

PROGRESS MEETINGS

Overview

At Heaton Primary School we believe that regular communication about the children progress will lead to improvement and success. When class teachers, support staff and leaders regularly think about what the children need to learn and how they will learn it then children make greater progress. In addition to these on-going conversations there are half termly conversations between teachers and the children and between teachers and the achievement leaders. During these meetings the discussion is about:

- What has been learned?
- What needs to be learned?
- When will this be learned?
- What does the child need to do to make progress?
- What does the teacher need to do ensure the learning is learnt by a deadline?
- What could parents and families do to help their child learn?
- What can the school leadership do to help the children learn?

When everybody is thinking about progress it will get better.

Reports

Following data collection each half term teachers update each child's half termly report. This shows colour coded feedback about achievement in reading, writing and maths. There is also feedback in measures of attendance, punctuality and attitude (behaviour, effort, homework, uniform).

The attainment colour coded feedback is based on the child's closeness to age related expectations. The progress feedback is based on the teacher's judgement that they will achieve their end of year target and their termly milestone (Green means a child should reach their target, **Yellow** means a child might not reach their target, **Red** means a child is not making enough progress to meet their target). Therefore a high achieving child may be **Red** for progress and an SEN child may be **Green** for progress.

The targets on the report are intended to be actions for the child, the teacher and the family to support the child's progress. It is not expected that objectives from assessment are recorded here as these are printed for children and parents to see. Targets may be, "always wear my glasses to see the board" (action for the child), "family to sign the homework diary to check that homework has been done" (action following discussion with the family), "Mrs A to check my number bonds to 20 every day" (action for the teaching assistant) and "Mr R to teach one to one maths lesson at lunchtime once a week" (action for the teacher).

An annotated half termly report is available for staff.

Learning conversations

Each half term children meet their class teachers for a one to one conversation where they discuss their half termly report. During this 'assertive' conversation the teacher makes it clear to the child about their progress and how they might improve. It is hoped that children will feel pleased about where they have been successful and motivated to improve or keep working hard.

The school provides cover so that each class teacher has a whole day to meet children for meetings that last approximately 10 minutes. Class teachers prepare for this meeting by completing the half termly report with colour coded feedback and actions. Teachers share the children's new target sheets and ensure that learning targets are understood by the child.

On the Monday following learning conversations the half termly reports are sent to families with the child's class tracking record sheet for reading, writing and maths.

Progress meetings

Preparation

Each half term the class teacher will meet their achievement leader for an extended conversation about the progress individual children are making in their class. Teachers bring evidence to support the discussion: the half termly reports for the class; a pre-analysed Assertive Mentoring assessment grid for reading, writing and maths; the target sheet agreed at the beginning of the year; class exercise books.

Prior to the meeting teachers will partially complete the Progress Meeting form listing children who have a **Red** status in reading, writing, maths, attitude or attendance. Usually teachers will have considered some reasons for this status and some actions to take.

The achievement leader will have identified children who are making little progress and prepared questions about these

concerns.

The meeting

1. The class teacher will show some children who are 'green' for reading, writing and maths. The teacher and leader will look at the books of these children and assessment evidence that shows the progress these children are making. This ensures that we celebrate the success of children and moderates the judgements of the teacher.
2. The class teacher will talk through the children who are causing concern (beginning with reading). These children should be grouped by common learning needs rather than by level or sub level. For example, a teacher may have identified some children who aren't making progress in reading because they have weak phonic knowledge. This may be a different group to those who aren't very fluent because they don't read regularly. We group children like this because our actions should be directed towards the children's need. **It is not expected that a child will stay on Red at every progress meeting.**
3. These children will be discussed using the analysed Assertive Mentoring assessment grid, books, data, the target sheet and the progress meeting form from the previous meeting.
4. At the end of each section there should be clear actions that will address the concerns rapidly. These actions may be for the class teacher, child, family or leadership. It is likely that the solutions will be found in partnership between these different people.
5. Children who are an SEN concern should be listed in the SEN section of the form. This form should be copied to the SENCO to request support or advice about meetings these children's needs.
6. Finally, issues that require action from the leadership team should be recorded so that support or resources can be discussed strategically.

Appraisal

This meeting is a formative meeting to ensure that there is a realistic plan of action to ensure all children are making maximum progress.

It is also an opportunity to monitor the progress of each class. The outcome of this meeting will provide evidence for the class teacher to use in their appraisal.