



How do we measure children's progress at Fishbourne CE Primary?
At Fishbourne, we provide personalised learning opportunities rather than standardised learning.

	Lesson Study/ Learning Walks	Book Looks	Closing the Gap	Pupil Conferencing	Data
Average Progress (expected progress)	<ul style="list-style-type: none"> *Evidence of effective personalisation for all learners, reflective of individual starting points. *An appropriate level of challenge for all. *Teachers behaviour reflects a determination that ALL learners will achieve well. 	<ul style="list-style-type: none"> *Pupils use accurate feedback to improve. *Provision is pitched appropriately. *Evidence that steps of learning build on each other. *Opportunities for the key skills to be applied across a range of contexts. 	<ul style="list-style-type: none"> *Teachers / LSA's / parents / children are determined that vulnerable children will achieve well and work effectively in collaboration. *All stakeholders are positive that vulnerable children will make progress. 	<ul style="list-style-type: none"> *Children are committed to improving their work with determination. *Children recognize how knowledge and understanding have improved over time. 	<p>NFER: Y3/4/5 average progress = maintaining standardized score on NFER. Y6 will increase score on 2016 past Y6 SATS test by 8 points. (autumn - summer)</p> <p>KPI: For those children achieving ARE, they continue to achieve ARE. For those children not yet meeting ARE, they maintain the % of KPI's being met For those children achieving 'greater depth', they continue to achieve greater depth.</p>
Better than Average Progress (better than expected progress)	<ul style="list-style-type: none"> *Highly effective personalisation and skillful unpicking of misconceptions for all. *High levels of challenge for all learners. *Teachers aspirations and expectations are consistently high for ALL learners. 	<ul style="list-style-type: none"> *Incisive feedback, valued reflectively by children and used effectively to move learning forward. *Application of skills with increasing creativity. 	<ul style="list-style-type: none"> *Teachers / LSA's / parents / children have consistently high aspirations for vulnerable learners and highly effectively in collaboration. 	<ul style="list-style-type: none"> *Children love the challenge of learning and are positive about using failure to learn. *Children articulate new skills learnt and see connections / applications of these. 	<p>NFER: Y3/4/5 average progress = an increase of 8 points +on standardized score on NFER. Y6 will increase score on 2016 past Y6 SATS test by 12 points. (autumn - summer)</p> <p>KPI: For children achieving ARE, making accelerated progress towards greater depth. For children not yet achieving ARE, making accelerated progress towards ARE by increasing the % of KPI's being met.</p>