



Special Partnership Trust



## SUMMARY PARRCS OFFER

Date Last Reviewed: November 2019

Review Date: November 2021



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## Summary PARRCS OFFER

This summary offer provides schools with a summative overview of the SPT PARRCS policy; the policy contains provides further suggested pro-formas outside of those stipulated which schools can adopt to secure the intent/ impact of the PARRCS policy is achieved and as importantly evidenced for all pupils.

### **Rationale (INTENT):**

Our PARRCs offer secures rigour in the way our Trust schools plans, assesses, records, reports and celebrates pupils' progress (standards) across our school settings enabling each school to publish the progress within each pupil's personalised learning plan clearly demonstrating no pupil is disadvantaged in the education they receive.

To secure this, the Trust recognises there is a need to guide staff on the overarching intent to plan, assess and record progress, reporting and publishing the impact of this (pupil's personalised learning data) to our school communities (pupils, professionals, parents, carers, Trustees/ LGBs) and quality assurance parties.

To enable our SPT to uphold the Trust mission statement in securing exceptional learning and outcomes for all, irrespective of the challenges they face we have identified the intent and impact of the robust and rigorous assessment, recording and reporting structures adopted to ensure we deliver the most effective outcomes for our pupils. We strongly believe that through the effective use of such processes we can improve standards in the Quality of Education offered through our collective teaching, learning and assessment which significantly impacts upon improved outcomes for our pupils.

This summary documents outlines the intent, impact and key aspects of implementation of the SPT PARRCs policy. The PARRCS policy adds greater detail in the processes/ systems expected by our schools some of which are already used by our schools with many identified pro-formas which can be adopted by schools if they have not already secured or are able to demonstrate well-embedded/ successful systems to guarantee we secure our intent.

### **INTENT:**



### **Planning will:**

- Be informed by current assessment outcomes and designed to build upon pupils developing skills, knowledge and understanding (ensure learning is part of a well-planned sequence)
- Identify 'end points' WALT
- Remain personalised WILF
- Continually evaluate pupil outcomes and plan/ provide for 'next steps' in their learning continuum evidencing challenge within subjects studied
- Be part of a well-planned sequence of learning securing knowledge retention within subjects studied
- Enable each school to evaluate the effectiveness of their curriculum offer (Quality of Education) and the impact this has upon all pupils regardless of cohort of need
- Ensure all learning is outcome led promoting achievement, resilience, wellbeing, aspiration and meaningful future destinations

### **Assessment will:**

- Provide accuracy in baseline; enabling teachers to identify what pupils know and can do
- Measure pupils' progress over time (cumulatively) in accordance to the Personal Learning Route taken
- Provide formative/ summative records that are clear, precise, useful and informative
- Show evidence of pupils' experiences, their developing skills, knowledge and understanding, their achievement, progress and attainment (standards)
- Identify any knowledge gaps in pupils' learning
- Ensure all learning builds towards an identified end point
- Inform planning within each class and key stage within our schools that is relevant to emerging/ developing educational needs
- Provide continuous, holistic and flexible assessment, tailored to the individuals needs / unique profile of each learner identified via their EHC (Personal Learning Plan addressed through IEPs)

- Continually evaluate pupil outcomes and plan/ provide for 'next steps' in their learning continuum evidencing challenge (ensures all learning remains part of a well-planned sequence)
- Provide the school with accurate data demonstrating pupils learning, achievement and progress in an informed way within their IEP's, Early Learning Goals, B<sup>2</sup>, Autism progress, Early NC levels (as appropriate), Adult B<sup>2</sup> and modules of accreditation/ examinations

**Recording will provide a means to:**

- Identify next steps within the learning process
- Identify any gaps in learning
- Enable class teams to contribute effectively to structures and systems within classroom practice
- Enable our schools to interpret and use information gathered to meet short/ long term aims, goals, outcomes as identified within pupils EHCPs

**Reporting will:**

- Share pupil achievements with learners, professionals, parents/ carers, QA providers, Trustees/ LGBs evidencing progress over time from each pupil's starting point
- Enable the succinct reporting of progress to all external agencies including parents and carers
- Provide a means of quality assurance/ accountability by the Trustees of our SPT and the Governors of our schools
- Provide a means of quality assurance/accountability to the Local Authority/ external agencies
- Ensure compliance within statutory guidance (Year 7 data, PE – Sports Grant, Pupil Premium and Child in Care allocation – ePEP funding)

**Celebrating pupils' achievements will:**

- Establish a clear system of celebrating pupils' achievements and progress in all core and personalised learning areas

- Help raise pupil's self-esteem and raise aspirations
- Recognize and listen to pupil voice
- Further promote personal autonomy & independence
- Share learning outcomes and progress with families and wider communities

**Monitoring of Standards will:**

- Provide a robust means to quality assure our provision including the Quality of education including the quality of teaching and quality of learning and effective use of assessment; triangulating the evidence between QoTQoL and pupil progress
- Ensure the SPT meets all statutory guidance in relation to assessment, recording and reporting (EYFS/ Standards testing agency)
- Provide quantitative data (school progress data)
- Compare progress of R2L pupils across our schools/ ARB's identifying where potential staff CPD needs lay and the expertise to develop others
- Identify a means to demonstrate pupil progress over time in areas outside of core areas identified (areas which work towards supporting pupils developing emotional and physical well-being and skills of communication and interaction e.g. - Music Therapy, dance, swimming, horse riding, motional outcomes)

**Implementation (Key Aspects):**

Each school will identify systems to record, and report on the progress of each of their pupils in a way that secures the intent and impact of their offer celebrating pupil's success within their personalised learning plan with their families/ wider communities (as relevant). Through such means our schools will also be able to determine any staff CPD needs in managing any aspect of the PARRCs policy and the structures/ systems adopted by the school, acting accordingly to the information received. Some approved policies (e.g. – Teaching & learning) already provide systems/ processes which will be used by all schools whenever possible (see below):

**Planning:**



- Planning templates identified within the SPT Teaching and Learning policy/ framework to inform teaching and learning (SPT Teaching and Learning policy)
- Personalised learning overview

**Assessment:**

- Approved assessment streams adopted by the SPT (B<sub>2</sub>)

**Recording:**

- Progress of pupils (individual/ class progress tracker template) approved by Trustees
- Cumulative progress tables - core areas of learning (HT report)
- Pupil well-being plans (SPT Behaviour policy)
- Attendance data (SPT Attendance policy)

**Reporting:**

- Head Teacher report to Trustees/LGB
- Annual Review of EHCP (Statutory paperwork)
- Lesson observation template (Teaching and learning policy)
- Attendance data (SPT Attendance policy)
- Safeguarding data (CPoms and confidential report to LGB/ EHT/ Trustee)
- EHCP Annual Review paperwork (Statutory paperwork)

**Standards:**

- Cumulative progress tables (HT report to LGBs/ Trustees)
- IEP progress (HT report)
- Moderation template/ report to EHT (SPT Moderation Policy)

### **Trust developments:**

The SPT data group (which has representation from each school) will continue to evaluate the impact of our PARRCs offer/ policy upon the summative evidence used to demonstrate pupil personalised progress over time; this will be achieved via the implementation of the SPT moderation policy working within the processes identified. Through moderation meetings/ reports received and Head Teacher Reports Trust leaders will additionally be able to evaluate the impact of school-based processes which uphold the intent and impact of the PARRCs policy. Where schools are failing to demonstrate effective implementation, guidance and support will be provided which may include schools using suggested templates as found in the PARRCs policy.

**IMPACT:** The impact of our collective work will enable our Trust to:

- Measure individual pupil progress; all pupils make progress within their personalised learning plans regardless of route taken
- Measure the progress within core areas of learning including IEPs; progress is identified as meeting SPT benchmarks (quantitative data - school progress data)
- Provide formative/ summative records that are open to moderation/ scrutiny; progress records are clear, precise, useful and informative evidencing pupils' experiences, developing skills, knowledge and understanding, achievement, progress and attainment (standards) ensuring all learning builds towards an identified end point
- Demonstrate compliance within meeting statutory assessment and associated timeframes
- Address EHCP outcomes in informed ways; personalised learning route/ plan and subsequent assessment streams tailored to the individuals needs / unique profile of each pupil
- Ensure all learning is outcome led promoting achievement, resilience, well-being, aspiration and meaningful future destinations

- Continually evaluate pupil outcomes and plan/ provide for 'next steps' in their learning continuum; learning is evidenced as part of a well-planned sequence and demonstrates challenge
- Ensure planning is informed within each class, key stage and subject area within our schools; planning demonstrates relevance in addressing emerging/ developing educational needs
- Measure the impact of the Quality of Education provided within each school which ensures all learning remains part of a well-planned sequence (learning remains interconnected)
- Celebrate and share pupil achievements evidencing progress over time from each pupil's starting point, progress towards mid points and identified end points
- Quality assures our collective provision including the Quality of Education received which includes teaching, learning and effective use of assessment (QoTQoL) triangulating the evidence between Quality of Education, QoTQoL and pupil progress
- Compare progress of pupils across our schools/ ARB's (R2L)
- Evaluate the SPT offer, identifying any resource gaps identifying where potential staff CPD needs lay and the expertise to develop others
- Measure the impact of informed CPD
- Identify within the school academic calendar time frames for recording/ reporting enabling an informed overview of the impact upon teacher work load

**Review:**

This summary and subsequent PARRCS policy will be reviewed by the SPT EHT and data group in accordance to feedback received via moderation leads and Head Teachers to ensure the intent and impact of the PARRCS policy is implemented

effectively across our collective provision and fulfils the fundamental aim of upholding the Trust mission statement.

