

# Setting up for pupil success

Here is a checklist for getting started with your new class. Use the accompanying guide for further support, with key reports brought to life!

## Weeks 1-2

### Getting to know your class

- ☐ Meet with support staff or previous teachers to gather insights.
- ☐ Review the **Age-Related Overview** report to spot initial attainment gaps and opportunities.
- ☐ Analyse **Statutory Assessment** reports if applicable to your new class e.g. if you are teaching Year 1 this year, you may want to review their EYFS data from last year.
- ☐ Enhance your relationships with pupils and parents by using Awards and Activities with your class.

## Weeks 2-3

### Deepen understanding and plan support

- ☐ Identify pupils who may need immediate support (e.g., literacy, numeracy, SEND, EAL).
- ☐ Use the **Characteristic Attainment Overview Report** to understand individual strengths, needs, and contextual factors.
- ☐ Cross-check with your recorded observations and photos to confirm strengths and gaps.
- ☐ Group pupils into initial intervention groups (e.g. literacy support, maths catch-up, challenge groups).
- ☐ Continue to engage parents to support teaching and learning.

## Weeks 3-4

### Monitoring and adjusting

- ☐ Use the **Primary Pupil Progress Meeting** report to identify progress and track early impact.
- ☐ Add to your evidence bank of observations, photos and notes to show small steps of progress.
- ☐ Share plans with your subject leader or SENCO for alignment.

# Getting to know your new class

## Understand where your pupils are now

Attainment reports help you to get to know your new class, identify gaps and plan targeted learning from day one.

### Key Report: EYFS/Primary Age-Related Overview

**Age-Related Overview** helps you to understand what your new class pupils know and can do at this moment of time. Of course, always allow for some regression over the summer holidays. This report will help you to understand their starting points in each subject so you can get started with planning effectively for your new class right away.

#### Tips for Teachers

- Analyse Summer 2 from the previous academic year.
- Identify **pupils below age expectations** early to plan interventions.
- Identify **patterns** across the class. Which subject areas are strong, which need to be developed?
- Use the information to **group pupils** for differentiated lessons.



### Key Report: Characteristic Attainment Overview

Compare assessments between pupil characteristics e.g. contextual, ethnicity and attendance.

#### Tips for Teachers

- Select **characteristics** that apply to your class.
- Identify groups of pupils who **display attainment gaps** compared to their peers.
- Identify pupils who have **low attendance** to school and their current attainment.



## Key Reports: End of Reception Outcomes, End of KS1 Outcomes, End of KS2 Outcomes

Statutory reports are essential for planning and differentiation.

If you are teaching Y1 this year, the End of Reception Outcomes report will help you to understand your new class and their starting points from the end of Reception.

If your school opted into the KS1 standardised assessments, the End of KS1 Outcomes report will be useful to Y3 teachers in understanding pupil starting points.

Year 6 teachers will find the End of KS2 Outcomes report helpful in analysing previous Y6 cohort and their performance. This data should also align with your school's improvement plan.

### Tips for Teachers

- Identify pupils who **did not meet statutory expectations**.
- Which pupils exceeded the expectation?
- Use the summary view to compare between contextual groups.



## Tracking Attainment Over Time

### Key Report: Primary Pupil Progress Meeting

Progress reports show how pupils have developed over time.

**Primary Pupil Progress Meeting** will help you to identify who these pupils are.

### Tips for Teachers

- Use the visual indicators to help you identify pupils making accelerated or regressed progress.
- Combine progress data with attainment data to **understand context**: a pupil may be performing below age-related expectation, but making accelerated progress.



## Putting it all together

By using **attainment**, **progress** and **statutory reports** together, you get a complete picture of your new class. This allows you to:

- ✱ Identify **strengths** and **gaps** early
- ✱ Group pupils for **targeted** support
- ✱ Plan lessons that **accelerate** learning

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