

John Grant School Data and Assessment Report

2019 - 2020



Where we are and where we are heading.

In the Past (Pre September 2019)

John Grant School has been using CASPA since September 2008, to compare and analyse the performance of our students with other students with similar needs. It provided us with an increasingly large data set, and enabled us to identify key areas for development and to implement appropriate interventions. CASPA was also used to provide a starting point for staff when target setting. We used SOLAR V3 to collate evidence, track, set IEP's and set teacher targets. Solar data was imported into CASPA to make comparisons with SEN cohorts progress data.

September 2019;

We see the value in tailoring assessment methods to the needs of our students. At John Grant school we are always looking for ways to celebrate the successes and achievements of our students as well as offer challenge and facilitate students to be the best that they can be.

This academic year we have decided to make some changes to the way we track progress and set targets. These changes will make data clearer and targets more robust.

Data should **NOT** drive teaching and learning. It does however give us another way to track progress of individual pupils, cohorts of pupils and the whole school. Summative assessment is still useful alongside evidence from moderation, subject coordinators assessment, day to day assessment in classes and pupil progress meetings to help us identify areas of strength and areas in need of attention.

Information for Parents and Carers: We recognise that Assessment used in school can be very confusing for parents and carers who are not working in the education sector.

Therefore, we have produced an Assessment and Accreditation guide for parents which is available in reception, in the meeting room and on the website from December 2018. The Assessment Policy, Teaching and Learning Policy and Curriculum Policies are also available on the school website.

Teacher Assessment: Teachers and support staff moved to using SOLAR to assess students at the start of 2015 academic year. This provides us with a summative assessment of pupil attainment. It is also used by teaching staff as a formative assessment, to identify next steps for learning, and to create Curriculum Learning Matrices for individual pupils. In the Autumn Term of 2018 version 3 of SOLAR replaced version 2.

Students are also assessed against 'Behaviours for Learning' statements, to show progress in areas not reflected in curriculum assessment. This provides us with another means of judging progress.

In September 2019 we stopped writing IEP's. We have moved towards a more comprehensive and meaningful approach to tracking EHCP Targets. Each student has an ECHP tracking sheet. On this is their end of Key Stage EHCP target as well as a yearly target based on these. For example An EHCP target maybe; 'To urinate on the toilet'. A year target might be 'To sit on the toilet before their nappy is changed.' These targets are tracked termly by the class teacher. They are shared in Annual EHCP Reviews with parents and

carers and other stakeholders. At the end of the Academic year we will have data showing the percentage of students reaching their end of year targets as well as their EHCP targets.

There have been changes to expectations of school's assessment in September 2018. This includes a recommendation to use 'Aspects of Engagement' to assess pupils working at P3 and below. It is also a statutory requirement to assess all pupils working at P4 and above using the new 'Pre-Key Stage' assessments in English and Maths. As we have a comprehensive assessment recording system in place we have therefore asked teachers to do the following;

- **Aspects of Engagement;** Teachers with pupils working below P3 in their classes assess at least a task a half term using the aspects of engagement assessment. They also produce an 'Engagement Profile' for these pupils.
- **Pre-Key Stage Assessments;** Teachers have been given copies of the descriptors for Pre-Key 1 Assessments. Teachers highlight where pupils are (those working above P3) and then complete a tracking sheet detailing which level they are working on. This will be updated at least yearly for pupils in year 2 and year 6. All evidence for this can be found on SOLAR assessed under the P-Levels.

Curriculum Leader Meetings; Curriculum Leaders will meet with a member of SLT and a school Governor in the Spring Term. During these meetings it will be ensured policies have been reviewed and are up to date. Also that each curriculum area has an action plan in place with details of what needs to be addressed and how this will be done over the next 3 years. Curriculum Leaders are encouraged to reflect on the data from SOLAR to formulate targets.

Curriculum Leaders are expected to update Curriculum Medium Term Plans for their subject area over this academic year. These are also checked during these meetings.

Pupil Progress Meetings; During the Autumn Term class ensure new pupils are assessed and baselined correctly.

Meetings between SLT and teachers with new students to the school take place to ensure they are base lined correctly.

Pupil progress meeting take place in the Spring and Summer Term between the class teacher and a member of the Senior Leadership Group. Subject specialist teachers in Swimming and PE are also expected to attend these meetings.

We use data from SOLAR, teachers' in class assessment, evidence of work, achievement against EHCP targets,, progress against 'stars' in SOLAR and observations to assess the progress pupils make and to make judgements. During Pupil Progress meetings we are able to effectively use SOLAR to reflect on whether students are making predicted progress against the targets set at the beginning of the year. This has been really useful.

Teachers are expected to complete a reflection identifying considerations for specific subjects or areas within a subject where progress is slower than expected and to consider if they have any concerns about the rate of progress of specific pupils within their/a class.

We have also ensured an appropriate and detailed provision map is in place for every class showing the interventions in place to ensure progress and access to learning is facilitated.

Changes September 2019;

It has become increasingly clear that students (particularly those in KS3 and above) within our ASC Specialist provision plateau in assessments against p-levels. These students continue to make progress in relation to making connections and working in different contexts, however this is not registered against the p-levels. Also for this cohort, communication, sensory regulation, behaviours for learning, independence and social interaction are the main areas of need. P-Levels do not assess progress in these areas. Therefore we are trialling the Autism Education Trust Progression Framework for students working in the ASC Specialist classes in Key Stage 3, 4, and 5. Students will be baselined in the framework by December 2019. Evidence against identified objectives will be gathered from then on. At the end of the academic year we will have data to show levels of progress against these targets.

In the past teachers have been expected to set End of Key Stage targets for students in all English, Mathematics and Science strands and also for IT/Computing. We have increasingly found that these targets are often unachievable or too easy. This is because predicting the progress one of our students could make in 3 years is very difficult and actually could be argued unfeasible. Therefore we have moved towards setting End of Year Targets. These will be set in SOLAR. Targets will be set for English, Mathematics and PSHE/Citizenship only.

Implications of COVID -19

During the week commencing 23rd March 2020 the school closed due to the national emergency of COVID -19. The school reopened to only a few students after the Easter Break. In light of Government Guidelines, for students attending school the priority is accessing a safe environment with an emphasis on well-being rather than academic achievement.

For this reason Data collected at the end of the Summer Term 2020 will not be reliable as students have missed much of the academic year.

We therefore will be working on the initiatives mentioned below during academic year 2020-2021.

In Autumn 2020 class teachers will ensure new pupils are assessed and baselined correctly. Meetings between SLT and teachers with new students to the school will take place to ensure they were base lined correctly.

In Spring 2021 during pupil progress meetings, senior leaders will have a professional conversation with teachers as to if they think current targets are correct. They will refer to the CASPA benchmarks to inform their target setting. If they feel a student will not realistically meet a target in line with these benchmarks or in fact will exceed it, a note will be added to the pupil progress notes. If the senior leader and teacher cannot agree or are concerned about what target to set, this students name will be past to the data lead. Data will be

collected at the end of the spring term and end of summer term. This data will show the percentage of students making, exceeding or not meeting targets set.

In Summer 2021 New End of Year Targets will be set for students for the end of the next academic year. These will be set by teachers who have taught students for a whole academic year and know them best. For this target setting, teachers will use CASPA benchmarks, own judgement, and will reflect on individual progress trends which can be exported from SOLAR into Excel into graphs.

In the future we hope to develop our own 'progression guidance' this will involve analysing data from CASPA going back over 10 years. We will look for trends and hopefully develop a clear understanding of what 'expected' progress is for cohorts of students in our school. Eventually we will use this to inform our target setting. Until then the CASPA benchmarks will be used to ensure robust targets are set.

We hope to eventually move away from using CASPA. As we increasingly adopt different more meaningful assessment progression frameworks for different cohorts of students such as the AET and Routes for Learning, we are increasingly having to discount students from CASPA analysis (CASPA can only measure "P Level" progress). This makes the data less reliable. Using our own progression guidance will give us more reliable benchmarks in the future.

By the End of Academic Year 2020-2021

- *We will be using AET and Routes for Learning for pupils in specialist classes.*
- *Year targets will be set for Mathematics, English and PSHE/Citizenship only. These will be set in reference to individual flight paths and CASPA Benchmarks.*
- *We will be developing our own progression guidance for John Grant School.*
- *We will move away from using CASPA.*
- *We will have data to summarise progress of students against EHCP Targets; year and end of Key Stage targets.*
- *We will have data as to how many students have reached targets set in SOLAR for Mathematics, English and PSHE/Citizenship.*
- *We will have additional data from alternative methods of assessment; routes for learning, AET, Aspects of Engagement, Behaviours for Learning, Reading Scheme.*