**T6 Data Collection Guidance**

The term 6 data collection will be going ahead as planned with a few alterations. Now is an opportunity to make this data drop purposeful for the transition of children in to a new year group and inform assessment practice on re-entry to school.

These spreadsheets will be turned into reports – both individual and at class level, to support with assessment and teaching on re-entry to school for the next class teacher/academic year.

Data will be collected in spreadsheets which will be emailed out to Principals to be shared with teachers.

**The data deadline is Friday 26th June.**

The spreadsheet will feature the following:

**DOYA collection.**

This section of the spreadsheet has been pre-populated with T4 DOYA data. In most instances, we don't expect DOYA to change for children. All children have been affected by the pandemic to varying degrees but when we return to fulltime schooling we expect that most will return to their pre-pandemic DOYA assessment and so do not want to reduce or increase the level of DOYA unless you have very strong evidence that children have improved significantly or declined significantly.

The DOYA data collection following return to the new normality, once children have been assessed face to face, will be a key time for adjusting DOYA. This data drop is a 'best guess' based on what we know about the child’s learning journey across the school year.

Examples of times that you might adjust DOYA:

Increase if:

Distance learning engagement has been high, child has progressed significantly (likely more so than if they were in school).

Decrease if:

Distance learning engagement has been very low AND you have evidence that they have not retained concepts (this evidence is hard to collect at distance!)

**Engagement rating**

This is a 5-point scale so please enter a numeral 1, 2, 3, 4 or 5 in this box.

1 = Very little or no engagement

2 = Some engagement with learning but little feedback or evidence of learning having taken place

3 = 50% of work completed/attempted. A student in this group may have completed 50% of work and it all be in one subject area – you can indicate this, or any other scenario, in the ‘additional comments box’ if necessary.

4 = most work completed (70%ish). Feedback given and contact made regularly. Fairly confident learning has been successful at distance.

5 = Completed nearly 100% of work set. We are aware that a child may fall into this category but still not have learnt much/had gaps. This will be indicated in the following sections.

**Key essentials for R, W and M**

These boxes are to make an assessment of **likely gaps** for children in the core curriculum subjects of R,W & M. The coding to be used to fill in these boxes is as follows:

**Green** = got it. No need to reteach, may need a revisit to jog memory.

**Amber** = unconfident, needs revisiting.

**Red** = not got it. Revisit and potentially start at an earlier stage when you do.

**Blue** – unsure. You can use blue of you haven’t covered a topic due to CV-19/ needs of child.

**Year 6 specific TA and predicted grade boxes**

These boxes provide year 6 colleagues with an opportunity to share what children might have achieved had school continued in the usual manner, versus where you think they are now after a period of time out of school. For many children, these results will align and for some they won’t. You can give extra detail about this in the ‘additional comments’ box if you feel this is appropriate. This box is to be filled with either EXS (working at expected standard), GDS (working at greater depth), BLW (working below expected standard = P scales) or WTS (working towards the expected standard).

**Children working at an earlier stage**

We have not included statements from previous year groups as this felt like it would overcomplicate the sheet and so we have instead opted to allow you to give a ‘best guess’ for all children, and then provide optional additional notes for children working at A or D within our DOYA framework. For children working at ‘A’ they will likely have been discussed during the SEND handover carousels, and more time will be dedicated to their handover by the SENCo within your academy. The additional comments box, plus the live discussion you will have will provide you with an opportunity to explain where you think they are working at for each subject. We expect this discussion to reflect not only their needs but also their achievements.

**Additional information**

The 'additional info' box is optional – you may use this if you want to:

1. Give a reason why DOYA has been adjusted for this child
2. Discuss TA versus predicted scores where the two differ.
3. State a need that isn’t clear in handover materials elsewhere
4. Make a comment on distance learning that isn’t clear in the RAG rating.
5. Explain the achievements or need of a child working at ‘A’ or ‘D’ on the DOYA scale.