**Portsmouth Inclusive Education Quality Mark**

**Objectives and their related strands linked to:**

**Standard 7 –** Monitoring Progress and Attainment

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 7 – Monitoring Progress and Attainment**

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| **7.1 How effectively the school identifies and assesses students in order to provide additional and different provision to meet individual needs.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has systems in place to monitor students who may be vulnerable to underachievement.  Appropriate additional support is targeted at certain students within lessons from well-trained confident staff, taking account of any advice from other agencies.  E.g. EMAS, Ed Psych. | Proactive identification of all vulnerable groups allows the school to actively address specific needs (academic/social etc.) by targeting resources to support particular students/families.  E.g. Pupil Premium.  School makes effective use of “key workers” as advocates to ensure provision is consistent throughout a school day.    The key worker reports back to the SENCo regularly to review or share concerns about any aspect of provision.  E.g. Not happening as planned at some points in the school day/some lessons.  School targets well planned extra-curricular opportunities at particular groups/individuals.  The school monitors the uptake of the wider curriculum.  E.g. Trips, clubs by vulnerable students. | Regular reviews with vulnerable learners show they are really being listened to, their needs are being met and significant progress is being made.  E.g. Case studies.  School can demonstrate high levels of engagement by vulnerable learners in the wider curriculum and can demonstrate the positive impact of this on their achievement.  There are well known and clear school wide procedures for dealing with, and reporting, issues and incidents of discrimination and harassment, including homophobia, racism, sexism, disability, religion etc.  The school proactively identifies cohorts at different points on the alternative provision continuum (in and out of school), so that these interventions can be implemented smoothly and reintegration is more seamless. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.2 The extent to which the school evaluates policies for impact on improving provision and outcomes for all learners.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has systems for monitoring teaching, teachers’ planning, students’ work and their attitudes to learning within certain classes/lessons. These are transparent and are understood by staff who value the feedback this provides.  This monitoring includes regular focus on the progress being made by vulnerable learners. | There is a planned cycle of policy revision which has embedded within it effective consultation and  There is a planned cycle of policy revision which has embedded within it effective consultation and involvement with a range of stakeholders.  The SENCo/senior leadership team/governors can all account for the performance of vulnerable groups and what actions the school is taking to narrow gaps in attainment.  As a result the school has considered what additional systems may need to be in place to ensure that progress of certain groups is tracked more carefully/rigorously.  The school has an explicit commitment and plans to improve outcomes for Looked After Children. | Students and parents/carers are involved in reviewing aspects of policy and provision.  E.g. By accompanying the SENCo on a learning walk, by providing objective feedback to the SLT on the operation of lunchtime, or rewards and sanctions.  Students and parents/carers have regular opportunities to meet with and provide feedback to the governing body or senior leadership team on aspects of the school’s policy and provision, for example through a parent forum, student representatives attending governing body meetings.  The school has developed systems to enable students to provide feedback on their learning and the extent to which their lessons help them to learn. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.3 How effectively the school tracks the progress, participation and achievements of vulnerable learners in order to target those who are not making expected rates of progress or engaging in the full range of provision so that they make accelerated progress.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Systems are in place for regularly assessing student progress in key aspects of learning and engagement and personal development.  Additional support within classrooms is used flexibly and is focused on facilitating independent learning.  There is a clear rationale to the classes, sets and groupings within class which supports vulnerable learners to make better progress.  The SENCo is a member of the school’s senior leadership team and the SLT is constantly reviewing the progress of vulnerable groups. | Where additional interventions take place, they are delivered by well trained staff, who can describe the intended learning within a session and can identify the progress students are making.  Interventions are linked to classroom practice and their impact supports learning in the mainstream classroom.  Regular and frequent (at least termly) student progress meetings enable the school to quickly provide additional support to students who are in danger of underachieving.  All students know their learning targets/personal development targets.  Interventions are evaluated for impact, using ratio gains and other measures. The SENCo/SLT/SEN governor can describe these impacts.  All vulnerable learners receive appropriate focused teaching time from class teachers as well as from support staff. | Identified students/families know how pupil premium funding has been used to help them and can describe the positive impact of this. School can demonstrate outstanding progress for identified students.  Case studies demonstrate that a wide range of vulnerable learners have been well-supported to make accelerated progress where needed and achievement for vulnerable groups is at least good overall.  Interventions are analysed in relation to cost vs impact to ensure resources is used discerningly in relation to attainment and progress. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.4 How data is recorded and analysed in a regular and systematic way and is used to inform the School Improvement Plan.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has a system in place to record achievements and attainment.  Data is used to identify the areas for improvement and to set targets and milestones to evaluate the impact of the actions within the School Improvement Plan. | Data from student progress meetings and assessments is used to RAG rate progress towards milestone targets within the School Improvement Plan. | Data targets are used within staff Professional Development Reviews.  Accountability is built into the school’s systems and processes to ensure consistency and challenge inconsistency. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.5 How limited progress identified by the analysis of data collected is acted upon quickly and effectively.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school identifies students who are in danger of falling behind. | Student progress meetings identify students who need to catch up and identifies strategies used to narrow the gap. | Interventions are evaluated for impact and most students make expected progress.  The school is able to show the progress of the different groups.  A range of summative and formative assessment processes and tools are used to gain useful information. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.6 The extent to which students are assessed across a wide range of skills, knowledge and understanding on entry to the school and at key transition points.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Key assessment dates are identified for each year group.  Progress from the last Key Stage is identified for the different groups within the school. | Subjects other than English and maths, are assessed against. | Staff understand where individual students are in relation to their progress and attainment across all areas of the curriculum. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.7 The extent to which students are involved in assessing their own progress and contributing towards their own outcomes.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school values and celebrates the personal achievements and efforts of all students. | Support staff, alongside teaching staff, have a role in ensuring that students are involved in assessing, planning and evaluating their own individual targets. | Students respond to marking.  Students independently assess their work against criteria provided and are clear about their next steps in learning. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.8 The extent to which data gathered from regular assessments is used to plan and review appropriate outcomes and interventions with all students with a growing understanding of individual need.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Data collection methods are used in all classes to show attainment and progress. | Different assessment strategies are used to review the attainment and progress of each child, leading to target setting and identification of intervention groups. | Assessments are used to identify different intervention groups and the effectiveness of these interventions is reviewed and adjusted according to outcomes.  The setting collects additional data that measures progress in areas of social and emotional awareness, communication and autonomy and works in partnership with parents/carers to improve outcomes. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.9 How parents and carers are involved in assessing the progress of their child or young person and are contributing towards their outcomes.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Annual reports are provided to parents/carers to share key data and information about the students.  E.g. Reading records, being aware of targets.  Parents understand the information that is presented in the reports and are given the opportunity to discuss it with their child's teacher. | The views of parents/carers are collected to form part of the overall assessments of students.  Parents/carers are given opportunities to comment on their child's work and their learning experience.  E.g. Parental comments form part of the child's portfolio. | Parents' evenings are well scaffolded.  Parents understand how their child is doing, what the child needs to do and how they as parents/carers can support. |

**Standard 7 – Monitoring Progress and Attainment**

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| **7.10 How the school outlines the arrangements for assessing and identifying student's special educational needs.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has a named and qualified SENCo.  The school has procedures for assessing students to help identify needs.  The SENCo is available by appointment to meet with staff and parents to discuss a child's SEND or possible SEND.  The graduated approach (assess, plan, do, review) is used when identifying needs.  Parents are signposted to the Local Offer for information, support and advice. | The school has clear procedures, using a range of expertise and outside agencies for identifying students with special educational needs and providing provision. These are clearly communicated with parents/carers.  The graduated approach (assess, plan, do, review) is embedded across the school to ensure assessments and provision are current and accurately reflect the students' needs.  The school and parents use the Local Offer to identify and access additional support and services. | Parents/carers play an active role in the assessment arrangements for their children.  Parent/carers have an understanding of their child's needs identified by the school and how the school is meeting them.  Parents/carers are provided with additional support through school.  E.g. Coffee mornings.  School involves outside agencies to further support parents/carers and students. |