

Pebble Brook School

‘Achievement and Progress –
A Practical Guide’

Autumn 2021

Assesment and Progress

We use Earwig to record our assessments in all areas. Earwig is an online software package, which allows assessment and evidence to be uploaded, analysed and reported upon. It allows for a truly personalised approach to target setting, as well as allowing for the spikey profiles our pupils have. Progress is measured by a percentage increase and allows us to compare subjects with totally different curriculums with each other. Earwig also allows us to personalise targets for each individual in each subject.

Education & Health Care Plans

On each EHCP there are 4 broad long term outcomes that we aim to achieve for our pupils. These outcomes have been agreed with the pupil and parents / carer at appropriate contact meetings. They are detailed in part E of the plan.

Parts A, B, C and D will contain information that leads to the 4 outcomes.

The 4 outcomes are broadly in the following categories:-

- Cognition and learning, including communication and interaction and sensory / physical
- Personal and Social Development, including SMSC and social, emotional and mental health
- Community
- Personal Ambition and next steps

We record progress towards EHCP on Earwig, using a multi- disciplinary approach.

English and Maths

Pebble Brook School has decided on the following approach to progress and achievement. The focus is on the two core subjects, English and Maths and these are assessed against frameworks in Earwig, our assessment tracker.

Key Stage 3

We use an online system Earwig and we use the literacy and numeracy A2E toolkit framework to track progress. The A2E toolkit spans an appropriate curriculum for our pupils, focussing on the core aspects of English and maths.

Each band has a number of steps in and we expect good progress, broadly, to be pupils advancing the equivalent of one band a year. For example, a pupil who starts at 50% of band 6 would be expected to be at 50% of band 7 at the end of the academic year.

This is currently the position, based on our experience and in discussions with other special schools, so far. Earwig allows us to personalise progress, which is an integral part of our approach to all aspects of school life.

Key Stage 4

The above applies in English and Maths. For a number of pupils we continue with the A2E tool kit, but we also have Functional English assessment framework and our Entry level maths framework, as well as A GCSE framework for the most able in maths.

For the majority of pupils who are working towards Entry level awards we would expect 1 whole level's improvement over an academic year.

From entry to the school we know what expected progress will be towards an accreditation and that is what we measure. Gaining qualifications or levels above the expected progress is outstanding.

KS5 –Post 16

English continues to be assessed against the functional skills framework and maths moves to functional maths apart from those pupils following a GCSE curriculum in maths.

Our post 16 cohort includes a high needs group, who are assessed against the pathways to independence framework again on Earwig, alongside A2E toolkit.

Bedgrove, Berryfields and Brill – High Needs KS3 and KS4

Bedgrove, Berryfields and Brill are mixed age groups of pupils who have high needs and a highly specialised curriculum. Pupils in these groups are assessed against the A2E toolkit in Earwig and assessing progress as 'On track, above or below' is personalised according to the pupil.

Great Learners Great People

This assessment framework is a bespoke assessment framework, developed by the school, that endeavours to capture the whole child. Strands on our GLGP framework include Expressive and receptive language, citizenship, social and emotional development, Careers and employability and RE. The GLGP framework is designed to accommodate our high needs pupils as well as our oldest and most able pupils.

Good progress is agreed as making at least one jump in each strand per academic year.

Other Curriculum Areas

Other curriculum areas have their own assessment frameworks in Earwig, and pupils are again baselined and then assessed. Targets can be set and progress monitored.

Monitoring Progress

Progression and attainment is measured on a personalised and individualised online recording system known commercially as 'Earwig'. Current attainment information can be broken down in four ways: -

1. Progress data for 2019-2020 (September to March)
2. COVID March 2020- July 2020

Assessment disrupted. Work sent home was at the correct level with extension tasks based on knowledge of the children. As pupils returned, in the summer, a re baselining of pupils commenced to identify those who has regressed, especially in English and maths.

3. Achievement data for current year is the same as above starting with a baseline in September 2021.
4. 'Earwig' is currently at baseline stage. Recorded and evidenced progress is being entered and evidenced and will use the criteria set out in the Pebble Brook document 'Achievement and Progress – A Practical Guide'.

Reporting

Whole school progress and achievement is collated, analysed and presented to governors in the December Governing Board meeting and published on the website. (Covid requirements ask just for academic year 2019-20 only for external qualifications on the website- Sept 2021)

Reporting on progress takes place at twice yearly parents evenings, Annual Reviews and other statutory meetings such as Social Care core groups. Information is also available on request.

Progress records are updated half-termly.

General Cohort Attainment: Pebble Brook School maintains that progress is measured individually and that we track per pupil and not per cohort so this means we can implement interventions according to individual need. However, we do recognise that a broad view of certain cohort groups could potentially signal deficiencies in our practice and we report on the following groups :-

Male	EAL
Female	Ethnicity
Pupil Premium	
ASD	

SLT
Jan 2022