



Fleet Primary School

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Fleet Governor Visit – Pupil Progress Review Meetings

Introduction and Context

Teachers constantly assess the learning of each child in lessons – how much they have learnt a new concept or consolidated an old one to inform next steps planning – this is called ‘Assessment for Learning’ or ‘Formative Assessment’. Every term they will also carry out more formal assessment activities such as tests or independent tasks, this is ‘Assessment of learning’ or ‘Summative Assessment’. Teachers consider both these forms of assessment when they are making any judgements about where a child is at in terms of the acquisition of the learning objectives for that year’s curriculum. At the end of each term, teachers are expected to complete a tracking system for each child in maths and English (reading and writing) that looks at their progress towards achieving the different objectives for the year’s curriculum they are working to. Once teachers have completed this tracking and made their assessment judgements on each child in their class (as well as including looking at all the taught objectives they will check the predicted end of year outcome, given current progress) a meeting is held between the class teacher, the head and the assessment lead. This meeting is called a Pupil Progress Review Meeting or PPR.

The purpose of this meeting is to look in detail at all learners’ progress and think about the impact and effectiveness of any support and strategies that were put in place over the preceding term. It is also an opportunity to hear from the teacher about what they plan to do moving forward within their class and to think about any support that might be needed, both in and out of class, for children at all levels, moving forward. This way school can ensure all children reach their fullest potential through the year. These meetings are a crucial part of the school’s monitoring systems to ensure effective teaching and learning.

Autumn Term PPR Meetings – Governor Visit Report

Becca, Don and the individual teachers were present. I observed two meetings. Becca had a proforma to record the discussion and actions agreed. Teachers clearly enjoyed discussing their children and found the meeting useful.

Staff looked at children’s current attainment in reading, writing and maths and data from recent PIRA (Progress in Reading Assessment) and PUMA (Progress and Understanding in Maths) tests. One teacher had children coded as green, yellow, orange and red. Green is at greater depth, yellow expecting, orange towards expecting and red below. The data reviewed also included data from the new tracking system on KS1 results, SEN and medical needs, attendance and ever 6 status. The discussion included identifying the EAL children. There was some discussion of the accuracy of the data for whole classes and for individuals, and of the new tracking system.

It was clear that the staff had extensive knowledge of the individual children but it is quite early in the year to have detailed knowledge of all children, particularly where there have been absences due to medical needs. Staff discussed the impact of mobility on the whole class. In both cases, mobility has been significant and some children arrive at Fleet with no data and this makes reviewing their progress challenging. Don agreed to chase this information.

For each area, they began by discussing the position of the whole class and the foci that the teacher will be having in relation to particular aspects of the curriculum for example, SPAG. The teachers had identified some gaps which they are addressing.

Interventions were discussed with groups and individuals. This included groups of children with particular potentials including those who have the potential to be at greater depth. Children were added to particular existing groups and the groups have very explicit foci.

One teacher described how she had given parents resources at parents' meetings to help them to support their children to address for example spelling and discussed with particular parents the need for support in particular aspects, for example, times tables. One teacher discussed the resources she needed to support particular aspects of children's progress.

There was a discussion of children who are persistently absent and the impact of the absence on their progress and attainment.

The make-up and progress of groupings within the class were discussed and the impact of friendships and social relationships were discussed.

One particular child was identified with having specific problems with reading and another child with memory problems. A third child with anxiety problems was discussed. All three children had joined the school in KS2.

They discussed new intervention groups and who was most appropriate to run these groups, which children should be in the groups and what should be the focus, for example structuring their writing.

The teacher had brought in some of the children books and this led to discussion of other interventions for example, handwriting.

Don and Becca used the meeting to provide advice and professional development to the teachers.

Threaded through the conversation was the requirements for greater depth in the KS2 SATs and the requirements for applying their maths knowledge in the statutory tests.

Kim Issroff – 5th December 2018