

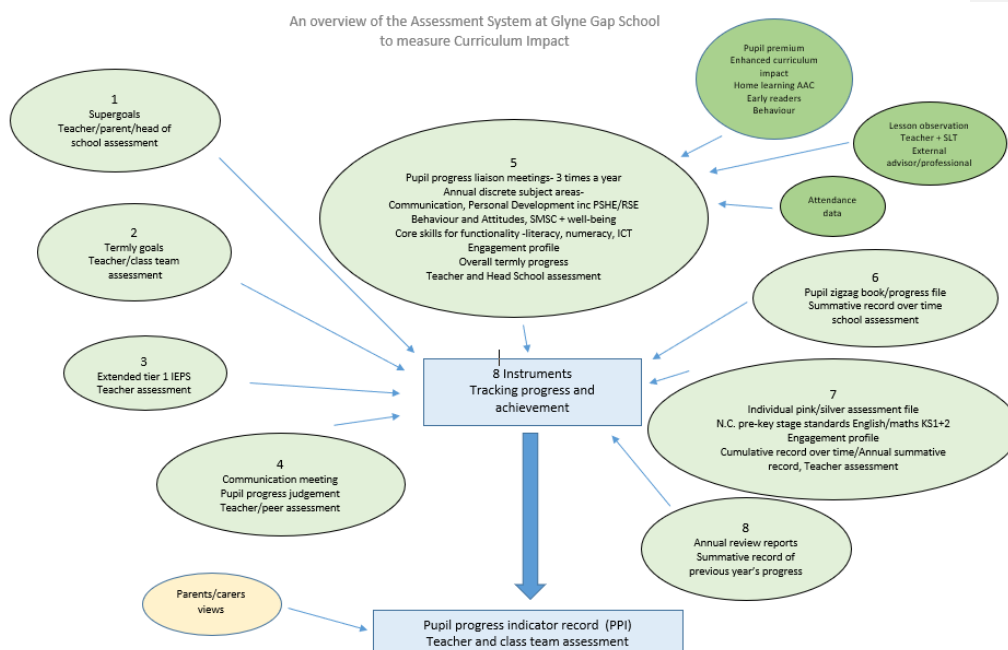
Glyne Gap School

Curriculum Guideline 10 (CG10) Impact of Curriculum- assessing, evaluating and tracking progress

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An Overview of the Assessment System at Glyne Gap School to measure Curriculum Impact



Pupil progress moderation meetings are held at the end of term 6 attended by the class teacher, head of school and headteacher, where the assessment evidence is discussed and an overall judgement on progress is agreed.
Collective pupil progress provides the data for whole school outcomes using the 6 key indicators from pupils' PPIs

Aims of this policy

- To increase understanding of the principles and purpose of assessing pupils' learning within our context and the school's formative and summative assessment systems
- To ensure a consistency and rigour when teachers are implementing the school's range of formative and summative assessment systems
- To empower staff to use assessment to confidently plan for each individual child's short term, medium term and long term outcomes to enable every pupil to reach their full potential
- To consolidate and improve our school approach to create and develop meaningful ways to measure all aspects of learning and progress including communication, social skills, physical development, resilience, independence, employment and contribution to the wider community.
- To promote a strong and productive interdisciplinary approach when making summative judgements involving, Class Teams, Social Care, Community Health, Communication Team, OTs, Physios and other people relevant to the pupil.

Principles and Purpose of Assessment

Different forms of assessment serve different purposes for different people and may be shared with different audiences including pupils, parents, teachers, school leaders, governors, the Government and Ofsted.

As a school we believe there are three broad overarching forms of assessment:

- i) **In-school formative assessment**
- ii) **In-school summative assessment**
- iii) **National standardised summative assessment**

The purpose of assessment is primarily to:

- **Inform planning** (formative assessment -where we are now, what the next step is, long term aim)

It also helps to:

- **Identify present levels of attainment** (can be formative or summative)
- **Demonstrate achievement and progress over time** (can be in-school summative or National standardised summative)

‘Schools have the freedom to use any curriculum they feel is appropriate for the needs and requirements of their pupils. They should also have the freedom to assess them in a complimentary way.’ (Rochford Final Report p20)

There is a complex relationship between the curriculum, planning, assessment, recording, tracking, monitoring, evaluating and recording progress. This is particularly crucial when pupils are following an individualised curriculum and pupils are making highly individualised progress. Assessment is integral to each pupil’s systematic learning, and pupils are as fully involved in the whole process of assessment, recording and reporting as is possible.

‘There is no ‘one size fits all’ system for assessment. The best forms of in-house formative and summative assessment are tailored to the school’s own curriculum and needs of the pupils, parents and staff’.

‘An effective in-school summative assessment is one that provides schools with information they can use to monitor and support pupils’ progress, attainment and wider outcomes, it should not be driven by nationally collective forms of statutory summative assessment.’ (Final report of the Commission on Assessment without Levels p24)

Evaluating and Tracking Progress

We believe when assessing, evaluating and tracking pupil progress it is imperative to make a clear distinction between whether you are discussing the pupil’s achievement, progress or levels of attainment.

a) Definitions:

- **Learning** is the process of gaining knowledge, understanding and skills; this leads to pupil's overall **achievement**.
- **Achievement has 2 aspects**
 - The **progress** a pupil makes in their learning over time, usually from a notional starting point to now (a pupil's starting point is particularly important to bear in mind for our pupils)
 - The **levels of attainment** a pupil reaches, this usually means the 'standards' they reach and are measured by national summative assessments (Pre-Key Stage Standards, SATs) and the results are compared with other pupils

b) Celebrating pupil progress and achievement

We recognise that celebrating progress and achievement is a motivating learning tool and fulfilling accomplishment for many of our pupils and those who support them. We have a number of regular systematic opportunities for pupils' progress and achievements to be publically recognised and celebrated by certificates and awards which are presented in school assemblies, which include:

- Worker of the week
- Outstanding progress as judged in the progress and liaison meeting
- Termly communication, friendship and personal development awards

Pupils can be awarded certificates for any significant achievement by class teachers which are presented in assembly including school based certificates for celebrating tier 1 learning in the areas of Communication, Personal Development and Essential Physical Skills for Learning and Life. Certificates will also be presented for attending 'special events' such as inter-school sports competitions or for specific achievements within the school friendship walk.

Classes also have their own individual systems for celebrating pupil progress and achievement, which may include individual and/or class reward charts, stars, stickers, stamps, achievement slips which are both motivating and valued by pupils.

c) Individual Progress

1. 8 instruments

Our pupils are all unique as are their individual achievements and rates of progress. In order to effectively assess our pupils' individual progress and achievement we have a jigsaw of 8 instruments which each has validity and is compelling in its own right, however the synergy of the 8 instruments together makes the overall end of year progress judgements so robust and compelling.

The 8 instruments that show achievement and progress for individual pupils are:

1. Evaluated Supergoals
2. Evaluated termly goals
3. Evaluated IEPs
4. Pupils' zigzag books or progress files
5. Pupils' individual Glyne Gap pink/silver assessment files
6. Annual review reports

7. Progress judgements in communication (termly)
8. Progress judgements at multidisciplinary liaison meetings

(i) Supergoals

A Supergoal can be transformational to a pupil's life. It is the one thing that will really impact on the pupil's life; it is hugely relevant and will really make a difference. A supergoal sets a direction of travel for a period of approximately 18 months-2 years. Each pupil's supergoal is discussed and agreed with parents when it is set. The supergoal is discussed at the pupil's EHCP review meeting with parents and the next step of learning towards achieving the supergoal will be identified in both the home and school context. Each pupil's supergoal is discussed at liaison and progress meetings three times a year and at the end of year class PPI moderation meeting. (see sections 6 + 7)

(ii) Termly Goals

Termly goals are a series of clear, unambiguous, incisively relevant statements of intent about what priority Tier 1 skills a pupil will achieve by the end of term. They are set 3 times a year by teachers in consultation with their class team and will be negotiated with parents/carers. All pupils will have between 4 and 7 termly goals which will include at least one, but typically two, communication goals negotiated and agreed at communication planning meetings team.

Termly goals for every pupil are discussed at Termly Progress and Liaison meetings. Goal moderation is a regular agenda item on the first department meeting of terms 1, 3 and 5, where one pupil's termly goals from each class are discussed in detail to ensure a rigour and consistency across the school. For further guidance on setting Termly Goals see the Teaching and Learning Policy.

(iii) Individual Education Plans (IEPs)

IEPs are written for all pupils in terms 1, 3 and 5, they contain individual learning targets for a seasonal term from all Tier 1 areas of the Nursery, School and Faculty curriculum, e.g. Communication and Language, PSHE, Core Skills for Functionality.

These are evaluated on a termly basis and the information is used to inform future planning. The evaluated IEPs covering the last 3 years (kept in the pupil's purple file) will show evidence of both lateral progress and progress over time.

(iv) Zigzag Book/Progress Files

Zigzag books/Progress files are an easily accessible cumulative record of a pupil's most significant progress and achievements linked to IEPs and goals in a variety of forms- annotated photos, can do statements, annotated pieces of work etc. Pupil's significant achievements in their Tier 2 learning will also be recorded in these. They are completed 3 times a year at the end of terms 2, 4 and 6.

Pupils contribute to zigzag books and progress files in a range of ways by choosing evidence such as photos, identifying what they were doing, their learning, progress etc. where appropriate

They are used to discuss progress with parents and pupils at annual/EHCP reviews. Zigzag books start when a child joins the school and continue until they are 16 building up evidence of progress over time when they are given to parents and a progress file is completed during the pupils' time at the faculty.

(v) Pupils' individual Glyne Gap School pink/silver assessment files

A pupil's pink/silver assessment contains their Glyne Gap School assessments in a number of curriculum areas PSHE, Communication and Language Expressive/Speaking and Receptive/Listening, Functional Literacy, Functional Numeracy, Functional ICT, Essential Physical Skills for Learning and Life, Employability appropriate to their age and individual needs, together with summative assessment grid. The earliest GGA levels 1-7 incorporate The Engagement Model for pupils working below subject specific learning fulfilling the statutory requirements of assessment 2021/22.

The assessments and summative grid are updated on an annual basis and will be a key tool in informing the content of the annual report to parents.

The Glyne Gap Assessment levels are not being used for either individual or whole school target setting.

Although the instruments in the assessment file are *not a curriculum* they can help to ensure that all elements in a tier 1 curriculum area are being covered.

(vi) Annual Review Reports

It is the responsibility of the class teacher to complete an annual review report for the pupils in their class as part of the EHCP review process. They are a summative report for parents/carers of what the pupil has achieved during the previous year and highlights progress they have made. There should always be a clear link between achievement, progress and attainment in the annual review report; the dated assessment instruments; the evaluated IEPs and supporting evidence in the pupil's zigzag book/progress file which is monitored by the Head of School before being sent home to parents/carers.

(vii) Progress Judgements in Communication (termly)

Communication Planning meetings are held for every class in terms 2, 4 and 6. Teachers will participate in peer meeting with a knowing colleague and other appropriate persons working with the pupil/student from the schools internal or external communication team (including CITES colleagues, SaLT and SaLTA) will also attend as required. **Every pupil's progress** is discussed against their current communication programme and a progress judgement is made. Teachers peer review new communication programmes for individuals for the following 2 terms. This forms part of the pupil's IEP and termly goals. There will be at least 2 goals set which are Glyne Gap Assessment level referenced for each pupil unless exceptional circumstances apply. In school and nursery all pupils who have made outstanding progress are identified and receive a certificate in assembly for their achievement. Pupils who would

benefit from additional input from the Communication team are identified at this meeting. For more information see Curriculum Guideline 5 Supporting the Development of Communication & Language.

(viii) Progress judgements at liaison meetings

Progress and liaison meetings are held once a term, where every pupil's achievements and progress are discussed. These meetings are chaired by Heads of School and attended by the class teacher, and through which, additional support can be accessed through colleagues in Health and Social care.

Each term the progress and liaison meeting has a specific focus in the:

- Autumn Terms 1 + 2 –Curriculum Intent/Implementation Review
- Spring Terms 3 + 4 – Personal Development, Behaviour and Attitudes
- Summer Terms 5 + 6 – The 5 areas of Engagement for pupils working within GGAs levels 1-7 and Core Skills Functional Literacy/Numeracy/ICT for pupils GGS 8 and above and Communication and Language for all pupils

Progress and liaison meetings are made up of two distinct parts. The first part of the meeting (attended by the Head of School and the class teacher) discusses each pupil in terms of the specific focus and a joint judgement is made on their progress in this area for the previous year based on the range of information/evidence provided.

During the second part of the meeting the class teacher will discuss each pupil in turn outlining any issues or concerns related to health and personal and social development and barriers to learning and achievements in the area of learning. Heads of School and Teachers will consider how to overcome barriers, agree further actions, (including if necessary referrals to Health and Social Care), and then together discuss and agree a collective judgement on the pupil's overall progress for the term based on the evidence that has been presented.

2. Pupil Progress Indicators (PPIs)

Pupil Progress Indicators are used to make an end of year judgement on each pupil's individual progress. An annual end of year Pupil Progress Moderation Meeting is held for each class in July which is chaired by the head teacher and attended by the class teacher and respective head of school. The purpose of the meeting is to moderate the PPI judgements for pupils across the school and give teachers an opportunity to take pride and gain a sense of satisfaction in discussing and celebrating their pupils' progress at the end of the year. During the meeting the class teacher will discuss each pupil in turn highlighting the evidence from the PPI based on the 6 key indicators (from 2 sources) that has informed their end of year progress judgement, which is subject to challenge (if the evidence is not compelling) or agreement and then it is signed off by the class teacher and Head teacher.

d) Legislation

As a school we ensure that we keep up to date with all current legislation and that we fulfil and report on all statutory assessments for pupils. We are proactive in looking forward by researching and responding to consultations and recommendations that may inform our future practice.

For the academic year 2023-24 on the statutory obligation to assess all pupils at the end of key stage 2 remains, from April 2024 key stage 1 is now optional. Key Stage 2 reporting is completed as follows:

- Pupils who are working below the standard of national curriculum assessments and not engaged in subject specific study should be assessed using the engagement model. Schools are only required to report on the number of pupils being assessed using the engagement model for key stage 2. They are not required to submit any other data about the progress of those pupils.
- Pupils engaging in subject specific learning will be assessed using the pre-key stage standards at key stage 2 (in English reading, English writing and Mathematics) with teacher assessment judgements for Science against the National Standards, these are then submitted to the local authority and to the DfE.

e) Accreditation

As a school careful consideration has been given to the extent in which success in qualifications and awards demonstrates that pupils have made progress in their skills, knowledge or understanding, and whether the award or qualification meets their individual needs. However, this decision will be regularly reviewed to ensure the best opportunities for pupils.

Collective Pupil Progress- Whole School Pupil Outcomes

Pupil Progress Indicators (PPIs) are used to make an end of year judgement on each pupil's individual progress. These judgements are based on the 7 key indicators from 2 sources (school generated indicators 1-6, Parents indicator 7), that are compiled throughout the year by the class teacher. to determine collective pupil progress... How compelling each indicator is depends on the rigour and validity of the evidence and the reliability of the judgment depends on the strength of the whole and not any single source.

Detailed judgements of pupil progress and outcomes were significantly disrupted by the Covid-19 pandemic. We as a school have undertaken considerable reflection and a detailed review to develop our approach and response to the current circumstances. For the academic year 2019-20, the Pupil Progress Indicator Judgement was based on 9 terms data from term 1 2018 (September) – Term 3 2020 (February). This was due to the school being closed for terms 4-6 2020, as per DfE guidance due to COVID19 pandemic, and therefore no data was collected. We believe that using the data over a longer time span (the previous 9 terms) gives a more secure and robust data set for individual pupil outcomes and collectively enables the school to make a more accurate self- assessment of its education. Pupil outcomes were judged to be outstanding.

The Senior Leadership Team reviewed and considered the PPI data available for the academic year 2020-21, and again for the academic year 2021-22. In both instances, the decision was made that the data was only useful for the individual pupil but was not reliable for whole

school data due to too many variables during the year impacting on data collection. These included 2 further National lock downs; a number of pupils shielding for extended periods of time; parents choosing to keep their children home to remain safe; and partial/full class closures due absence caused by the Covid infections and isolation requirement which impacted on pupil outcomes. (For more information, please see Appendix 1).

The academic year 2022-23 saw a full return to all whole school data collection and outcomes analysis as outlined in this policy. All outcomes can be found in the Whole School Curriculum Impact data analysis meeting reports.

I. School generated data

1. Overall Termly Progress:

A multidisciplinary judgement made about a pupil's overall judgement, once a term at a liaison meeting (pupil progress meeting) attended by the class teacher, head of school and representatives from social care and health.

2. Termly Progress in Communication:

A judgement is made 3 times a year at the meetings, between class teachers, and any other relevant professionals working with the pupil from the communication team, taking into consideration the evaluation of communication targets set for pupil at the previous multidisciplinary communication planning meeting.

3. Progress in Discrete Subjects:

Judgement made once a year by class teacher and head of school at liaison meetings (pupil progress meeting) terms 1 + 2 Curriculum Intent/Implementation Review 3 + 4 Personal Development and Behaviour and Attitudes, PSHE and 5 + 6 Functional Literacy/Numeracy/ICT for pupils GGS 8 and above and Communication and Language for all pupils

4. Goals:

These are set by the class team, three times a year and are negotiated with parents/carers for each individual pupil. They are moderated at department meetings and monitored by heads of school and at liaison meetings. They are evaluated by the class team and copies of the evaluations are shared with parents/carers.

5. Learning as Judged in Lesson Observations:

This is a robust judgement about a pupil's learning at a given moment in time 3 times a year; it is the only judgement that is made by direct observation by a member of the SLT and the Headteacher/Professional Advisor to the Governors or Inspector. The professional dialogue afterwards between the class teacher and those observing is critical in making the judgement.

6. Achieved Supergoals:

The number of pupils who have been credited as making transformational progress through achieving their supergoal during the academic year. A supergoal is discussed and agreed with

parents when it is set, discussed at the pupil's EHCP review meeting with parents and the next step of learning towards achieving the supergoal will be identified in both the home and school context. Each pupil's supergoal is discussed at liaison and progress meetings three times a year and at the end of year class PPI moderation meeting.

Pupils who will not be included in Whole School Data Collection

There may be a small number of pupils for whom their Glyne Gap Assessment data will not be included in the whole school data collection.

There are two criteria which may make the pupils eligible for not being included the whole school data collection:-

- i) the pupil may have a diagnosed regressive condition
- ii) the pupil may be following a personalised timetable with restrictive subject content

In order for a pupil to be withdrawn for whole school data collection, a pupil would need to be identified through an annual review or liaison meeting as meeting one or both the above criteria. The pupil would then be referred to SLLT meeting for discussion and an agreement that their individual data would no longer be required to be collected for the whole school data.

Once this has been established:

- i) Pupil's goals will not need to be Glyne Gap assessment level referenced
- ii) Annual review reports will not need to be Glyne Gap Assessment level referenced
- iii) Zig-zag books/progress files will not need to be Glyne Gap Assessment level referenced
- iv) Pink/silver assessment files will only need to be completed for the essential areas of Communication and PSHE

II. Parent/Carer generated data

7. Parents/Carers View:

This is a subjective view, which can be influenced by a number of different factors; this judgement is made at the Annual/EHC/Transfer Review having discussed the pupil's report.

f) Measuring and Monitoring Impact of the Curriculum

Whole School Quality of Education Data Analysis Meeting:

To inform the SEF about the Whole School Quality of Education, a data analysis meeting is held annually in term 1 which focuses on the school outcomes data based on the 7 indicators for the previous year as well as the record of pupils eligible for the Headteacher's award, the record of pupils who were presented with end of year awards and the record of leavers' destinations.

The meeting is attended by all the senior members of staff including SLT, head of the communication team, and the business manager.

The purpose of the meeting is:

- To analyse the data related to pupil outcomes for the previous academic year
- To create a summary of outcomes
- To create a list of further actions to support analysis/development of practice
- To support school evaluation

The data, analysis and actions from the meeting are discussed as an agenda item at the first Teaching and Learning Governors Meeting in October of term 1 and as a result one or more piece of development may be added into the school development plan.

Moderation

There are 5 key reasons to carry out Moderation:

- Accountability linked to teacher assessment – completion
- Rigour of teacher assessment – quality
- To raise standards
- Consistency – shared understanding of standards within school
- External moderation

There are opportunities for moderation within the school year through communication planning meetings and department meetings. Opportunities for external moderation are facilitated through the Special School's Alliance Meetings for Early Years, Post 16 and SLD/PMLD, with a specific area of the curriculum identified for each meeting.

An annual end of year Pupil Progress Moderation Meeting is held for each class in July which is chaired by the head teacher and attended by the class teacher and the respective head of school to the Governing Body. The purpose of the meeting is to moderate the PPI judgements for pupils across the school. During the meeting the class teacher will discuss each pupil in turn highlighting the evidence from the PPI based on the 7 key indicators (from 2 sources) that has informed their end of year progress judgement, which is subject to challenge (if the evidence is not compelling) or agreement and then it is signed off by the class teacher and headteacher.

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Professional Advisor to the Governing Body

The Professional Advisor has a brief to know, understand and challenge the standards of teaching and learning across the school in order to support the Governing Body to fulfil their accountabilities; by generating a professional view of the school not filtered through the head teacher and by supporting and challenging the school SLT with the ultimate beneficiaries being the pupils.

The professional advisor has a termly monitoring visit which is divided into two parts; in the morning there will be an agreed focus for scrutiny, the process of which will usually include joint lesson observations with a member of SLT, discussions with staff, scrutiny of evidence to support the focus such as policy documents and the jigsaw of evidence for a number of pupils. The purpose is for the Professional Advisor, who is a Headteacher of a Special School, to moderate the judgements of the SLT. In the afternoon the Professional Advisor attends Teaching and Learning Governors meetings, receiving reports from Heads of School and discussing other agenda items linked to Achievement and Teaching and Leadership and Management. The professional advisor will then write a report of his/her findings with their judgements from the monitoring visit which they present at the subsequent Full Governors Meeting.

Reporting to Parents/Carers

Class teachers provide written progress for parents/carers on their pupils' achievements in their priority areas of learning through evaluated termly goals (including at least one linked to the supergoal) three times a year at the end of terms 2, 4 and 6. In addition a comprehensive annual review report that summarises the pupil's achievement, progress and attainment in all areas of the curriculum is sent to parents/carers as part of the EHCP Review which is usually held in the term of their child's birthday.

Headlines of whole school outcomes each year are shared with parents in the school newsletter with reference to the school website where they can find more information on whole school outcomes data for the previous academic year.

Next steps for Further Development

- The discrete liaison focus for 2023-2024 will be:
 - Autumn Terms 1 + 2 –Curriculum Intent/Implementation Review
 - Spring Terms 3 + 4 – Personal Development, Behaviour and Attitudes
 - Summer Terms 5 + 6 – The 5 areas of Engagement for pupils working within GGAs levels 1-7 and Core Skills Functional Literacy/Numeracy/ICT for pupils GGS 8 and above and Communication and Language for all pupils with new proformas to be used to collect data
- Extending use of The Engagement Model to aid professional development as part of Summer Term liaison.

April 2024

Appendix 1

Impact of the Curriculum – Response to COVID19 pandemic

Context:

Whole School Outcomes 2018-2020:

Detailed judgements of pupil progress and outcomes have been significantly disrupted by the Covid-19 pandemic. We as a school have undertaken considerable reflection and a detailed review to develop our approach and response to the current circumstances. The last detailed analysis using the school's seven measures of progress was reported in autumn 2019, based on the 2018-19 school year when 62% of pupils had made outstanding progress and 22 pupils had made transformational progress by achieving their Supergoals. All other pupils were judged to have made good progress.

For the academic year 2019-20, the Pupil Progress Indicator Judgement was based on 9 terms data from term 1 2018 (September) – Term 3 2020 (February). This was due to the school being closed for terms 4-6 2020, as per DfE guidance due to COVID19 pandemic, and therefore no data was collected. We believe that using the data over a longer time span (the previous 9 terms) gives a more secure and robust data set for individual pupil outcomes and collectively enables the school to make a more accurate self- assessment of its education. Pupil outcomes were judged to be outstanding.

Whole School Outcomes 20-21

School leaders' made a comprehensive review of pupil outcomes was in September 2021. This involved a review of individual pupils' Pupil Progress Indicators (PPIs). These indicators draw together a broad range of progress judgements from liaison meetings and elsewhere to provide an overview of progress for each individual pupil. School leaders noted that the information provided was useful in analysing the progress made by individual pupils through the Covid-19 Pandemic but did not provide sufficiently reliable whole school data. The impact of two lockdowns and a high variability in pupil attendance had significantly affected pupil progress and outcomes. Pupil outcomes were judged to be at least good for all pupils except 2, one pupil was on an individual timetable with reduced hours whilst waiting for an alternative placement, the other pupil was on an individual timetable and is waiting for significant changes to his EHCP.

Whole School Outcomes 21-22

School leaders' most recent review of pupil outcomes was undertaken in September 2022. School leaders noted that the information provided was useful in analysing the progress made by individual pupils, but again did not provide sufficiently reliable whole school data due to the impact of partial/ full class closures due to COVID infections/enforced isolation. Pupil outcomes were judged to be at least good for all pupils.

What has been put in place to ensure that any gaps in learning as a result of the partial closure of schools are addressed?

In order to provide the best input possible for our pupils and with the highest expectations that to ensure pupils would have regained their knowledge and skills to back to where they were before in 2019-20 and to enable new learning a bespoke recovery curriculum was created.

How is this system used to ensure the greatest possible progress for all pupils?

In the Autumn Term 1 2020 the school introduced the recovery curriculum for all pupils focussing on our essential skills of Communication and Language, PSHE with behaviour a priority and essential physical skills for learning and life including equipment checks. All pupils were re-assessed creating a new baseline and identifying gaps in learning, where skills and knowledge had been lost.

There have been observations of learning across the year in all classes by Heads of School to check the implementation of the recovery curriculum.

Heads of School have monitored planning and assessment of the recovery curriculum for all pupils, through class files (including monitoring supergoals, goals and IEPS) and ECHP monitoring of reports, supergoals, goals, IEPS and zigzag books/progress files.

Heads of School have discussed pupils' progress during the year at liaison meetings in the Spring Terms 3 + 4 2021 and Summer Terms 5+6 2021

Lessons Learned and Moving Forward

The school has reviewed the liaison meetings for both content and data collection and we have made the decision to change the focus of the 3 meetings in light of the information gained from the Autumn Term recovery curriculum assessment focus from liaison 2021, together with the introduction of the Engagement model for pupils working below subject specific teaching.

The Autumn Term will now focus on the Curriculum Intent/Implementation review to identify any loss/gaps in learning, review communication systems, sensory needs, IPAs/Risk Assessments, check equipment and review health care plans for all pupils systematically after the summer holidays at the beginning of the new academic year and when pupils may be in new classes.

The Spring Term will focus on Personal Development Behaviour and Attitudes. The introduction of the Mental Health and Well-Being and the separate Attitude to learning sections in 2020-1 both provided useful data that allowed the Heads of School to ask questions about individual pupils and to discuss strategies and ideas to further support pupils.

The Summer Term will focus on Core Skills Literacy/Numeracy/ ICT for pupils working at subject specific levels GGA 8 and above or The 5 areas of Engagement for pupils working at GGAs levels 1-7 and Essential Skills of Communication and Language for all pupils. The focus on pupils working on the new GGA levels 1-7 incorporating The Engagement Model.

Whole School Outcomes 22-23

The academic year of 2022-23 saw a return to a full data set and therefore the schools normal practices in measuring and analysing whole school data.