



## NORTH RIDGE HIGH SPECIALIST SUPPORT SCHOOL

### ASSESSMENT AND TARGET SETTING PROCESS- OUTCOMES 2017/18

At North Ridge, assessment continues to be an integral part of teaching and learning. It provides a framework for setting clear learning objectives and effectively identifying, monitoring and communicating pupils' progress and achievement.

Through the assessment process teachers gain a clear understanding of each pupil's knowledge, skills and understanding enabling them to set challenging and rigorous learning targets, identify areas for further development and strengthen learning across the curriculum.

Accurate assessment and termly analysis of pupil progress and achievement provides a basis for the identification of aspirational targets which are linked to the Progression Guidance created by North Ridge High School in line with previous assessment data. The progression guidance has been moderated with 2 other outstanding specialist support high schools in Manchester.

The personalisation of targets for individual pupils is essential and involves a range of considerations such as the pupil's previous rate of progress, the involvement of both pupils and staff in determining the appropriate degree of challenge and a significant emphasis on personal and social development and progression.

To ensure every opportunity is taken to build on an increased rate of progress over each Key Stage, three specific assessment points are identified at the end of each term to monitor progress towards targets and inform and identify specific individual interventions. These may be required to ensure a pupil is on track to achieve their end of Key Stage target. At each point teachers update pupils' assessments using B Squared Connecting Steps and Classroom Monitor. This is analysed and monitored each term. A full and final analysis of the assessment data is undertaken during the summer term.

Pupil progress is tracked and recorded to show whether pupils are engaging in, gaining skills and understanding or have mastered an achievement strand or B Squared Step. This allows teachers to see an individual pupil's learning journey and therefore identify and appropriately plan for any gaps in learning.

Pupil progress and achievement is shared and celebrated with parents/carers and the school community through a variety of forums including annual reports, parents evening, annual reviews, IEPs, LAC reviews, PEP meetings, the school website/newsletter and the end of year Awards Assembly.

#### Tracking Pupil Progress

Pupil progress is tracked and monitored using B Squared and Classroom Monitor with relevant data updated at key assessment points throughout the year (at the end of each term). Progress is tracked and analysed in school using B Squared, target setting forms, CSAM (Connecting Steps Analysis Module) and progression guidance. Key Stage 5 data is tracked and analysed using Classroom Monitor and excel spreadsheets.

Regular progress and analysis meetings ensure individual assessment data is effectively shared, discussed and moderated.

Careful analysis and rigorous scrutiny of data enables the comparison of achievement between pupils from vulnerable groups. This informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated.

Accurately compiled, tracked and monitored data enables the comparison of specific groups, such as LAC and pupils in receipt of Pupil Premium, with pupils of similar ability and starting points. Comparisons can also be made between pupils according to their gender and ethnicity, although it must be noted that due to the small size of each cohort and the spread of ability within them, any subsequent analysis must be interpreted with care.

#### **Definition of good and Outstanding Progress at North Ridge**

The following data shows progress over the 2017-2018 academic year.

North Ridge's definition of outstanding, good and below expected progress is closely linked to North Ridge Progression Guidance 2016, previous assessment data, analysis of school-based data and knowledge of individual pupils.

## Analysis of key stage progress 2017/2018

### KS3

<u>PUPIL GROUP</u>	<u>B Squared PROGRESS MADE 2017/2018</u>	<u>JUDGEMENT/ COMMENTS</u>
PMLD Level P1- P4 9 pupils	<u>English:</u> 67% outstanding 33% expected 0% below expected  <u>Maths:</u> 78% outstanding 11% expected 11% below expected  <u>PSHE:</u> 56% outstanding 33% expected 11% below expected	<p>-Pupils are expected to make 10-29% progress of a P level or P-sub level over one academic year.            -Outstanding progress is judged at beyond 29% of a P level or P-sub level over one academic year.            -Below expected progress is judged at less than 10% of a P level over one academic year.</p> <p>Most pupils made expected or outstanding progress in all three areas.</p> <p>1 pupil made below expected progress in maths and PSHE. While he did not master over 10% of a level, he did gain skills within that level (16% in maths, 11% in PSHE).</p> <p>A new assessment framework has been purchased for this group of pupils.</p>
Lower SLD P5-P8 23 pupils	<u>English:</u> 52% outstanding 39% expected 9% below expected  <u>Maths:</u> 61% outstanding 39% expected 0% below expected  <u>PSHE:</u> 70% outstanding	<p>-Pupils are expected to make 10-29% progress of a P level over one academic year.            -Outstanding progress is judged at beyond 30% of a P level over one academic year.            -Below expected progress is judged at less than 10% of a P level over one academic year.</p> <p>All pupils made expected and outstanding progress in maths and PSHE.</p> <p>2 pupils did not make expected progress in English. Although they mastered less than 10% of the level over the year, they did gain skills in all areas of English.</p>

	30% expected 0% below expected	
Higher SLD BSquared step 1 and 2  21 pupils	<u>English:</u> 29% outstanding 42% expected 29% below expected  <u>Maths:</u> 33% outstanding 29% expected 38% below expected  <u>PSHE:</u> 14% outstanding 53% expected 33% below expected	<ul style="list-style-type: none"> <li>-Pupils are expected to make 10-29% progress of a sub-level over one academic year.</li> <li>-Outstanding progress is judged at beyond 30% of a sub-level over one academic year.</li> <li>-Below expected progress is judged at less than 10% of a sub-level over one academic year.</li> </ul> <p>The majority of pupils made expected and outstanding progress in all three areas of the curriculum.</p> <p>The pupils who made below expected progress were all from one class. The class teacher left half way through the year so assessments may have been missed. Assessment next steps will address this.</p>

KS4

<u>PUPIL GROUP</u>	<u>B Squared level PROGRESS MADE 2017/2018</u>	<u>JUDGEMENT/ COMMENTS</u>
PMLD Level P1- P4  4 pupils	<u>English:</u> 25% outstanding 25% expected 50% below expected  <u>Maths:</u> 25% outstanding 50% expected 25% below expected  <u>PSHE:</u> 25% outstanding 50% expected 25% below expected	<ul style="list-style-type: none"> <li>-Pupils are expected to make 10-29% progress of a P level or P-sub level over one academic year.</li> <li>-Outstanding progress is judged at beyond 29% of a P level or P-sub level over one academic year.</li> <li>-Below expected progress is judged at less than 10% of a P level over one academic year.</li> </ul> <p>The majority of pupils have made expected or outstanding progress. Those pupils that have made below expected progress have gained skills (between 12-16% of the level).</p> <p>A new assessment framework has been purchased for this group of pupils.</p>
Lower SLD P5-step 1  7 pupils	<u>English:</u> 29% outstanding 71% expected 0% below expected  <u>Maths:</u> 29% outstanding 57% expected 14% below expected	<ul style="list-style-type: none"> <li>-Pupils are expected to make 10-29% progress of a level over one academic year.</li> <li>-Outstanding progress is judged at beyond 30% of a level over one academic year.</li> <li>-Below expected progress is judged at less than 10% of a level over one academic year.</li> </ul> <p>All pupils made outstanding or expected progress in English and PSHE.</p> <p>The vast majority of pupils made outstanding or expected progress</p>

	<p><u>PSHE:</u></p> <p>57% outstanding 43% expected 0% below expected</p>	<p>in maths.</p> <p>1 pupil made below expected progress. This pupil will be monitored closely next academic year to ensure they make expected progress.</p>
<p>Higher SLD Bsqaured step 2+</p> <p>20 pupils</p>	<p><u>English:</u></p> <p>45% outstanding 50% expected 5% below expected</p> <p><u>Maths:</u></p> <p>25% outstanding 70% expected 5% below expected</p> <p><u>PSHE:</u></p> <p>40% outstanding 15% expected 45% below expected</p>	<p>-Pupils are expected to make 10-29% progress of a level over one academic year.</p> <p>-Outstanding progress is judged at beyond 30% of a level over one academic year.</p> <p>-Below expected progress is judged at less than 10% of a level over one academic year.</p> <p>The vast majority of pupils made expected or outstanding progress in maths and English.</p> <p>The one pupil that made below expected progress will be monitored closely next year and strategies will be put in place to ensure they make expected progress.</p> <p>A number of pupils did not make expected progress in PSHE. This is due to inconsistent staffing over the year. Strategies will be put in place to ensure this does not happen next year.</p> <p>Despite not making expected progress on BSquared, these pupils are on track to achieve Entry Level PSHE.</p>

## KS5

Classroom monitor was used to assess KS5 pupils for the first time this year. This year's data, knowledge of pupils and entry level guidance has contributed to creating progression guidelines. These will continue to be reviewed next year.

<u>PUPIL GROUP</u>	<u>B Squared/ Classroom Monitor PROGRESS MADE 2017/2018</u>	<u>JUDGEMENT/ COMMENTS</u>
PMLD Level P1- P5 BSquared  5 pupils	<u>English:</u> 0% outstanding 40% expected 60% below expected  <u>Maths:</u> 20% outstanding 40% expected 40% below expected  <u>PSHE:</u> 0% outstanding 40% expected 60% below expected	-Pupils are expected to make 10-29% progress of a P level or P-sub level over one academic year. -Outstanding progress is judged at beyond 29% of a P level or P-sub level over one academic year. -Below expected progress is judged at less than 10% of a P level over one academic year.  A number of pupils have made below expected progress in this cohort of pupils. One pupil was off school for a significant time due to illness. The other pupils have gained skills within their levels.  A new assessment framework has been purchased address this.
Classroom monitor vocational curriculum  32 pupils	<u>Life skills</u> 74% outstanding 13% expected 13% below expected  <u>Functional English</u> 67% outstanding 24% expected 9% below expected	2017-2018 was the first year that Classroom Monitor was used to assess pupils in KS5. Entry level framework, knowledge of pupils and progress data have contributed to progression guidance.  -Pupils are expected to make between 25-49% progress of a level over one academic year. -Outstanding progress is judged at beyond 50% progress of a level over one academic year. -Below expected progress is judged at less than 25% of a level over one academic year.  The majority of pupils have made expected or outstanding progress in all areas of the KS5 curriculum.

	<p><u>Functional Maths</u>            56% outstanding            27% expected            17% below expected</p> <p><u>Vocational skills</u>            53% outstanding            16% expected            31% below expected</p> <p><u>PSHE</u>            36% outstanding            45% expected            19% below expected</p>	<p>Next year assessment data will be fully analysed each term to carefully track progress and ensure strategies are put in place to monitor pupils not on track.</p> <p>As Classroom Monitor was used for the first time this year, there have been some issues with the program. These have been addressed by Classroom Monitor.</p>
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## ASD

Pupils are expected to make 10-29% progress over one academic year. Outstanding progress is judged at more than 30% progress.

<u>Curriculum area</u>	<u>B Squared PROGRESS 2017/2018</u>	<u>JUDGEMENT/ COMMENTS</u>
English  26 pupils	69% Outstanding progress 31% Expected progress 0% Below expected	All pupils made outstanding or expected progress in English. Reading has continued to be a priority across the department. Communication has also been a priority in the department with 2 staff attending PECS training. This has contributed to pupil progress in all areas of English.
Maths  26 pupils	73% Outstanding progress 27% Expected progress 0% Below expected	All pupils made outstanding or expected progress in maths.
PSHE  26 pupils	58% Outstanding progress 42% Expected progress 0% Below expected	All pupils made outstanding or expected progress in PSHE. The new Life Skills curriculum has had an impact on this. The curriculum offers a range of topics and activities and teachers are able to create personalised targets for each pupil to be developed through a range of activities over the half term.

## Next steps

To move progress from below expected to good or outstanding, North Ridge is taking the following steps:

- Full analysis of assessment data each term to monitor whether pupils are on track to make at least expected progress. This will enable Heads of Department to put strategies and interventions in place where necessary.
- Support to supply teachers to ensure all assessment is recorded.
- To purchase 'Engagement Steps' for pupils in the experiential classes so pupil's holistic learning journeys are assessed, rather than subject specific assessments.
- To purchase 'Autism Progress' for use in the ASD classes so pupils are assessed in more specific areas of learning (communication, social interaction, emotional regulation, flexibility of thought).
- To monitor all curriculums to ensure assessment is accurate and matches what is taught.
- To continue to develop classroom monitor to ensure it is being used effectively and consistently. This includes to development of a bespoke PE assessment.

North Ridge High School Progression Guidance and Target Setting  
September 2016

PMLD	Y6 End KS2	Y7	Y9 End KS3	AT Y9	Y11 End KS4	AT Y11	Y 14 End KS5	AT Y14
	P1i	P1i	P1ii	P1i	P1ii	P1ii	P1i	P1ii
	P1i	P1ii	P1ii	P2i	P1ii	P2i	P1ii	P2i
	P1ii	P1ii	P1ii	P2i	P1ii	P2i	P1ii	P2i
	P2i	P2i	P2ii	P3i	P2ii	P3i	P2ii	P3i
	P2ii	P2ii	P2ii	P3i	P2ii	P3i	P2ii	P3i
	P3i	P3i	P3i	P3ii	P3i	P3ii	P3i	P3ii
	P3ii	P3ii	P3ii	P4	P3ii	P4	P3ii	P4
	P4	P4	P4	P4M	P4	P4m	P4	P4m

Lower SLD	Y6 End KS2	Y7	Y9 End KS3	AT Y9	Y11 End KS4	AT Y11	Y 14 End KS5	AT Y14
	P2ii	P3i	P3i	P3ii	P3i	P3ii	P3i	P3ii
	P3i	P3i	P3ii	P3iiM	P3ii	P4	P3ii	P4
	P3ii	P3ii	P4	P4M	P4	P5	P4	P5
	P4	P4	P4	P5	P5	P5M	P5	P5M
	P5	P5	P5	P6	P6	P6M	P6	P7
		P6	P6	P7	P7	P8	P7	P8
	P6	P7	P7	P8	P8	1C	P8	1C
Higher SLD	P7	P7	P8	1C	1C	1B	1C	1B
	P8	P8	1C	1B	1B	1A	1B	1A
	1C	1C	1B	1A	1A	2C	1A	2C
	1B	1A	2C	2B	2B	2A	2B	2A

MLD	Y6 End KS2	Y7	Y9 End KS3	AT Y9	Y11 End KS4	AT Y11	Y 14 End KS5	AT Y14
	P6	P7	P8	1C	1B	1A	1A	2C
	P7	P8	1C	1B	1A	2C	2B	2A
	P8	1C	1A	2C	2C	2B	2A	3C
	1C	1C	1A	2C	2B	2A	2A	3C
		1B	2C	2B	2B	2A	3C	3B
	1B	1A	2B	2A	2A	3C	3B	3A
	1A	1A	2B	2A	3C	3B	3A	4C
		2C	2A	3C	3C	3B	3A	4C
	2C	2B	3C	3B	3B	3A	4C	4B
	2B	2A	3B	3A	3A	4C	4B	4A
	2A	2A	3A	4C	4C	4B	4A	5C
	3C	3B	4C	4B	4B	4A	4A	5C

AT = Aspirational target