues to struggle in a specific area
 - Give pupils time to act upon the feedback given by the teacher or another pupil
 - Help set the next piece of work using information to adjust future teaching plans
 - Help set curriculum, Learning Skills or Subject Specific targets
 - Help parents understand strengths and areas for improvement in their child's work

Tracking Pupil Progress when Marking:

- Marks are not given to pupils for completed work but grades may be recorded by teachers using the PSB Attainment Tracking system for age appropriate expectations for each piece of detailed completed work.
- Pupils are also encouraged to review and improve their work based on feedback from their teachers, their peers and through self-assessment.

Marking and Feeding back on Practical Subjects (Art, Music, Drama D&T, Computing and Sport)

Marking and feedback in practical subjects can be done in a variety of ways but the aim of marking is the same; to provide positive constructive feedback to pupils which enables them to review and improve their work. Practical subject marking can include, but is not limited to:

- Oral feedback during work
- Oral feedback once work is completed
- Written feedback slips
- Self-assessment
- Peer assessment
- Virtual / online feedback
- Annotations
- Stickers / post it notes

Whatever way feedback is given, teachers should still track pupils for their subject.

13. ASSESSMENT

Assessment is crucial in order to track pupil progress and to ensure that lessons are taught in accordance to the aptitudes, needs and prior attainments of the pupils. This information is then used to ensure effective lessons and planned and delivered.

The school uses a formal assessment schedule which shows when and how each year group are assessed, entitled 'Assessment, Reporting and Parents' Evening Overview'. This data is then analysed by The Head of Assessment, Data and Tracking along with Heads of Department and Heads of Year. Data is then used to inform planning and ensure pupil progress. This can be seen in Academic reports, Department Meetings, schemes of work, Year Group Data Sheets and targeted support sessions.

To ensure assessment is effective, the following points are followed:

- Assessment of pupils' work is regular and is tracked using the Academic Proficiency Grading Criteria
- The assessment of pupils' work is thorough, using consistent marking schemes and offering constructive comments so that pupils understand how they can raise the standard of their work.
- Assessment of pupils' work is used to inform planning of future lessons
- Data from online GL Assessments is shared with Subjects Heads of Department and used to inform Departmental plans
- Data from online GL Assessments is shared with relevant staff to inform planning
- Heads of Department and SLT are responsible for ensuring that staff within their department follow Marking and Feedback Explained document so that feedback to pupils after assessments is consistent

Tracking:

Pupils are tracked throughout their time at the School to ensure progress is made in all areas. Pupils' results in formal assessments are used to ensure effective provisions are in place in key areas, including:

- Arc Pathway – 7 Areas of Learning (EYFS)
- Reading (New Group Reading Test) – Years 1-8

- Spelling (Single Word Spelling test) – Years 1-8
- Numeracy (GL Progress in Maths Test) – Years 1-8
- Literacy (GL Progress in English Test) – Years 1-8
- Verbal, non-verbal, spatial and quantitative reasoning (GL Cognitive Ability Test- CAT4) – Years 2, 3, 5 & 7

This data is then used to inform lesson planning, department plans and whole School policies.

Online Assessments:

To effectively track the progress of all pupils, we use the online assessment programme, GL. All pupils are assessed to see the progress that is being made in each subject area or skill. This data is then used to inform planning and departmental plans along with being shared with parents.

14. COMMUNICATING PROGRESS WITH PARENTS

Parents receive regular communication from the School regarding their child's academic and pastoral progress.

Reports:

There are two types of reports used at Pennthorpe: a Progress Report and a Full Written Report.

Progress Reports:

- The Progress Reports assess pupils on their Attitude to Learning and Academic Proficiency.
- Progress Reports also include a Form Teacher comment which should:
 - i - Summarise the report
 - ii – Comment pastorally
 - iii – Highlight specific strengths in the report
 - iv – Set targets
 - v – Comment on pupil's progress in each of the Learning Skills
 - vi – Demonstrate an understanding of each pupil in the Form

Full Written Reports:

- Full Written Reports are written twice a year for all year groups. The aim of subject written reports is to:
 - i – Give an overall comment on the progress made by each pupil
 - ii – Highlight strengths
 - iii – Comment on pupils' progress in each of the Subject skills
 - iv – Set subject specific targets which are discussed with pupils by Form Teachers

Parents' Evenings:

- All year groups are offered at least two Parents' Evening per year.
- There is also a 'Meet the Teacher' evening at the start of each academic year. Some Parents' Evenings will offer parents the opportunity to meet all subject teachers, others just core and some just 'Pre-test' subjects.
- All Parent-Teacher meetings should:
 - Discuss the progress made by the pupil in the subject area

- Outline the strengths of the pupil in that subject area
- Outline the pupil's progress against the Core Learning skills
- Outline the pupils progress against the Subject skills
- Set targets and next steps for the pupil
- If applicable, give details of where a pupil is in relation to any upcoming assessments, pre-tests or exams

Pupil Data Cards:

- The following data collected in school is shared with parents
 - National Group Reading Test (Years 1-8)
 - National Group Spelling Test (Years 1-8)
 - Progress in English (Years 3-8)
 - Progress in Maths (Years 3-8)
 - Progress in Science (Years 3-8)
 - CAT4 Data (Years 3,5 & 7)

Parents are invited to make individual meetings with staff at any time throughout the year.