



PRIMARY SCHOOL

A SUMMARY OF PUPIL PROGRESS

Our broad Rowan Gate Curriculum is designed to allow all pupils to be taught through an individualised and flexible approach. It is a skills-based curriculum in which children can continuously build upon their knowledge and understanding, consolidating their learning and acquiring new skills as they travel through the school. Some pupils may travel in a vertical direction,

others may gain breadth and take smaller steps.

Children's learning is continually planned and assessed so there is always the potential for progress in whichever direction is appropriate. Our Rowan Gate assessment framework helps to measure your child's progress in a variety of ways.

We assess children to see what they have learnt and to know where they need to go next.

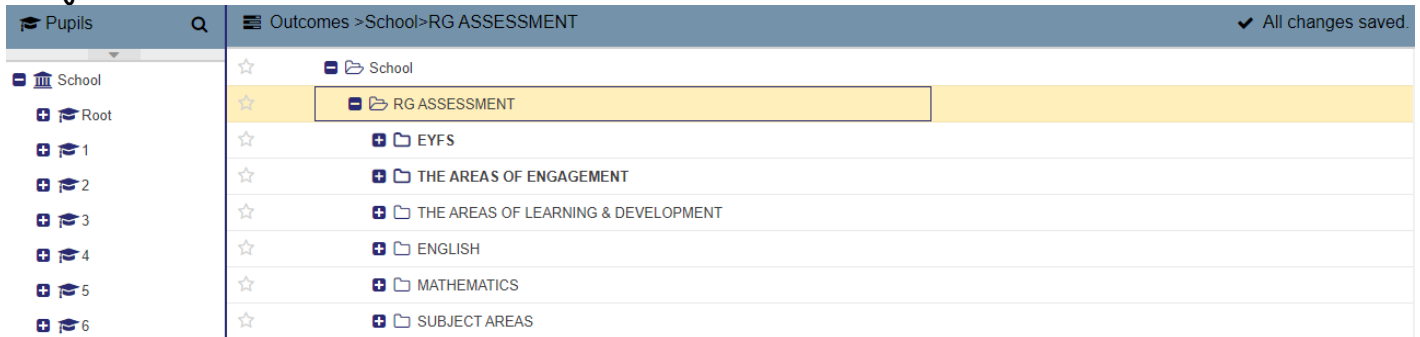
We assess in different ways in the classroom and collate evidence using work books, My World, Fly with Me books and Onwards & Upwards Assessment tool.

Our Onwards & Upwards Assessment tool is based on learning areas and shows the developmental steps children make in their learning. The assessment tool consists of

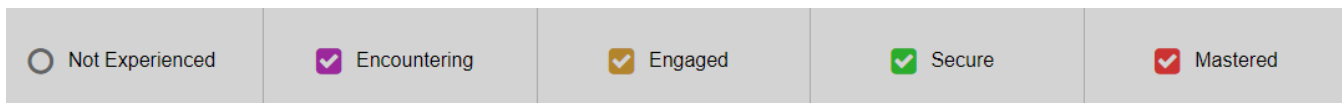
The Areas of Engagement

The Areas of Learning

Subject Area



The small steps of progress pupils make are really important. In the Areas of Learning and Subject Area we use linear measuring system to show the progress (encountering, engaged, secure, mastered);



in the Area of Engagement - we measure pupils' fluency and ability to maintain the skill.



Our Rowan Gate curriculum enables teachers to plan learning that is developmentally appropriate, progressive; helping pupils to learn well. Our Rowan Gate assessment framework helps teachers to measure and report what we value. This means we measure different aspects of learning which are relevant and meaningful for each child's learning.



K E Y			COMMUNICATION & LANGUAGE				
			PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT				
			COGNITION & LEARNING				
			PHYSICAL DEVELOPMENT			PHYSICAL EDUCATION	
S K I L L S		INITIATION PERSISTANCE ANTISIPATION REALISATION EXPLORATION			ENGLISH		
					MATHS		
				UNDERSTANDING THE WORLD		SCIENCE HISTORY GEOGRAPHY COMPUTING	
				EXPRESSIVE ARTS & DESIGN		MUSIC ART D&T	

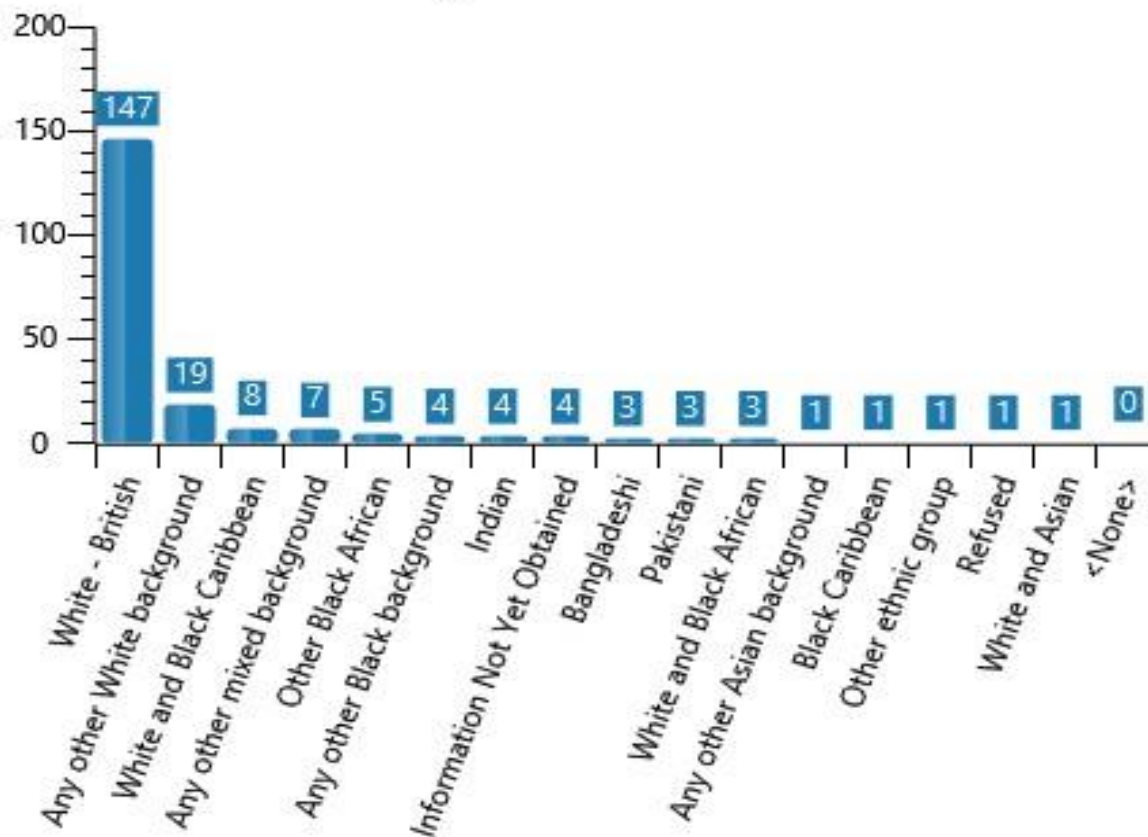


ROWAN GATE CONTEXT IN JULY 2022

Number on role	Boys: Girls 73%: 27%	Eligibility for Pupil Premium			Overall Attendance 88.66%	No of pupils with below 85% attendance 35 17%
		FSM Ever 6 60 29%	Looked after Children 19 4%	PLAC		
205	150: 55	60	19		88.66%	35
	73%: 27%	29%	4%			17%

Student Totals by Ethnicity [Last Year]

A count of students with each ethnicity

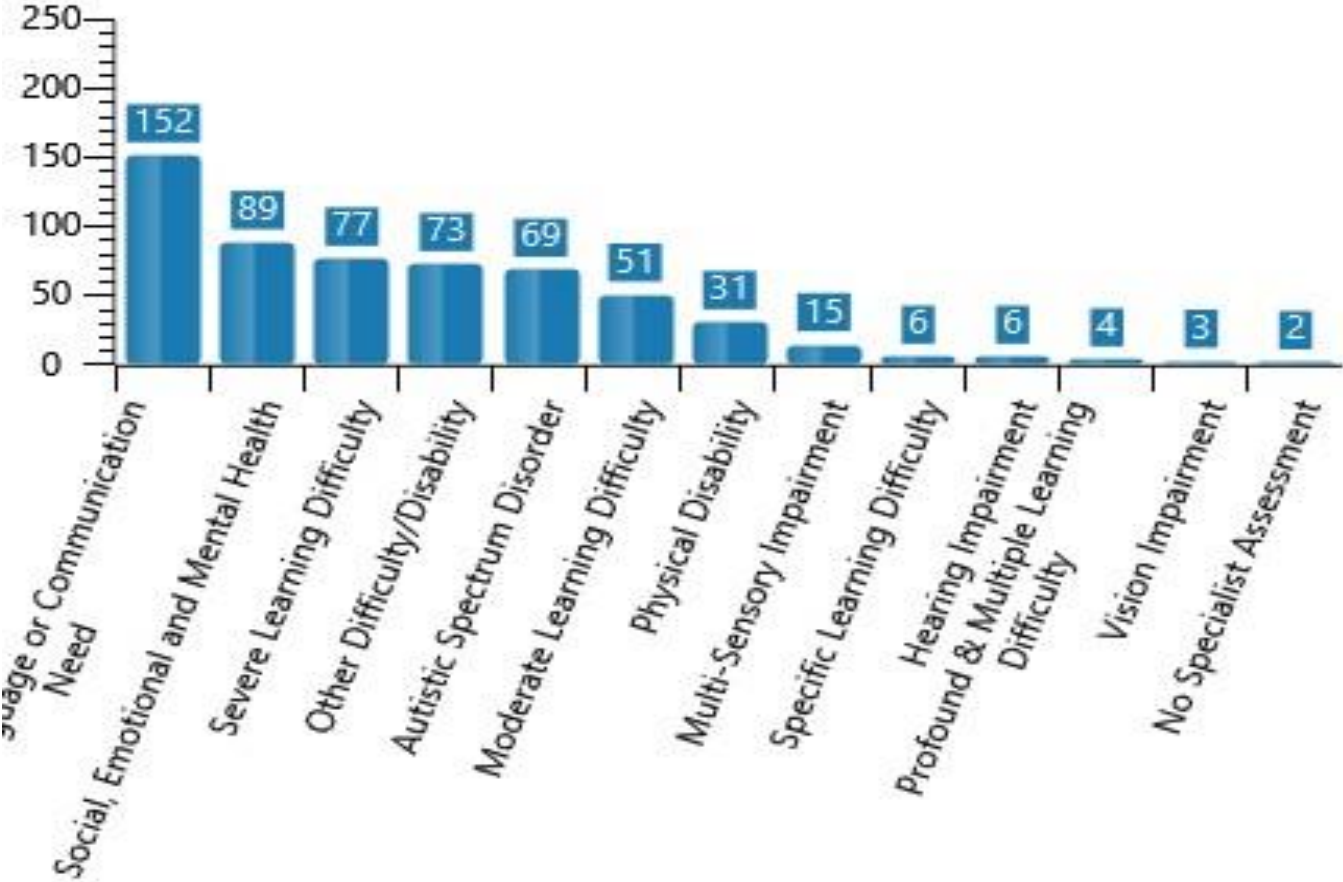


	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year group total		14	39	38	27	29	41	17
Boys; Girls		6: 8	25: 14	32: 6	22: 5	24: 5	30: 11	11: 6
Phase total	14		77		114			

<p>Types of SEND across provision:</p> <ul style="list-style-type: none"> • Cognition & Learning • Communication & Interaction • SEMH • Sensory/ Physical 	<p>Provision age range: 4 - 11 years</p>	<p>EHC Plans: 100%</p>
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Students by SEN Need Type Category [Last Year]

A count of students by their SEN need type category



PUPIL PROGRESS 2021 -2022

The vast majority of pupils at Rowan Gate Primary School continue to make good or outstanding progress from their starting points during the academic year 2021 - 2022.

The vast majority have made expected or better progress in English and Maths.

Progress analysis provides supporting evidence that children have developed the knowledge and skills across all learning areas.

All groups of pupils achieve well, with no significant variation based on gender, race, language, Pupil Premium entitlement or need.

RAG system shows that there is a big increase of pupils making good or outstanding progress and the number of pupils making minimal progress decreased significantly in comparison with the previous year.

KS1

	Reading	Writing	Speaking	Listening/ Understan ding	Number	Geometry	The World
May 2022	95%	95%	93%	96%	97%	96%	94%
May 2021	73%	70%	70%	71%	82%	77%	75%

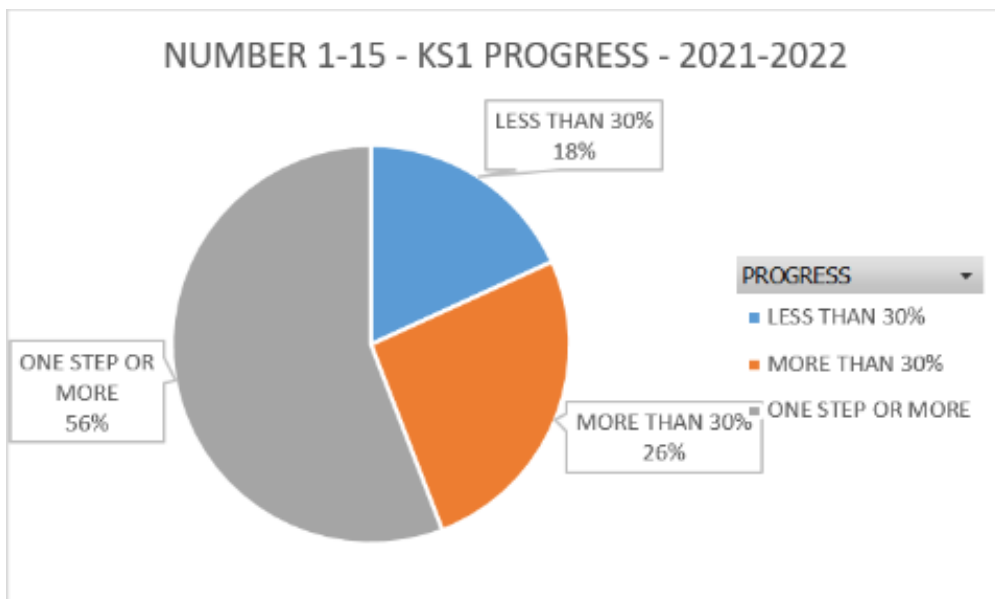
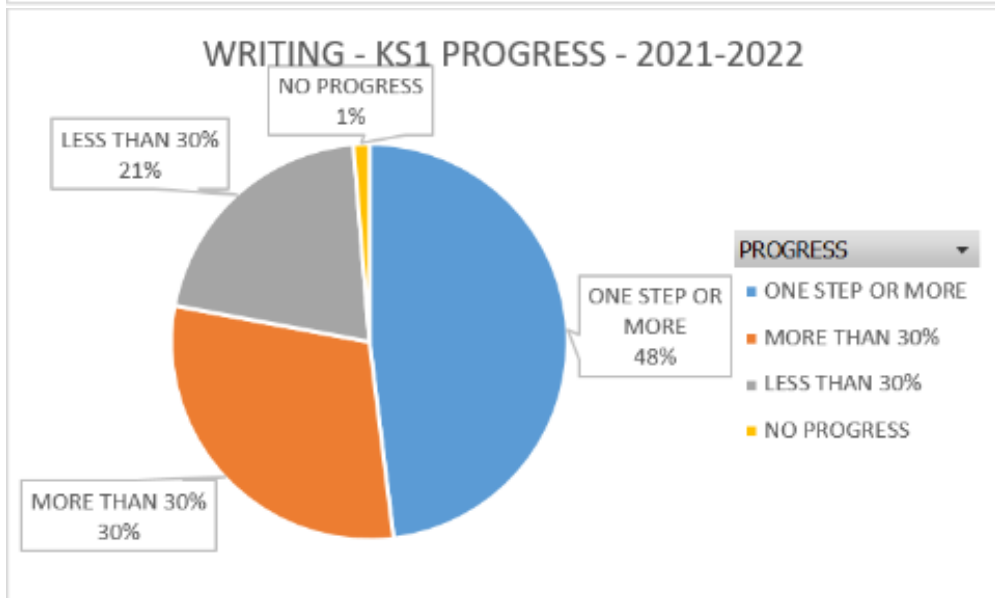
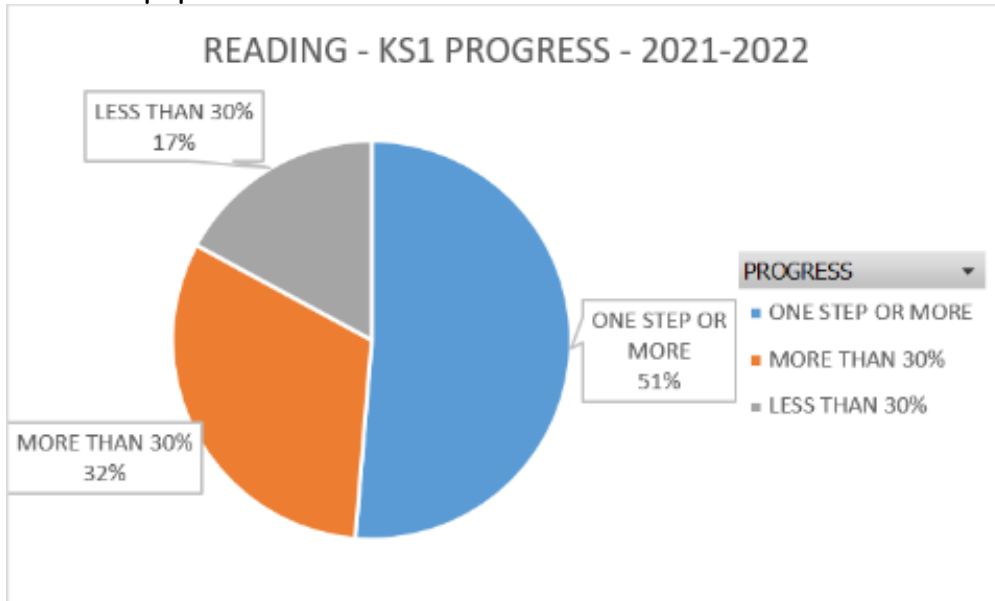
KS2

	Reading	Writing	Speaking	Listening/ Understa nding	Number	Geometry	The World
June 2022	93%	97%	91%	96%	95%	97%	93%
June 2021	80%	76%	80%	82%	83%	87%	82%

Pupils' Progress meetings have been carried out with individual classes. Analysis of Pupils' Progress meetings shows that the majority of pupils continue to make good and outstanding progress.

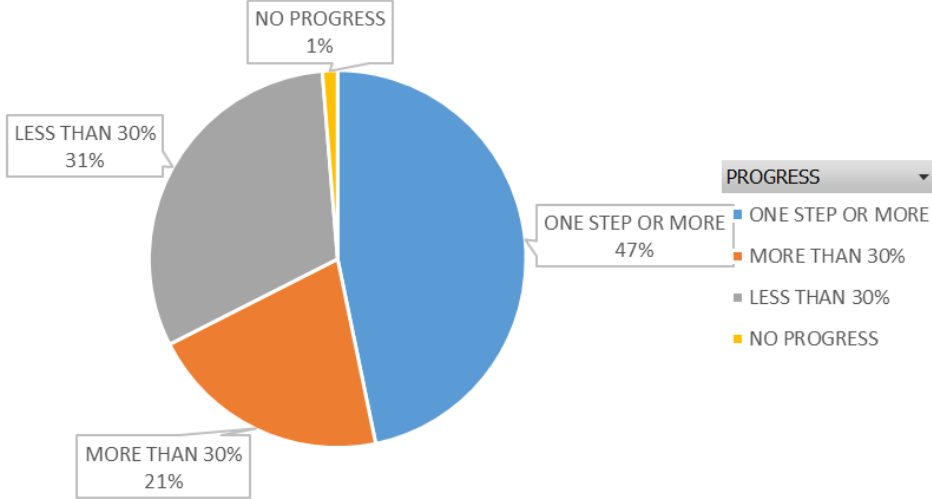
PUPIL OUTCOMES - KS1 AND KS2

KS1 - 77 pupils

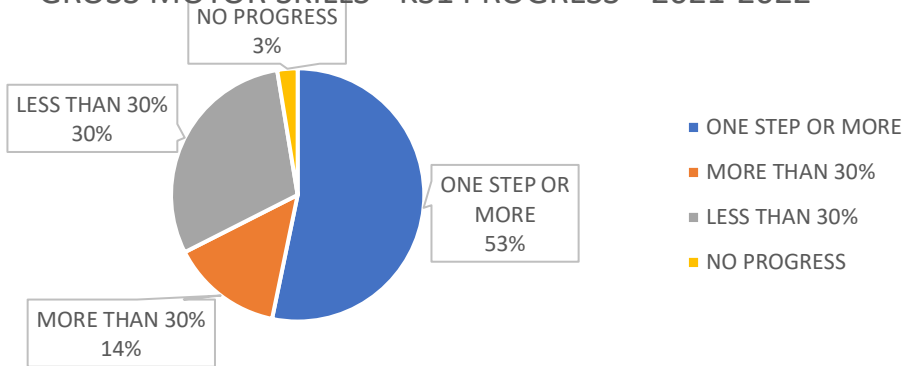


Count of PROGRESS

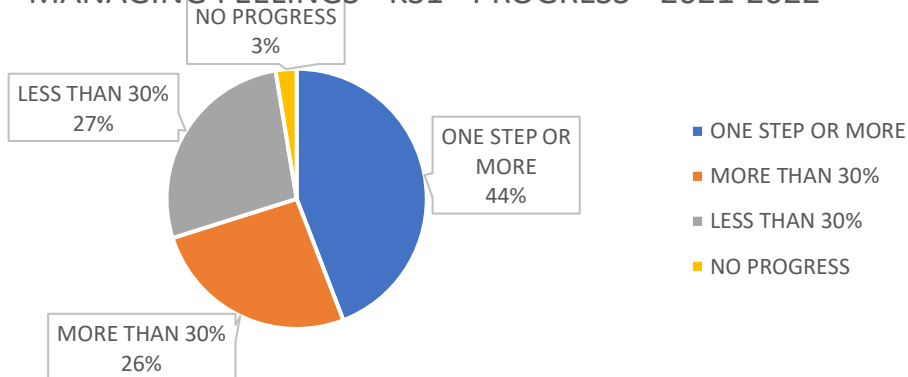
THE WORLD - KS1 - PROGRESS - 2021-2022



GROSS MOTOR SKILLS - KS1 PROGRESS - 2021-2022

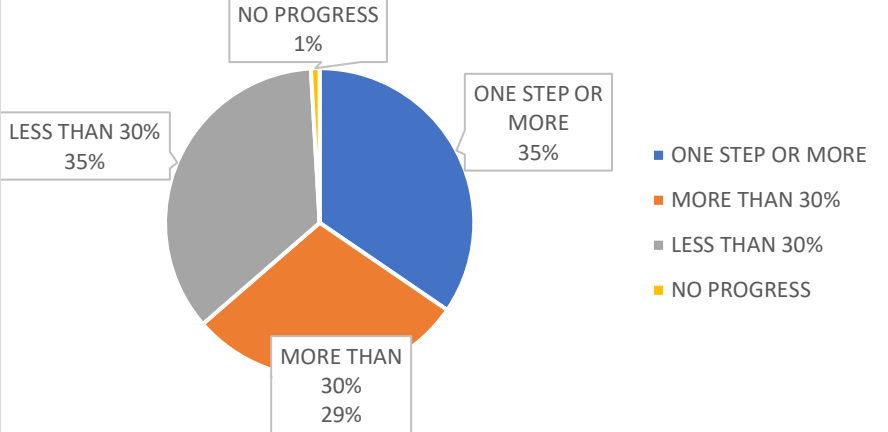


MANAGING FEELINGS - KS1 - PROGRESS - 2021-2022



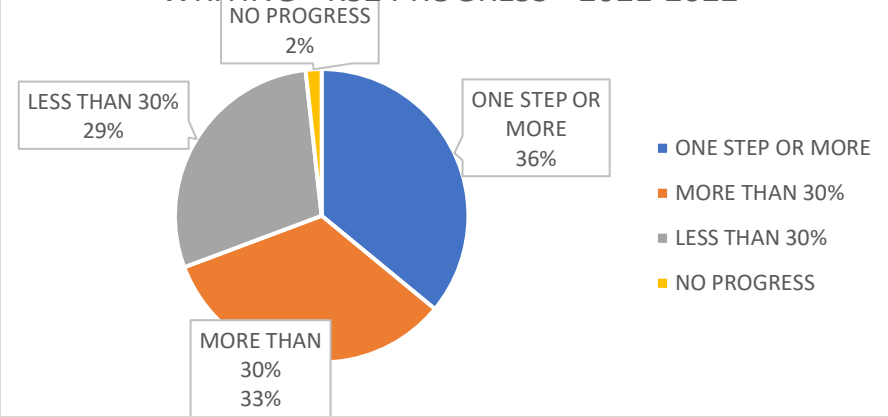
KS2 - 114 pupils;

READING - KS2 - PROGRESS - 2021-2022



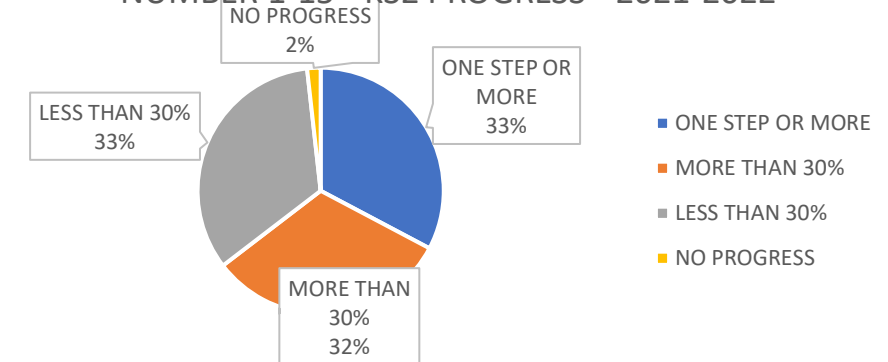
English Reading - 18 pupils work within Steps 16-19 (NC Year 1-4)
38 pupils work within Steps 1-6 - The Engagement Model
99% have made progress

WRITING - KS2 PROGRESS - 2021-2022



English Writing - 14 pupils work within Steps 16-19 (NC Year 1-4)
47 pupils work within Steps 1-6 - The Engagement Model
97% have made progress

NUMBER 1-15 - KS2 PROGRESS - 2021-2022



Mathematics - 21 pupils work within Steps 16-19 (NC Year 1-4)
48 pupils work within Steps 1-6 - The Engagement Model
97% have made progress

from October 2021 - July 2022 making more than 12 months' progress against the tests in a 12-month period.

Salford average - 9.2 months progress; 58 pupils have been tested
Vernon average - 5.7 months progress; 75 pupils have been tested

Pupil progress in 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

The Pre-Key Standards are for pupils who are working below the overall standard of National Curriculum assessments, but who are engaged in subject-specific study.

These are statutory for reporting end of key stage assessment judgement. Judgements are reported in Reading, Writing and Mathematics.

For pupils working at a non-subject specific level, it is required that they are assessed on the Engagement Model.

End of KS1

- 38 pupils
- Phonics screening test - 3 pupils scored 36 or more

	PKS1	PKS2	PKS3	PKS4	Engagement Model
Reading	10 - 26.5%	5 - 13.5%	2 - 5%	2 - 5%	19/ 38 - 50%
Writing	11 - 29%	5 - 13.5%	2 - 5%	0	20/ 38 - 52%
Mathematics	6 - 16%	4 - 11%	8 - 21%		20/ 38 - 52%

End of KS2 results:

- 17 pupils

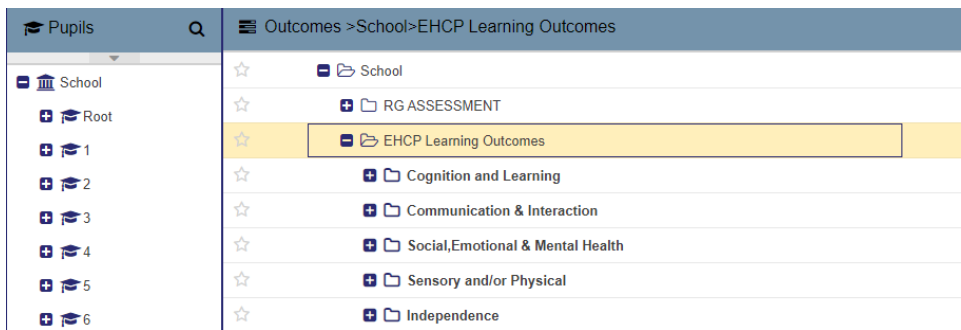
	PKS1	PKS2	PKS3	PKS4	PKS5	PKS6	Engagement Model
Reading	5 - 29%	2 - 12%	2 - 12%	2 - 12%	2 - 12%	1 - 6%	3/ 17 - 17.5%
Writing	4 - 24%	2 - 12%	1 - 6%	2 - 12%	3 - 17.5%	0	5/ 17 - 29%
Mathematics	3 - 17.5%	5 - 29%	2 - 12%	2 - 12%	2 - 12%	1 - 6%	2/ 17 - 12%

THE ENGAGEMENT MODEL

The Engagement Model has been implemented in September 2021. The Model has been introduced to all teachers. All pupils are initially assessed using one Rowan Gate assessment tool (Step 1 - 19). The engagement model is used in conjunction with RG assessment tool and recording system. The engagement model is used to support pupils who are working within Steps 1 - 6 and who are not engaged in subject-specific study, follow Pre-Formal Curriculum.

Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. The model is used to assess pupils' progress and development in their fluency and ability to maintain the skill regularly throughout the year through observations and recording the evidence.

PROGRESS AGAINST EHCP OUTCOMES



Within each pupil's annual review cycle, it is clear that significant progress has been made by the majority of pupils, from their individual starting points. This has been evidenced in a range of ways, including termly annotation on Onwards & Upwards assessment tool, annotated evidence in Fly with Me books, daily Key Skills sessions and the annual review advice. Pupil progress against the outcomes is shared with parents via termly reports and annual review advice. The vast majority of parents continue to be pleased with the progress that their child has made against their IEP targets. This has been evidenced through parent views' forms prior to annual review meetings and through discussions within the meetings themselves.

WHAT ARE WE WORKING ON NEXT ...

- Teachers need to continue have termly professional discussions during Pupil Progress meetings with PM leaders on evaluating learning, progress and barriers to learning
- Teachers need to continue taking part in regular internal work moderation, sharing, working through and agreeing their understanding of expected curriculum 'levels' of pupils' achievements and progress
- Teachers need to have professional discussions with their class teams regarding use of the language of Engagement when annotating pupils' work