

PUPIL PROGRESS PAMPHLET

A GUIDE TO YOUR CHILD'S PROGRESSION



Adult Directed

Learn

Pupils are taught concepts. They develop knowledge and skills building upon prior learning.

Adult & Pupil Collaborate

Understand

Pupils develop understanding and make sense out of concepts. They practice their knowledge and skills building competence.

Pupil is independent

Apply

Pupils understand and are competent. They apply their knowledge and skills in a new form through opportunities to create, analyse and evaluate.

Higher Order Skills

Analyse

To examine in detail. Examining and breaking information into parts by identifying motives or causes: making inferences and finding evidence to support generalisations.

Higher Order Skills

Create

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions

Higher Order Skills

Evaluate

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

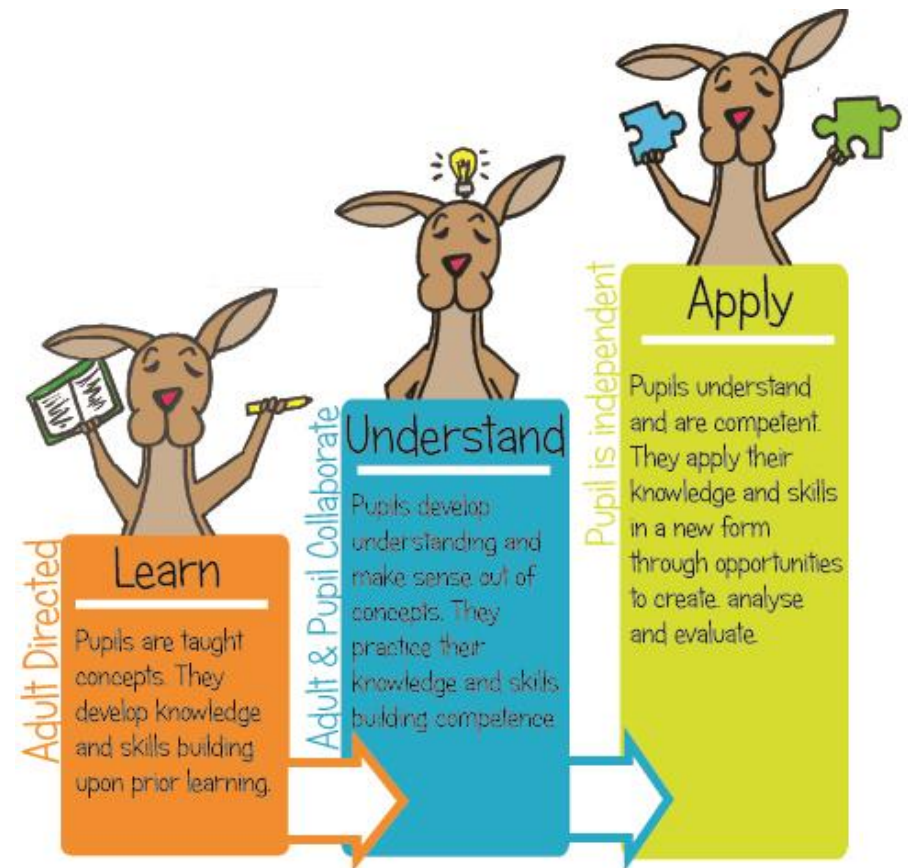
WHAT DOES PROGRESS LOOK LIKE IN LLANRHIDIAN?

At Llanrhidian, we believe that progress takes many forms. Whether it is in writing, reading, number work, social skills, behaviour, drawing, or confidence, each child's development is valuable and unique. Teachers help your child use what they already know to understand new things better. They check how well your child understands before teaching new concepts.

It is our conviction that children learn best when they are given robust instruction, opportunities to practise their skills, and chances to apply their learning in authentic, real-life situations. We refer to this holistic approach as the **Learn, Understand, Apply (LUA) methodology**.

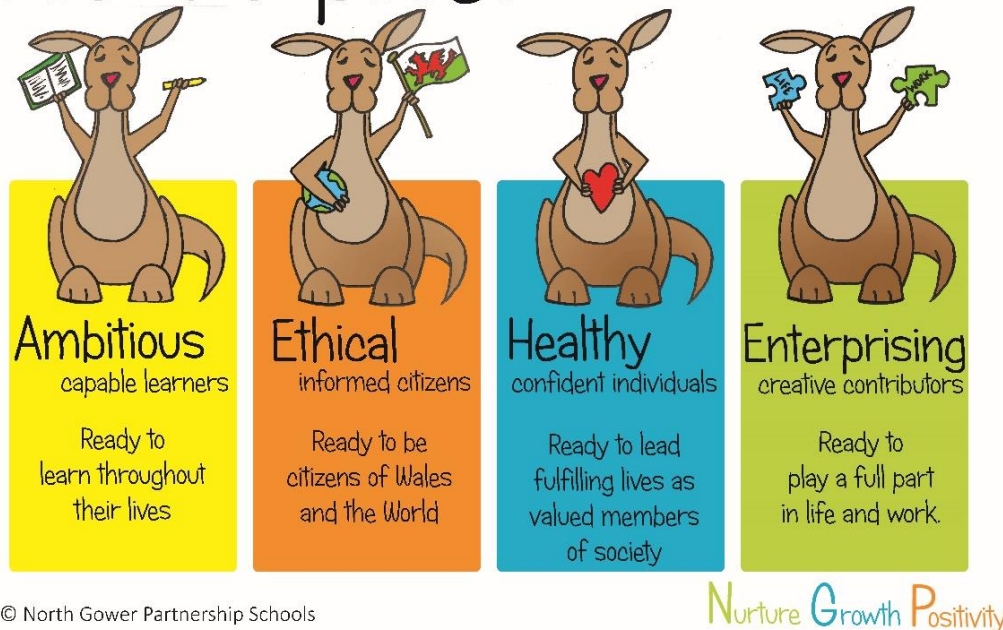
Our dedicated teachers meticulously plan lessons using the LUA approach, ensuring that they pinpoint each child's current stage in their learning journey. Careful preparation ensures that important topics and skills are revisited with increasing complexity as your child progresses through their education, linking what they have learned before with new concepts. This progression is underpinned by sound research, drawing extensively on **Bloom's Taxonomy**, which informs our understanding of cognitive development and helps us facilitate meaningful learning experiences.

Well-planned learning environments, along with supportive adults, empower pupils to have the freedom to choose how they learn. Teachers further challenge learners through planning opportunities to develop the higher order skills of analyse, create and evaluate. We call these the **ACE skills**.



BUT HOW CAN WE TRULY SEE PROGRESS?

Four Purposes



Progress can be seen in various ways. It may involve increasing effectiveness in tasks, broadening knowledge across areas of learning, and deepening understanding of the concepts within various disciplines. Furthermore, children refine their skills, growing increasingly sophisticated in how they apply what they've learned. They start making connections and transferring their learning into new contexts, which is a significant indicator of progress.

You will observe your child's progress in multiple ways. It may be evident in the quality

of their workbooks, through conversations you share, during performances, or by witnessing their confidence blossom in new situations. At Llanrhidian, placing progression at the heart of our educational ethos ensures that your child aspires to meet the **four purposes of education**, equipping them for a successful and fulfilling future. These are under-pinned by the **integral skills**. We are committed to nurturing every child's potential as they learn and grow within our community.

HOW DO WE MEASURE YOUR CHILD'S PROGRESS?

To properly evaluate your child's progress, it is important to gather information from a range of different sources over time. This thorough approach provides a clearer and more helpful understanding than focusing on just one assessment.

Firstly, daily observations of your child exploring new concepts through their activities, allows us to capture their learning journey and plan their next steps.

Secondly, we meticulously track essential skills, including spelling, reading, and numeracy which enables staff to identify what is working well for the pupil and where intervention is needed.

From year 2, pupils also complete Welsh Government personalised assessments in reading, numeracy and problem solving. These enable school leaders to identify strengths and areas for improvement at a whole school level.

This wealth of information enables us to identify strengths, monitor progress, and carefully plan the next steps tailored to your child's unique needs. By fostering open communication, we ensure that you are kept informed and involved in your child's educational path.

Six Areas of Learning Experience



Expressive
Arts



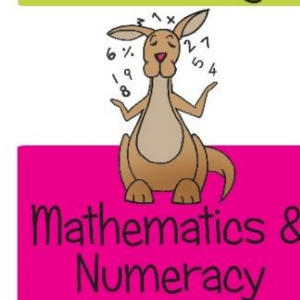
Health &
Well-being



Humanities



Languages, Literacy
& Communication



Mathematics &
Numeracy



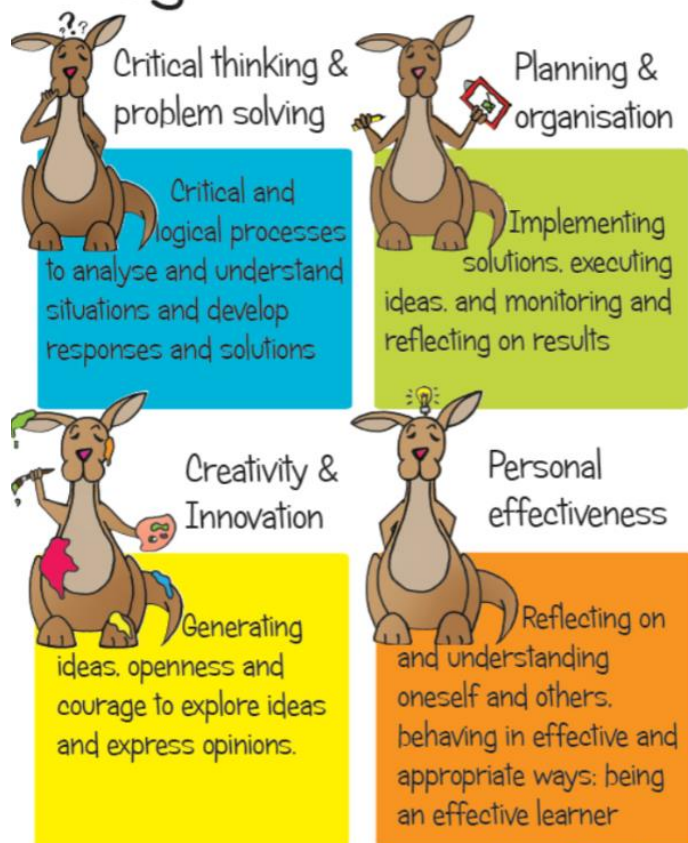
Science &
Technology

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Nurture Growth Positivity

HOW DO WE INFORM YOU OF YOUR CHILD'S PROGRESS?

Integral Skills



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Nurture Growth Positivity

During the autumn term, we invite you to our 'Pod Open Evening', where you will have the chance to meet your child's teacher, explore their learning environment, and review their books showcasing their progress. Additionally, we provide a written report detailing your child's targets and progress to date.

In the spring term, we conduct a formal parents' evening to discuss mid-term progress and any areas for development. As we reach the summer term, a comprehensive written report will be presented, highlighting your child's progress across all areas of learning, along with insights into their development of **integral skills**.

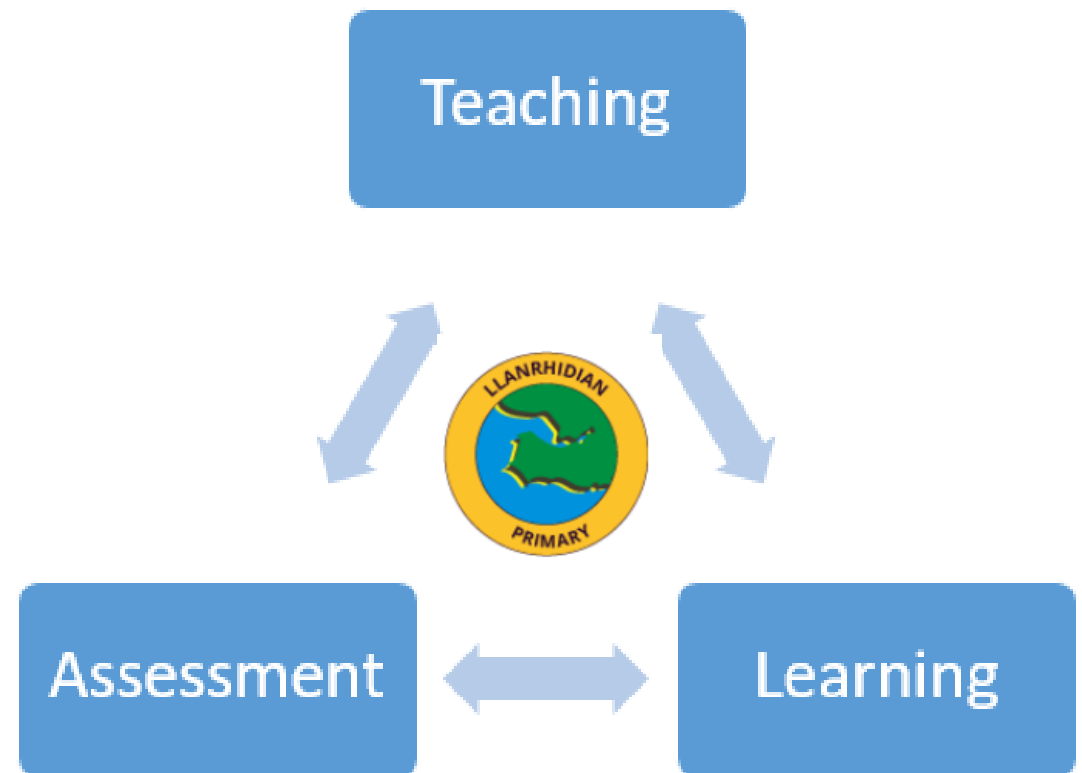
Throughout the year, we will keep you updated on your child's reading bands, spelling milestones, and, for our older pupils, information regarding their chilli maths challenges to ensure you stay engaged in their learning journey.

Twice a year, pupils from Year 2 to Year 6 take part in the Welsh Government assessments, which focus on key areas such as reading, number skills, and problem-solving and we notify you when you are able to access these results.

HOW DOES YOUR CHILD KNOW ABOUT THEIR PROGRESS?

Feedback to pupils is vital, as it informs them of their progress and outlines areas for improvement. We provide “in the moment” verbal feedback whenever possible, usually during lessons, although we may also summarise feedback from a lesson at the start of the next one. Teachers annotate pupils’ work during lessons to indicate how to improve, linking written feedback to the success criteria of relevant units of work. This clarifies whether the overall learning objective has been achieved; if not, we explain why and outline future targets. In all

cases, we specify what the child should do next to enhance their work. Teachers create marking labels during planning, detailing essential skills for success and enabling self and peer-assessment appropriate to each child's stage and ability. Additionally, we provide feedback based on these criteria to inform the next steps in pupil's learning. We encourage pupils to comment on their own and each other’s work and ensure learners receive the necessary support and opportunities.



WHAT COULD I ASK MY CHILD'S TEACHER?

What can I do at home to support my child's learning?

How well does my child engage with others in the Pod?

What are my child's targets and next steps?

Is my child making progress?

What do you feel my child's strengths are?

PROGRESSIVE LANGUAGE SUPPORTING PLANNING AND ASSESSMENT

	Progression Step 1	Progression Step 2	Progression Step 3
Learnt	Copy, Listen, Match, Name, Repeat, State, Tell	Duplicate, List, Label, Read, Recall, Recognise, Record, Remember, Retell, Spell, Describe	Define, Identify, Locate, Memorise, Quote, Recite, Reproduce, Trace, Write, Retrieve
Understood	Ask, Observe, Show, Demonstrate, Explain	Compare, Illustrate, Discuss, Express, Interpret, Outline, Report, Give examples	Cite, Contrast, Estimate, Extend, Generalise, Indicate, Infer, Rephrase, Restate, Review, Summarise, Translate, Exemplify, Paraphrase
Applied	Build, Construct, Select, Use	Act, Apply, Calculate, Classify, Connect, Experiment, Link, Perform, Represent, Solve	Administer, Associate, Categorise, Correlation, Dramatise, Employ, Interview, Model, Organise, Relate, Simulate, Teach, Transfer, Execute, Implement
Applied Higher Order Skills of Analyse. Create and Evaluate	Analyse: Arrange, Choose, Differences, Find, Group, Order, point out, Rank, See Create: Change, Develop, Imagine, make up, Original, Originate, Test, Think Evaluate: Agree, Decide, Opinion, State why	Analyse: Breakdown, Cause and effect, Discover, Divide, Examine, Focus, Question, Reason, Separate, Survey, Test for Create: Create, Design, Improve, Plan, Predict, Produce, Transform, Visualise, Invent Evaluate: Argue, Convince, Defend, Effective, Give reasons, Grade, State how we know? Importance, Judge, Mark, Measure, Persuade, Prioritise, Rate	Analyse: Analyse, Assumption, Discriminate, Dissect, Distinction, Distinguish, Establish, Function Highlight, In-depth discussion, Inference, Inspect, Investigate Isolate, Motive, Omit, Relationships, Reorganise, Research Create: Adapt, Combine Compile, Compose, Convert, Delete, Devise, Elaborate, Formulate, Hypothesise, Innovate, Maximise, Minimise, Modify, Propose, Reframe, Revise, Rewrite, Simplify, Speculate, Substitute, Suppose, Tabulate, Theorise Evaluate: Appraise, Assess, Conclude, Consider, Criteria, Criticise, Debate, Deduct, Determine, Disprove, Dispute, Influence, Justify, Perceive, Prove, Recommend, Rule on, Support, Validate