

# John Grant School Data and Assessment Report

June 2020



Where we are and where we are heading.

Further response and decisions made following the Covid-19 pandemic and the implications for data and assessment.

## **Implications of COVID -19**

***During the week commencing 23<sup>rd</sup> 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.***

***It is important to emphasize the school acknowledge and value the importance of assessment and data collection in order to informing strengths and areas in need of development across the school. It is essential this data is reliable and valid. Therefore the actions detailed below are in response to the current unprecedented situation and we will ensure we continue to have high expectations for our students but that these expectations are realistic and meaningful to all stakeholders.***

***Knowing that pupils have regrettably not accessed the high-quality education the school provides over the summer term 2020, we must acknowledge that there will be an impact on pupil future performance and achievement. Many students will have regressed not only academically but socially and in regards to behaviour. There will be a significant number of students who will be challenged by the return to school. Acknowledgement and understanding of this must be taken into account in the next academic year 2020-2021.***

***As it currently stands, the Government are hoping for all students to return to school in September 2020. We all hope that this will be possible. We do also have to consider that this may 'look different' depending on the progress made in the fight against Covid-19. This report is written with the hopeful assumption that all students will return in September 2020. It is subject to change in the event further guidance is provided.***

### ***Baselining meetings.***

As with previous years Baselining meetings for new students will take place in the second half of the Autumn Term 2020. This will give class teachers time to assess, get to know and collect evidence that is robust to set reliable baselines. These will take place between the class teacher and a senior leader. Targets will be set for new student's joining the school in September also at this time.

## **Target setting**

In previous years, class teachers have set 'end of year targets' for the pupils in their class in June or July. These targets set would be for the follow academic year. For example, a class teacher set targets for their current class in June 2019 for the academic year end of 2019-2020 to be reviewed in June 2020.

We acknowledge that due to the lockdown and many pupils not accessing school at all for a number of months, these targets set are unlikely to have been reached or exceeded. Therefore, there will be not data for the academic year 2019-2020. This is in line with the government advice who have not required schools this academic year to report on pupil progress.

However, we need to have a clear direction forward to ensure all stakeholders understand what expectations will be and how we will get back on track with assessment and data collection.

Therefore, next academic year targets **will not** be set in June 2020. **Targets will be set in the second half of the autumn term 2020.** This will give class teachers time to get to know pupils in their class during the autumn term and to assess the impact of not accessing school for this significant period of time. These targets will therefore be more reliable and realistic. Targets will still be set with high expectations; they will refer to the CASPA benchmarks to inform their target setting. The targets set in autumn 2020 will be reflected on and data reported on in June 2021. It will be made clear to teachers that targets set will be for the 2 terms rather than 3.

In Spring 2021 during pupil progress meetings, senior leaders will have a professional conversation with teachers. If they feel a student will not realistically meet a target, 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.

### ***EHCP Target tracking***

During this academic year we introduced 'EHCP Target Tracking' rather than tracking Individual Education Plans. This enabled teachers to be clear on what each student needs to individually work on as stated on their EHCP. Teachers set yearly targets taken from the large end of Key Stage EHCP target, therefore showing how the EHCP target would be worked towards and what would be provided. This was really effective and it was hoped that progress across the school could be tracked against these producing percentages of those achieving or not achieving year or EHCP Targets.

This however has not been possible due to students not access school during the summer term. It is unlikely that students have reached or exceeded these targets.

We must also acknowledge, as with the academic targets set in SOLAR that many students may have regressed over that significant time off school.

Therefore, **EHCP and year targets set in 2019-2020 will remain the same for 2020-2021.** This will account for time not in school and give students the equivalent to a whole academic year to work towards these targets. If a class teacher feels these targets are unrealistic, either they have been achieved or are too challenging to be achievable after this break in education, they will discuss this with a senior leader. This will also be discussed with parents and carers and reviewed in the EHCP Annual Review.

***We still have high aspirations for the future and will strive to meet the following;***

#### ***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.*

