SEF Activity: Autumn Term

Title:

The beginning of the Autumn Term is when most primary schools will feel it appropriate to implement changes based on summer assessment and test results. Below are some questions which you might ask yourselves in order to reflect on progress and plan for improvements in the future.

Consider the question areas with staff and note any need for future action. Examples of responses are in green.

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| **Questions to consider** | **When** | **Supporting Evidence** | **Key Areas of Focus & Concerns** | **Next steps** | **Designated Leader** | **Check impact by…** |
| **Did end of summer term Tests and Teacher Assessments meet predicted targets?**  **Do Teacher Assessments match end of year’s SATS and Test results?**  **Are Teacher Assessment procedures rigorous?**  **Are teacher expectations suitably challenging?**  **What could inaccurate teacher assessments indicate?**  **For externally graded assessments e.g. SATs /Cambridge checkpoint/ Local statutory assessments, were there any unexpected results?**  **Are enquiries about results or appeals in progress? (\*beware of short deadlines for some examination boards)** | As soon as possible after results are received. | SAT results KS1 and 2.  Teacher  Assessments and internal tests.  Ongoing teacher assessment records and pupil profiles.  EYFS profiles end of FS2.  Teacher Assessments.  Pupil targets.  Test results. | Trends of underachievement.  Individuals and groups at risk of underachievement. | Meet with staff to share data and discuss implications.  Ensure teachers’ understanding of age-related standards is accurate. Schedule further CPD is necessary.  Carry out a review of any unexpected results. Consider a formal appeal of individual results. | Assessment coordinator.  (Deputy head, KS leaders, Year group leaders) | Feedback from staff by 20/09/24. |
| **Following assessment analysis, have group and/or individual intervention programs been set up?**  **How are suitable interventions decided upon?**  **Are interventions accurately targeted to meet the specific needs of pupils at risk as identified in assessment analysis?**  **Are interventions planned in a timely manner to match the curriculum being taught in class?**  **How do you select target pupils?**    **Is there a shared understanding of the criteria for pupil selection and is it consistently applied?** | Ready to implement by Week 4. | Test and Teacher Assessment analysis.  EYFS profiles .  Policy document relating to intervention implement-ation | Individuals and groups at risk of underachievement.  Ensuring that implementation programs are effective and fit for purpose | Research options for intervention programs.  Consult with staff to achieve best outcomes for pupils. | SENDco and class teachers. | 6 weeks after commencement.  Intervention leader feedback. End of unit assessment outcomes. |
| **Have the curriculum, programs of study, schemes of work content and focus, been reviewed in the light of assessment analysis outcomes.**  **Have any externally driven changes to the curriculum been accounted for in the school’s curriculum plan.** | Any necessary adjustments made, staff training completed and resourcing in place prior to planned delivery. |  | According to assessment analysis.  Notifications from external agencies. | Review changes to evaluate effectiveness. | Curriculum coordinator.  (Subject leaders) | Post delivery of changes at next assessment point.  Teacher feedback termly. |
| **How are common areas of development decided upon?** | asap | SAT results KS1 and 2.  Teacher  Assessments and internal tests.  EYFS profiles end of FS2.  Ongoing Teacher Assessment records and pupil profiles to identify trends.  Teacher and pupil feedback.  SENDco and TA feedback. | Ensuring that targets, implementation plans and resources for school development are accurately focused on reliable data. | Consider the data, including responses from staff and pupils,  SLT to prioritise and create a manageable school improvement plan.(SIP) | SLT | At review points stated on SIP.  At least half termly. |
| **Are TAs deployed to ensure greatest impact on learner progress?**  **Are TA roles and responsibilities clearly defined and understood?**  **Is TA deployment based on current pupil needs?** | asap | Matching intervention content with identified pupil needs. | Pupils at risk.  Areas of greatest weakness.  Areas of greatest need.  TA effectiveness, roles and responsibilities | Prepare programs.  Intervention leaders CPD if required.  Support for parents.  Review policy re TA roles responsibilities and deployment. | SENDco  (Class teacher, TA if appropriate) | In place and running by 01.10.24 |
| **How is independent learning supported?** | Ongoing | Learning walks. Identify good practice and areas for development. | Teaching strategies promote independent learning. | Share identified good practice. Plan peer support.  Focused CPD if required.  Agree common practices. Consider formalising in policy. | Teaching and learning coordinator.  (SLT, Deputy head.) | Monitor agreed strategies termly. |
| **Are TAs sufficiently trained to ensure SEND pupils develop independence in their learning routines?** | asap | Learning walks.  Pupil outcomes.  TA feedback.  Teacher feedback. | Stand back practices.  TA questioning skills . | Identify training or research evidence.  Compare with evidence gathered internally.  If changes are needed, allow TAs and class teachers time to learn, develop and implement new strategies. | SENDco | Review at end of term 1. |

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| **Changes in practice?** |
| Detail any proposed changes which arise from review here.  Add specific dates for developments  For example, assessment outcomes might show a particular focus to be developed in T+L |

Review Date:

***We recommend logging the review date electronically and setting reminders in advance.***