

How we track attainment and progress

Currently, all pupils are initially assessed using B squared. Teachers then scrutinise B squared results and analyse the data, while considering the very particular learning needs of our pupils. Decisions are then reached about whether pupils have made expected progress or not in a range of subjects. *In this way, B squared provides a starting point for discussion but then other methods such as work scrutiny and teacher assessment are used to finalise decisions about progress.*

A high percentage of our pupils experience complex learning and medical needs which have a significant impact on their ability to learn. These pupils may:

- experience less than 50% attendance at school
- experience seizure activity for significant parts of day
- be recovering from seizure activity or building up to a seizure for significant parts of day
- sleep at school for significant amounts of time (up to 100%)
- experience intense pain for significant amount of time (up to 100%)
- be multi sensory impaired or experience significant sensory processing difficulties.

The school has recently developed a bespoke assessment system which is able to measure the steps of progress that these learners make, emphasising the importance of generalising previously learned skills to different environments, adults and resources, in addition to being able to retain skills learned over time. By December 2017 all our very complex pupils will have been baselined using this new assessment system and then we can start to measure progress. Until then B squared is used as a starting point, with teacher assessment and work scrutiny playing the most significant parts in assessing if these pupils have made less than expected, expected or better than expected progress in a range of curriculum areas.

For other pupils, who may not have such complex needs but have very particular learning styles, B squared may assess that a pupil has made less than expected progress. On scrutiny it becomes apparent that expected progress has been made, just not in the areas, or in a way that B squared acknowledges. Sometimes a pupil 'becomes stuck' at a certain point in a P level because they cannot achieve a skill for a reason associated with their disability or learning style. In these circumstances, teacher assessment is vital. Pupils in this category may include

- a pupil who has Autism who finds role play difficult so cannot progress past P7 but has achieved many of the citizenship skills required at P8
- a pupil who has a physical disability which means they cannot reach to request attention or clap hands in imitation (Reading P2ii) but has achieved most of the steps in P3i which do not rely on a particular level of physical development.
- A pupil who at the moment, cannot move from P4 in Self help, because she cannot use the toilet independently due to a medical condition

As a school we have decided not to move pupils through P levels when they cannot achieve particular skills for a reason associated with their disability as this data would provide an inaccurate picture of progress. We predict that these pupils will make limited progress using B squared so other strategies are used.

By nature of their learning difficulties, Stanton pupils (those achieving at P levels 1-3) will make slower progress than Vale learners (achieving at P levels 4-7) who will make slower progress than Thoresby learners (achieving at P8 and above). When B squared is used, see below for Stanton Vale school's definitions of progress for different groups of learners which forms the starting point for our discussions around progress. The numbers represent the percentages of a P level. The

figures below only provide a starting point for our decision making and do not generate the final decisions about progress. This is arrived at using a range of strategies including analysis of previous baselines, observation, teacher assessment, parental assessment and work scrutiny.

Year	Stanton Less than expected	Stanton Expected	Stanton Better than expected	Vale Less than expected	Vale Expected	Vale Better than expected	Thoresby Less than expected	Thoresby Expected	Thoresby Better than expected
1	<5	5-10	>10	<37	37-50	>50	<50	50-75	>75
2	<5	5-10	>10	<37	37-50	>50	<50	50-75	>75
3	<5	5-10	>10	<37	37-50	>50	<50	50-75	>75
4	<5	5-10	>10	<37	37-50	>50	<50	50-75	>75
5	<5	5-10	>10	<37	37-50	>50	<50	50-75	>75
6	<5	5-10	>10	<37	37-50	>50	<50	50-75	>75
7	<4	4-8	>8	<37	37-50	>50	<50	50-75	>75
8	<4	4-8	>8	<37	37-50	>50	<50	50-75	>75
9	<4	4-8	>8	<37	37-50	>50	<50	50-75	>75
10	<3	3-6	>6	<37	37-50	>50	<50	50-75	>75
11	<3	3-6	>6	<37	37-50	>50	<50	50-75	>75
12	<2	2-5	>5	<33	33-45	>45	<50	50-75	>75
13	<2	2-5	>5	<33	33-45	>45	<50	50-75	>75
14	<2	2-5	>5	<33	33-45	>45	<50	50-75	>75