

Whole School Assessment Data, Comparing Summer 2021 Data with December 2019 (Pre-Covid)

The table below looks at each cohort of children and compares their assessment data from our most recent NFER assessment papers (June 2021) with the comparative NFER data from each cohort in the last assessments before school closure due to Covid-19. (ie Year 2 June 21 compares with the same children's Y1 Dec. 2019 data).

Expected progress would see the same percentage of children at Age Related Expectations+ (ARE+) or Greater Depth (GD) as they progress through the school. Obviously, there are always some fluctuations to this, since children progress at different rates and sometimes a child might appear to 'plateau' or find more challenging learning difficult, whilst at other times a child might sometimes appear to 'fly' and make greater than expected progress.

The last 18 months have been tremendously challenging for children (and adults) and one of the great concerns discussed at length in the media has been the potential detrimental impact of the pandemic on children's academic learning and the impact this could have on their future.

For transparency, I am sharing our whole school data to, hopefully, reassure you that, despite two lengthy 'lockdowns' and a number of bubble isolations from school, our remote learning and curriculum recovery strategy have ensured that our data has remained strong. For context, each child in a year group of 60 pupils, as most are, accounts for 1.67% (6 pupils = 10%)

In **reading**, percentage of pupils ARE+ was very similar pre and post-pandemic; notably, the percentage attaining Greater Depth increased quite significantly in all but one cohort. This was delightful to see since it showed the true strength of partnership between our staff here setting work for remote learning, and yourselves as families who continued to build children's reading skills at home.

Writing data shows a drop of approximately 10% of pupils attaining ARE+ in three of the year groups. This is unsurprising since the NFER writing test assesses a lot of grammar terms which, ordinarily in school, we would be constantly reiterating in our every day learning; this was so much more difficult to maintain for home learning. GD data shows a less clear pattern. All teachers have this data and opportunities to build upon prior grammar learning and to give opportunities for children to evidence their writing standard is a priority focus for planning.

Maths data shows little deviation from before the pandemic and, where there is a notable difference, (last year's Year 5 ARE+) this is, again, unsurprising considering the amount and depth of new material taught in Year 5. Children's learning has been impacted by 4 periods of isolation and Jan-Mar lockdown and also by impact of staff changes and unexpected long-term supply placement.

We saw a marked improvement evident from April scores and we are very confident of addressing this further in Year 6 in which a considerable amount of time is spent consolidating and strengthening previous learning, with little actual new mathematical content in Year 6. It is also notable that the percentage of Greater Depth in maths has not increased in all year groups but, again, ensuring challenging learning in maths is a priority whole-school target.

As we return to school for a new academic year, we pray that this will be uninterrupted and we can continue to build on our children's individual academic progress and potential. Having shared this data for core subjects (reading, writing, maths) with governors, we were all in agreement that this should be shared with all families to hopefully contextualise and alleviate some of the concerns promoted by media. As always, individual children who are not progressing as expected will be supported by various interventions and, where appropriate, individual pupil profiles/education plans.

	<u>Reading</u>				<u>Writing</u>				<u>Maths</u>			
% at expected + and greater depth	Exp + June21	Exp + Dec.19	GD June21	GD Dec.19	Exp + June21	Exp + Dec.19	GD June21	GD Dec.19	Exp + June21	Exp + Dec.19	GD June21	GD Dec.19
Year 2	78%	77%	58%	28%	65%	75%	18%	20%	73%	78%	25%	33%
Year 3	82%	85%	63%	52%	77%	77%	33%	28%	80%	78%	29%	33%
Year 4	83%	83%	43%	29%	68%	78%	17%	21%	87%	86%	30%	24%
Year 5	79%	79%	41%	46%	69%	78%	31%	38%	66%	76%	30%	29%
Year 6	81%	85%	47%	37%	81%	77%	33%	27%	79%	80%	33%	28%