

Beverley School Assessment Tracking

At Beverley School we have high expectations and expect pupils to make good progress across the curriculum and in personal progress from Nursery to Post-16. As the complex nature of our cohorts make one assessment system difficult to use we have established a range of assessment systems to evidence the good progress that our pupils make.

Nursery and EYFS

Pupils in the earliest years are tracked and assessed using Development Matters and EYFS Early Learning Goals. Whilst our pupils make progress towards this we acknowledge that the main reason that pupils are with us is that they are behind their peers due to their ASC. Our pupils make good progress in line with the targets that we set based on baseline assessment.

Pupils with SLD

Pupils across the school from Year 2 to post-16 who are assessed as having SLD alongside their ASC, are given personalised learning goals using the MAPP (Mapping and Assessing Personal Progress) system created by the Dales School. This focuses on the small steps progress that these pupils make progress in, be that personal, social or academic progress. These are shared with parents on a regular basis.

On a yearly basis those who are able to access the SENT (Sandwell Early Numeracy Test) for numeracy and the WRAT (Wide Ranging Achievement Test) for literacy in order to provide a standardised age which is used as a standardised progress measure.

Pupils in Phase 1

Pupils in Phase 1 are students in Nursery, EYFS, KS1 and KS2. Within this Key Stage pupils follow the National Curriculum and if pre-NC they follow P-level curriculum. Pupils are tracked using our bespoke 'Rainbow' tracking system based on the NC and pre-NC objectives. This tracking enables all progress to be evidenced to enable staff to plan for progression, intervention and for relating progress to parents and carers.

On a yearly basis those who are able to access the SENT (Sandwell Early Numeracy Test) for numeracy and the WRAT (Wide Ranging Achievement Test)

for literacy in order to provide a standardised age which is used as a standardised progress measure.

Pupils in Phase 2

Pupils in Phase 2 are students in KS3 and Year 10. Within this Key Stage pupils follow the National Curriculum. Pupils are tracked using our bespoke 'Rainbow' tracking system based on the NC and pre-NC objectives. For Foundation Subjects there is our own bespoke Secondary tracking for each individual subject. This bespoke mix of tracking enables all progress to be evidenced to enable staff to plan for progression, intervention and for relating progress to parents and carers.

On a yearly basis those who are able to access the SENT (Sandwell Early Numeracy Test) or PiM (Progress in Maths) for numeracy and the WRAT (Wide Ranging Achievement Test) for literacy in order to provide a standardised age which is used as a standardised progress measure.

Pupils in Phase 3

Pupils in Phase 3 are students in Year 11 and Post-16. Within this Phase pupils follow appropriate vocational and accreditation pathways. Pupils are tracked using bespoke accreditation tracking enabling progress to be gauged to ensure pupils are entered for the correct accreditation at the appropriate time for them. This enables our pupils to be put onto suitable pathways to enable them to access further education or vocational training. Throughout Phase 3 pupils are given access to careers events, open days, work experience and opportunities to engage with institutions that offer opportunities for them beyond our school. We see this as an important transition phase for our pupils and within constraints we try to accommodate personalisation to the curriculum. Accreditation provides the standardised assessment scores for pupils and they are provided a range of accreditations suitable to their level of progress including GCSE, NCFE Occupational Studies modules, ASDAN modules and Entry Level qualifications.

Intervention Programme

For pupils who are not identified as not making sufficient progress in literacy in Phase 2 or 3 or it is considered that they will benefit from extra 1:1 support, they enter into the Catch-up Literacy programme delivered by our specialist

trained TA. The Catch-up programme is a 1:1 targeted programme looking at filling those gaps that individual pupils have. With additional support we expect those pupils to make clear progress within the programme and this transfer to their subjects. Within Phase 1 intervention primarily takes place within the classroom setting on an individual ad-hoc basis and is closely aligned to the next steps.

Across the school we run Lexia for literacy development and RM Easimaths for numeracy development at a pace determined by the programme assessing the pupils as they use it.

Another key part of our intervention programme are specialist programmes in Child Psychotherapy, Educational Psychology and Sensory Occupational Therapy which are used for those pupils that are considered in need of additional input. Our EP carries out cognitive assessments and executive functioning tests to give further information in order to be able to create conditions to promote achievement for these pupils. A large number of pupils are individually assessed by the OT and have sensory profiles in place.

This year we are trialling Numeracy Ninjas as a Phase 2 intervention strategy to increase mental maths proficiency; online speech therapy sessions to cater for individual children and Shakespeare's Heartbeat drama intervention for Phase 2 pupils to increase their social skills.