BEAUCROFT SCHOOL ASSESSMENT AND DATA

2021/2022

Assessment at Beaucroft

◦ The core purpose of assessment in our school is to support and plan for the holistic development of the children and young people in our care.

◦ Our starting point is the development of curriculum models within our school that meet the specific needs of our pupils, whilst ensuring that they have their entitled access to the National Curriculum wherever possible.

◦ We see assessment as a powerful tool in understanding our pupils better and thereby being able to focus and monitor teaching, learning and interventions that our pupils need more effectively which ultimately improves performance and raises standards.

◦ Assessment is used to help focus on a selection of short term appropriate learning intentions and to take into account the End of Key Stage learning intentions from pupils EHCP.

How do we know our pupils are making outstanding progress?

- Assessment Learning Journey
- Annual review meetings
- Parent feedback
- Behaviour data
- Roots and Fruits
- EHCP's
- Moderation
- Accreditation
- Engagement levels
- Pupil stories
- Connecting Steps

Statutory Obligations

◦ Foundation Stage Profiles for Reception aged pupils.

◦ Standard testing for pupils working at the required level at Key Stage 1 National Standards and Key Stage 2 National Standards.

◦ Annual Review of Statement or EHCP.

◦ The Engagement Model

Entitlement

◦ Assessment Learning Journey

◦ Connecting Steps (From Summer Term 2021)

◦ Accreditation – ASDAN and Functional Skills

◦ Speech and Language – Reports as appropriate.

◦ Occupational and Physical Therapy – Reports as appropriate.

◦ Behaviour data – Roots and Fruits, RAG charts, RPI and serious incident data

Assessment Learning Journey

○ We believe that there are five essential areas of learning and these must be part of everything that we do. Learning takes place all day in every type of situation, location and activity.

○ The five areas of learning are: Independence ,Communication, Social and Emotional, Sensory and Physical and Cognition and learning.

○ Every pupil has an Assessment Learning Journey. These identify individual starting points and destinations for the academic year in the five key areas of learning.

○ The Assessment Learning Journey's are linked very closely to pupils EHCP's. They focus on the long-term outcome (Intent), the provision (Implementation) and the short-term outcomes (Impact).

○ These are reviewed with teachers in Termly Pupil Progress Meetings.

Connecting Steps

◦ No two pupils with SEND are the same. Whatever challenges our pupils face, we continually strive to provide an inclusive and stimulating curriculum to support our pupils to make progress.

◦ Connecting steps has been developed to identify and record even the smallest of achievements. The assessment frameworks within Connecting Steps cover a wide range of abilities and can be used from Early Years to Post 16.

◦ The assessment frameworks used at Beaucroft are:

◦ Early Steps - For the assessment of children who are working on the Early Years Foundation Stage (EYFS) curriculum.

◦ Engagement Steps – For the assessment of children and young people who are not yet engaged in subject specific learning.

◦ Progression Steps – For the assessment of children and young people who are engaged in subject-specific learning but are working moderately or severely beneath Age Related Expectations in some or all areas of their development.

◦ Steps4life – For the assessment of learners working towards being fully independent. It focuses on functional skills, life skills and employability skills.

◦ Teachers are expected to update Connecting Steps termly. This will be informed by recording in each pupils' Learning and Progress' file.

Assessment Frameworks:

◦ Number of pupils assessed using the Early Steps framework: 6

◦ Number of pupils assessed using the progression steps framework within Key Stages 1-4: 118

◦ Number of pupils assessed using the Engagement Steps framework within Key Stages 1-4:11

◦ Number of pupils assessed using the Steps4life framework: 30

Context for Data Analysis

- This assessment data is based on 165 pupils.
- 31% of our pupils are girls.
- 69% of our pupils are boys.
- 23% of our pupils receive pupil premium.
- 27% of our pupils receive free school meals.
- 3% of our pupils are LAC.

Literacy

Numeracy
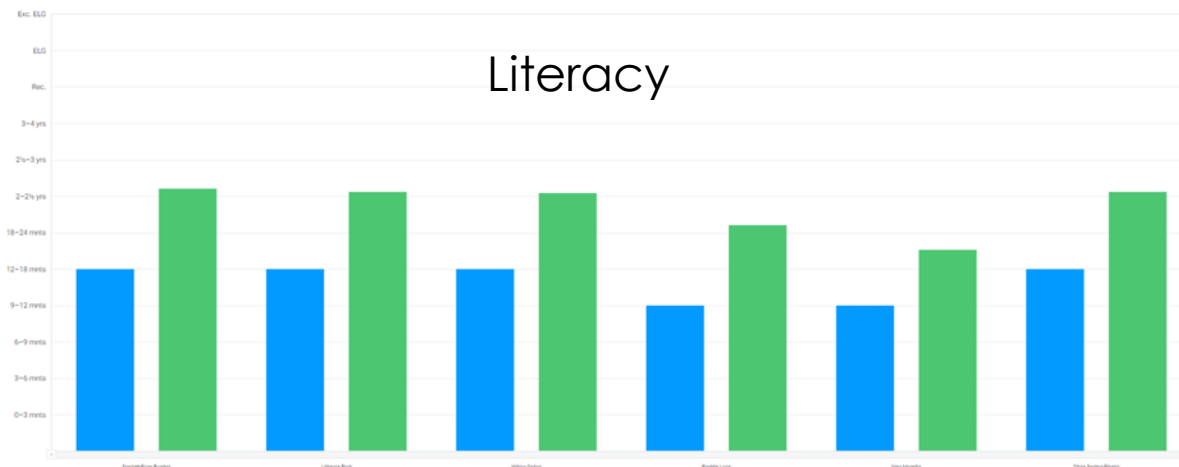
Headlines EYFS

- **All** pupils have made progress **above** the expected level in Literacy.

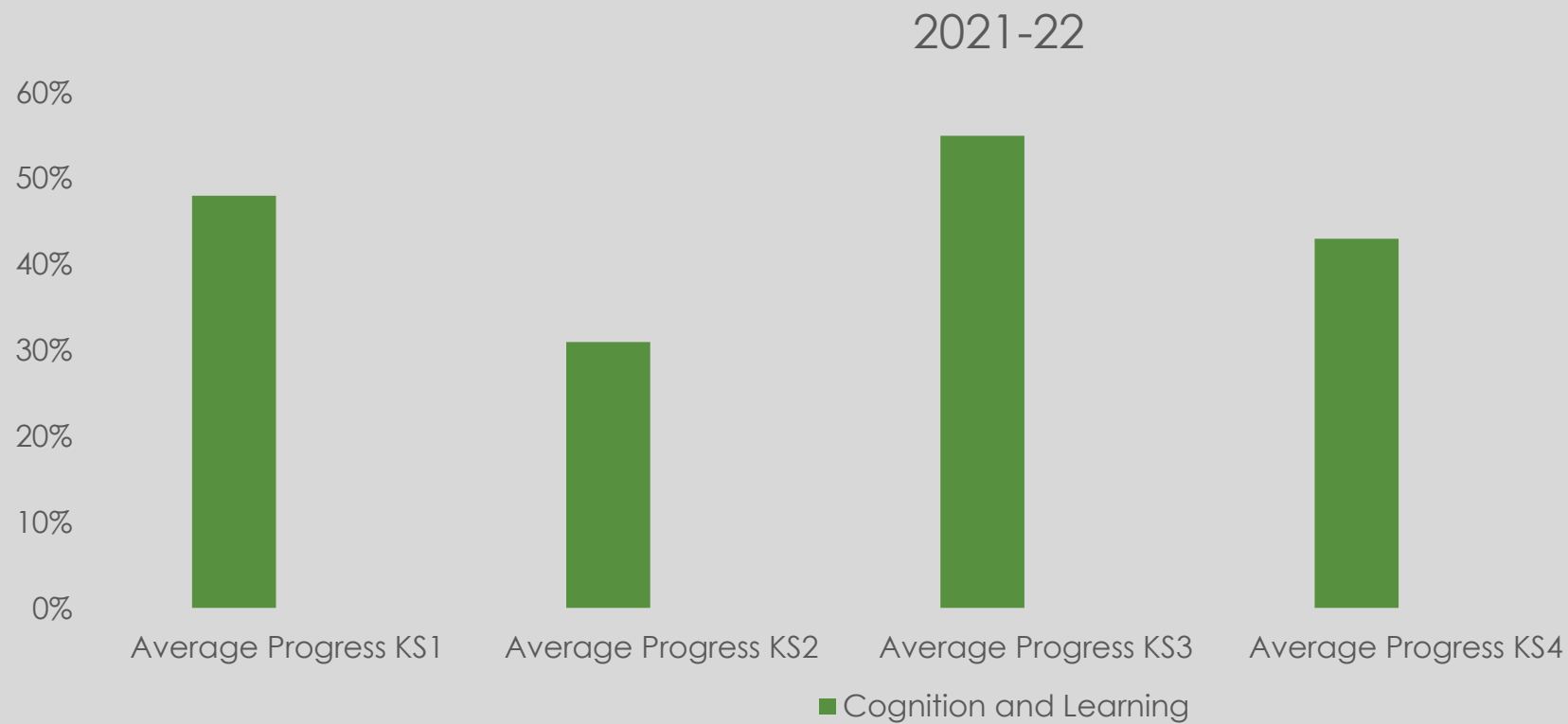- **All** pupils have made progress **above** the expected level.
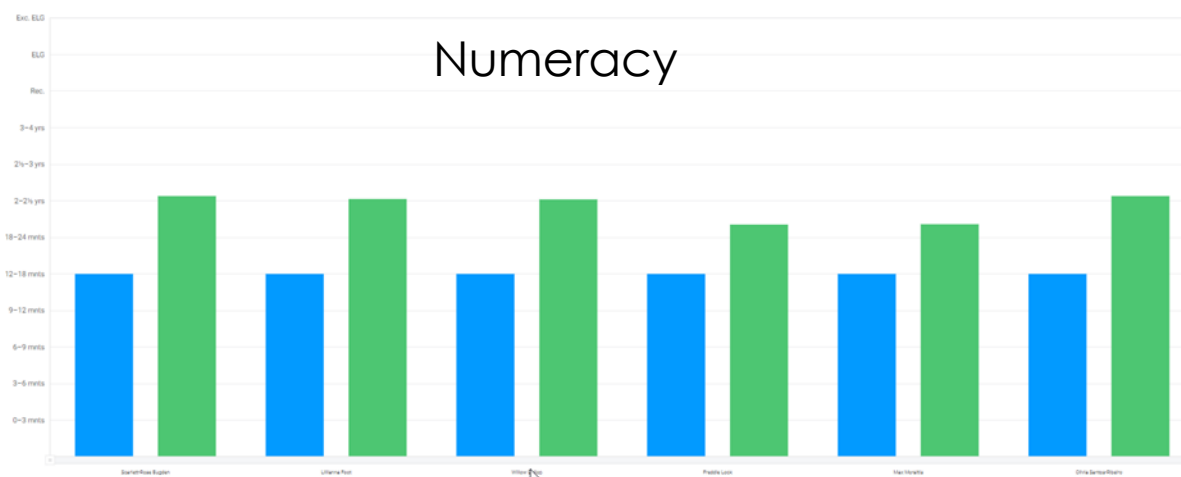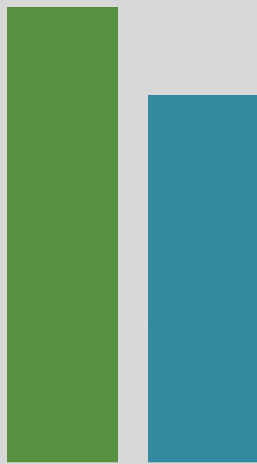
Diversity Group Data
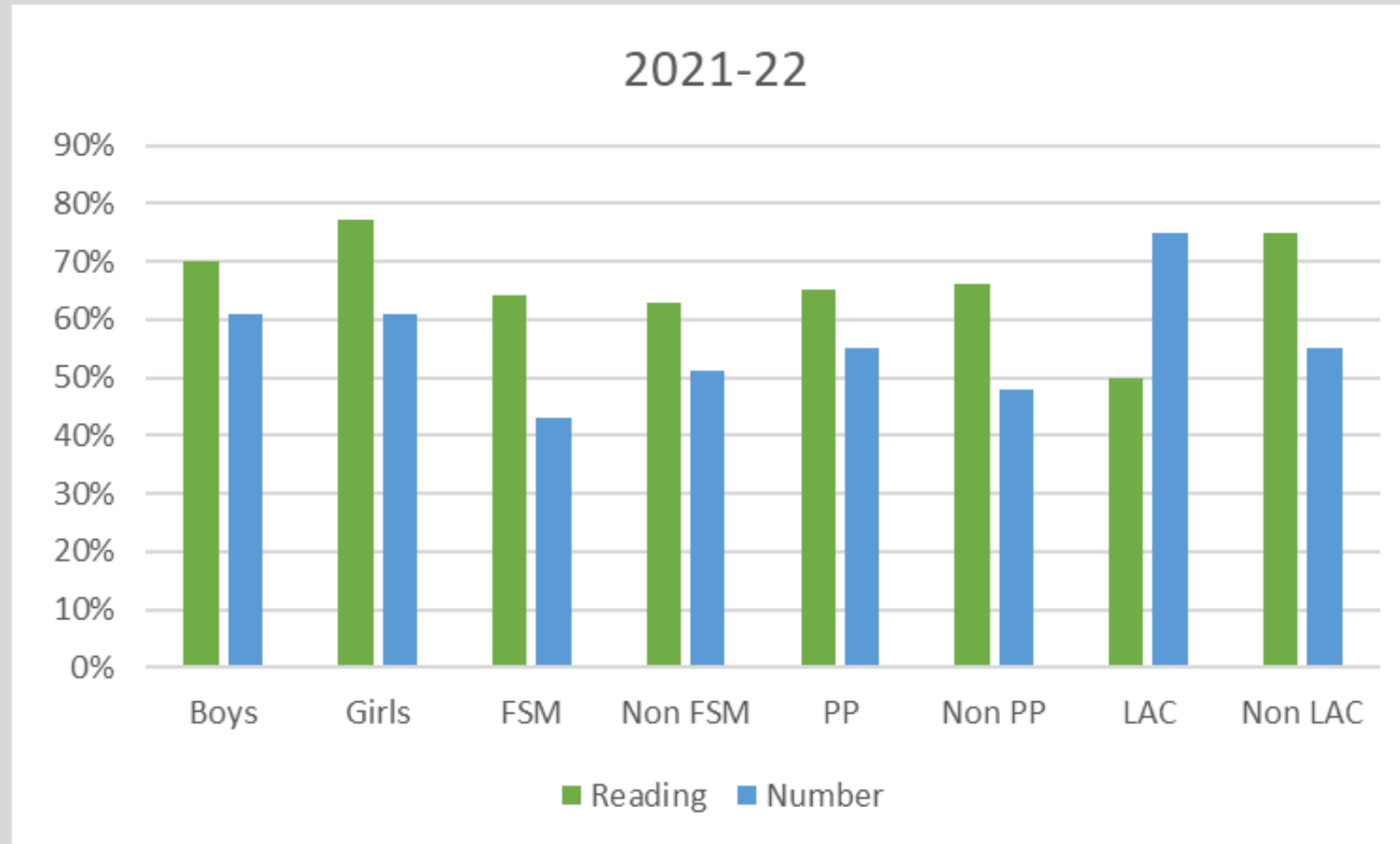
◦Accreditation

During Key Stage 4 all students follow Entry Level qualifications in ASDAN Personal Progress.
In addition, some students also follow Entry Level qualifications in English, Maths and ICT where this is deemed appropriate.

◦ Functional Skills Qualification through Pearson Edexcel:

◦ Number of students entered: 6

◦ Number of students passed: 6

◦ Functional Skills E1 2

◦ Functional Skills E2 4

◦ Pass Rate: 100%

Accreditation

- Personal Progress with Numeracy elements:

- Number of students entered: 7

- Number of students passed: 7

- Pass rate: 100%

- Personal Progress at Engagement Level (non-numeracy elements)

- Number of students entered: 1

- Number of students passed: 1

- Pass rate: 100%
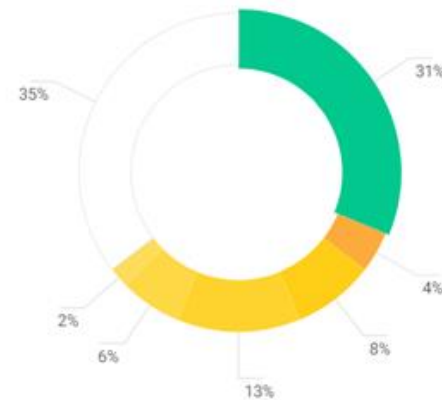
How do we show progress for pupils who have not made the expected level of progress?

Some pupils will be making small steps of progress. This is reflected through the achievement scale e.g. involvement to gaining skills. This is not represented through % increase. For these pupils, this will be explored in pupil progress meetings with Team Leaders.

What does outstanding progress look like within the Pre-Formal curriculum?

◦ Pupil A joined his class in September 2021. At this time, his family of 6 siblings were living in a caravan in temporary accommodation and his was bedroom was in the lounge area. Pupil A spent most of his days at school sleeping and not engaging with staff, peers or in class routine. Transitions around the school environment were hard for him, getting to the toilet for nappy change toilet took up to 30 mins. He had no way of communicating, having lost skills he'd acquired in the reception class. Christmas 2021 the family moved into a new home and by Spring half term he was starting to learn the class routine and was able to join in with some very short activities presented to him by an adult. When arriving in class in the morning he now finds his favourite song visual and with a bit or prompting hand it to an adult, he will now sit with group for more time for sessions he enjoys. Quite often he moves around the class sitting away from group but watching what is happening at the table. At snack time he is now using a PECS book with independence making a sentence of 'Karen I want grapes'. Pupil A has learnt that the class timetable tells him about his day and will frequently go up to it and take a visual of what is happening next for the class and has also taken the toilet visual of and stood by the door. Waiting for a desired item causes Pupil A great upset, again, this is improving with visuals, timers and consistency, he is learning his item will come eventually. In Early Years and indeed within the pre-formal curriculum, learning to learn is key for development throughout the pupils school life and Pupil A has progressed well and shown adults who work with him that if his hierarchy of needs is met then he is able to learn.

What does outstanding progress look like within the Semi-Formal curriculum?

◦ Pupil B is a young man who has ASC and his primary difficulties are with his communication and emotional regulation.

◦ During the academic year 2020/2021, Pupil B was displaying difficult and dangerous behaviour which required the use of restrictive physical intervention in order to keep himself, his peers and staff safe.

◦ During the year, there were 23 recorded incidents of the use of RPI in addition to 15 serious incidents.

◦ Pupil B's behaviour had escalated to such an extent that Samuel had a fixed term exclusion to enable the staff team to put a plan together and make changes to Pupil B's learning environment.

◦ Following the FTE, Pupil B returned to school and was educated in a separate teaching space with 2 adults. He had access to a very limited curriculum as he was unable to be part of a small group and was unable to safely transition to different areas of the school. Pupil B was unable to access off site activities due to the level of his behaviour.

◦ Beaucroft requested an early review of his EHCP as his placement at Beaucroft was breaking down. There were a limited number of staff who could work with Pupil B and these relationships were breaking down as staff were being injured as a result of his behaviour.

◦ Advice was sought from the EP and CAMHS and school and parents worked collaboratively with these agencies.

What does outstanding progress look like within the Semi-Formal curriculum?

◦ Following this collaborative working, Pupil B moved class and began working with a different staff team. A detailed risk management plan was written which focussed on giving Pupil B strategies to use when he was feeling angry, sad or upset.

◦ After an initial period of intense teaching , Pupil B was beginning to use the strategies with reduced adult support.

◦ Pupil B is now in a class of seven pupils. He accesses learning as part of the group including learning in different environments within school and in the community. Pupil B is now showing that he is able to use taught strategies to manage his emotions with reduced adult support.

◦ This year there have been 2 recorded incidents of the use of RPI.

◦ Pupil B now presents as a happy young man who engages in the different curriculum activities offered to him. He appears confident to express (sign) his wants and needs to the staff team and when he is not initially understood, he will find additional ways to make himself known.

◦ Pupil B is now able to access his learning with the support of one adult and only requires two staff when transitioning.

What does outstanding progress look like within the Formal curriculum?

◦ Pupil C started in the Turtles class in September 2021, joining Beaucroft School from a mainstream setting.

◦ Pupil C began the year in a highly anxious state, and was reluctant to participate in any learning sessions, such as Maths and English, where he was particularly withdrawn. He spoke each day about how he was 'stupid' and how in his previous setting teaching staff had referred to him with this description.

◦ Pupil C was clearly very hurt by this narrative and attempted to describe to us how this made him feel. With his very low self-esteem, Pupil C initially found it challenging to form positive relationships with his peers in class, and he required close support when participating in less structured activities, such as playtimes, choosing and time in the forest area (an outdoor space used for 'Forest School' adjoining our classroom).

◦ Pupil C spent a great deal of time in the forest area, engaging with peers from across the junior department, where the class team were able to gently withdraw support as he began to form friendships. Pupil C and several other pupils, used large sticks, logs and blankets to build dens and other structures together, taking pride in their constructions and forming genuine reciprocal friendships.

What does outstanding progress look like within the Formal curriculum?

◦ Through the autumn term, Pupil C began to engage more broadly in lessons across the curriculum, although initially for very short periods of time.

◦ The class team supported him closely within learning sessions, where Pupil C began to show more confidence and pride in his work.

◦ Through the following two terms Pupil C has made good progress academically, and he is beginning to work with greater independence in Maths and English sessions. Pupil C's confidence and self-esteem boost is clear to see, and the results of this can be seen in more formal learning sessions, where he is an engaged and active learner.

◦ Pupil C has also formed a number of good friendships with pupils in his class, and he can be relied upon to support peers less able than himself.

What does outstanding progress look like within the Nurture curriculum?

◦ Pupil D joined Piranhas class in September 2021.

◦ Pupil D was able to access the classroom but mainly stayed in the outside area. He chose not to become involved in any class activities/learning and trips in our local community. He would only interact with familiar adults and not with any of his peers.

◦ In January 2022, Pupil D began to present with increased anxiety and difficult behaviours.

◦ Pupil D would arrive at school and the only way dad could get him into school was to carry him to the door from the car. On arrival he would be screaming and crying It would take at least 2 hours for Pupil D to be able to move from the school entrance to a space outside the classroom. During this period staff would need to be with him at all times however despite trying a number of strategies to try to calm Pupil D, he would remain in a heightened state.

◦ Pupil D was not able to transition within school and would not even eat his lunch. He would only interact with staff intermittently and was not able to access even favoured activities.

What does outstanding progress look like within the Nurture curriculum?

◦ A 'small garden' was set up for Pupil D next to the classroom for him to transition to from the school entrance. Over a few weeks Pupil D accessed this room on his terms and with an adult at all times. He had access to a laptop and building blocks of his choice. He started to appear more settled and interacted with the adult more and more.

◦ Pupil D was encouraged to start to transition to different areas of the school for jobs or just a wander with an adult.

◦ Pupil D is settled and appears calm and within a few minutes will transition himself to his bay which is situated outside the classroom door. He is regularly accessing the junior sensory room, even tolerating other peers being in there at the same time as him. He is interacting with familiar and unfamiliar staff members and will transition all over the school to quiet areas. He has benefitted from having Henry the school dog with our class once a week and he will often go for a walk with Henry over to the field when prompted by an adult.

◦ Pupil D is going independently into the hall to get his own lunch and returns his tray when finished. Twice a day Pupil D goes with an adult to the school field. Often, he will try to join in with the older boys if they are playing football or racing. He seems to benefit from their interaction and is sometimes reluctant to come away.

◦ Overall, Pupil D has made huge progress in the last five months and is in a much better place with his mental health. Our hope is over time Pupil D will become ready to join in with his peers in the classroom and be able to join them at playtimes and eventually school trips.

Pupil Progress Meetings

How are pupils accessing learning? Including review of Roots and Fruits.	
	• *Each pupil drives the direction of their own curriculum and the planning, learning and delivery may vary between classes. Priorities are based upon EHCP outcomes, pupils' age, need, motivation and learning style.*
	• *Four curriculum 'models:' Pre-Formal, Semi-Formal, Formal and Nurture/Self-directed curriculums. This allows for the progression for all our students who all have vastly varying starting points.*
	• *Assessment Learning Journeys (ALJs) in place for each student that maps progress and future outcomes under the five EHC plan areas. There is an emphasis on enrichment to promote engagement supporting key areas such as communication and towards independence.*
	• *Some pupils access their learning in a differentiated teaching space (a small garden). These pupils are often overwhelmed within a classroom environment and are unable to access the semi-formal or formal curriculum model.*
	• *Pupils access learning in different environments including the classroom, forest school area and in the community.*

Pupil Progress Meetings

Where are pupils successful?	• All pupils across the school experience success in at least one of the five key areas of learning.
	• Even our most complex pupils have experienced success with their SEMH- particularly emotional regulation. This is reflected in the RPI data.
	• Pupils are developing their independence skills and are more willing to 'take a risk' due to the supportive learning environment and the curriculum offer.
Where do pupils require additional support?	• Communication / SaLT provision.
	• Fine motor skills – access to resources such as touch screen computers.
	• Inclusion opportunities within school.
	• Zones of regulation / Toolkit.

Behaviour data this year
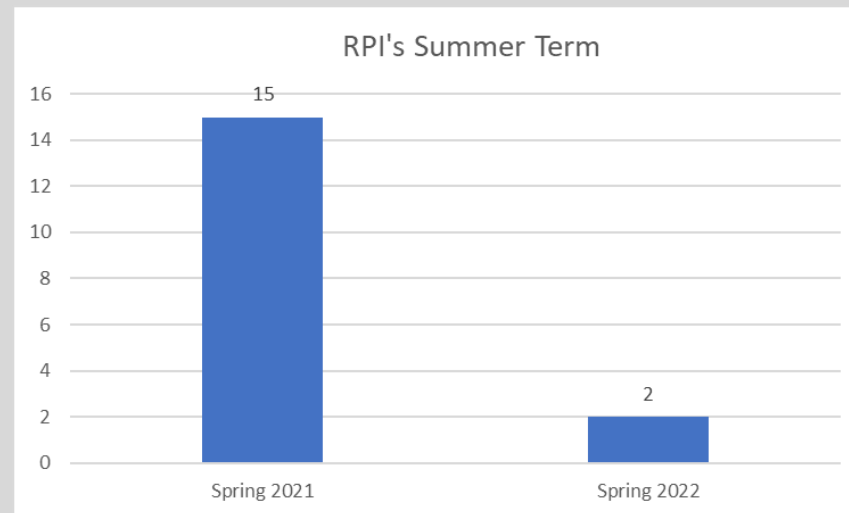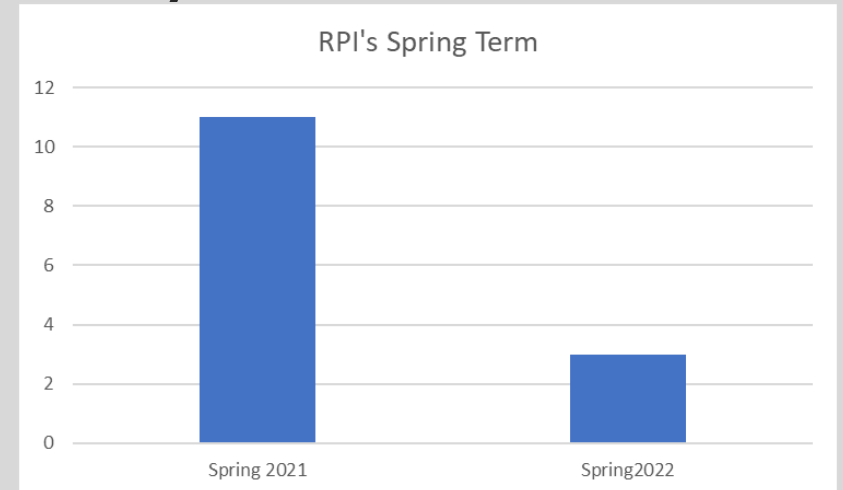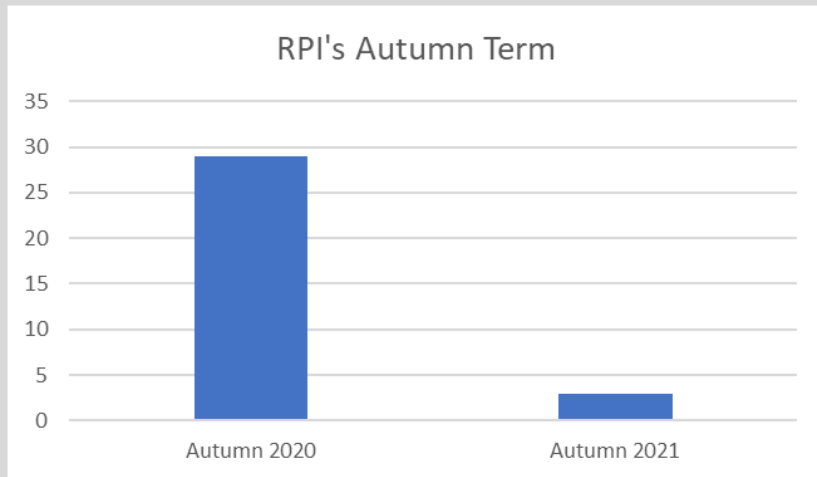
What is our data telling us?

◦ Data from Connecting Steps on it's own does **NOT** reflect the outstanding progress that our pupils make.

◦ Numeracy has been identified as an area where more development is needed.

◦ More input is needed to support Teachers to effectively use Connecting Steps as a formative tool (to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning).

Development Plans

Collect and Analyse data from ALJ's to monitor progress towards outcomes as stated on EHCP's.

Team Leaders to monitor class timetables for literacy and Numeracy to ensure pupils are receiving their entitlement.

Numeracy Lead to support the development of Number across EYFS, Key stages one, two and three with a focus of differentiation between the curriculum models.

Numeracy Lead to support the development of Number in Key stages Four and Five with a focus on accreditation and examinations.

Literacy Lead to continue to support the development of reading across EYFS, Key Stages one, two and three with a focus on RWI.

Literacy Lead to continue to support the development of Literacy in Key stages Four and Five with a focus on accreditation, examinations and preparing for adulthood