



WILLOW DENE School Development Plan 2026 - 27



To align the Paces and Strides assessment frameworks with recent national and school guidance, research, and curriculum development



Updating the frameworks will ensure they are accurate and useful assessment tools that reflect developments in government guidance and school practice.



Assessment frameworks accurately chart progression in reading, writing and mathematics in line with national and school practice. These are understood by all adults.



Drawing on developments in the DfE Reading and Writing frameworks, and NCETM and EEF guidance on Improving Mathematics in the Early Years and KS1.



Will be shared more widely within the Trust and beyond.

Contributing to clearly defined skills progression in reading, writing and mathematics for basic concept learners.

AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of feedback)
Consider whether to continue to align skills to old 'levels' approach, or the themed approach used in Stepping Out and P&S Communication.	The revision of Paces and Strides frameworks provides the opportunity to refresh them in a way not tied to outdated systems of statutory assessment and consider the most useful ways to structure them.	Decisions reached and rationale for these communicated to key stakeholders (SLT, Trust SEND lead, teachers).	Discussions with stakeholders.
Identify all the relevant national and school level documentation and guidance which is relevant to this project.	Identifying the guidance will ensure that these documents are central to creating assessment frameworks that capture the progress we value and support teachers to use this to plan effectively.	Clear parameters understood by all team members about the guidance and documentation which will support the update.	Folders for each assessment framework with key documents accessed by team.

Consult with teachers at WD, and within the wider Compass Eko trust about what they would like to see as a result of this review.	To ensure buy-in and insight from the teachers who are using the assessment frameworks about what works well and what does not.	Teachers' opinions will be heard and feed into the review process.	Feedback from teachers Evidence of this in the new frameworks.
Interrogate Insights to identify assessment statements which are under- / over-represented on current P&S frameworks.	To analyse which statements may be problematic or potentially too broad to inform the content of new frameworks.	Problematic or broad statements are identified.	Insights data.
Consider progression in phonics knowledge and skills, how this provides the basis for early reading skills, and how these can be assessed.	Ensuring there is a clear, appropriate and systematic progression in early reading and phonics skills will support teachers to prioritise these at the right level for each CYP.	There is a balance of pre-phonics, phonics and early reading skills identified which encourage an appropriate progression and balance of these skills.	Working party feedback. Wider SLT discussion.
Consider the organisation of a new framework of assessment of mathematics progress to ensure it is comprehensive and manageable.	To address concerns that assessment in mathematics is not well aligned to teaching sequences and fragmented by the current system of statements across three frameworks.	There is agreement about how a new mathematics assessment framework will be organised to ensure coherence.	Working party feedback. Wider SLT discussion.
Develop a programme of study for writing composition skills.	This is essential to ensure that the writing assessment framework aligns with both composition and handwriting and fine motor skills progression and strikes the right balance between these elements of writing.	The composition programme of study supports a balanced writing assessment framework and is aligned to the DfE Writing Framework and effective EYFS practice.	Feedback from teachers when this is launched.
Review current Paces and Strides (P&S) assessment frameworks to remove statements which do not align to current practice, policy and documentation.	The identification of assessment statements which may encourage a focus on skills which do not align with current guidance and practice is one of the factors behind this core priority. Identifying these will ensure a solid foundation for more cohesive assessment frameworks.	There is clarity about what the team consider is not working in the current frameworks, so these elements can be removed from the new frameworks.	Working party feedback. Wider SLT discussion.