

9. Looking Ahead



Forthcoming Challenges and Opportunities in 2020-21

- The (new) Ofsted “Education Inspection Framework” (**EIF**)
- Wellbeing (self, staff and children) – Social, Emotional and Mental Health **SEMH**
- Relationships (and Sex) Education and Health Education (**RSHE**)– new curriculum requirements from 2020
- Reception Baseline Assessment (**RBA**) pilots running now (full rollout delayed until September 2021)

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Assessment, data and analysis



- ‘Age related expectations’ (**ARE**) with evidence gathered to support achieving / exceeding ARE.
- ‘Greater depth’ (% **GD**) in a curriculum with much higher expectations e.g. **EGPS** (English grammar, punctuation and spelling) at KS2
- ‘Early learning goals’ (**ELG**): if ‘expected’ level is achieved in each area then ‘Good level of development’ (% **GLD**) is recorded within **EYFS** (*Early Years Foundation Stage*)
- Secondary: ‘Progress 8’, ‘EBacc **APS**’ (average points score), % of pupil achieving a ‘strong pass’
- **Progress** is crucial, more so than attainment (supressed on **IDSR** (*Inspection Data Summary Report*) if small **N.O.R.** – *number on roll*)
- Focus on pupil ‘groups’: **PPG** (*pupil premium grant*), **SEND** (*special educational needs and disabled*), ‘more able’ and ‘disadvantaged’

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