



BEAUCROFT SCHOOL ASSESSMENT AND DATA

2022/2023

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.

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 or Teacher Assessment for those working below the test standard.
- Annual Review of Statement or EHCP.
- The Engagement Model

Entitlement

- Assessment Learning Journey
- Connecting Steps
- 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

Connecting Steps

- 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.

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: 135
- Number of pupils assessed using the Engagement Steps framework within Key Stages 1-4:12
- Number of pupils assessed using the Steps4life framework: 36

What is the purpose of data?

- The purpose of data analysis at Beaucroft School is to identify any changes that need to be made to the provision that we offer.
- The data drives changes which subsequently improve the provision that we offer.
- This includes removing barriers to support the pupils to make outstanding progress within their current context.

Context for Data Analysis

- This assessment data is based on 189 pupils.
- 31% of our pupils are girls.
- 69% of our pupils are boys.
- 24% of our pupils receive pupil premium-slight increase from 2021/22
- 30% of our pupils receive free school meals – slight increased from 2021/22
- 2% of our pupils are LAC.

School Data

- 2021/22
 - Reading:
 - 70% of pupils are making at least the expected level of progress (across the different assessment frameworks)
 - Number:
 - 60% of pupils are making at least the expected level of progress (across the different curriculum models)
- 2022/23
 - Reading:
 - 86% of pupils are making at least the expected level of progress (across the different assessment frameworks)
 - Number:
 - 84% of pupils are making at least the expected level of progress (across the different curriculum models)

Headlines

Assessment Framework	Number of pupils	Reading	Number
Early Steps 2022	6	100%	100%
Early Steps 2023	6	100%	100%

Headlines

Assessment Framework	Number of pupils	Reading	Number
Progression Steps 2022	130	74%	72%
Progression Steps 2023	135	84%	83%

Headlines

Assessment Framework	Number of pupils	Reading	Number
Steps4Life 2022	35	74%	74%
Steps4Life 2023	36	86%	83%

Headlines

Assessment Framework	Number of pupils	Cognition and Learning
Engagement Steps 2022	12	100% of pupils are demonstrating increased Engagement within at least one area of Engagement – Exploration, Anticipation, Realisation, Persistence & Initiation.
Engagement Steps 2023	12	100% of pupils are demonstrating increased Engagement within at least one area of Engagement – Exploration, Anticipation, Realisation, Persistence & Initiation.

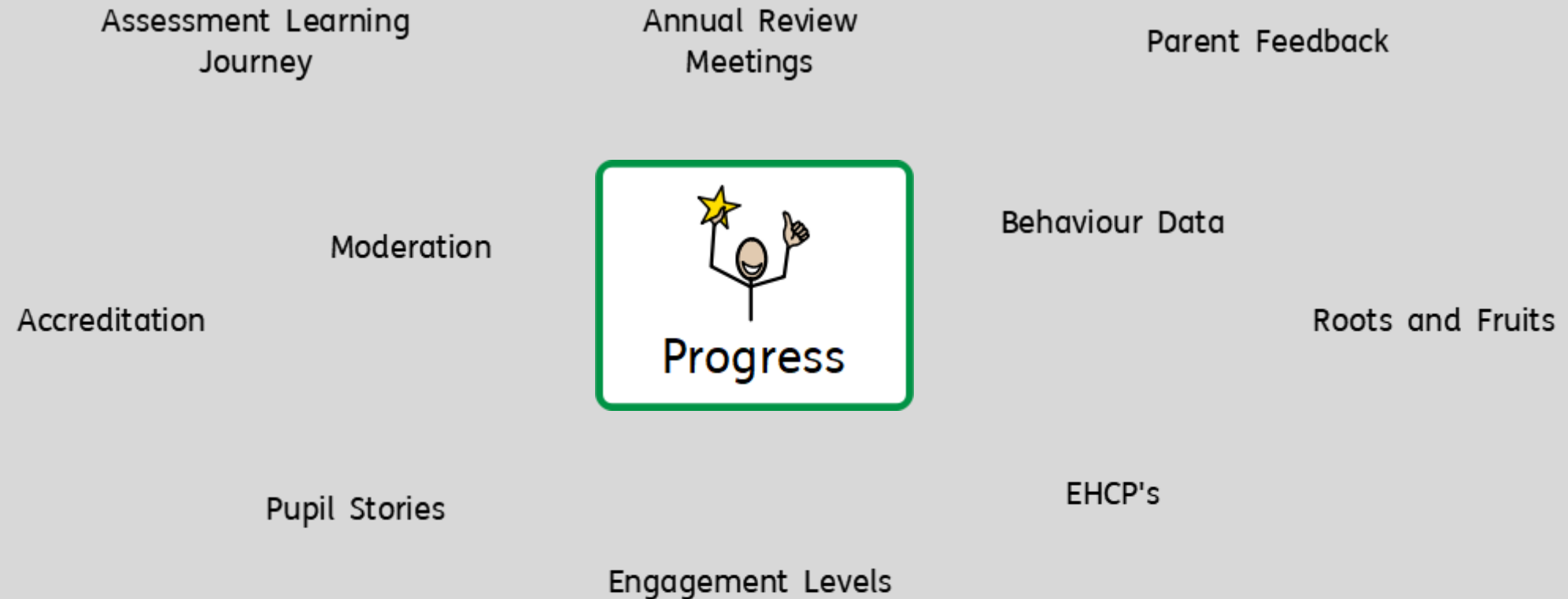
Diversity Data

Diversity Group	Number of pupils	Reading	Number
Pupil Premium 2022	46	72%	72%
Pupil Premium 2023	46	97%	85%
Free School Meals 2022	56	73%	73%
Free School Meals 2023	56	93%	86%
LAC 2022	4	75%	75%
LAC 2023	4	100%	100%

Behaviour data this year

- Incidents of RPI continue to reduce.
- The number of pupils involved in RPI has significantly reduced :
- 2020-2021 7 Pupils
- 2021-2022 5 Pupils
- 2022-2023 3 Pupils
- Therefore, the number of pupils and staff witnessing dangerous behaviour and the use of RPI has significantly reduced.

Basket of indicators for outstanding progress



Pie Chart

1 Sep 2021

Samuel Connolly files, Progression Steps, English, Reading, Progression Step 1

Assessments: 48

Completed: 15

% Completed: 31%



Level Status

Not started



33

Mastered



15

Pie Chart

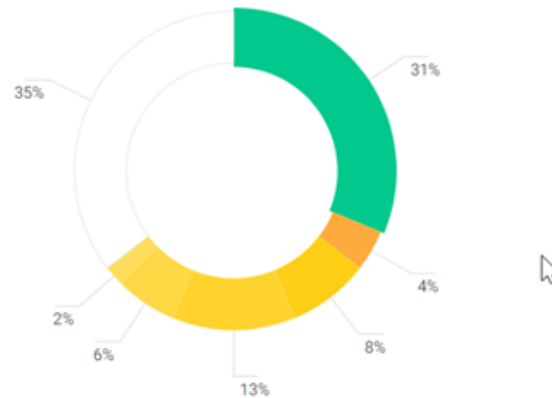
28 Jun 2022

Samuel Connolly files, Progression Steps, English, Reading, Progression Step 1

Assessments: 48

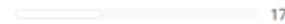
Completed: 15

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Level Status

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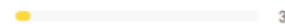
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Attention & response



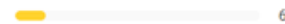
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Engagement



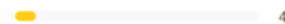
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Participation



6

Involvement



4

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?

- J at the beginning of the year was on a phased return to school, having spent most of the previous year absent due to various illnesses and anxiety, causing him to self-harm and become very dependent on a supporting adult being in close proximity and covering himself with his blanket just to be able to tolerate the stimuli of the surrounding world. With regular attendance at school, this year he has literally 'come out of his shell', and is no longer dependent on lying with a supporting staff member, covering himself over, and self-injurious behavior has reduced to almost none at all. He has worn a seat belt for the first time, and subsequently been joining his peers out on the bus trips, even accessing local parks. He is also self-occupying and relaxing away from his supporting staff member, exploring the world around him with growing confidence.

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

- At the beginning of the year, N was completely non-verbal but was able to verbalise some (3-5) set one phonemes, with a lot of encouragement. Through the first term N quickly became confident and was able to pronounce all of the set one phonemes with some prompting. By the end of the year, he is able to verbalise all of the set one phonemes, most of the set 2 phonemes from seeing the graphemes presented to him, with very little prompting or encouragement. N is also now developing his verbal communication skills when using his PECS and labelling items during his day. We have been encouraging him to verbalise the key words on his sentence strip, and he can with moderate accuracy pronounce the names of familiar staff, items and routines. He will label colours and pronounce numbers when encouraged. He has even been observed at home and in class, writing legible letters on a blackboard, including writing his name, whereas at the beginning of the year, he would just scribble when presented with writing opportunities.

What does outstanding progress look like within the Formal curriculum?

- B's self-esteem was extremely low, and he presented with an expectation that he would fail when attempting any task. He had no self-belief and would often tell staff that he couldn't read, write or count. He would typically rush his spoken language through a combination of anxiety and difficulty with speech sounds.
- He has transformed his view of himself through the year and now displays a completely different approach to learning. He writes every day and is extremely proud of the work in his English exercise book, frequently asking to show his compositions to his former teachers in juniors, visitors to the class, the English subject Leader, the middle school Team Leader and the Co-Heads.
- He reads his own compositions with increasing confidence and will now happily read to familiar adults. He is also willing to attempt new and unfamiliar text without fear of failure and will accept help and assistance in the classroom context.
- He joins in with speaking and listening activities in class with increasing confidence and recently stood up at the front of the room and spoke to the whole class (18 pupils and 4 teachers) for more than 2 minutes very clearly, without needing to repeat himself. He then took questions from pupils and was able to answer these effectively.

What does outstanding progress look like within the Formal curriculum?

- B has also displayed this great change of outlook in other areas of school life, Early in the autumn term, when visiting coaches came to school to run table cricket sessions, B became very upset when he found the game difficult and said to his teacher that he was rubbish and shouldn't be staying to play, throwing his bat to the floor. However, with support and encouragement, he turned himself around to such an extent that by the spring term, he was able to represent Beaucroft at a table cricket tournament at the Grange School in Christchurch, playing fixtures against other schools.
- He has developed reciprocal friendships with pupils in Portland class and with the help of his family, he has got together with friends in out of school contexts at weekend and during the holidays. In school, he plays and interacts with middle school pupils very well and these positive relationships have helped his self-confidence thrive still further

What does outstanding progress look like within the Nurture curriculum?

- Our nurture class was put together in response to it becoming apparent that these pupils required 'something different' to support them to **Engage, Enjoy, Achieve** and **THRIVE**.
- Before joining the class, the pupils were displaying difficult behaviour almost daily (shouting, swearing, refusing to come to school, opting out, impacting on the learning of others) and on occasions dangerous behaviour (attempting to leave the school site, self-injurious behaviour, physically harmful behaviour towards others).
- The pupils were not accessing learning in the classroom and were unable to manage their emotions in a safe way.
- The group was put together with the focus of building and repairing relationships, building self-esteem, giving the pupils a sense of belonging and teaching them strategies to manage their emotions in an appropriate way.
- Now, the pupils are all in class, accessing learning tasks that are personalised to their special interests e.g. football, FIFA and gaming – and quite often they will ask for more work!!!
- They are all experiencing success and are proud to share their achievements with the staff team and their families.
- Not only has the creation of the class had a positive impact on the pupils in the nurture class but also on their peers in their previous classes!

What is our data telling us?

- Increase in the number of pupils making at least the expected level of progress in Reading (+16%) and Number (+24%)
- Most pupils working within a Semi Formal and Formal curriculum are making at least the expected level of progress. (Progressions Steps and Steps4life)
- All pupils working within a Pre-Formal Curriculum are demonstrating increased Engagement within at least one area of engagement – Exploration, Anticipation, Realisation, Persistence and Initiation.
- All pupils working within Early Steps are making at least the expected level of Progress.
- Pupils in receipt of PP or FSM are making progress in line with and in cases above those who are not in receipt of PP or FSM.

What is our data telling us?

- Our curriculum across the curriculum models is broad, balanced, relevant and meaningful and supports pupils to ***Engage, Enjoy and Achieve***.
- The Connecting Steps data alongside the behaviour data and pupil stories highlights that our provision supports our pupils to be : Thoughtful and Caring, Happy and Safe, Independent, Valued and Empowered (***THRIVE***).
- The interventions that have been put into place over the year have been successful in promoting pupil progress.
- These Interventions include implementing White Rose Maths Resource, Scrutiny of timetables to ensure that Numeracy and Literacy is tabled daily in each class, Literacy Lead working across the school to develop staff awareness of differentiation across the curriculum models and additional training on using the software effectively.

What is our data telling us?

- Data from Connecting Steps on its own does **NOT** reflect the outstanding progress that our pupils make.
- Low progress does not mean bad progress -demonstrated through behaviour data and pupil stories.
- Our pupils need 'something different'. Effective differentiation enables most learners to access teaching and learning but for some learners a higher level of personlisation is required to meet their needs such as a nurture-based group, personalised Behaviour curriculum and Emotional Literacy curriculum.
- Our excellent staff team adapt and react positively to meet with ever changing and diverse needs of our pupils!

Development Plans

Updated Curriculum Offer – topics.

Introduction of Evisense to demonstrate progress and share evidence with parents.

SOW /CAPS to identify skills based upon subject progression documents for each pupil across the curriculum.

Continue to use White Rose as a Maths resource.

Develop Emotional Literacy /Behaviour Curriculum.

Review ALJ- incorporate pupil views where possible.