



Bringing out the Best in Everyone"

Buckinghamshire Council / Pebble Brook School

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Teaching, Learning & Assessment Policy

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Signed _____ dated _____

Chair of Governors

<u>Date Approved</u> <u>/Ratified</u>	<u>Summer 2022</u>
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<u>Date of next review</u>	<u>Summer 2023</u>
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~~Pebble Brook School~~ ~~Teaching, Learning and~~ ~~Assessment Policy~~

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Signed

Chairman of Governors

Ratified by the Governing Body on: ...18.11.19.....

Review due: Autumn 2020

'SUCCESS FOR EVERYONE'

TEACHING AND LEARNING STATEMENTS

At Pebble Brook School (PBS) we want our pupils to enjoy learning and to maximise their achievements, particularly in reading, writing, communication and numeracy. We aim to ensure that the pupils at our school are provided with high quality learning experiences that lead to a consistently high level of pupil progress. Our curriculum policy emphasises the high priority we put on global development towards independence and employment.

We place literacy, numeracy and personal and social development at our core. See *Curriculum Policy*.

Pupils learn through their total experience. This policy guides what pupils do, what teachers and teaching assistants do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met. Our commitment is to work together to deliver good to outstanding learning and bring out the best in everyone.

We believe that pupils learn best when they:

- are happy
- are interested and motivated
- are confident, feel secure and are aware of boundaries
- achieve success and gain approval
- are given tasks which match their ability and individual needs and clearly understand the task
- are challenged and stimulated
- are given practical, hands on experiences

As teachers we will...

- plan carefully for all pupils
- deliver purposeful lessons
- build on links with other subjects
- include open-ended questions and challenges in our lessons
- check on what pupils already know and deliver lessons with speed and challenge
- share the next steps for learning with you
- share with each pupil what he/she is going to learn and how he/she will achieve this
- help pupils to understand success
- expect everyone to work to the best of their ability
- assess learning every day and use this to help move on to the next stage
- use differentiated learning activities in our lessons
- make lessons interesting and exciting; analyse and understand all Special Educational Needs of each pupil and adapt learning and teaching appropriately for the individual
- deliver and evidence SMSC within our lessons

Planning for Learning

Teachers plan their work on a half-termly basis. Our planning incorporates:

- differentiated work
- high expectations
- continuity and progression
- a broad and balanced curriculum
- positive feedback, both oral and written
- challenging activities
- parental involvement
- SMSC and PSD

In our planning we take into account that many of our pupils have significant delays in processing language and specific difficulties with vocabulary. Teachers planning should ensure enough time is given for these pupils in lessons, and enough repetition is given using the same concepts and wording, with visual prompts (diagrams, photographs, written words or symbols) to support auditory information. Teachers' planning incorporates strategies and resources that develop pupils' understanding of key vocabulary across the curriculum.

[Pebble Brook School](#) teachers use the [Pebble Brook School Blueprint Standards for Teaching and Learning](#) to ensure consistency of quality and effective teaching and learning across the curriculum [See Appendix 1].

The Role of Therapy within Teaching and Learning

Pebble Brook School recognises that all pupils will need support in communication and interaction. Therapy services therefore support the staff team to better understand the impact of communication difficulties and access to learning for pupils with communication difficulties. The Therapy team supports staff members in gauging the appropriate language levels and level of questioning for pupils by providing training and in-class support.

The Therapy team have provided information and training about using visual support and repetition of key vocabulary within the curriculum in order to support learning.

The Therapy team is committed to providing opportunities for formal and informal training, for example signing workshops, information on the use of visual supports and communication difficulties for pupils at Pebble Brook [School](#). Where possible, Therapy staff work with teachers to introduce systems such as *first, next, then* sheets, *shape-coding* and *word-aware mats*, to support access to the vocabulary and to develop language skills within the pupils' learning.

The Therapy team provides equipment in classrooms and this is available to any pupil who may benefit from the equipment.

Individual equipment and/or schemes of work to meet specific needs can be implemented by request from any aspect of the pupil's life, i.e. home, teachers etc., in the appropriate environment.

Multi-Disciplinary Meetings (MDMs) identify potential therapeutic intervention and programmes can be carried out by teachers and teaching assistants as required.

Achievement

'Success for Everyone'

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform or share
- encouraging self-esteem
- the awarding of merits and certificates of achievement
- sharing success with the community
- formal examinations

ASSESSMENT

At Pebble Brook School, assessment is an integral part of quality teaching and learning and a powerful way to raise standards for all of our pupils. It is an interactive process between teacher and pupil and pupil and pupil, where learning is the key topic of conversation. We are committed to assessment for learning and assessment of learning.

We have developed our own system for using data to continuously assess achievement and progress and in helping individuals reach their next steps. See '*Achievement and Progress – A Practical Guide*'.

Our assessment procedures have been developed in a more sophisticated way that makes data collection important but far from the most important tool.

Our assessment gives us an '*insight into the mental life of the children*' (Tim Oates) and is vital if we are to reach our stated aim of preparing our pupils for employment, apprenticeship or college. We want a deep and enriching education for our pupils.

How do we do this?

- Implementation of 'at a glance' single sheets that give an instant picture of PSD development (in place May 2018).
- Roadmaps:
These are celebrations of achievement, owned by the pupils and updated by pupils, teachers and families. Further to the celebration, we discuss our roadmaps with our pupils on a fortnightly basis so we can have a clear assessment of their global development. Roadmaps will link in to long term EHCP targets where appropriate.
- ✓ *Have their requests and suggested strategies been implemented? e.g. 'Have you started an extra aAfter sSchool eClub?'*
- ✓ *New ideas for work experience or extra-curricular activities. 'Would you like to work in a bookshop for an afternoon each week?'*

- ✓ *Personal and social welfare? 'What happened when you started going to Lnchtime Club?'*
- ✓ *What is next?*

We use assessment in a range of ways, including:

Formative	Provides information for the teacher to plan the next steps in children's learning
Diagnostic	Provides more detailed information about individual strengths and weaknesses
Summative	The recording of overall achievement of a pupil in a systematic way – end of year and end of Key Stage assessments and formal examinations as appropriate. See Appendix 2 Formal Accreditation
Evaluative	Comparative aggregated information about pupils' achievements can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum or specific intervention
Informative	Supports communications with parents about how their child is doing and with G overning B oard s , LEAs, Ofsted and the wider community about the achievements within the school

Assessment is key to:

- sharing learning targets with pupils
- helping pupils know and recognise standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil in a class can improve (and helping to evidence this)
- teachers and pupils reflecting on pupils' progress
- pupils being given the chance to learn self-assessment and target setting techniques
- recognising that motivation and self-esteem are crucial for learning

Assessment aims to help teachers to:

- plan work matched to a child's level of attainment by being responsive and flexible
- identify where specific help is required and recognise the individual needs of each pupil
- help children progress by helping them to develop their thinking and encouraging them to be independent learners involved in and responsible for their own learning
- inform report writing
- provide up to date information for future teaching staff and other relevant agencies
- monitor learning and continuity throughout an age range/whole school of a particular subject/area
- support pupils to develop skills of self and peer evaluation/ assessment
- support pupils to ask questions of themselves and others and to take risks in their learning
- help pupils to understand why they are learning something and what they need to do to make further improvements

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Assessment Structure

All curriculum areas are assessed. This information is used to support and monitor progress and to inform reporting requirements such as interim reports, Pparents' eEvenings and aAnnual rReviews. Assessment procedures are monitored for manageability, relevance and impact.

Learning objectives/success criteria are displayed, shared and set with pupils. Progress is reviewed with pupils. Pupils are also supported to develop the ability to self-assess and be involved in peer assessment. Staff support pupils with the development of these skills.

Because of our target setting and planning structure, assessment is continuous. A focused and sustained framework for monitoring and evaluating the impact of teaching and learning in the school is in place.

Teachers use a variety of assessment techniques dependent upon the subject and the children. They include:

- discussion/questioning
- classroom talk which prompts and supports/challenges learning
- observation
- marking and feedback
- testing
- self and peer assessment
- sharing of learning objectives

We use Rising Stars Curriculum to base our assessments on and we track pupils' progress against these criteria on Classroom Monitor, which is a web based assessment and reporting tool. All formal assessments are recorded and used for target setting. It is used to track children's progress against predicted targets and to inform future target setting. This is an ongoing and half termly process.

Pupils are entered for external examinations and qualifications as appropriate.

In the 6th Form assessment is key to informing individual programmes of study and is non-accredited. RARPA – Recognising and Recording Progress and Achievement is used.

Target Setting Procedures

The Deputy Headteacher, alongside subject leaders, sets targets for all pupils in both key stages. Targets are based upon prior attainment, entry data and knowledge of the pupil. In KS3 we base our targets on pupils making 3 sub stages of progress in English and Maths per year, and 2 for Science and Computing. In Key Stage 4 targets are set in relation to examinations as well as progress towards outcomes in the Rising Stars curriculum.

See Appendix 3 Achievement and Progress - a Practical Guide.

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SEN Provision Plans (SPPs)

All pupils at Pebble Brook School have a Statement of **eE**ducational **nN**eed or Education, Health & Care Plan (EHCP) and will have an SPP that is reviewed at the Annual Review meeting as well as at MDM meetings in the year. The tutor and senior staff alongside the **tT**herapy team are involved in these meetings to ensure the pupils have the correct level of support to enable them to make good progress. The tutor and Therapy lead co-ordinate and disseminate information to staff.

Monitoring and Evaluation

The quality of teaching, learning and assessment are monitored regularly throughout the school year. This process is a rigorous one involving:

- Lesson observations
- Learning walks
- Taking pupils' views[±]
- Sampling and scrutiny of pupils' work

Pebble Brook School acknowledges the fact that gathering information regarding achievement, behaviour and safety and teaching is a constant factor and will take place through formal, pre-agreed observations as well as general, informal day to day presence in the school.

Teaching, Learning and Assessment in the FED

Students based in the FED have a curriculum which is very much based on individual needs and interests. To be successful this curriculum must be underpinned by teaching, learning and assessment that is at least good. Communication and employability are at the height of what is taught and achieved with a focus on the role of assessment in supporting learning. This leads to developing the skills students need for progression to their next step, including employability skills, through teaching and assessment.

Teachers differentiate to cater for differing abilities, focusing on vocational specialisms as well as the wider range of skills needed for progression and employment, incorporating vocational workshops or work placements effectively. Functional English and Maths are developed alongside a programme of ICT relevant to the workplace, for all of which teachers have high expectations. Students are encouraged to self-assess and become aware of what they need to learn to make good progress.

FED also have their own adapted version of a 'Roadmap'.

Appendix 1

PBS Blueprint Standards for Teaching and Learning

	Outstanding	Good	Requires Improvement
Subject Knowledge	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.	Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.	Teaching, learning and assessment are not yet good.
<p>Personal development is covered in performance management. Please refer to notes to ensure objectives are being fulfilled and planned, INSET is booked or completed. Additional courses are available on request.</p> <p>Internal development via lesson observations, cohort meetings, peer observations and shared practice. Additional coaching lessons to be implemented.</p> <p>Subject knowledge essential as is the particular special educational needs of the pupil.</p> <p>Subject knowledge is closely linked to understanding the particular special educational needs of all pupils in each lesson. All required information is available on SPPs, or Statements/EHCPs. Information also available from pupil file and Therapy team.</p> <p>Implementation does not need to be planned but should be evidenced in each lesson.</p> <p>Suggest we put together the following on a crib sheet:-</p> <ul style="list-style-type: none"> • Reading Age • Spelling Age • Primary Need • TALC • Number Handling • Physical ability 			

	Outstanding	Good	Requires Improvement
	<ul style="list-style-type: none"> • OT Resources • SALT resources • General Resources • D.O.B • English (Taught, Almost, Met, Exceeded) • Maths (Taught, Almost, Met, Exceeded) 		
Planning	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.	Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.	Teaching, learning and assessment are not yet good.
<p>We have a yearly plan (broad forecast), half termly plan and weekly plans. There is a school template for each and all plans to be completed and posted on shared drive prior to implementation. Individual lesson plans are not required but teachers are welcome to use them if they wish.</p> <p>All lessons, including afternoons, must show evidence that the following is planned:-</p> <ul style="list-style-type: none"> • Differentiation according to level of attainment. At least one Learning Objective and up to three 'I cans' • Planned extensions – note of where pupils can be challenged and stretched • SMSC • Cross curricular numeracy and literacy • Questioning notes and ideas • Opportunities for peer assessment • Any specific behaviour management issues with suggested actions where necessary 			

	Outstanding	Good	Requires Improvement
Plans must evidence progression. Plans read side by side across a number of weeks should show progress at a good pace.			
Support for Learning	A majority of pupils are pro-active in taking responsibility for their own learning.	Most pupils have strategies that enable them to independently access support from a variety of sources.	All pupils know what support is available but this is not always managed by the teacher.
	Additional adults are acutely aware of pupils' capabilities, prior learning and understanding, and they plan very effectively to build on these.	Additional adults in the classroom are used to monitor and evaluate pupils' learning to inform future planning.	The teacher deploys any available additional support but does not always monitor this.
	Sharply focused and timely support and interventions match individual needs accurately so that pupils learn exceptionally well in the lesson.	Appropriately targeted support and interventions are matched well to most pupils' individual needs so that pupils learn well in the lesson.	Targeted support and interventions are not regularly matched to pupils' individual needs.
Identifying and taking all opportunities for pupils to work independently. Pupils can raise their own questions and challenges.			
All TAs in the lesson understand the expected learning and can challenge and extend through appropriate questioning.			

	Outstanding	Good	Requires Improvement
Progress	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	Teaching, learning and assessment are not yet good.
	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	Teaching, learning and assessment are not yet good.

	Outstanding	Good	Requires Improvement
	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.	Teachers develop pupils' reading, writing and communication, and, where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.	Teaching, learning and assessment are not yet good.
<p>Progress can be enhanced using intervention teacher.</p> <p>Interventions are planned and based on statistical evidence of pupils falling behind. Core subject leaders to use data to decide when intervention is necessary.</p> <p>Staff to work with intervention teacher to ensure appropriate input.</p> <p>Progress data to be entered by last working Thursday of every month by both Key Stages.</p> <p>Breadth and balance of cross curricular core subjects to be highlighted on planning.</p>			
Assessment for Learning: Objectives and Success Criteria	Most pupils are confidently able to discuss their learning using appropriate terminology.	Most pupils have a clear understanding of what they are trying to learn.	Most pupils know what they have to do but some only have a limited understanding of what they are trying to learn.
	The teacher provides opportunities for pupils to explore and create the objectives and success criteria.	The teacher explains the learning objectives and success criteria and checks pupils' understanding.	Learning objectives and outcomes are stated but are not always clear, measurable or appropriately challenging.

	Outstanding	Good	Requires Improvement
	Most pupils are involved in designing success criteria and encouraged to self/peer assess according to these.	The teacher evaluates and refines their own success criteria with most pupils.	Success criteria are focused on learning but these are not always shared meaningfully with all pupils.
Assessment for Learning: Teacher Feedback	Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	Teaching, learning and assessment are not yet good.
	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.	Teaching, learning and assessment are not yet good.

	Outstanding	Good	Requires Improvement
Assessment for Learning: Targets	Almost all pupils are able to articulate their success against their curricular targets and their next steps.	All pupils are supported to understand the steps towards the curricular target through teacher feedback, both oral and written.	The teacher differentiates targets but pupils do not know how these impact on their learning.
	The teacher and pupils use evidence to evaluate progress together and to define the next steps.	The teacher and pupils review progress against targets.	The teacher infrequently reviews progress against targets or give marks to them. Consequently, pupils don't always know how well they are doing
<p>Pupils must know at the start of every lesson exactly what they are trying to learn and achieve. This forms the basis for the AfL.</p> <p>Every pupil should have had a form of AfL in every lesson. They must have a chance to confirm what they have learned.</p> <p>AfL will be written in books, recorded with AfL stickers or verbal. Where work has been written, AfL should always take a written format.</p> <p>Marking must be accurate. Comments should be positive and progressive.</p> <p>All 'I cans' or learning objectives to be recorded in an appropriate manner, e.g. written, cut and stick, symbols, photos. Pupils must understand their goal or goals for the lesson.</p> <p>Resources must be adapted for need in every individual case.</p>			
Homework	Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.	Teaching, learning and assessment are not yet good.

	Outstanding	Good	Requires Improvement
<p>Pupils have weekly Maths and English homework.</p> <p>Class teachers are free to set homework as and when appropriate.</p>			
Pupil Engagement	<p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p>	<p>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p>	<p>Teaching, learning and assessment are not yet good.</p>
	<p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>	<p>Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p>	<p>Teaching, learning and assessment are not yet good.</p>
<p>Lessons should be pacy, vibrant and as visual / practical as possible.</p>			

	Outstanding	Good	Requires Improvement
Learning Environment	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.	Teachers promote equality of opportunity and diversity in teaching and learning.	Teaching, learning and assessment are not yet good.
	Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	Teachers promote equality of opportunity and diversity in teaching and learning.	Teaching, learning and assessment are not yet good.
	Displays are interactive and developmental, in that pupils are required to respond and react to them.	Displays reflect the learning process, the content and expectations, and pupils use them to support their learning.	Displays do not reflect the current focus of the learning.
	Although skills taught are determined by the teacher, pupils take the leading role in deciding the context/content/choice of resources.	Teaching uses a range of approaches that ensure all pupils take an active part in their learning.	Whilst plans indicate that all pupils will take an active part in learning, this isn't always achieved.
	There is an emphasis on shared learning, analysis and discussion within the classroom. Teaching promotes high levels of resilience, confidence and independence when	There is a supportive atmosphere that allows pupils to make and learn from mistakes. Teaching generally promotes resilience, confidence	The learning process is valued by pupils but there are limited opportunities for developing independence.

	Outstanding	Good	Requires Improvement
	tackling challenging activities.	and independence when tackling challenging activities.	
Please refer to all equal opportunities references as well as SMSC.			

Learning is likely to be inadequate where one or more of the following applies:

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Appendix 2

Pebble Brook School Accreditation at KS4 2019-20

KS4 Core Curriculum

Pupils are entered for examinations throughout KS4, as and when we feel they are ready.

English - AQA Entry levels, Functional skills and GCSE

Maths –AQA Entry levels, Level 1 awards, and GCSE

Science – AQA Unit Award Scheme, AQA Entry levels, BTEC level 1

ICT –WJEC Entry levels

KS4 Challenge Curriculum

The Challenge Curriculum runs for all KS4 pupils in the afternoons with the exception of Friday when enrichment takes place.

Works 4 U (Talentino)

A bespoke preparation for employment course all pupils follow, including enterprise and work experience.

BTECS

KS4 pupils can opt to study a variety of BTEC qualifications. Our current offer is:

- BTEC Food Technology - level 1 and 2 (Jamie Oliver Food Award)
- BTEC Travel and Tourism - entry level 3/ L1
- BTEC Sport - levels 1 and 2.

Vocational Courses

Pupils can take a number of vocational courses that lead to recognised qualifications. This year our KS4 pupils could choose from the following accredited courses:

- NCFE Occupational Studies (Construction) -Entry level 3
- NCFE Creative Craft – Entry level 2 and 3
- ABC Small Animal Care -Entry level 3 or Level 1
- ABC Practical Construction Skills - Painting and Decorating - Entry level 3
- ABC Horticulture - Entry levels 2 and 3 and Level 1
- Sports Leaders Awards entry levels 1-3

We also offer in-house Plumbing.

These qualifications help support our pupils' development of key social skills in addition to learning important life skills.

Aylesbury College

A small number of KS4 and 5 pupils are accessing Level 1 courses in Hair and Beauty, Catering and Fashion and Design at Levels 1 and 2. Pupils have been selected based on their particular interest and their ability to be able to cope with the “college” learning environment as well as the course content.

Aylesbury Youth Motor Project

A growing number of pupils are studying motor mechanics with AYMP, and completing entry level qualifications.

Pebble Brook School

Achievement and Progress

A Practical Guide

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 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***
- ***Post 16 (current or planned)***
- ***Personal Ambition***

We record progress towards all targets on our individual roadmap to the future. The 'roadmap' is 'progress information' as well as progress data.

Regarding quantifiable progress, the following applies:-

Key Stage 3

In the light of the new national curriculum and life without levels, Pebble Brook School has decided on the following approach to progress and achievement in KS3:-

The focus is on the two core subjects, English and Maths, and these are measured as below:

We use an online system called 'Classroom Monitor' to track progress against the new national curriculum and recognise 'Stages' of learning.

Each Stage of learning is divided into 6 sub-stages, which are as follows:-

Beginning

Beginning +

Developing

Developing +

Secure

Exceeding

Our school believes that when a pupil is at 'secure' in a stage they should move up to the next stage. Although academic qualifications are important to us, we believe in gaining knowledge and skills for the real world. This is why we do not move pupils up a stage until they are secure.

We appreciate that the stages will not relate to academic year for individuals. Outstanding progress is moving 4 sub stages in an academic year; 3 sub stages is good progress. Below this figure represents less than expected progress and will be explained and addressed on individual progress documents.

This is currently the position, based on our experience and in discussions with other special schools, so far. It may be that this position changes with further embedding of the new national curriculum and our interpretation of it, and the interpretation of the 4 special schools who we work with.

Key Stage 4

The Key Stage 3 approach applies in English and Maths. Achievement through Key Stage 4 is also quantifiably measured against expected level of qualification. 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.

Progress

Progress is tracked so that we ensure pupils are kept on course and decide what interventions are necessary.

We also set an advanced target equating to a higher level accreditation to ensure extended or outstanding progress can be achieved.

GCSE

Pupils who can potentially achieve a high GCSE grade may be offered additional years in FED to increase their chances of achieving this qualification.

FED (Further Education Department)

Focus in the FED becomes more directed towards expected or likely outcomes on leaving school, whether this is after one year, two years or three years.

English, Maths and ICT are continued in Functional Skills and all students cover various units of LASER's Learning, Employability and Progression (LEAP) suite of qualifications offering a wide variety of personal development and vocational taster units. LEAP has been designed with flexibility in mind so that units are selected to suit learners' particular needs.

The qualifications at Entry Levels or levels 1 or 2 are ideal for those who require a truly individualised curriculum. Work experience and volunteering work develop personal skills also covered by LEAP. Students are base-lined on entry to the FED focusing on their functional ability in both English and Maths, and challenging targets set. This is outlined in the FED progression tables for English and Maths.

Bedgrove and Berryfields – Nurture groups

Bedgrove and Berryfields are mixed age groups of pupils who have high needs and a highly specialised curriculum. Pupils in Bedgrove and Berryfields are assessed against the PIVATS, as well as EYFS if applicable, and stage 1 and 2 of the new National Curriculum, as well as in ASDAN qualifications. Pupils' progress is demonstrated through their books, videos and photos, as well as Classroom Monitor as appropriate.

Reporting

Whole school progress is collated, analysed and presented to governors in mid-October every year and published on the website.

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.

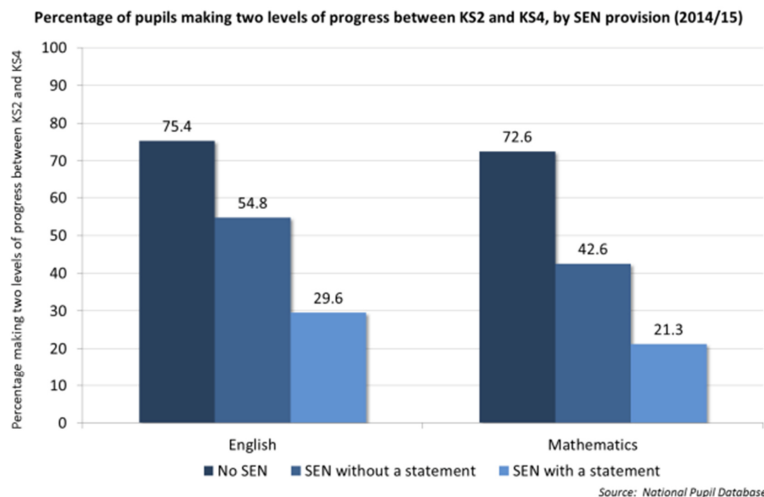
**D Miller,
Nov 2019**

Addendum

The following is taken from *Special Educational Needs: An analysis and summary of data sources*. DfE September 2016.

We base our school decision on progress on the content of this section.

Key Stage 2 to Key Stage 4 progression



Pupils were more likely to make the expected progress (two levels of progress) in English than mathematics. For English the gap between those with no SEN and those with SEN without a statement was 20.6 percentage points; and for those with a statement was 45.8 percentage points.

For mathematics the gap between those with no SEN and those with SEN without a statement was 30.0 percentage points; and for those with a statement was 51.3 percentage points.

Pupils with visual impairments were the most likely to make the expected progress in English (65.5%) and those with hearing impairments were more likely to make the expected progress in mathematics (60.2%). Those with profound and multiple learning difficulties were least likely to make the expected progress in English (3.2%) and those with severe learning difficulties were least likely to make the expected progress in mathematics (2.0%).