

Achievement and Progress

A Pebble Brook School Practical Guide

Spring 2024

Achievement and progress at Pebble Brook School is recorded and analysed for the following reasons:-

- Celebrate success
- Identify areas of low achievement
- Implement action to raise achievement

It is not a straightforward task given the nature of the curriculum at Pebble Brook (see website) and the format we use for collecting progress information.

All curriculum subjects are detailed on an assessment platform called 'Earwig' (commercial name). The platform collates assessment data as well as evidence and is extremely detailed.

However, because our curriculum was rewritten last year and because a lot of the curriculum areas are split into themes and topics, we believe that we analyse each subject on its own terms.

This document is written in conjunction with the following policies:-

Curriculum

Teaching, Learning and Assessment

Marking

Behaviour and Discipline

Sixth Form Guide

Subject Progress and Achievement

Input is carried out half termly by teachers.

English and Maths make up 50% of our pupils' timetable which indicates the importance we put on these two core subjects.

English and Maths teachers input data every 2 weeks and we ask that evidence in the form of photos or reference to exercise books is added every half term.

Progress is assessed as 'above expectation' or 'on expectation' or 'below expectation'.

Key Stage 3

Our assessment frameworks for English and Maths are based on the A2E toolkit which we have used for many years. We have looked at the number of statements in the frameworks and decided that a 30 point increase over an academic year is expected progress. This equates to movement of one band and a half of the assessment tool, which we believe is good progress given our pupils' starting points.

By completing one band and a half our pupils will be on track to maximise expected achievement by the end of each key stage.

We also assess reading ages, spelling ages and use the PUMA Maths tests at appropriate levels termly to provide summative assessment data. Outstanding progress in reading and spelling is an improvement of 6 months or more in a year.

For PUMA tests we deem outstanding progress as a 50% improvement in scores over a year.

Key Stage 4

In Key Stage 4 we continue to assess pupils' English on the A2E toolkit as well as reading and spelling ages. We also assess against the functional skills assessment framework for English. English teachers base the starting points on this framework on their end points at Key Stage 3. This determines which level exams pupils will be entered for.

In Maths pupils are assessed against either the AQA Entry Level awards, Level 1 and 2 awards and, if appropriate, the GCSE framework.

Progress is also kept against the assessment bands as described above.

Key Stage 5 is a continuation of Key Stage 4 with regard to English and Maths.

If progress is not acceptable or showing significant weakness, we analyse the varied reasons. When outside factors such as behaviour or ill health are eliminated we can then provide intervention.

The subjects described above as 'elements of' are there to provide fascination, love of learning and cross curricular English and Maths. When these lessons are delivered, the key learning objectives are taken from our Skills and PFA framework.

Key Stage 5

English continues to be assessed against the Functional Skills framework and Maths moves to Functional Maths, apart from any pupils following a GCSE curriculum in Maths.

Our High Needs Key Stage 5 group are assessed in English and maths as well as the PFA framework.

The curriculum areas listed (English, Maths, ICT and PSHE) are taught in Lessons 1, 2 and 3 in Key Stage 5 and follow the same timings and approach as the rest of the school.

The students at Key Stage 5 then have a personalised timetable that can include work experience, National Citizenship, Duke of Edinburgh, community involvement, life skills and citizenship. These learning experiences are captured and assessed against the PfA (Preparation for Adulthood) framework, and EHCP targets.

Non core subjects.

We collate and analyse progress information in the same way in science, PHSE, IT, Art, Cookery and PE.

Preparation for Adulthood

PfA is an assessment framework that measures progress in the following key areas:-

- Social Development
- Emotional Development
- Life skills
- Citizenship
- British Values
- Spiritual, Moral, Social and Cultural Development
- Careers and Employability
- Social Interaction
- Social Resilience.
- Personal and Social, Health and Economic Education.
- Religious Education

All are taught lessons, taught in strands or modules and recorded on Earwig in the same manner as other subjects. We look at each module termly to assess progress.

Progress is deemed above expectation if there is a 30% or more increase on last year. This is an indication as to the progress and the data is scrutinised further to ensure we make an accurate judgement. In years 9,10,11 and sixth form these assessments are done by a team of teachers so it is important when reporting to parents that we have an accurate view.

Direct attention to knowledge and skills from this framework are targeted in the Key Stage 3 'elements of' lessons mentioned above as well as in Key Stage 4 vocational subjects, PSHE and E curriculum and Key Stage 5 personalised framework for individual students.

Bedgrove, Berryfields and Brill – Nurture Groups

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 are subject to exactly the same principles of progress and achievement details within this 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. 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.

Accreditation

Our external exam pathways are carefully chosen so that our pupils get the chance to complete coursework and assessments that are appropriate to them. Pathways can vary significantly across year groups which illustrates the commitment we have to make sure that all pupils can succeed at their level, or beyond if possible. GCSEs can be offered in English, Maths and Art. Pupils who are assessed as capable of achieving GCSE are identified early and given significant additional personal input.

Core Curriculum

Key Stage 4 English Edexcel Entry Levels 1-3 and Level 1 and 2

Key Stage 4 Maths AQA Entry Levels, Edexcel Level 1 and 2 awards, AQA GCSE

Science AQA Unit Award Scheme

ICT WJEC Entry Levels, Levels 1 and 2

AQA Sport Entry level 3

Key Stage 5 English Edexcel Entry Levels 1-3 and Levels 1 and 2

Key Stage 5 Maths NCFE Functional Skills Entry Levels and Levels 1 and 2

Key Stage 5 IT OCR Functional Skills IT Entry Levels and Levels 1 and 2

GCSEs

AQA Maths

AQA Art

BTEC

Food Levels 1 and 2

Vocational Courses

NCFE Occupational Studies Construction Entry Level 3 and Level 1

NCFE Occupational Studies Plumbing Entry Level 3 and Level 1

ASDAN New Horizons

Pebble Brook Diploma

Our curriculum focus is on life skills as our pupils and students prepare for adulthood. Details on all elements of our curriculum are on our website.

To enable a rich, broad and balanced curriculum, we have introduced a range of vocational subjects for our pupils to follow and gain challenging and appropriate skills. These have been written by the school.

In many cases we do not have a suitable external examination provider.

Our Pebble Brook Diploma is designed to provide a formal assessment standard in the absence of an examining body.

The Pebble Brook Diploma is awarded by the lead teacher and offers a pass, merit or a distinction grade. All diplomas are moderated by senior teachers.

The standard of achievement is benchmarked against external examination providers including AQA, OCN London and Skills and Education Group Awards.

Pupil work is continually assessed throughout the year.

The diploma is awarded as a Merit (EL3) or Distinction (L1) or Pass (teachers discretion for HN pupils who do not meet EL3 standard).

Pupil Files

We hold a wealth of information on our pupils and keep a folder, updated at least annually, on key information, including diagnoses, progress, academic achievements including exam results, reading and spelling ages, TALC assessments, exit plans where appropriate, annual review reports and any other key information pertinent to the pupil.

Education, Health and Care Plans

EHCPs play an important role in SEND pupils' education and strive to bring together pupils' education, health and care needs under one document, updated yearly via an Annual Review.

Pupils' strengths and areas for development fall under 5 areas:-

1. Communication and Interaction
2. Cognition and Learning
3. Social and Emotional and Mental Health
4. Sensory and Physical (including medical)
5. Independence and Community Involvement

At Pebble Brook School we update all our pupils' EHCPs annually. At the Annual Review we prepare in advance by analysing their progress towards the targets set the previous year. This will be completed by SLT, teachers and therapists and finalised by the student themselves. This is done alongside all other subject assessments. The two working together will promote personal success.

A one-to-one interview is completed for every pupil, usually with the Careers Officer, and the outcome is shared at the meeting.

The first, and most important part of completing the formal review, is the opinion of the student. All Annual Review meetings focus on the pupil and creates an enabling environment that encourages conversation as well as questioning and decision making.

Parents and/or carers are asked to complete a document of their views in advance of the meeting. This is discussed at the Annual Review alongside any further comments or questions.

The setting of the new targets for the following year comes mainly with these key contributions of the pupil first and then their family. Contributions also come from all teachers, OT, Behaviour Support and SALT. Meetings are always chaired by SLT so their contribution is also noted.

Pebble Brook School have employed an EHCP Co-ordinator who attends the meeting and draws all the information together. She updates the EHCP according to the wishes of the student, family and professionals and submits it to the Local Authority.

Hopes and Aspirations

An extremely important part of the EHCP is Section A where we record the short and long term hopes and aspirations of our pupils. This is mainly for Year 9 and above, but can come earlier.

Alongside the hopes and aspirations we record provision that the school commits to fulfilling. This provision will relate directly to the pupils' wishes and will not be part of normal developmental provision,

E.g. "my ambition is to work directly with animals on a farm".

- **Provision:** Source possible part time courses at Berkshire College of Agriculture.
- Work experience with Road Farm.
(Careers Officer).

NB We add this section as an additional target on our Earwig platform.

D Miller
Spring 2024