

Assessment

Currently we are assessing English and maths against the new national curriculum and use A2E SEN tool kit as a platform. We are moving away from Classroom monitor, but currently use it for English and maths.

Our assessments already cover our high needs group to year 11, and we are working to get the FED fully involved in this so we can have everything together. Similarly, to the curriculum leadership, heads of English and maths are working with FED staff to enable this.

We use some stand-alone assessment tools to track the pupils. In maths we use PUMA tests, which are done every term, and in English we use standardised reading and spelling tests. The English department are exploring using an equivalent to PUMA testing in English.

Based on our knowledge of the pupils, baseline assessments and data from September 2019-February 2020, we have a number of pupils having various interventions in English and maths. We will be seeing the progress these children have made in our December data drop, and then will assess whether they need to continue or whether there are other pupils who would benefit from this.

Currently 33 pupils have some form of English intervention – ranging from exam preparation to an intensive phonics course, and 15 pupils have maths intervention, including a group of more able pupils in year 9, beginning to work at GCSE level.

Maths PUMA tests give an average attainment of Year 3.25 in December 2019, and an average attainment of Year 3.44 in September 2020, demonstrating that there has been little regression in maths on the whole, but there has been a plateauing. However, there are some pupils who have regressed and those have been targeted for intervention as well as those children who are very weak (working at reception /year 1 level) and a more able group.

In English reading and spelling tests indicate a mix of regression, plateauing and progress! Intervention is very tightly monitored and focussed around the pupils who have regressed as well as the weaker pupils. Many of the pupils who did not engage in work during lockdown are in the cohort of pupils receiving intervention.

Exam results

Due to coronavirus and the first lockdown, most qualifications had to be claimed for based on teacher assessment and historical performance of the school in examinations.

All year 11 pupils, bar one high needs pupil, left year 11 with qualifications in English, Maths, Science and ICT. Some pupils gained part of these qualifications in year 10, but the bulk were claimed in June/July at the end of term. Grades ranged from entry 1 to level 2

The vocational qualifications were the most disrupted by the lockdown as the summer term is when many subjects pull all their paperwork together, and with many pupils not in school until September we had to extend some subjects, make claims for others and in the case of the art qualification, we did not claim at all.

The BTEC qualifications in Travel and Tourism, Sport and Cookery were very successful with all pupils entered achieving either E3, level 1 or level 2.

4 pupils in our year 11 cohort of 12 left us. 1 Pupil went to an apprenticeship, two to other colleges and one to Harding House.