Moorcroft School
Learning for life

**Assessment Report
February 2018**

HIGHLIGHTS:

- Progress in English, Maths and Science P-levels is **outstanding** in KS3 and KS4 as the number of pupils making expected progress (upper quartile) and more than expected progress is significantly higher than national data. In English 94% of pupils have made at least expected progress with 32% exceeding expectations. In Maths 94% made expected progress with 56% exceeding expectations. Achievement in science has also risen significantly with 85% making expected progress with 42% exceeding expectations.
- Progress against Learning Aims for the whole school is **outstanding.** 95% of pupils made at least expected progress with 44% of these pupils making more than expected progress.
- Overall progress in P-Levels is improving over time – solidly good in 2014/2015, outstanding in 2015/2016 and 2016/17, and outstanding in the first half of 2017/18
- When comparing overall judgements **achievement is outstanding** for the whole school.

The results are as follows:

1. **English, Maths and Science Assessed through P LEVELS:**

Using progression guidance data and each pupils' starting point at the end of Key Stage 2 or 3 we are able track the progress of pupils during Key Stage 3 and 4. Challenging targets are set using progression guidance.

NB Progression guidance does not include data for Sixth Form.

Judgement Criteria	

Exceeded their challenging Upper Quartile target (Greater than expected progress)	• Made greater than expected progress against half yearly targets set by the class teacher.
	 • Achieved their whole Key Stage Upper Quartile target already in Y7, 8 or 10 and have consolidate this achievement over time.
	 • Achieved UQ in such circumstances as:
	   - Sudden significant and prolonged deterioration in health / long stay in hospital during current assessment period
	   - Absence of more than a term in a year
	 • Significant changes to personal circumstances that had prolonged and marked impact on socio-emotional wellbeing (e.g. bereavement)

Met their challenging Upper Quartile target (Expected Progress)	• Achieved Median in such circumstances as:
	   - Very poor health within current assessment period
	   - Absence of more than a term in a year
	 • Significant changes to personal circumstances that had prolonged and marked impact on socio-emotional wellbeing (e.g. bereavement)

Met the Median Quartile (Lower than expected progress)	• Did not meet their Upper Quartile Target, but on track to meet the Median as demonstrated by achieving 50% of their target.
Likely to achieve their Lower Quartile target in July 2017 (No progress made)	• Has made no progress towards their Upper Quartile or Median

3 YEAR TREND COMPARISON

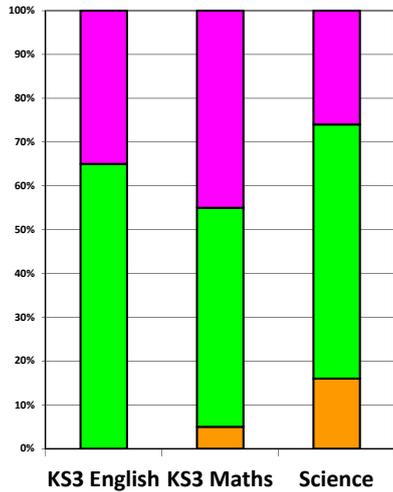| 2017/18	2016/2017	2015/2016
• <mark>**Outstanding progress** in English Maths KS3 and KS4</mark> • <mark>**Outstanding Progress** in Learning Aims across the school</mark> • PLOs now renamed learning aims and will be linked directly to EHC outcomes from February 2018 • All assessment now recorded on Behaviour Watch so outcomes can be monitored in real time. • Teachers now set half termly targets for individual P level descriptors which has led to better progress. • Science now taught as a discrete subject as has led to significant improvements in science.	• <mark>**Outstanding progress** in English Maths KS3 and KS4</mark> • Introduction of electronic assessment system – **Classroom Monitor** • Mid-reporting and End of Year on the **actual percentage progress** against P-Levels instead of prediction about end of Key Stage – **increased reliability** • Data **moderated internally and** with mid-year data moderated **externall**y by Riverside Special School • Assessment and moderation are fully **evidence based including video** evidence on Classroom Monitor	• <mark>**Outstanding progress** in English and Maths in KS3 and KS4</mark> • **Reliable data moderated internally and external**ly by Riverside Special School • Assessment and moderation are fully **evidence based** • Distribution of data represents sufficient challenge for all students.

3 YEAR TREND COMPARISON

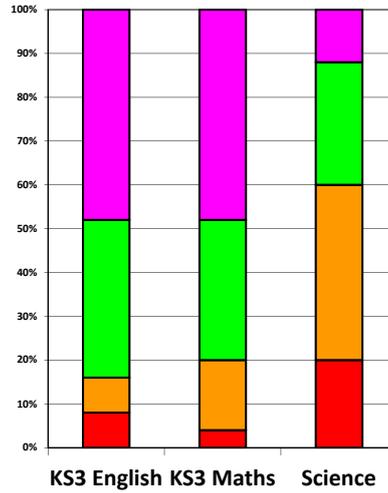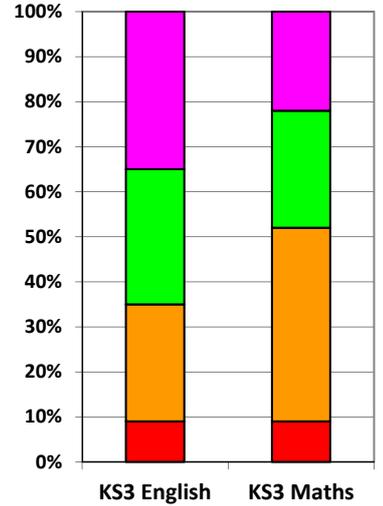|	UQ exceeded		Upper Quartile		Median		Lower Quartile

KS3 3 Year Trend
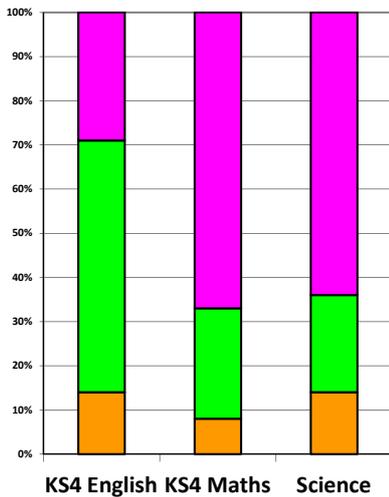
September 2017 – January 2018

2016-17

2015/2016

KS4 3 Year trend

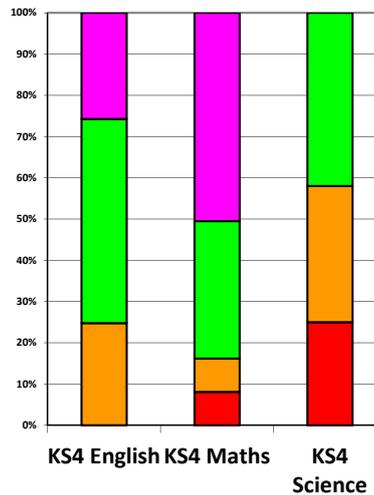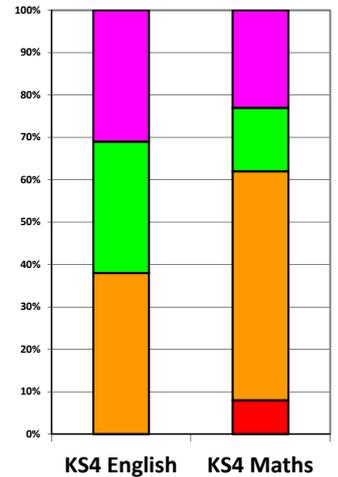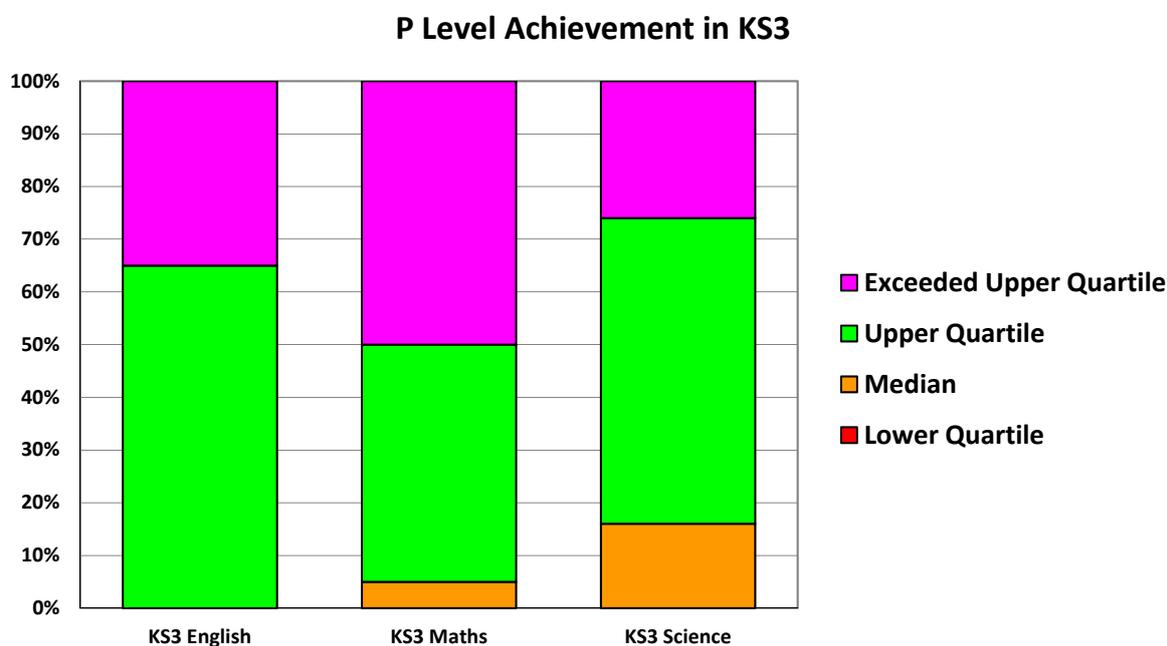### September 2017 – January 2018

2016-17

2015/2016

4

2017/2018 CONTEXT – P-Levels:

- Key Stage targets are broken down into manageable half yearly targets for each student to ensure students remain on track throughout their key stage.
- Teachers decide which areas to focus on when setting targets record this on Behaviour Watch. Once targets are set, members of SLT meet with teachers to moderate targets and ensure they are robust.
- The Assessment Co-ordinator or a member of SLT meets 1:1 with teachers regularly to moderate and discuss targets and assessment.
- With the introduction of electronic system Behaviour Watch we are able to report on the actual steps of progress in real time, instead of making a prediction about end of key stage progress. This has significantly increased reliability of the assessment.
- Targets were RAG rated in December and action plans were set for pupils not on track to make at least expected progress.   One student who was not on track make progress in Shape, Space and Measure was set an action plan to work with more engaging objects and then met his target by the end of January 2018.
- Examples of action plans that led to this significant improvement can be found in Appendix 3.
- Midyear data was moderated by members of the Senior Leadership Team. Two members of SLT moderated P levels. The first moderator looked for trends in the data such as students making very rapid or very slow progress. The second moderator then met with teachers to verify the reliability of the date by scrutinising evidence and producing case studies.
- As a result of rigorous scrutiny there have been some amendments to teacher judgement made ensuring reliability of data.

P Level Achievement in KS3

Legend:
- ■ Exceeded Upper Quartile
- ■ Upper Quartile
- ■ Median
- ■ Lower Quartile

Progress against English and Maths P-levels achievement in KS3 can be judged **outstanding** as it significantly exceeds national expectations in comparison with national data.   According to Progression Guidance 2010-11 25% of pupils in KS3 are expected to reach their Upper Quartile target. At Moorcroft 100% of KS3 pupils have met this expectation in English, 95% in Maths and 84% in science. 35% of pupils have exceeded their targets in English, 50% and Maths and 26% in science which is a significant achievement.

Year group analysis:

Year 7	% students on track to exceed or already exceeding UQ	% of students on track to or meeting UQ target	% of students on track to or meeting Median	% of students on track to or achieving LQ
English	14%	86%	0%	0%
Maths	29%	71%	17%	0%
Science	0%	83%	0%	0%

Less students in year 7 are on track to exceed their UQ target in English and Science, but they only started their Key Stage target in September 2018 and have had little opportunity to exceed their targets. However, year 7 students are significantly exceeding expectation in maths.

Year 8	% students on track to or exceeding UQ	% of students on track to or meeting UQ target	% of students on track to or meeting Median	% of students on track to or achieving LQ
English	62.5%	37.5%	0%	0%
Maths	87.5%	12.5%	0%	0%
Science	50%	25%	25%	0%

Most year 7 students last year exceeded their upper quartile targets in English and Maths. Since September 2017 they have consolidated this achievement by continuing to make progress. A small number of students are not on track to meet their science targets and this is likely to be because science has only been taught as a discrete subject since September.

Year 9	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	20%	80%	0%	0%
Maths	20%	60%	20%	0%
Science	20%	80%	0%	0%

Data for year 9 represents a small cohort of 5 students. Some of these students exceeded these targets in the last academic year and have consolidated this achievement in the first 5 months of year 9 rather than continuing to exceed their Key Stage target.

Analysis and Actions for those KS3 pupils. Attaining or on track to meet the Lower Quartile or Medians Target in Maths

Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
1	P4 Expected 5	P5 Shape and Space - They explore the position of objects [for example, placing objects in and out of containers, placing objects inside and outside a hoop, fits as many objects as possible into a box].	PMLD student with significant physical disabilities and therefore would not be able to place an item in a box. Actions are for student to use AAC to communicate the process of placing objects in and out of containers.

Progress in P-Levels in Key Stage 4

Progress against English, Maths and Science P-levels for students in KS4 can be judged as **outstanding** due to the significantly high percentage of students meeting or exceeding their Upper Quartile targets. Less students have exceeded their targets in English and this may.be due to the difficult of communication among this group of students.
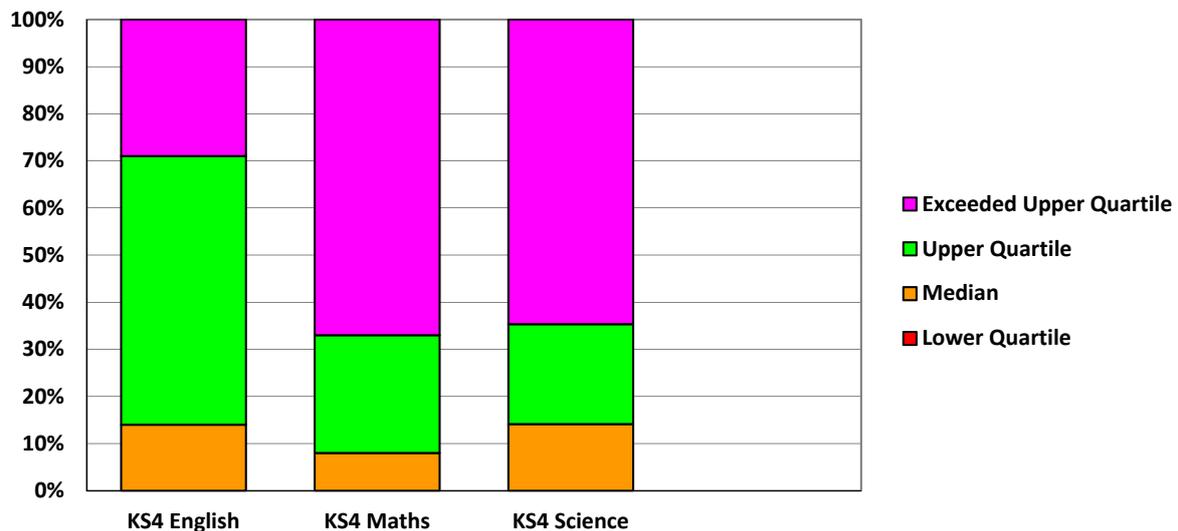
Year group analysis:

Year 10	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	25%	63%	12%	0%
Maths	72%	14%	13%	0%
Science	78%	22%	0%	0%

Year 11	Number of students on track to or exceeding UQ	Number of students on track to or meeting UQ target	Number of students on track to or meeting Median	Number of students on track to or achieving LQ
English	33%	50%	17%	0%
Maths	60%	20%	20%	0%
Science	40%	20%	40%	0%

Data for year 11 represent a small cohort and those not making progress in Science represents 2 pupils. Overall in years 10 and 11 pupils are making rapid progress in Maths and Science. As in some Key Stage 3 year groups, less pupils exceed their targets in English, which suggests action planning is needed to narrow the gap between English and Maths and Science.

Analysis and Actions for those KS4 pupils Attaining or on track to meet the Lower Quartile or Median Target in English

Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
1	P4 Expected 5	English – Reading Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them.	Student is at an early level of development and is getting towards the end of KS4. He also finds it difficult to engage in activities for long periods. Teacher to consult speech and language therapist for guidance on how to evidence how the studens recognises familiar pictures and objects that motivate him. Class staff to use engagement profiles to establish what engages this pupil to help him make progress
2	P4 Expected 5	Reading - They follow requests and instructions containing at least two key words, signs or symbols [for example, `Put the spoon in the dish', `Give the book to Johnny'].	Student with ASD who also finds it very difficult to engage in learning. He has made little progress in English since he started the Key Stage in September 2017. Class teacher to plan engaging activities to encourage the pupil to follow instructions using Key words. Use engagement profiles to assess what exactly engages him.

Analysis and Actions for those KS4 pupils Attaining or on track to meet the Lower Quartile or Median Target in Maths

Student no.	Current P-Level and expected UQ level	Example of area of Difficulty	Analysis and Actions
1	P4 P5	Shape and Space - They make sets that have the same small number of objects in each (for example, distributing sweets into containers so that there are one or two in each).	Student at a very early level of development moving towards the end of his key stage. Due to difficulties in engaging this student it is unlikely that he will meet this target by the end of key stage. Action is to use engagement profiles to "talent map" what engages him and amend the curriculum accordingly. Class teacher to focus on a life skills curriculum for this student.

Analysis of P-Level strands – distribution of progress within a subject

English	% of point scores of progress made within the subject	Maths	% of point scores of progress made within the subject
Speaking and Listening	34 (30)	Using and Applying	33 (36)
Reading	37 (40)	Number	30 (32)
Writing	29 (30)	Space Shape and Measure	37 (32)

Conclusions:

Compared to school data in July 2017 the gap is narrowing between strands in English. Performance in Speaking and Listening across the school as improving, partly as a result of more pupils having access to AAC devices. Performance is lower in Writing and the school will continue to address this in the second half of the academic year. In Maths performance is lower in Number, perhaps explained by teachers focusing more in functional maths.

Action points:

- Continue to narrow the gap between Maths and English through the continuation of immersing communication throughout the curriculum.
- In Summer 1, SLT will lead workshops for teachers to improve teaching in English to increase the proportion of students exceeding expectations. These workshops will particularly focus on Writing.

- In Summer 1, SLT will also lead workshops to improve teaching of Number.
- Pupil premium expenditure for the remainder of the academic year will be targeted towards the above areas.
- Teachers in KS3 and 4 will need to ensure that pupils maintain and consolidate the level of progress they have made in the first half of the year, through the setting of challenging targets.
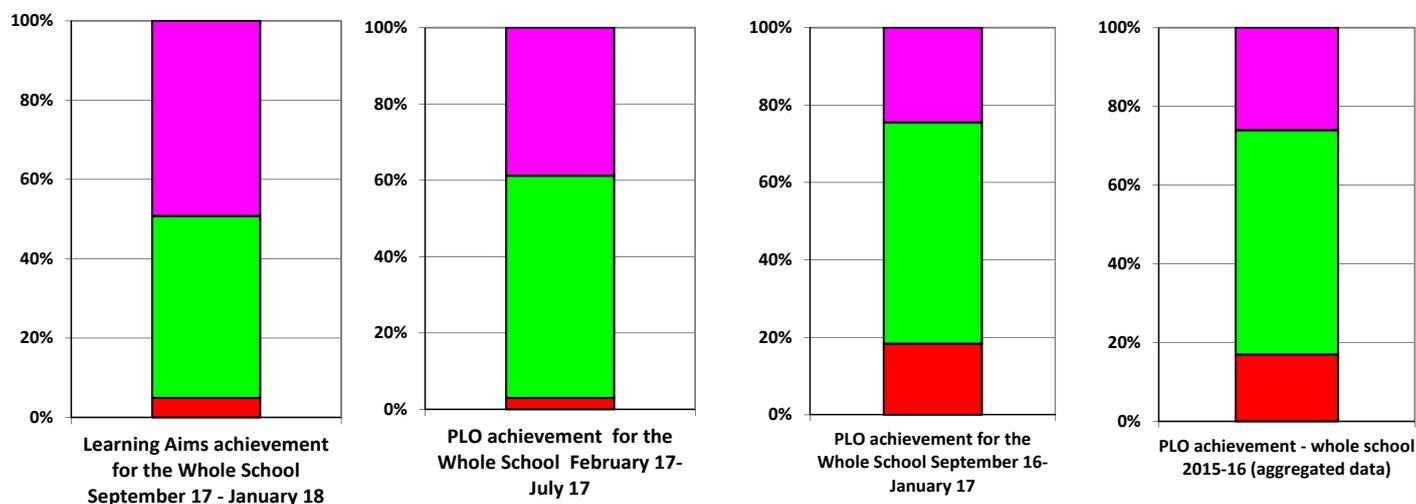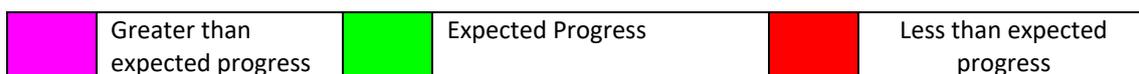
2. PERSONAL TARGETS -Learning Aims:

Pupils Progress against personal targets is measured using system called MAPP. Progress is measured **twice a year** on four continuums: prompting, fluency, maintenance and generalisation. Mid-year, new targets are set, or previous targets extended.

School leaders ensure that targets set are challenging and of high quality by ensuring all targets are moderated, before being published. All targets set are moderated by members of SLT with recommendations made about any amendments that needed. Recommendations may include making the targets more specific, more challenging, or adapting the targets more appropriately to the needs of the pupils.

In February 2018 what was the overall progress of pupils' Learning Aims'

Greater than expected progress	49%
Expected Progress	46%
Less than Expected Progress	5%
COHORT OF STUDENTS: 61	

| Greater than expected progress | Expected Progress | Less than expected progress |

Learning Aims achievement for the Whole School September 17 - January 18

PLO achievement for the Whole School February 17-July 17

PLO achievement for the Whole School September 16-January 17

PLO achievement - whole school 2015-16 (aggregated data)

Planned Learning Aims were renamed Learning Aims in September 2018, to make them consistent with our new online means of recording. Progress against Learning Aims for the whole school is **outstanding** as 95% of students made at least expected progress with 44% of students making more than expected progress. 5% (3 students) did not make expected progress. The proportion of pupils making more than expected progress has risen since July 2017, and pupil achievement is also significantly higher than the same assessment period for the previous academic year. See Appendix 1 and 2 to this report to see how these judgements are arrived at. In the schools' view these judgements are secure due to the rigorous moderation of teacher judgements by the Senior Leadership team. Detailed case studies can be found in Appendix 4.

# Progress against Learning Aims for September – January 2017/2018

Legend:
- Greater than Expected
- Expected Progress
- Less than Expected
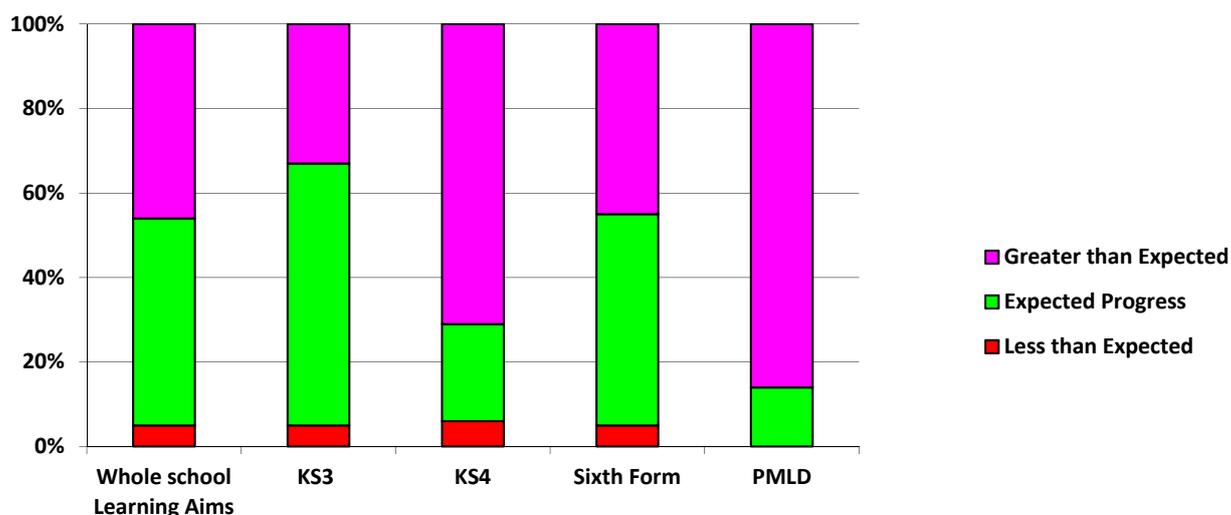
2017/2018 CONTEXT:

- The assessment co-ordinator or a member of SLT meets 1:1 with teachers half-termly to moderate and discuss targets and assessment.
- Learning Aim targets and reported progress are moderated by the members of SLT and in teacher moderation meetings. Teacher moderation is now of very high standard and teachers' skills in critical target analysis has improved significantly. Achievement is checked against evidence uploaded on Behaviour Watch and is compared to levels on the MAPP continuum to ensure assessments are accurate. Targets have been amended / sharpened following recommendations from moderation. Case studies can be found in Appendix 2.
- Learning Aims headings fully reflect the ethos of each Key Stage or Learning Pathway. An new template has been produced for each department which helps teachers to set new targets and has resulted in improved quality of targets and improved achievement against Learning Aim**.**
- Learning Aim data is stored electronically for ease of access for teachers and other professionals. This also allows us to track progress over time.

Learning Aim skill strand analysis:

KS3 Learning Aim strand breakdown
Data for September – January
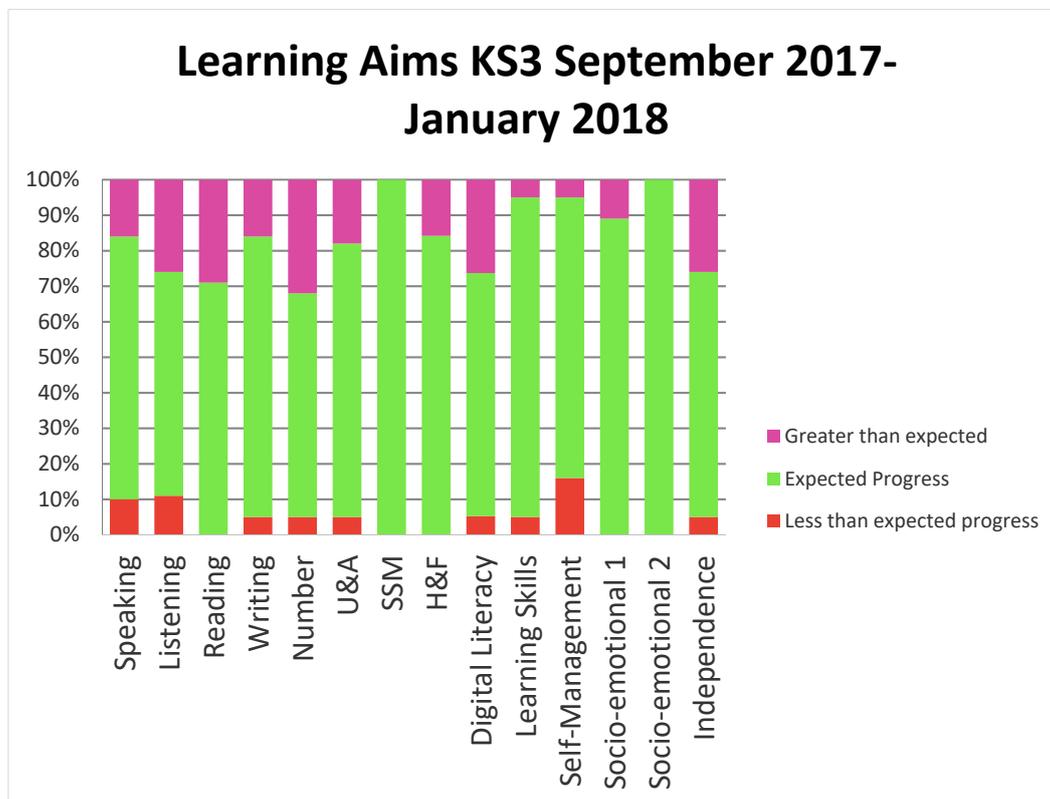
Conclusions:

- Apart from Shape, Space and Measure more students are exceeding expectations in the core areas. Greater guidance has been given to teacher to set targets for the non-core areas such as socio-emotional development to improve performance in these areas.
- Pupils did less well in self-management. Those not making expected progress represents 3 pupils all with extremely challenging behaviour. However, as a result of multi-professional work the behaviour of these 3 pupils is improving.
- Achievement in Learning Aims for Number, Shape Space and Measure and Using and Applying is inconsistent with P level achievement for the same areas. Learning Aims are fully personalised and reflect the needs of individual pupils which explains this inconsistency. However, headings for Maths and English Learning Aims have been revised for targets set in February 2018 to make them distinct from P Levels.
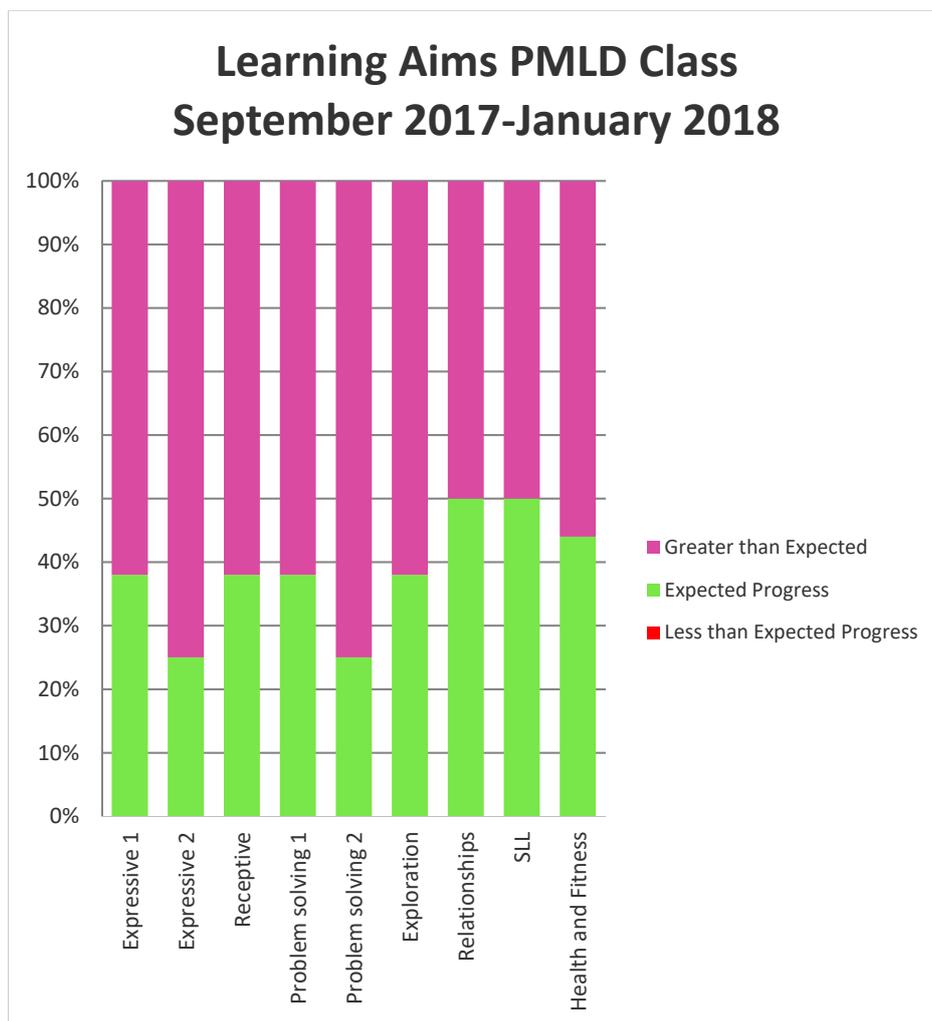
Learning Aims KS4 September 2017 - January 2018
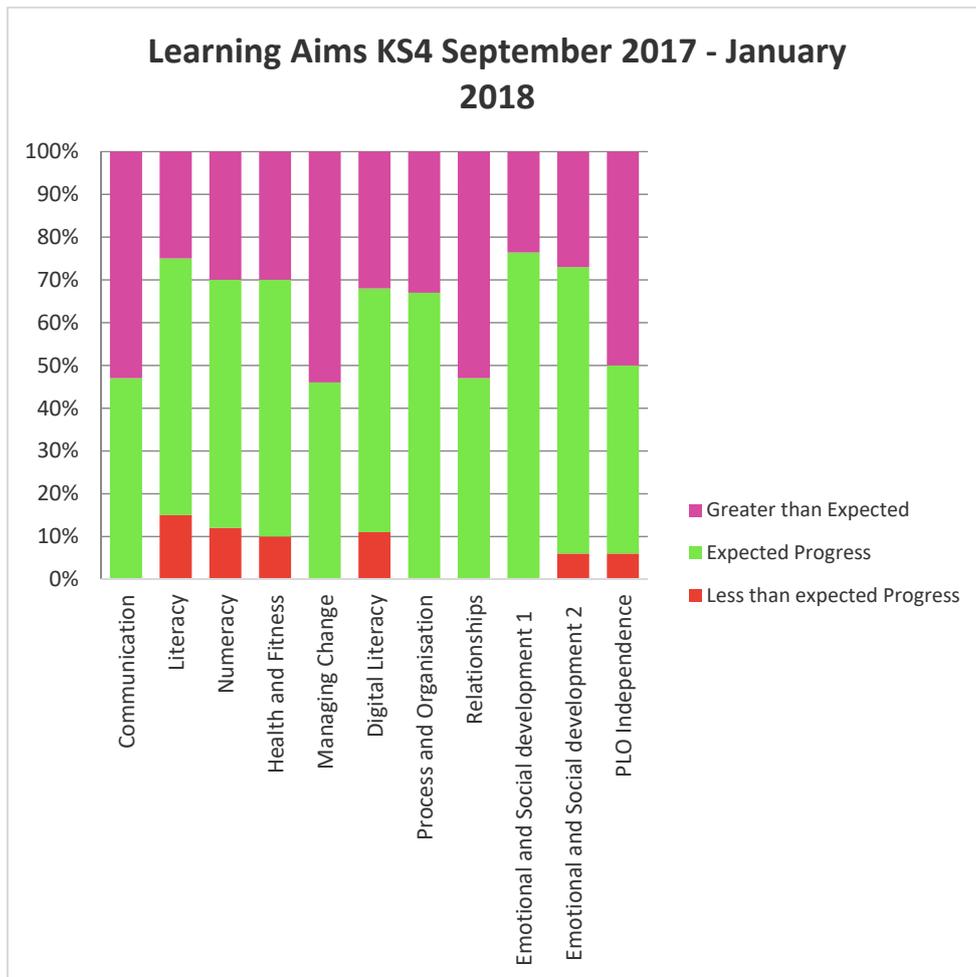
Conclusions:

- Progress is strong throughout Key Stage 4 and there are not any major areas of concern.

PMLD Learning Aim strand breakdown
Data for September – January

Learning Aims PMLD Class September 2017-January 2018

CONCLUSION:

Achievement is strong in all areas in the PMLD class. This data has been thoroughly moderated and reflects the high quality of teaching in this class.

Analysis of Sixth Form Learning Aims follows in the Separate Section on the Sixth Form

3. OUTCOMES IN THE SIXTH FORM

Context for 2017/18

In the sixth form, pupils follow personalised pathways. School leavers receive accreditation in Literacy, Numeracy or Communication (for PMLD Learners) through Equals and AQA. Personalised life skills programmes are also assessed through AQA and the Asdan Towards Independence Programme.   As with the rest of the school, a range of Learning Aims are assessed through the 10-point MAPP scale.   Learning programmes are designed to promote independence and prepare students for their destinations Post 19. Skills assessed include self-reliance, employability, leisure, thinking skills and social and emotional development. Sixth Form PMLD students follow distinct Learning Aims to enable them to become more independent in key areas such as communication and exploration.

Accreditation

Students only gain accreditation once a year, so there is no mid-year accreditation date to collect. However, accreditation gained by sixth form students in July 2017 demonstrates that range of outcomes gained.

In July 2017 all 7 SLD leavers gained accreditation in Literacy and Numeracy through the Equals Entry 1 programme, "Moving On".   The 2 PMLD leavers gained accreditation in AQA "Engaging in Communication (Unit 1).

Students in years 12-14 also received accreditation through a broad range of AQA and Asdan modules. Accreditation tables follow below.

Equals Moving on Literacy and Numeracy (Entry 1 Course)

Subject	No of Candidates Entered	No of Candidates Gaining Certification	Year Group	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Literacy	7	7	14				2	3		2			
Numeracy	7	7	14				2	3		2			

Asdan Towards Independence (Year 12-14)

|	No. Entered	No. Receiving Certification	No Help	Signed and Spoken Help	Gestural Help	Physical Help	Sensory Experience
			Levels Achieved				
Baking: Sensory	1	1				1	
Engaging in the World Around Me: Events	2	2		1		1	
Engaging with the world around me: objects	1	1				1	
Independent Living	12	12	2	7		3	
Using ICT	10	10		5	2	3	
Work Awareness	1	1		1			

AQA

| Unit	No. Students gaining Certification	Key Stage
Assisted Work Experience - Unit 1 (76127)	1	5
Ball Skills - Unit 2 (85643)	1	5
Basic Cleaning (74216)	2	5
Baisc Yoga Stretching Movements (74246)	2	5
Community Leisure (78244)	1	5
Engaging in Communication - Unit 1 (71327)	2	5
Engaging in the Word Around us - People (74453)	1	5
Experiencing the Community Around Us (75264)	1	5
Food - Unit 2: Hot Snack (80646)	2	5
Handling Money Unit 1 - (73707)	1	4
ICT - Exploring Multimedia Effects (40741)	1	4
Making a Hot Drink Using an Electric Kettle (74203)	1	5
Making Toast Using a Toaster (78909)	1	5
Multi-Sensory Movement - Unit 2 (NT734)	1	5
Painting and Planting up a Flower Pot (91685)	1	5
Personal Hygiene (72029)	3	5
Personal Hygiene (72029)	1	4
Personal Presentation - Unit 5: Brushing Hair (71347)	1	5
Personal Relationships	1	5
Shopping Skills (72238)	4	5
Switch Operation in a Life Skills Room (71652)	1	5
Turning Off a Portable CD Player (70727)	1	5
Using a College Canteen (73660)	3	5
Using a Local Bowling Alley (79915)	1	5
Using a Shopping List (74850)	2	5
Using a Treadmill (76349)	4	5
Using a Washing Machine (74212)	1	5
Using an Ipad (74458)	1	4
Using Data - Unit 3: Tools for the Task (71369)	1	4
Using Switches - Unit 1: Understand Cause and Effect (83416)	1	5

AQA Courses are fully personalised to enable students to choose what will be most relevant to prepare them for their destination once they leave school.

Learning Aims
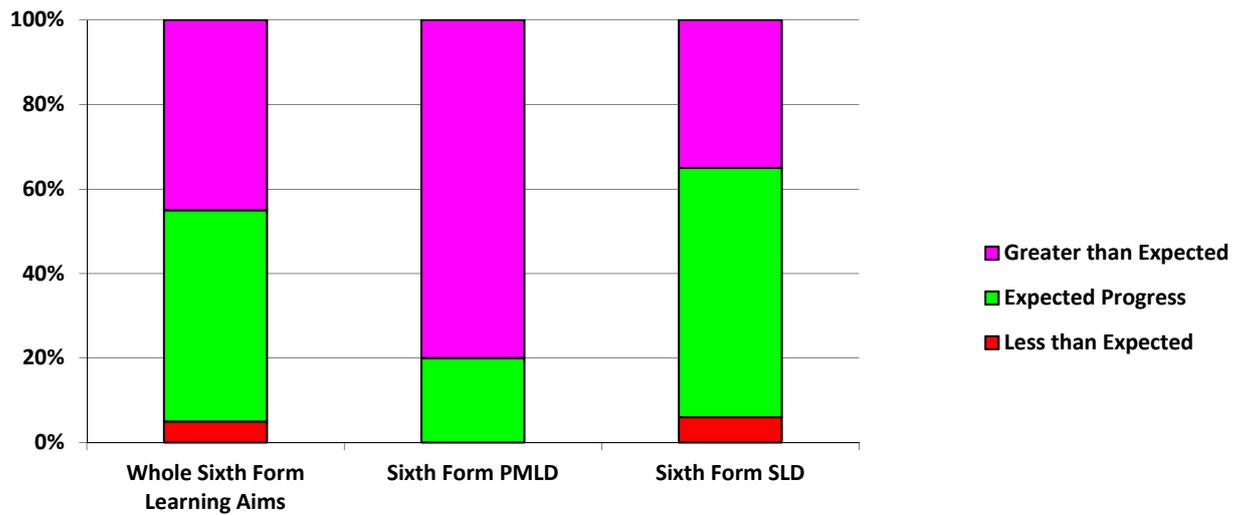
Achievement in learning aims is strong overall for the sixth form with 95% reaching expectations and 45% of students exceeding expected progress. Outcomes are particularly strong for PMLD students which is likely due to the exceptional quality of teaching in this class.

Sixth Form SLD Pathway Learning Aim strand breakdown
Data for September – January

Learning Aims Sixth Form SLD Pathway September 2017-January 2018
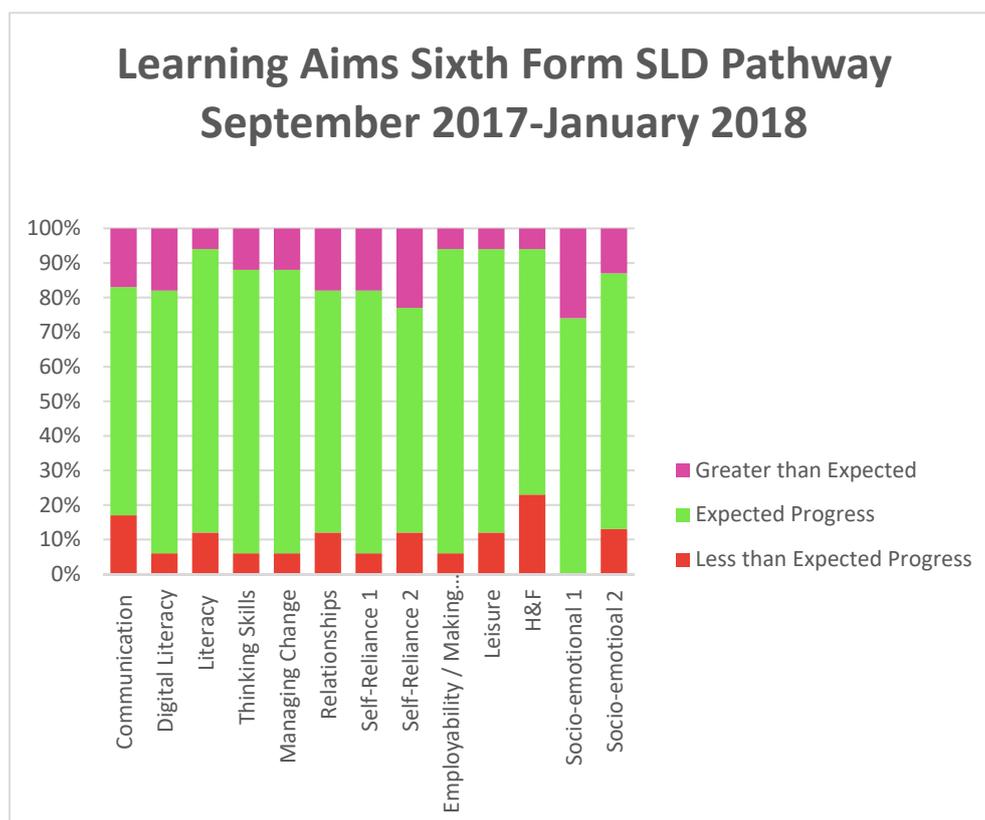
Conclusions:

- 94% of sixth form SLD make expected progress over all in their learning aims with 35% of students have making greater than expected progress. The table above reflects the distinctiveness of the sixth form curriculum where students are encouraged to excel in areas most relevant to their needs. We can say these students are making outstanding progress as more than a third of these students have exceeded their individual learning aims.
- Some students only received AAC devices in the Spring Term which should lead to greater progress in communication at the next data drop in July 2018.
- More opportunities are needed for Work Training and this will be addressed in the second half of the academic year. For example, a sixth form shop is being opened. There will also be more opportunities for students to take part in leisure activities.
- A few students have not made expected progress in Health and Fitness due to behavioural difficulties which meant their time in the community was limited. This will be addressed by sixth form teachers from Spring 2 onwards.
- Going forward communication targets in the sixth form incorporate the use of new AAC devices to ensure more pupils exceed their communication targets.

Sixth Form PMLD Pathway Learning
Aim strand breakdown
Data for September – January

Learning Aims Sixth Form PMLD Pathway September 2017-January 2018
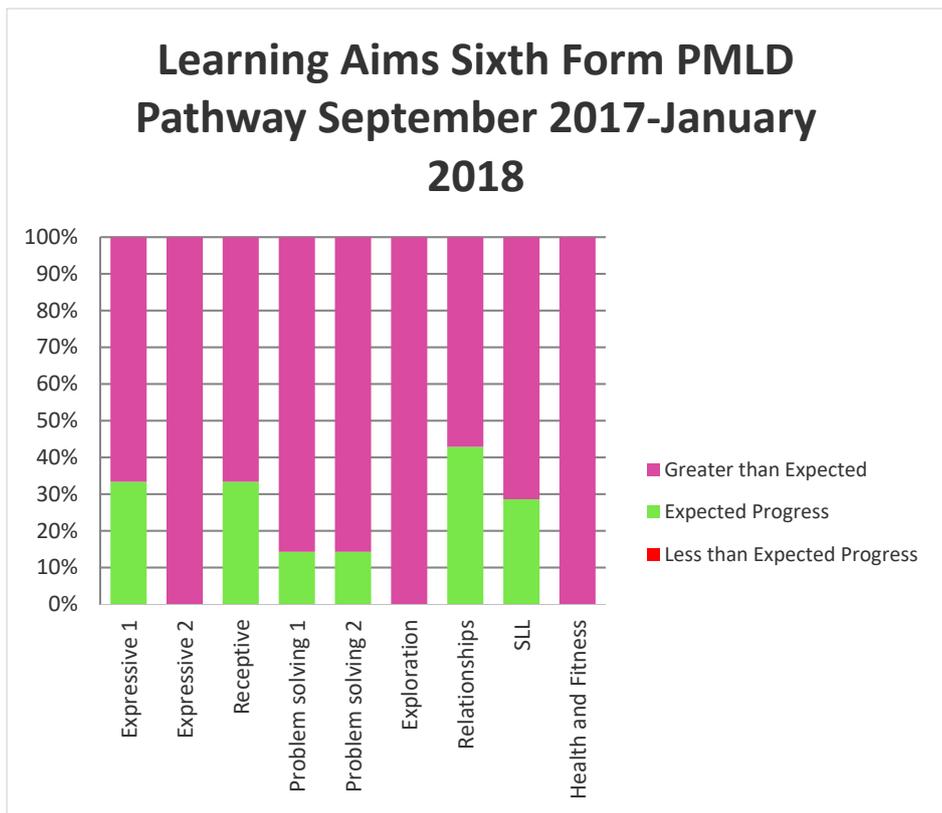
Conclusions:

- PMLD Sixth Form students are taught alongside learners of similar ability from other key stages. 7 students make up the sixth form contingent, although 1 student has not been assessed in all strands due to low attendance due to poor health. Learning is highly differentiated for individual needs and sixth form students focus on preparing for their Post 19 destinations. Achievement in all strands is very high as a result of exceptional teaching as documented in learning walk and observation reports.
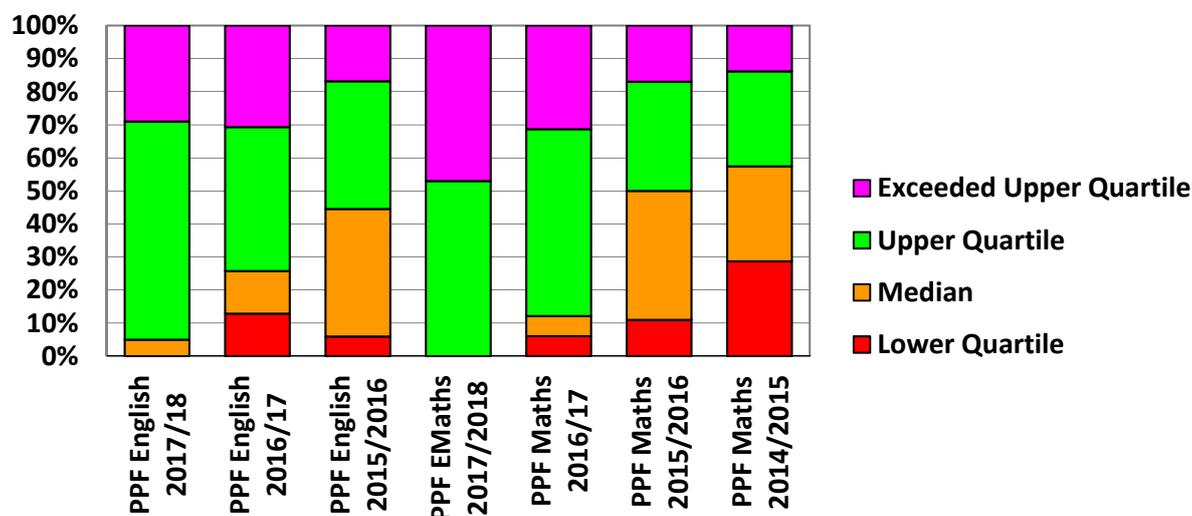
Post 16 Retention

In the academic year 2016-17 all 5 year 11 students have chosen to join the Moorcroft Sixth Form in September 2017
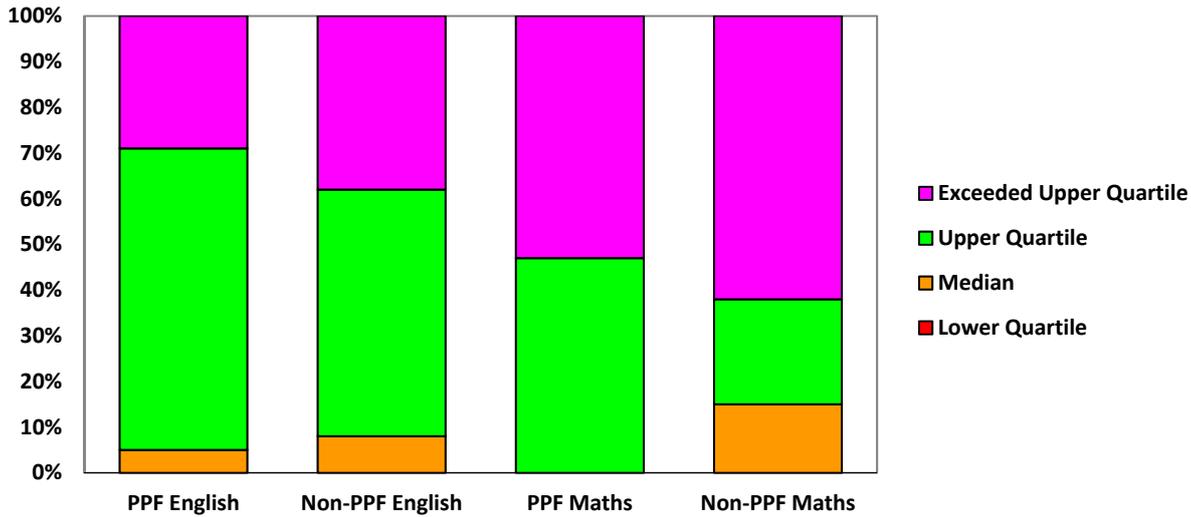
Post 19 Destinations

In July 2017, 9 Year 14 students left the school. All have gained places at Orchard Hill College Hillingdon Branch.

4. STUDENTS IN RECEIPT OF PUPIL PREMIUM FUNDING

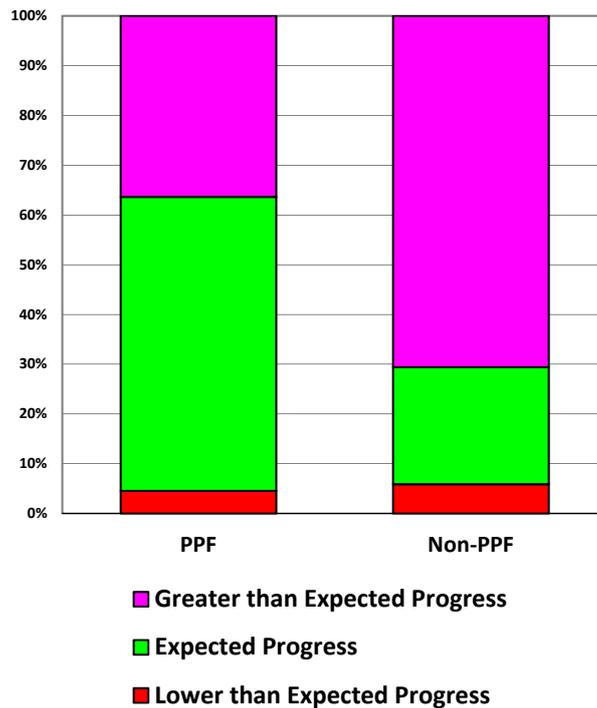### P Level achievement of PPF pupils over time

Comparison of progress in P-Levels between PPF and non-PPF students

25 PPF pupils, 22 non-PPF students (years 7-11)

Achievement in English and Maths has improved significantly over time amongst pupil premium students although slightly more non pupil premium pupils exceeded their Upper Quartile targets.
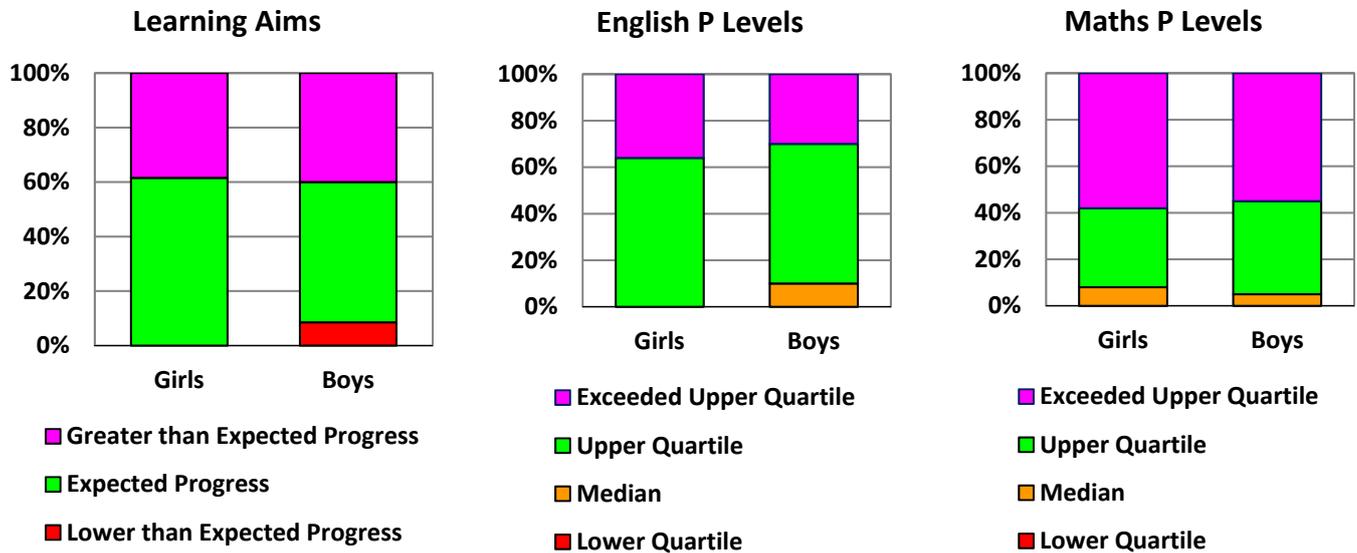
Learning Aims

Achievement in Learning Aims is high for both groups, but a higher proportion of non-pupil premium pupils exceed their targets. The school will revise the pupil premium strategy for the second half of the year to close the gap still further.
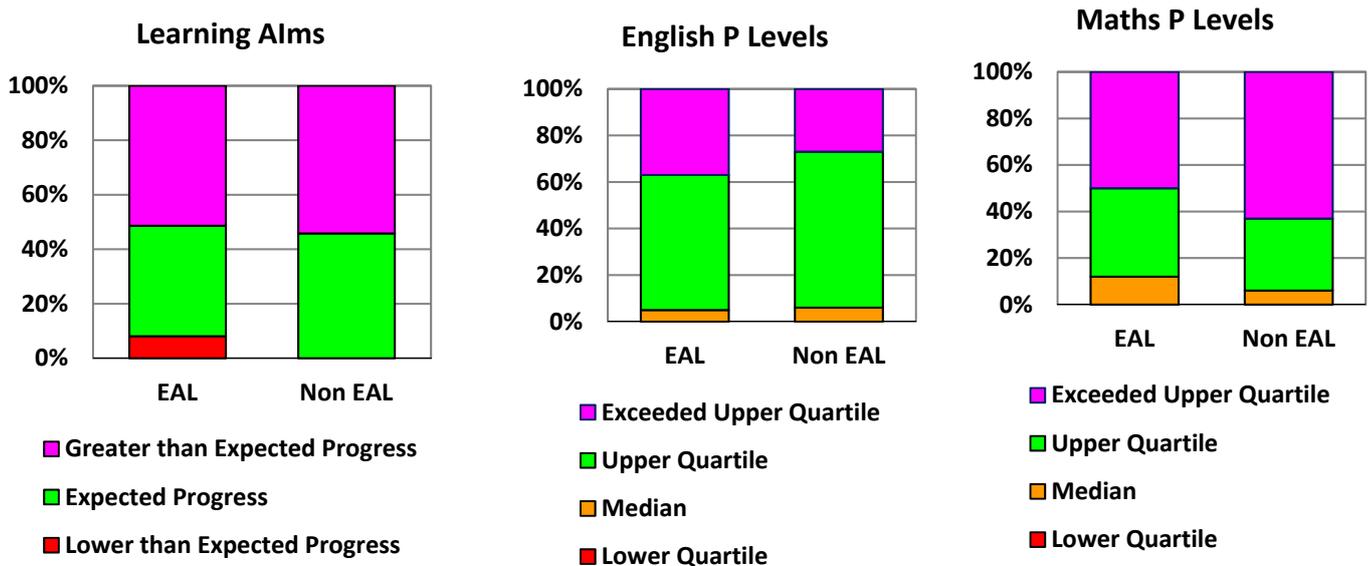
5. **COMPARISON OF DIFFERENT GROUPS OF STUDENTS:**

Boys and Girls

Learning Aims

- ■ **Greater than Expected Progress**
- ■ **Expected Progress**
- ■ **Lower than Expected Progress**

English P Levels

- ■ **Exceeded Upper Quartile**
- ■ **Upper Quartile**
- ■ **Median**
- ■ **Lower Quartile**

Maths P Levels

- ■ **Exceeded Upper Quartile**
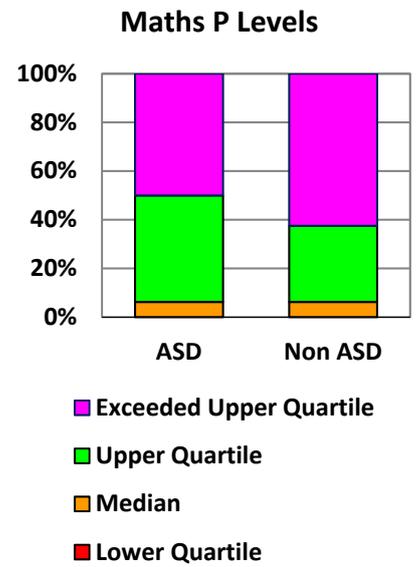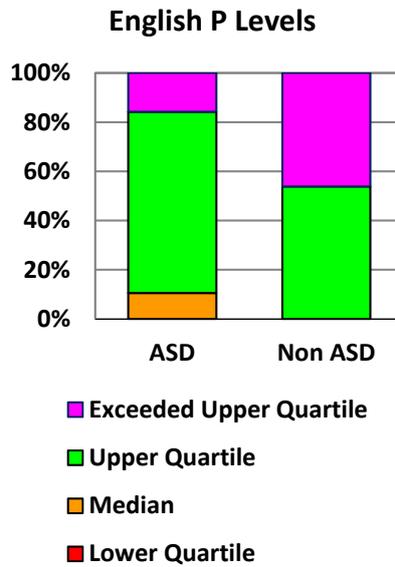- ■ **Upper Quartile**
- ■ **Median**
- ■ **Lower Quartile**

In July 2017 boys made significantly better progress than girls in English and Maths. The school took action in September 2017 by placing girls in more appropriate peer groups to enable them to work more with girls of their own age. The gap has now narrowed so that progress between boys and girls is broadly similar

EAL

Learning Aims

- ■ **Greater than Expected Progress**
- ■ **Expected Progress**
- ■ **Lower than Expected Progress**

English P Levels

- ■ **Exceeded Upper Quartile**
- ■ **Upper Quartile**
- ■ **Median**
- ■ **Lower Quartile**

Maths P Levels

- ■ **Exceeded Upper Quartile**
- ■ **Upper Quartile**
- ■ **Median**
- ■ **Lower Quartile**

There is now significant differences in achievement in the performance of EAL and non EAL pupils.

ASD

Learning Aims

English P Levels

Maths P Levels

Learning Aims legend:
- Greater than Expected Progress
- Expected Progress
- Lower than Expected Progress

English P Levels legend:
- Exceeded Upper Quartile
- Upper Quartile
- Median
- Lower Quartile

Maths P Levels legend:
- Exceeded Upper Quartile
- Upper Quartile
- Median
- Lower Quartile
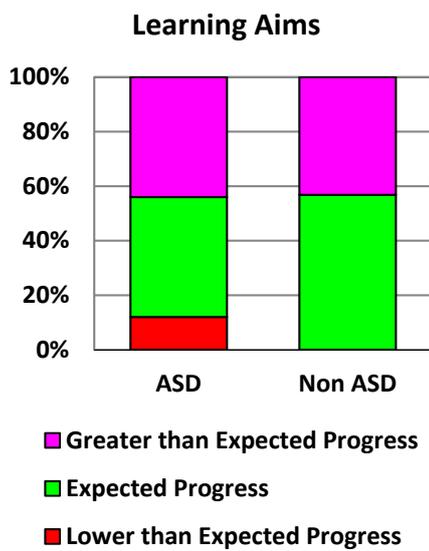
Pupils with ASD do significantly better in English than in Maths. This is likely due to the difficulties ASD in communication and social imagination. School leaders will meet with the SALT team before the end of Spring 2 to draw up an action plan to improve communication amongst ASD pupils.

OVERALL CONCLUSION:

Pupils in all key stages at Moorcroft make outstanding progress and attainment continues to rise over time.

6. MAIN ACTION POINTS ARISING:

- Narrow the gap between Maths and English in Key Stages 3 and 4 so that more pupils, particularly those with ASD exceed expectations in English. In Summer 1 teacher workshops will promote functional literacy throughout the school so that English becomes more meaningful for pupils.
- SLT to lead workshops on more effectively incorporating functional numeracy in lessons so that more pupils exceed their numeracy targets.
- The Assistant Head will meet with teachers to ensure that pupil premium is targeted to enable more pupil premium pupils exceed their Learning Aims.
- Headings for Maths and English Learning Aims have been revised to make them distinct from P Level targets.

Andrew Sanders

March 2018

Appendix 1 - How Judgments are made at Eden Academy.

The information below is taken from the Academy Assessment Policy.

Within the academy the following criteria are used when making judgements against P level progress.

	Outstanding	Good	Requiring Improvement	Inadequate
P Levels	• Progress is above national averages • Progress in all areas is improving or sustained	• Progress is in line with national averages • Progress is improving	• Progress is below national averages • Progress is not consistently improving	• Pupils across the school have not made progress

Whilst these judgements are core when reporting achievement to inspectors we back up our P level reports using the other assessment areas of Personal targets. The following is used as guidance but final decisions are made by the school following academy moderation meeting with all assessment coordinators present and further discussions with the Headteacher and school assessment coordinator.

Baseline for	Outstanding	Good	Requires improvement	Inadequate
Personal targets (PLOs)	At least 80% of pupils making good or outstanding progress with 25% or more making outstanding progress	At least 70% of pupils making good or outstanding progress with at least 20% making outstanding progress	At least 60% making good progress	Less than 60% making good progress.

Prompting (complete tasks independently)

DEPENDENT	
1	**Learner is passive or resistant to support as staff model activity.**
2	**Full support is given by staff which the learner accepts and begins to anticipate.**
3	**Learner shows clear reaction to prompting. Begins co-active completion of task with adult leading.**
4	**Support given for most of the activity. Learner completes the final step in task with some independence.**
5	**Learner attempts task with intermittent prompting throughout.**
6	**Completion of task is shared equally between learner and adult.**
7	**Most of task completed with minimal prompting provided throughout.**
8	**Learner attempts to complete the whole tasks independently but requires minimal prompting at one or two key parts.**
9	**Learner completes the task independently with some encouragement given (which does not relate directly to the tasks).**

10	Learner completes the task independently from first request.

INDEPENDENT

Fluency (reach a level of mastery combining speed and accuracy)

APPROXIMATE	
1	The task is carried out with full support
2	The skill is approximate and the learner's behaviour needs considerable shaping to meet the requirements of the task.
3	The learner's performance is beginning to become purposeful and co-ordinated.
4	The learner's performance is occasionally purposeful and co-ordinated.
5	The learner's performance is increasingly purposeful and co-ordinated but not yet accurate enough for the task.
6	The skill is sufficiently accurate to meet the requirements of the task but may be carried out with considerable faltering or hesitation.
7	The skill is sufficiently accurate to meet the requirements of the task but may be carried out with some faltering or hesitation.
8	The skill is sufficiently accurate to meet the requirements of the task but may need minimal refinement

9	The skill is smooth, swift and accurate but not consistent or consolidated.
10	The skill is smooth, swift and accurate. No further refinement is needed.
	ACCURATE

Maintenance (maintain competency over time. Remember how after break)

	INCONSISTENT
1	The skill has been observed on a single occasion.
2	The skill is observed once or twice after much repetition.
3	The skill is observed but needs refreshing each session.
4	The skill is observed on more than one occasion but only intermittently.
5	The skill is increasingly observed at regular intervals.
6	The skill is reliably repeated 50% of the time.
7	The skill is reliably repeated when carried out frequently.
8	The skill is reliably repeated but may need refreshing after a break.

9	**The skill is consolidated and maintained over time. After a break, some parts may need refinement.**
10	**The skill is consolidated and maintained over time. It is remembered in its entirety after a break.**
	CONSISTANT

Generalisation (achieves mastery with different contexts, staff, resources)

	SINGLE CONTEXT
1	**The skill is demonstrated in a single setting or context with limited stimuli.**
2	**The skill is sufficiently accurate in a single setting or context.**
3	**The skill is accurately repeated with minimal variation to the setting or context.**
4	**The skill is sufficiently repeated with minimal variation to the setting or context.**
5	**The skill is accurately repeated with some variation to the setting or context.**
6	**The skill is sufficiently repeated with some variation to the setting or context.**
7	**The skill is accurately repeated with considerable variation to the setting or context.**
8	**The skill is sufficiently repeated with considerable variation to the setting or context.**

9	**The skill is reliably demonstrated in different contexts but may need reassurance in a completely new setting.**
10	**The skill is reliably demonstrated in different contexts, with different stimuli or resources, or with different staff.**
	MANY CONTEXTS

Appendix 3 – Case studies demonstrating how action plans has led to significant improvement in Learning Aims following RAG rating in December 2018.

Action Plan 1 – This pupil was in danger of not achieving a number of her learning aims.

AREA OF CONCERN e.g. English P-Levels, Maths P-Levels, LA Speaking, LA Digital Literacy	CONTEXT What are the reasons for insufficient progress in this specific area of learning?	ACTIONS What is going to change in teaching methods / strategies / resources / grouping / therapy support and specialist advice, etc. to improve learning	REVIEW OF IMPLEMENTATION AND IMPACT
Employability	Quality of work is a problem	1:1 with TA to work on communication programme. Encourage TA to give S time to respond to an instruction. Use simple language (up to two key words) while working with S. Use her prompt book or communication device to encourage her understanding of the task breaking it down into smaller activities. Use symbol-based instructions with pictures to reinforce her understanding. To improve her fine motor skills, S will have to carry out her Ot programme before the Enterprise session.	Student met half yearly target set using the MAPP continuum for skills development
Managing Change	S is finding transition difficult	Introduce distraction to S at the end of the day e.g. key ring with symbols or pictures of S's favourite activities or peers. 1:1 to escort her to the front. Avoid too many distractions.	Student met half yearly target set using the MAPP continuum for skills development
Leisure	Is doing this in Hobby course, needs more practice	As TA to work further on this. Input of the SaLT and TA2 in communication to help S during the session. Check on her progress (e.g. photographic evidence).	Student met half yearly target set using the MAPP continuum for skills development

Action Plan 2 Case Study 5 – This pupil was not on track to achieve a number of his learning aims.

AREA OF CONCERN e.g. English P-Levels, Maths P-Levels, PLO Speaking, PLO Digital Literacy	CONTEXT What are the reasons for insufficient progress in this specific area of learning?	ACTIONS What is going to change in teaching methods / strategies / resources / grouping / therapy support and specialist advice, etc. to improve learning	REVIEW OF IMPLEMENTATION AND IMPACT
Health and Fitness - I will participate in my hand strength and dexterity programme for a total of 15 minutes a day, this will facilitate improved hand function so that I am able to independently, with verbal and visual prompts, wash my face once a day	Difficulty in opportunities to wash his face	• Concentrate in measuring success of his OT programme • Increased opportunities to address the target due to the topic across the curriculum • Consider alternative definitions of the words 'wash face' • For real success and progress, the OT programme focuses instead on hand and dexterity exercises. E can achieve this target more reliably if he had a regular exercise that addressed the target. The washing of his face can be achieved through the use of wet wipes, etc.	Target Met
Independence - I will participate in my hand strength and dexterity programme for a total of 15 minutes a day, to facilitate improved hand function so that I am able to independently, with verbal and visual	Lack of opportunities to remove shirt	• Link independence skills to personal care routine • Planning will reflect that E will have the opportunity to engage with his independence skills as part of his personal care routine. • Staff will be briefed, and a record will be kept of E's success at completing this task while out of the class during his personal care routine • The same target will be addressed on Tuesday, when E has the opportunity to make use of the Hydro pool	Target Met

prompts to undress a t-shirt 3 out of 5 times			
Literacy - E will find the first letter of familiar words e.g. book, cup by pointing to the correct letter from a selection of two.	Target too difficult	• Redraft the learning aim to identify key words from a choice of two linked to his core vocabulary • E will select the correct word, from a choice of two, to name the object linked to his core vocabulary	Target Met

Appendix 4 – Moderation Case Studies demonstrating robustness of judgements
Moderation Case Study

Student:	Z	Teacher:	H
Class:	Iron Bridge	Moderator:	Andrew Sanders
Target to be Moderated	Maths – Shape and Space		
Teacher's Grade	P4	Moderated Grade	50% of P 6

Comments:

Data suggested that Z has regressed since June 2017.   Z is a student who historically displays slow progress and regularly needs action plans.   However, a discussion with his class teacher suggests that he has made better progress then first thought and has achieved 50% of P6.   For example he has achieved this skill;

"They show understanding of words signs and symbols that describe positions [for example, responding to a request to put an object in, on, under, or inside another object]."   During maths lessons; "Z is able to put an item on the table on request or he can out and item under a table".   Class teacher has been asked to upload evidence to verify this.

In addition he is able to complete; "They show understanding of words signs and symbols that describe positions [for example, responding to a request to put an object in, on, under, or inside another object]".   Z is able to put an item on the table on request or he can out and item under a table. Again the class teacher has been asked to upload evidence.

Class teacher has been asked to go back and revise all of her P level assessments to ensure they are accurate.

Moderation Case Study

Moorcroft School
Learning for life

Student:	N	Teacher:	X
Class:	X Bridge	Moderator:	Andrew Sanders

Target to be Moderated	Relationships - will tolerate working in small groups for an entire lesson at least 5 times a week Self Reliance - Wash up all surfaces of at least 2 items with verbal prompt		
Teacher's Grade	Rel M4 G4 SR1 P5 M5	**Moderated Grade**	M5 G5 SR1 P6 M5

Comments:

Relationships - N is staying with her class for longer periods.   There are less incidents this year. Has been observed by AS as spending more time in class.   Photographic and written evidence.   Thus revised the target to M5 and G5.

Self reliance – revise prompting to 6.   She performs this tasks well and focuses really well. N does the washing up every Friday and sometimes at breaktime and lunchtime.   Written and photographic evidence.   She remembers the routine and to use the hot water.   Needs reminding about thoroughness.   May forget to use washing up liquid.

Signed: A Sanders	Date: 20/2/18