

Pupils' Progress Report 2020-2021

The vast majority of pupils at Rowan Gate Primary School made good or outstanding progress from their starting points during the academic year 2020 - 2021. The vast majority have made expected or better progress in English and Maths. All groups of pupils achieve well, with no significant variation based on gender, race, language, Pupil Premium entitlement or need.

This year our school have been using Onwards&Upwards assessment tool for the third year. The assessment is now robust and meets the needs of our school.

Whole School Data shows that whilst the majority of pupils continue to make good and outstanding progress, there are a few pupils whose progress has been minimal. This can be attributed to the national lockdown and remote learning proving to be a challenge for a small number of pupils.

Pupils' Progress meetings have been carried out with individual classes. Analysis of Pupils' Progress meetings shows the following -

During the 2nd national lockdown, teachers were required to teach some pupils in school, whilst also delivering remote learning for pupils remaining at home. All pupils, who attended school made outstanding progress. These pupils benefitted from:

- Smaller groups
- Less distraction
- Individualised approach

Discussions have been carried out around the pupils who have shown less progress during the Autumn or Spring Term. The reasons and actions have been identified.

There are a few pupils who weren't able to engage fully in the remote learning during the 2nd lockdown. On their return to school, it took some time for them to re-adjust to school routines. These pupils are catching up and have been provided with additional support during Key Skills sessions, e.g. phonics work; additional targeted work to address SEMH needs. These pupils have started to show better progress in the Summer Term.

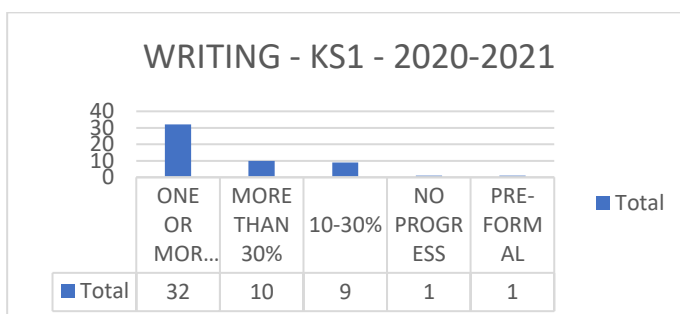
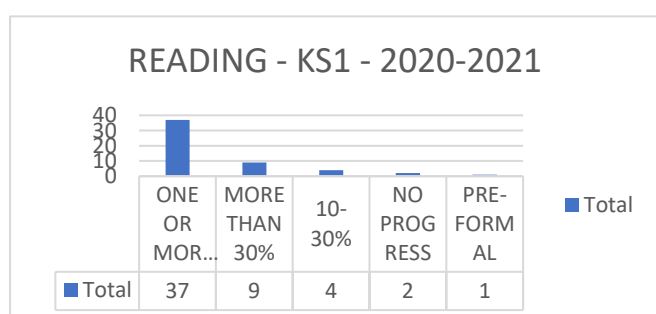
The progress for the children fully engaged in remote learning continued to be as expected, even though they accessed learning from home. There has been a positive transition for the majority of the children and they are able to demonstrate that they have maintained their skills.

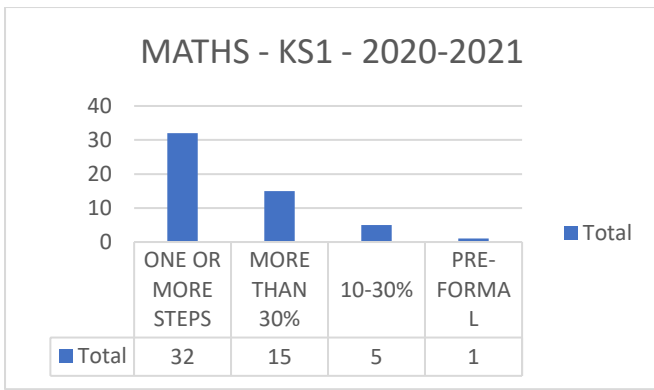
KS1 -

English Reading - **88%** of pupils are making good and outstanding progress (71% - outstanding; 17% - good)

English Writing - **81%** of pupils are making good and outstanding progress (62% - outstanding; 19% - good)

Maths - **87%** of pupils are making good and outstanding progress (58% - outstanding; 29% - good)



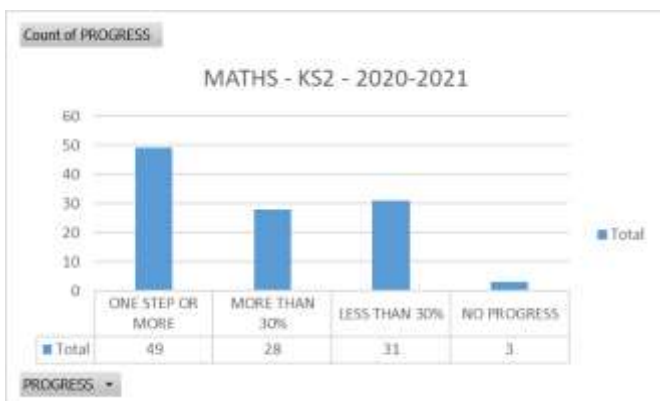
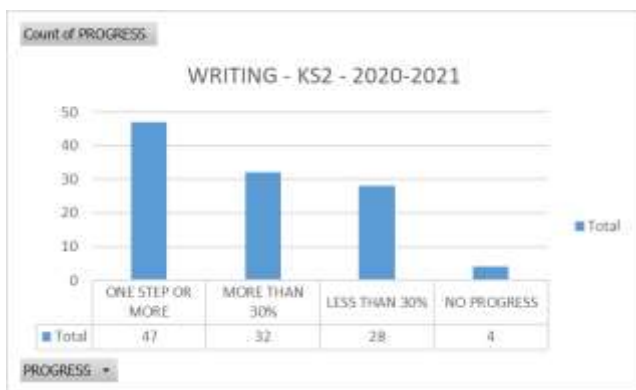
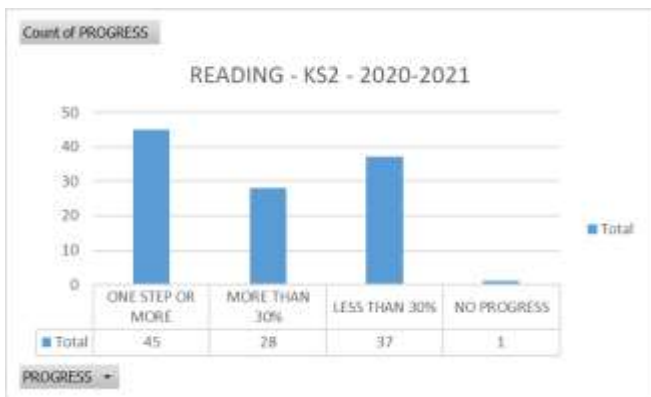


KS2 -

English Reading - **66%** of pupils are making good and outstanding progress (41% - outstanding; 25% - good)

English Writing - **71%** of pupils are making good and outstanding progress (42% - outstanding; 29% - good)

Maths - **69%** of pupils are making good and outstanding progress (44% - outstanding; 25% - good)



Pupil progress for Reading (Salford) and Spelling (Vernon) standardised tests indicate outstanding progress for the majority of pupils who are able to access the tests. Many pupils achieved accelerated progress in these areas from November 2020 - October 2021 making more than 12 months' progress against the tests in a 12-month period.

This was the first full year of recording children's EHCP Learning Objectives using Onwards&Upwards system. This has enabled us to maintain consistency in the recording of Learning

Objectives and to provide evidence for Annual Reviews. From September 2021 the school will be able to analyse the progress made towards children's EHCP Learning Objectives for the whole school. Due to Covid-19, the implementation of The Engagement Model has been postponed by the DfE until September 2021. Following the government update, there were some changes made in our assessment system as well as recording of Learning Outcomes and annotation. This has been introduced to all teachers in September 2021. All pupils will now be assessed using one Rowan Gate assessment (Step 1 - 19). Depending on which Step a pupil is working on, teachers are expected to provide evidence of the Engagement Model. Being on one assessment system supports the continuity in assessment when children transition from EYFS to KS1 or from Semi-Formal to Formal Curriculum.