

What is the Parent Pledge?

The Schools White Paper 'Opportunity for All' states that 'The Parent Pledge is a promise from government, via schools, to families: that any child that falls behind in English or maths should receive timely and evidence-based support to enable them to reach their potential.' It goes on to say that schools should communicate the work they are undertaking with these children clearly to parents and engage them in their child's education, while 'relieving them of the worry and stress that comes from a child falling behind at school.'

Each child at Pike Fold is a unique learner with strengths and needs in all subjects. Each teacher is committed to planning a responsive learning experience in their class that meets each child's needs, and that is both challenging and inspiring. Our teaching aims to always be of high quality, in all subjects.

Children's attainment and progress is recorded and monitored regularly throughout the year. Teachers are aware of any child who is not progressing at the expected standards. We promise to keep you regularly informed (end of each term) regarding your child's attainment and progress. This may be in the form of parental meetings or by concise termly reports. Parents and carers can also request to meet with class teachers at a mutually convenient time at any point in the school year to discuss the child's progress.

Children that we have identified as being at risk of not meeting their full potential will receive extra support. Some of these children will have their needs met through structured support, for example those who have an EHCP, those for whom English is an additional language or those who have only recently arrived from abroad. For other children in this focus group it is our expectations that their needs are best met through "effective" and "affective" teaching practices. This may be through setting, where children will work in classrooms within their year group that have additional adults to support in learning or in small intervention groups.

Interventions - Intervention involves a teacher, teaching assistant or other adult giving a pupil, or group of pupils intensive support. It may happen outside of normal lessons as additional teaching - for example as part of extending school time or as a replacement for other lessons. Intervention is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. To ensure impact, intervention is additional to and explicitly linked with normal lessons. All adults are fully trained in delivering our structured programmes.

Accelerated Reader - Key Stage Two - Accelerated Reader is a computer-based program that our school uses to support teachers monitor reading practice and progress. Personalised goals help our children stay focused on the factors that matter most for reading growth - supporting our teachers in monitoring their progress and ways to provide feedback to keep learners on track. Individual reading recommendations use children's interests and reading levels to suggest "just-right" titles, supporting our teachers in providing high-quality reading practice that fuels growth. Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend children's learning and build skills. The impact of this work is evidenced through the progress of our Upper Key Stage Two children. Their attainment in reading is higher than national averages.

Setting- 'Setting' refers to a variety of approaches by which pupils with similar levels of current attainment are consistently grouped together for lessons. This involves grouping pupils in a given year group into classes for specific subjects, such as mathematics, but not across the whole curriculum. The aim of setting approaches is to enable more effective and efficient teaching by narrowing the range of pupil attainment in a set. We use measures of current performance, rather than measures of ability, to group pupils. We have made careful considerations on how the approach will enable more effective teaching for all pupils, including lower attaining pupils. For example, carefully considering how to allocate teachers and teaching assistants appropriately to different sets. It is important to ensure that all pupils follow a challenging curriculum, including lower attaining pupils through regular monitoring of learning we make informed choices about the allocation of pupils to groups. The impact of this work is evidenced through the progress of our Upper Key Stage Two children.