



Assessing and reporting pupil progress

Assessment

Our aim is that all of our pupils make the best progress possible, whatever their starting point. We meet this aim through our personalised approach and the quality and breadth of our three carefully designed Pathways. Our assessment directly informs our practice and helps us to set meaningful targets for our learners.

We do not compare the progress of our pupils with the progress of pupils in other schools. This is not a helpful comparison as one young person with SEND is very different from another young person with SEND – even where the diagnosis is similar. This decision was reached following conversations with and visits to Ashfield School in Leicester. Ashfield is an Ofsted “Outstanding” school who we have worked with to develop our provision. Work by Peter Imray, Penny Lacey and the Rochford Review, also informed this decision.

Students’ progress within their Pathway and against their EHCP outcomes is reviewed formally on a termly basis by teachers and Department Leaders. Teachers make continual reviews to adapt planning against their observations. Judgements are then quality assured by Department Leaders with the Assistant Headteacher and Headteacher. We have high expectations of every student and class teachers and Department Leaders use their professional judgement to arrive at a reflective judgement of progress which is “Below Expectations”, “As Expected”, or “Above Expectations” or “Exceeding Expectations” at each assessment point. We do not have a set definition of what constitutes the different levels of progress; what is “below expectations” for one student may be huge progress to another. We know our students well enough to be confident in these judgements and teachers are expected to back up their judgements with short but clear written summaries.

We use Insights in order to direct individual conversations about progress in a structured manner with summative teacher assessments of progress against curriculum and EHCP targets. We aim that the very large majority (80%) of targets are met each term as this demonstrates that the knowledge, skills and understanding have been transferred into long term memory and strengthening schemata. We apply ipsative assessment practices based upon a student’s previous learning. We have individual learner conversations, celebrating success and identifying areas for development, how the curriculum is modified and adapted alongside the learning so that student need is met. Where a student is judged to be “Exceeding Expectations” teachers will immediately formulate a more challenging target for the individual in discussion with parents. This information will then be updated at the time of Annual Review.



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For learners following the Blue pathway we recognise the important part that engagement in learning has on academic progress and maintenance of skills. We measure the 5 areas of Engagement (Exploration, Realisation, Anticipation, Persistence and Initiation). For each of the Areas of Engagement (Exploration, Realisation, Anticipation, Persistence & Initiation) and these are tagged on each of the pieces of evidence. Teachers can then filter these tags to evaluate the progress made. Teachers then use this information to plan stimulating activities related to the areas of interest and most engagement to promote progress.

Evidence of progress is captured and recorded using a piece of software called "Evidence for Learning". This allows us to track progress against EHCP outcomes and curriculum targets using our bespoke pathway assessment steps. On a daily and weekly basis teachers review observations of learning to inform planning of next steps in learning. Each half term the Evidence for Learning information is reviewed and a professional judgement is made termly based upon the observations and links to skills and targets made. This again is used to plan next steps in learning.

Where progress is "below expectations" we work with parents, outside agencies and pupils to intervene swiftly to positively affect outcomes.

To quality assure the accuracy of our judgements we moderate internally and externally (with our sister school) at two points during the academic year. We also use a holistic review system called "Learner on the Page" which allows us to focus on the overall progress and wellbeing of one child at a time in greater depth. Children's files are chosen at random, which gives us a very clear idea of whether or not our judgements tally with real outcomes.



Summary for Each Pathway

Early Years Foundation Stage

Reviewed termly

EHCP outcomes

EQUALS skills maps , focused on:

Prime Areas of Learning: My Communication and Language, My Personal Social and Emotional Development, My Physical Development

Specific Areas of Learning: Cognition and Learning
Characteristics of Effective Learning assessment

Blue Pathway

Reviewed termly

EHCP outcomes linked to:

My Communication, My Thinking, My Body, My Independence and My Social Development
Engagement within the 5 identified areas: Exploration, Realisation, Anticipation, Persistence and Initiation.

Green Pathway

Reviewed termly

EHCP outcomes

Green Pathway Development Steps, focused on:

My Communication, My Play, My Body, My Thinking, My Independence, My World

Yellow Pathway

Reviewed termly

EHCP outcomes

Maths, English, Science and PSHE are currently tracked in "Evidence for Learning" using yellow Pathway Development steps

Summative judgements are made termly according to skills development steps for our creative curriculum subject areas (Creativity, Technology and The World) to inform individual targets.



Reporting

We formally report progress to Parents and Carers at several points across the year:

- During the Annual Review meeting
- An initial September parents evening
- A parents evening in March to update on targets and refine next steps
- A summary report at the end of the year

Informal reporting also takes place through Class Dojo as and when appropriate. Discussion of stretch or exceeding targets take place on an as and when basis. Parents and carers have open access to view and comment upon learning on a day to day basis.

Assessment Points within the Year

Yellow Pathway

Summative judgements added prior to annual review for EHCP outcomes

Termly summative judgements using Evidence for Learning in the following areas:

- Progress towards EHCP outcomes
 - English Word Reading
 - English Reading Comprehension
 - English Speaking
 - English Listening
 - Maths Number
 - Maths Shape Space and Measure
 - PSHE Behaviour for Learning
 - PSHE Personal Independence
 - PSHE Social Awareness
 - PE
 - Science Skills
 - Technology
 - Myself and the World Around Me
 - Creativity
- Science Milestones – there is no evidence collected for this area but a summative judgement within each milestone to inform teaching and planning of next steps.



Green Pathway

Summative judgements added prior to annual review for EHCP outcomes

Termly summative judgements using Evidence for Learning in the following areas:

- Progress towards EHCP outcomes
- My Body and Wellbeing
- My World
- My Communication
- My Independence
- My Play
- My Thinking

Blue Pathway

Summative judgements added prior to annual review for EHCP outcomes

Termly discussions around pupil progress to make improvements / adjustments to targets.

Termly summative judgements using Evidence for Learning in the following areas:

- Progress towards EHCP outcomes

Students learning on the Blue pathway have EHCP outcomes as well as shorter and stretch targets which are reviewed in the following areas:

- My Body
- My Play
- My Communication
- My Independence
- My Thinking
- Tagged areas of Engagement

EYFS Orange Pathway

Summative judgements added prior to annual review for EHCP outcomes

Termly summative judgements using evidence for learning in the following areas:

- EQUALS skills maps – My Communication and Language, My Physical Development, My Personal Social and Emotional Development, Cognition and Learning. Levels of independence are measured within each area as key areas to prepare learners for adulthood.
- Characteristics of Effective Learning
- If students are not of Nursery or Reception age they will be assessed according to their relevant learning pathway (Blue, Green or Yellow)

Levels of Independence Scale:

LEVELS OF INDEPENDENCE

1	2	3	4	5	6	7	8	9	10
I need to be guided or fully supported both physically and verbally throughout the activity	My need for full physical support is less. It helps if an adult guides me during the activity	I can have a go at elements of the activity but still need some prompts	I am becoming independent but some guidance would help me to complete the activity	I can achieve the activity without the need for any support					



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Data is analysed by senior leaders on a termly basis according to Insights software. This overall judgement can inform senior leaders into the global areas for development and inclusion on to the school development plan if appropriate.

Although data is collected on a termly basis for all pathways, Department Leaders meet teachers on a half termly basis to quality assure, discuss individuals progress and support and challenge.