

NORTH RIDGE HIGH SPECIALIST SUPPORT SCHOOL

ASSESSMENT AND TARGET SETTING PROCESS

At North Ridge assessment is 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 formative assessment and analysis of pupil progress and achievement term by term provides a basis for the identification of aspirational targets which are linked to the medium and upper quartile ranges of Progression Guidance, to national benchmarking data provided by CASPA supporting school's quantitative definition of outstanding/good progress (*see definition below*).

The personalisation of targets for individual pupils remains 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, which may be required to ensure a pupil is on track to achieve their end of Key Stage target. A full and final analysis of the impact of the intervention will be undertaken during the summer term assessment.

Pupils progress and achievement is shared and celebrated with parents/carers and the school community through a variety of forums including Annual Report and Review, LAC review and PEP, school website and newsletter, end of year "AWARDS ASSEMBLY".

Tracking Pupil Progress

Pupil progress is effectively tracked and monitored using B Squared with relevant data updated at key assessment points throughout the year (at the end of each half term). This information is uploaded to CASPA for comparative use.

Regular progress 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, informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated.

Accurately compiled, tracked and monitored data also enables the comparison of the performance of specific groups such as LAC and pupils in receipt of Pupil Premium with that of their peers of similar ability and starting points. In a similar way 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 mean that any subsequent analysis must be interpreted with care.

Definition of good and Outstanding Progress at North Ridge

This information is based on 3 years of data for North Ridge. North Ridge's definition of outstanding/good progress is closely linked to Progression Guidance 2011, CASPA data, analysis of school-based data over time and knowledge of individual pupils.

ANALYSIS OF KEY STAGE 3 PROGRESS OVER THE LAST 3 YEARS :

<u>PUPIL GROUP</u>	<u>PUPIL LEVEL</u>	<u>PROGRESS MADE</u>	<u>JUDGEMENT/ COMMENTS</u>
PMLD/ EXPERIENTIAL LEARNERS	P1- P3	overall progress- 50% made 1 sub level of progress, 25% made more than 1 sub level of progress, 25% made progress within a sub level	Based on this analysis North Ridge High School defines the achievement of 1 or more sub levels from end of Key Stage 2 to End of Key 3 as outstanding progress and progress within a sub level from End of Key Stage 2 to End of Key Stage 3 as good progress for a pupil achieving P1-3 on entry
SUPPORTED LEARNERS	P4- P8	overall progress- 25% made 2 or more sub levels of progress, 25% made 1 level of progress, 25% made 1 sub level of progress	Based on this analysis North Ridge High School defines the achievement of 1 level from End of Key Stage 2 to End of Key Stage 3 as outstanding progress and the achievement of 2 sub levels from End of Key Stage 2 to End of Key Stage 3 as good progress for a pupil achieving P4-8 on entry
INDEPENDENT LEARNERS	LEVEL 1	overall progress- 34% made 1 level of progress, 16% made 2 levels of progress, 50% made 2 sub levels of progress	Based on this analysis North Ridge High School defines the achievement of 1 or 2 levels from End of Key Stage 2 to End of Key Stage 3 as outstanding progress and the achievement of 2NC sub level from End of Key Stage 2 to End of Key Stage 3 as good progress for a pupil up to NC level 3.

ANALYSIS OF KEY STAGE 4 PROGRESS OVER THE LAST 3 YEARS :

<u>PUPIL GROUP</u>	<u>PUPIL LEVEL</u>	<u>PROGRESS MADE</u>	<u>JUDGEMENT/ COMMENTS</u>
PMLD/ EXPERIENTIAL LEARNERS	P1- P3	over all progress- 100% of pupils made 1 sub level of progress	Based on this analysis and the complexity of the need North Ridge High School defines the achievement of 1 or more sub levels from End

			of Key Stage 3 to End of Key 4 as outstanding progress.
SUPPORTED LEARNERS	P4- P8	overall progress- 25% made 1 level of progress, 25% made 3 sub levels of progress, 25% made 2 sub levels of progress, 25% made 1 sub level of progress	Based on this analysis and the complexity of the need North Ridge High School defines the achievement of 1 level or 2 or more sub levels from End of Key Stage 3 to End of Key 4 as outstanding progress. Progress of 1 sub level as outstanding progress
INDEPENDENT LEARNERS	LEVEL 1	overall progress- 11% made 2 levels of progress, 33% made 1 level of progress, 44% made 3 sub levels of progress, 11% made 2 sub levels of progress	Based on this analysis and the complexity of the need North Ridge High School defines the achievement of 1 or 2 levels from End of Key Stage 3 to End of Key 4 as outstanding progress. Progress of 2 or 3 sub levels as outstanding progress

ANALYSIS OF KEY STAGE 5 PROGRESS OVER THE LAST 3 YEARS :

<u>PUPIL GROUP</u>	<u>PUPIL LEVEL</u>	<u>PROGRESS MADE</u>	<u>JUDGEMENT/ COMMENTS</u>
PMLD/ EXPERIENTIAL LEARNERS	P1- P3	only 1 student in this cohort progress- student made over 1 sub level of progress (1.5)	Based on this analysis and the complexity of the need North Ridge High School defines the achievement of 1 or more sub levels from End of Key Stage 4 to End of Key 5 as outstanding progress.
SUPPORTED LEARNERS	P4- P8	overall progress- 100% made 1 sub level of progress.	Based on this analysis and the complexity of the need North Ridge High School defines the achievement of 1 sub level from End of Key Stage 4 to End of Key 5 as outstanding progress.
INDEPENDENT LEARNERS	LEVEL 1	overall progress- 100% made 1 level of progress.	Based on this analysis and the complexity of the need North Ridge High School defines the achievement of 1 or 2 levels from End of Key Stage 4 to End of Key 5 as outstanding progress.

- **Progression Guidance 2011**

Advice issued by National Standards on improving data to raise attainment in order to maximise the progress of pupils with SEN.

- **CASPA**

National project by which data from similar schools is processed and analysed to produce individual pupil and whole school level feedback. This information is fed back to school where it is used for a range of purposes including self-evaluation and target setting.

- **Level**

P Level descriptor P4 – 8

National Curriculum descriptor Level 1 and above

- **Sub level**

P Level descriptors P1i, P1ii, P2i, P2ii, P3i, P3ii

National Curriculum descriptors Level 1C, B, A Level 2C, B, A

- **B Squared**

Enables clear and precise assessment and progress within a sub level/level to be measured quantitative in percentages of progress within a level.

- **Intervention**

Carefully planned, focused action or strategy intended to raise attainment for individual pupils, specific groups or subjects.

- **National Benchmarking**

Measure of best performance nationally against which North Ridge pupils' progress and achievement is judged.

- **Pupil Premium**

Funding allocated for individual pupils experiencing significant levels of deprivation

- **Identified groups for data analysis**

Looked After Children (LAC)

Whole school cohort

Key Stages

Groups of pupils according to;

Age, ability, gender, deprivation, ethnicity