Mary Tavy and Brentor Primary School

Assess

- Teacher assessment
- Data on attainment, progress, behaviour and attendance
  Identify and analyse needs 360°
- Advice/relevant assessments from external agencies
- Work scrutiny samples
- Gap analysis, in school screening
- assessments
- Child observations,
- Parent and Pupil Voice

Plan

- Reasonable adjustments should be made through QFT
- Pupil profile developed – IEP – record impact
- Record additional provision/intervention that is needed to ensure they make progress - reasons for it given as well as SMART outcomes set.
- Parent meeting
- Ensure that the 'plan' is outcome-focussed e.g. improve, develop, achieve.

Above all child centred approach

Do

- Implement the plan/strategies as agreed.
- Learning walks to ensure pupil is receiving the support they need, Work scrutiny sampling
- Monitoring and tracking by teachers
- Pupil conferencing
- Discuss with others -effectiveness of interventions and the impact on the child.
- Analyse and compare data, observations and planned outcomes

Review

- Have pupils met/on track to meet
- expected targets?
- what evidence is there?
- Has there been any improvement on their rate of progress?
- How is the pupil responding to the
- targeted provision? Parent and pupil views
- Are there change to the SEND?
- Clearly show Who,What,When,How
- Does the APDR cycle need to start again?

Mary Tavy and Brentor Primary School
Enjoy
Learn
Succeed

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