



MORECAMBE ROAD SCHOOL



ASSESSMENT RECORDING AND REPORTING POLICY

Key words/Abbreviations to be used in this document:

NWSAG	North West Specialist Assessment Group (2015 – 2018)
NWSCAP	North West Specialist Curriculum Assessment and Pedagogy (2018 – Present)
B Squared	B Squared Connecting Steps V4 Software (Assessment Tool)
CSAM	Analysis Tool provided by B Squared
KS1/KS2/KS3/KS4	Key Stage 1/2/3/4
SLT	Senior Leadership Team
ELC	Entry Level Certificate

Why we use assessment at Morecambe Road School

The assessment, recording and reporting process should promote a sense of continuity and progression by ensuring consistency from all teachers. By the collection of relevant data, subsequent teachers and parents will be able to recognise the children's level of development, plan for the future and set appropriate targets. At Morecambe Road School we nurture a culture of success, endorsing the belief that all can achieve.

Morecambe Road's key purposes of assessment are:

- To engage with and support pupils learning.
- To improve progress and to raise confidence and self-esteem of pupils.
- To conduct regular monitoring of each pupils' progress in order to provide a clear picture of their knowledge, understanding and ability to apply key skills; in both the core and foundation subjects.
- To enable teachers to reflect on pupils' progress, thus informing their future planning.
- To facilitate pupils becoming more involved in raising their own expectations, celebrating their achievements and increasing their self-motivation.
- Assessment, recording and reporting are important elements of teaching, but they have to be regular, manageable and meaningful, if the information they yield is to be useful.

Aims of assessment at Morecambe Road School

- To enable **ALL of our pupils** to value their strengths, allowing them to improve in their learning and establish high self-esteem.
- To allow our **more able learners** the opportunity to take responsibility for their own learning by being made aware of their progress and therefore having greater involvement in strategies (intervention) to improve on their existing learning, thus creating more independent learners.
- To identify focus areas **for our less able learners** and structure lessons to the needs of each individual learner, allowing every child to achieve within their own capability.
- To identify the strengths and needs of **all of our pupils** and thus inform future planning and target setting.
- To provide diagnostic information about each pupils learning for a meaningful dialogue with pupils and parents.
- To ensure curriculum personalisation, continuity and progression.
- To provide data which can be used in evaluating the effectiveness of teaching and learning within the school.

Outcomes and expectations

Teachers will be informed about:

- The level of attainment pupils are starting from (via B Squared assessments from the previous teacher – see example of Individual Assessments, page 4).
- How the pupils have progressed over a Key stage (via End of Key Stage Flight Path Trackers for Maths and English, see example on page 7 (based on NWSCAP Expected/Exceptional End of Key Stage Targets – see page 6).
- The effectiveness of teaching and learning within individual classes, across Key Stages and Whole School (via B Squared/CSAM analysis – see Appendix 1 for example of CSAM homepage).
- Individual pupil progress via regular monitoring of the B Squared assessment tool together with termly data inputting into the B Squared database in order to ascertain if pupils are making expected progress and if not, creating useful interventions in order to help a particular pupil achieve their expected progress.
- If their pupils are they making sufficient progress against expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum.
- Which pupils need more help and in which areas.
- Which pupils need extension work.
- If the planning for activities, resources and staffing are well targeted.
- How to improve on teaching and learning for future cohorts.

The Governors, Headteacher and subject leaders will know:

- If the pupils are making progress within and across Key Stages and will be provided with analysis from B Squared to explain if they don't make the progress expected.
- Expected and Exceptional end of Key Stage targets for Maths and English (provided by NWSCAP) and how our pupils meet these targets via a yearly analysis (piloted by KS3).
- Any anomalies in the data and will be supplied with possible reasons for these via B Squared/CSAM analysis.
- How the school compares with other similar schools within the NWSCAP (Maths and English only).
- Those aspects of the curriculum/teaching which need to be strengthened based on B Squared/CSAM analysis.
- Regular assessment meetings are conducted every half term in order to share information and exchange ideas involving teachers, subject leaders and SLT.
- Updates on our assessment practises are shared with governors during (three times a year) Curriculum Review Meetings (see Appendix 11) either via a written format and/or face to face presentation.

The parents/carers will know:

- Their child's progress in relation to the NWSCAP (Expected and Exceptional) End of Key Stage targets, illustrated and tracked on the End of Key Stage Flight Paths.
- Areas where their child is not achieving as expected and any interventions staff have organised in order to try to overcome these issues.
- How their child is performing compared with pupils of the same ability.
- How their child is progressing via parents evening appointments and annual reviews via B Squared Pupil Summary's and End of Key Stage Flight Path tracker's.

The Local Authority (LA)/Government will know:

- How the school and LA is progressing against their targets.
- The impact of the school development/improvement plan.
- The attainment from teacher assessments at the end of each Key Stage.
- How the school compares with other similar schools (NWSCAP).
- Whether the priorities of the LA's Education Development Plan are being met.

A brief history of assessment at Morecambe Road School

B Squared Connecting Steps V4 Software (Assessment Database)

In January 2016, Morecambe Road ceased using PIVATS as a method of assessing Special Needs Children and alternatively purchased the B Squared Connecting Steps V4 Software. The 2015-16 cohort were baselined on B Squared and the assessment software became our main form of whole school assessment. It was decided to make 85% the total amount a pupil needed to attain in order to move up to the next level. In September 2018 a new assessment co-ordinator was appointed and it was agreed that after a year and a half of piloting B Squared, EYFS teachers were allowed to assess via Development Matters alone and ceased using B Squared to assess the EYFS children. This was due to the fact that staff involved were needlessly replicating assessments and data from Development Matters was (statutorily) reported to Government. It was therefore decided that Year 1 would be the first year to be assessed via B Squared. It was also agreed by SLT that KS4 pupils who were unable to access external accreditation, should continue to be assessed via B Squared but those KS4 pupils who were studying for an Entry Level would be excluded from B Squared assessments as again, this was causing unnecessary replication and increasing staff workloads needlessly.

An example of the Individual Assessment Page which staff use to assess pupils on B Squared.

The screenshot displays the B Squared Connecting Steps V4 Software interface. The top navigation bar includes icons for home, menu, user, group, and search, along with the school name 'MORECAMBE ROAD SPECIAL SCHOOL' and a welcome message 'Welcome, Helen Anne Andrew'. Below the navigation bar, there are tabs for 'Individual Assessments', 'Group Assessment by Level', 'Group Assessment by Strand', and 'Group Subject'. The left sidebar contains a 'Selection' panel with dropdown menus for 'Registration' (M4), 'National Curriculum & P' (English), and 'Reading' (3). It also includes a 'Use Custom Dates' checkbox and a date field set to '15/09/2018'. The main content area shows the assessment details for 'Morecambe Road Special School' and 'English, Reading - Step 3 On 15 September 2018'. The assessment is marked as 'Started: 22-2-2017' and 'Completed: 26%'. The assessment is divided into three main sections: 'Word Reading: Apply knowledge', 'Word Reading: New words & exceptions', and 'Word Reading: Fluency & accuracy'. Each section contains a list of assessment criteria with checkboxes for 'Yes' (green) and 'No' (white). The 'Word Reading: Apply knowledge' section includes criteria like 'Confidently uses knowledge of phonic structure' and 'Identifies syllables'. The 'Word Reading: New words & exceptions' section includes criteria like 'Willingly tackles unsighted text' and 'Uses knowledge of root words, suffixes and prefixes'. The 'Word Reading: Fluency & accuracy' section includes criteria like 'Keen to read accurately' and 'Reads ahead to use punctuation to add intonation'. Below these sections are three more sections: 'Comprehension: Attitudes to reading', 'Comprehension: Understanding', and 'Comprehension: Responding', each with their own set of criteria and checkboxes.

The North West Specialist Curriculum Assessment and Pedagogy Group (NWSCAP) previously referred to as NWSAG before November 2018)

At the beginning of June 2016, Morecambe Road School joined the NWSAG which was established in the Summer of 2015 when DfE removed National Curriculum Levels in September 2015. It provided guidance, support and direction for assessment after the end of National Curriculum Levels and allowed Morecambe Road to compare progress with other special schools in the region. In November 2018, NWSAG changed their name to NWSCAP (North West Specialist Curriculum Assessment and Pedagogy Group) as a response to changes in the new Ofsted Framework, which suggested a more holistic approach towards teaching and learning as opposed to focusing just on assessment. The creators of the NWSAG felt that a name which was centred around assessment was therefore, no longer appropriate and in addition, they added the other areas of curriculum and pedagogy to the title.

For the last 2 years, NWSCAP has provided Morecambe Road with Expected and Exceptional targets for Maths, English and Science, for the end of each Key Stage (based on Progression Guidance 2010-11). In September 2018, these targets became the focus of our target setting as this element of assessment was missing from the B Squared Assessment tool. In July 2018, a new Whole School Assessment Lead and Examinations officer, was appointed (Helen Andrew [HA]). In September 2018, changes to assessment protocol were introduced as a reaction to the feedback from the recent Ofsted Report received in February 2018. The report suggested the following improvements:

- *the **school's assessment system is further developed**, including in how leaders and teachers **cross-check the standards it defines against those in other, similar, schools**.*
- *approaches to teaching and learning in the school are **used consistently** so that it is easier to **ensure that all groups of pupils make the fastest possible progress**.*

David Selby (Her Majesty's Inspector)

Summative Assessment at Morecambe Road School (from September 2018)

1) Effective and consistent implementation by staff of the NWSCAP Expected/Exceptional End of Key Stage targets.

NWSAG Final Progress Chart 2018-19

End of KS2 to KS3 Progress

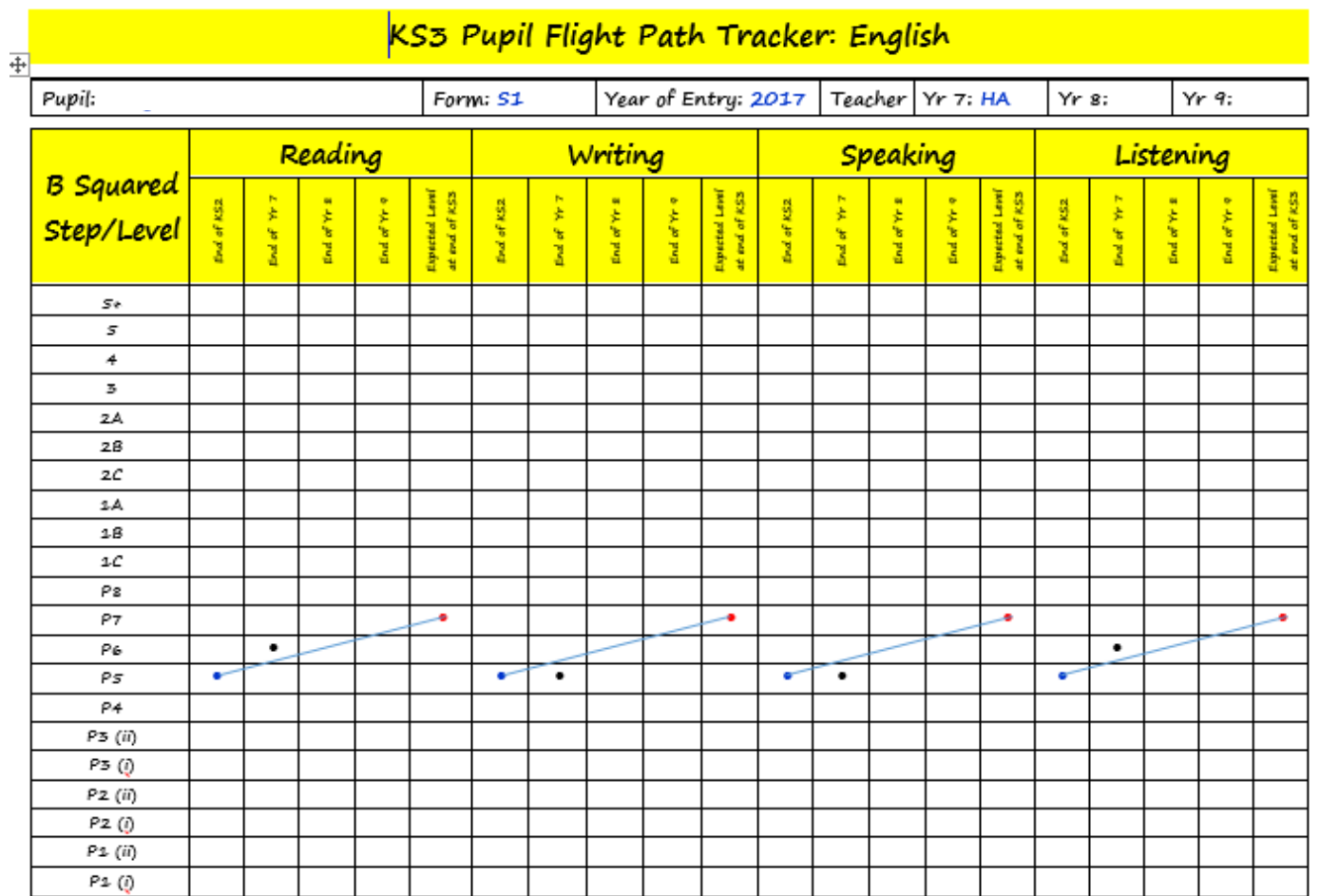
(Based on Progression Guidance 2010-11)

English- Spoken Language, Reading and Writing

Step	Expected Progress	Exceptional
It is widely acknowledged that pupils at the early developmental stages are not yet at a level where subject specific learning can be usefully assessed.		
NWSAG has developed a new Progress chart for pupils who begin a key stage at this level (ie KS baseline is between STEP1 --STEP7.)		
Please refer to the NWSAG Progress Chart 2017-18 for pupils working below subject specific level.		
Step 8	Step 9	Step 9 + 60%
Step 9	Step 11	Step 11 + 60%
Step 10	Step 12	Step 12 + 60%
Step 11	Step 12 + 60%	Step 13
Step 12	100% of Step 13 + 60% Step 14	100% of Step 14
Step 13	100% of Step 14 + 60% Step 15	100% of Step 15
Step 14	100% of Step 15 + 60% Step 16	100% of Step 16
Step 15	100% of Step 17	100% of Step 17 + 60%
Step 16	100% of Step 18	100% of Step 18 + 60%
Step 17	100% of Step 19	100% of Step 19 + 60%
Step 18	100% of Step 20	100% of Step 20 + 60%
Step 19	100% of Step 21	100% of Step 21 + 60%
Step 20	100% of Step 22	100% of Step 22 + 60%
Step 21	100% of Step 23	100% of Step 23 + 60%





HA introduced an End of Key Stage Flight path tracker for Maths and English only. The Flight path (see below) was based on the above End of Key Stage targets from NWSCAP allowing staff to track the progress of pupils based on the targets which other Specialist schools in the NWSCAP were using. HA adapted it further in order to use it in conjunction with the whole school B Squared assessment tool and staff were given time to set up the Flight Paths which could then track pupil progress over a Key Stage and highlight possible interventions where pupils are clearly working below expectations:

An example of the End of Key Stage Flight Path Trackers:



KS3 Pupil Flight Path Tracker: English

Key

-  Level achieved at end of KS2
-  Expected Level at end of KS3
-  Level achieved at end of each academic year
-  Flight Path (showing progress over KS3)

These End of Key Stage Flight Paths can be located at the front of pupil work folders and are updated at the end of each academic year using the final July B Squared Assessment. The Flight Paths will follow the pupils into their next class, allowing staff to exchange information about how the pupil has been progressing within Maths and English and where future teachers should focus their interventions. Please see Appendix 2 for an example of the Maths Flight Path.

In order to set up the Flight Paths, staff were provided with the following chart which simplified the NWSCAP Expected/Exceptional End of Key Stage Targets in order to facilitate easier plotting of the End of Key Stage Flight Paths:

Plotting the NWSAG Expected Progress onto the Morecambe Road School Key Stage Flight Path

(Based on NWSAG Final Progress Chart 2018-19 for Subject Specific learning).

End of KS1 (Yr 2) to end of KS2 (Yr 6) Progress

Attainment at the end of KS1		Expected Progress (B Squared Level by end of KS2)	
NWSAG Step	B Squared Level	English	Maths
8	1-85% of P5	1-85 % of P7	1-85 % of P8
9	1-85% of P6	1-85% of 1C	1-51% of 1C
10	1-85% of P7	1-85% of 1B	1-85% of 1C
11	1-85% of P8	1-85% of 1A	1-85% of 1B

English = Spoken Language, Reading and Writing

Maths = Number, Geometry and Measurements

Summary of Expected Progress based on B Squared Levels

End of KS1 (Yr 2) to end of KS2 (Yr 6) Progress

Attainment at the end of KS1		Expected Progress (B Squared Level by end of KS2)	
NWSAG Step	B Squared Level	English	Maths
8	1-85% of P5	2 completed Levels	3 completed Levels
9	1-85% of P6	3 completed Levels	2 completed Levels + 51% of next Level (Nearly 2 % of Levels)
10	1-85% of P7	3 completed Levels	2 completed Levels
11	1-85% of P8	3 completed Levels	2 completed Levels

Staff were also provided with a conversion chart in order to convert the NWSCAP Steps to B Squared Levels:



NWSAG Steps to B Squared

Conversion Chart 2018-19

BSquared!

(Adapted from the NSWAG Number Conversion Chart 2017-18)

NWSAG Steps	B Squared conversion	
	<u>Based on 100%</u> to complete a Level	<u>Based on 85%</u> to complete a Level
1	P1(i)	P1(i)
2	P1(ii)	P1(ii)
3	P2(i)	P2(i)
4	P2(ii)	P2(ii)
5	P3(i)	P3(i)
6	P3(ii)	P3(ii)
7	P4	P4
8	P5	P5
9	P6	P6
10	P7	P7
11	P8	P8
12	100% of 1C	85% of 1C
13	100% of 1B	85% of 1B
14	100% of 1A	85% of 1A
15	100% of 2C	85% of 2C
16	100% of 2B	85% of 2B
17	100% of 2A	85% of 2A
18	33% of Level 3	28% of Level 3
19	66% of Level 3	56% of Level 3
20	100% of Level 3	84+% of Level 3
21	33% of Level 4	28% of Level 4
22	66% of Level 4	56% of Level 4
23	100% of Level 4	84+% of Level 4

2) A Vision for Assessment at Morecambe Road

HA shared the following vision for assessment with staff during the first assessment meeting of the academic year (Sept'18). Please see below:



My Vision for improving assessment practises at Morecambe Road School



B Squared Assessments by Staff (3 x Yr)

(Regular moderation throughout the year within core subjects in order to promote consistent, accurate assessment).



Adapted NWSAG Progress Charts

(Key Stage Trackers) for Maths and English

(Providing staff with Expected/Exceptional targets for each academic year)

Possible INSET to deliver the new progress trackers and time for staff

(Form Tutors/Subject Teachers) to set them up in September.



Provision Mapping linked to the NWSAG adapted yearly expected/exceptional targets

Updated after each assessment week with on/above/below target using Key Stage Trackers (evidencing progression).



Intervention Files (pupil targets and records)

B Squared assessments being used as a focus for intervention strategies and evidence of how staff have tried to facilitate progression. Particularly important if progression is limited or even regressed.

KS3 Pilot – Yearly breakdown of NWSCAP End of Key Stage Targets and introduction of a Yearly Progress Tracker

NWSAG Final Progress Chart 2018-19

End of KS2 to KS3 Progress

(Based on Progression Guidance 2010-11)

English- Spoken Language, Reading and Writing

Step	Expected Progress	Exceptional
It is widely acknowledged that pupils at the early developmental stages are not yet at a level where subject specific learning can be usefully assessed.		
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Step 14	100% of Step 15 + 60% Step 16	100% of Step 16
Step 15	100% of Step 17	100% of Step 17 + 60%
Step 16	100% of Step 18	100% of Step 18 + 60%
Step 17	100% of Step 19	100% of Step 19 + 60%
Step 18	100% of Step 20	100% of Step 20 + 60%
Step 19	100% of Step 21	100% of Step 21 + 60%
Step 20	100% of Step 22	100% of Step 22 + 60%
Step 21	100% of Step 23	100% of Step 23 + 60%

Due to the fact that the above document from NWSCAP was based at the End of Key Stage, HA felt that as a classroom practitioner of KS3, monitoring progress over 3 years was not effective if the class was only with HA for a year. As a result, HA adapted the above chart into Yearly Targets for Maths and English to be piloted in 2018-19 with KS3 teaching staff only, with the intention (if the pilot was successful at informing teachers of pupil progress) of rolling out the initiative to KS1, KS2 and certain pupils in KS4 (low ability pupils not attempting external accreditation and still being assessed via B Squared for Maths and English) by September 2019.

The Yearly breakdown of Expected/Exceptional progress chart was then used to track pupils progress via the B Squared Progress Tracker (see below). This allows KS3 staff to record the B Squared termly assessments and compare their progress to the yearly expectations from NWSCAP. The progress chart is then colour coded to show if pupils are on/above or below target after every B Squared assessment.

Expected and Exceptional Progressfor each academic year within KS3 (Yr7/Yr8/Yr9)

(Adapted by HA from the NWSAG Final Progress Chart 2017-18)

(Last Updated 1st June, 2018)Subject: English (Spoken/Reading/Writing)**Year 7**

AT START OF YR 7		Expected Progress (by the end of Year 7)	Exceptional Progress (by the end of Year 7)
NWSAG Step	Old Level		
8	P5	28% of Step 9 (P6)	45% of Step 9 (P6)
9	P6	28% of Step 10 (P7)	57% of Step 10 (P7)
10	P7	28% of Step 11 (P8)	45% of Step 11 (P8)
11	P8	28% of Step 12 (1C)	57% of Step 12 (1C)
12	1C	45% of Step 13 (1B)	57% of Step 13 (1B)
13	1B	45% of Step 14 (1A)	57% of Step 14 (1A)
14	1A	45% of Step 15 (2C)	57% of Step 15 (2C)
15	2C	57% of Step 16 (2B)	74% of Step 16 (2B)
16	2B	57% of Step 17 (2A)	74% of Step 17 (2A)
17	2A	19% of Level 3	36% of Level 3
18-20	L3	28% of Level 3	45% Level 3
21-23	L4	28% of Level 4	45% Level 4
24-26	L5	28% of Level 5	45% Level 5
27-29	L5+	28% of Level 5+	45% Level 5+

S1's B Squared Progress Tracker (2017-2018)

(Expected Progress for the end of Year 7/8, based on HA's adapted NWSAG Final Progress Chart 2017-18)

Subject: English (Reading)

Pupil	Current Academic Year	Year of entry into Yr 7 (2016/2017)	B Squared Assessment at start of Yr 7 (2016/2017)	Progress by the end of Year 7/8 (July'18)		B Squared Assessments		
				Expected	Exceptional *	Nov'17	Feb'18	Jul'18
Pupil names have been removed due to GDPR.	7	2017	73% P5	28% P6	45% P6	8% P5	47% P6*	64% P6*
	7	2017	70% 1B	45% 1A	57% 1A	83% 1B	83% 1B	83% 1B
	8	2016	50% P8	56% 1C	29% 1B	52% P8	52% P8	52% P8
	7	2017	41% P8	28% 1C	57% 1C	61% P8	65% P8	65% P8
	8	2016	81% P6	56% P7	29% P8	84% P7	67% P8 *	67% P8 *
	7	2017	67% P8	28% 1C	57% 1C	80% P8	81% P8	81% P8

KEY

	Above expected Level
	Below expected Level
	On target to achieve expected Level

Yearly progress tracker informing teachers of possible interventions via whole school provision mapping.

Tracking pupil progress is vital. Such information (provision mapping) enables teachers and pupils to monitor progress or the lack thereof against a target. It provides evidence of effective teaching and learning, feedback to enhance pupil's confidence and self-esteem and also evidence to teachers and subject leaders where intervention strategies may be required and deployed.

Whole school provision maps are now consistently completed in KS3 with all teachers referring to the same adapted yearly NWSCAP targets in order to decide if their pupils are on/below or above target for Maths and English. Staff can easily track progress and target those pupils who are working below expectations (indicated by red on the table) by establishing relevant interventions. An updated provision map is completed at the end of each assessment period, providing staff with evidence that previous interventions are either having an impact on pupil learning (or not as the case may be for some of our less able pupils). Hard copies of these provision maps are kept in the intervention folders and are also recorded onto a centralised database on the T: Drive allowing staff access to other classes (particularly useful in secondary) see Appendix 3.

Last updated: 02/05/18

MORECAMBE ROAD SCHOOL

PROVISION MAPPING – Based on July/September (B Squared Assessments) and HA's adapted NWSAG Final Progress Chart 2017-18.

PPG: Pupil Premium, ADHD: Attention Deficit Hyperactivity Disorder, SLCN: Speech, Language & communication, ASD: Autistic Spectrum Disorder, SLD: Severe Learning Difficulties, MLD: Moderate Learning Difficulties, SLD: Specific Learning Difficulties, PD: Physical Difficulties, HI – Hearing Impaired, VI: Visual Impaired, DS: Downs Syndrome, S+L: Speech and Language, LF: Letter Formation activities, MI: Maths Intervention, CT: Circle time, SGW: Small Group Work, LI: Literacy Intervention, SS: Social Stories, Ph: Phonics Intervention, SH: Self Help Intervention, SS: Social Skills Intervention, T: Toileting Intervention

TARGETS

	Below
	On
	Above

PUPIL NAME	SPECIAL NEEDS									LITERACY				NUMERACY			STRATEGIES
	ADHD	SLCN	ASD	SLD	MLD	PD	HI	VI	DS	Reading	Writing	Speaking	Listening	Number	Measurement	Geometry	
Pupil names have been removed due to GDPR.				✓													S+L LF MI CT SGW Ph T SS SH
			✓					✓									LF MI CT SGW
			✓														S+L LF MI CT SGW SS Ph T
		✓		✓				✓									LF MI CT SGW Ph T SH
	✓		✓		✓												S+L LF MI CT SGW T SS Ph SH
					✓				✓								

LF	Pupils were assessed at the start of Sept 17 e.g. ability to write the alphabet (upper and lower case), to write personal details such as their full name (Christian and Surname) and address. Each pupil has a letter formation pack with over copying sheets to practise any letters they were highlighted as struggling with. Pupils have enlarged letters to over copy, in plastic wallets (with erasable white board pens). Play dough is also available for those pupils who struggle with a specific letter shape. Pupils also have enlarged alphabet boards with pictures representing the letter sound which they match with upper/lower case cards.
MI	Pupils were assessed on Number in Sept 17. They work in small groups 2:1 or 3:1 pupil to staff ratio. They have specifically designed, kinesthetic (repetitive) tasks and resources to help them improve their basic maths skills which are lacking e.g. 1:1 correspondence counting. Number over copying worksheets, enlarged numbers (in plastic wallets) to over copy with a white board pen, specifically designed worksheets to allow pupils who cannot write numbers from 0-10, independence in recording maths answers. Number packs for pupils who are unable to write 0-10 but can stick the correct answer on their work without requiring a scribe.
LI	Pupils' reading was assessed via the Letters and Sounds Programme in Sept 17. Any gaps in their knowledge was then written on an intervention sheet which they practise weekly, together with flash cards of the words. Every child has a phonics folder with tailored resources (jolly phonics and alternative phoneme flashcards) to help them with specific sounds. Pupils have magnetic letters in their packs to help them spell their names and magnetic white boards to then progressively practise their names. Pupil addresses have been cut up on cards (individual words and letters of the address) and pupils have to organise them into the correct order, at first with support (a print out of their address) and then progressively without support (independently). Pupils then work on writing the address by hand.
Ph	Pupils are taken to the intervention room to play some phonics games with Sma on a 3 x week cycle. They are usually 2:1 or 1:1 (pupil to staff ratio)

For further evidence of the strategies/interventions implemented, please see the white Intervention Programmes File for S1 (Room 45).

Intervention Folders

All classes have a white intervention folder, which contains evidence of any interventions established based on the Provision Mapping above. These are estimated for the first half term as pupils are not assessed via B Squared until the end of the Autumn term. Interventions are not static and will be adapted or changed depending on the Provision Mapping which is updated after every B Squared assessment. Class teams may decide to use the support of the Moving and Handling team in order to conduct certain interventions (such as toileting). Intervention Records (see Appendix 4) are completed by relevant staff and are then passed onto the class teams in order to file in the class's Intervention folder.

Assessment Overview

B Squared Assessment Timetable

- ☞ There will be **three assessments** over an academic year
- ☞ They will now be known as **assessment fortnight** NOT week
- ☞ They will run during the **last 2 weeks** of each term
- ☞ The deadline for each assessment allows time for HA to analyse the results over the holidays as well as term time.
- ☞ The summer deadline must be adhered to as **classes will cease to exist on the 31/8/19**. HA must provide the Head with progress from Sept 2018 – July 2019 and this will be completed in August due to new classes being set up in September.



Assessment No.	Term	Focus Month	Specific Dates	Deadline for all inputting
1	Autumn	December	10 th – 21 st	21/12/18
2	Spring	March/April	25 th Mar – 5 th Apr	5/4/19
3	Summer	July	8 th – 19 th	31/7/19

End of Key Stage Flight Path trackers for Maths and English

Not all year groups complete the Flight Paths. The following table summarises those year groups which do not and the alternative assessments which are in place. If a year group is using Flight Paths to track progress, they will be located at the front of the pupil work folders.

Key Stage	KS1	KS2	KS3	KS4
Completing Flight Path Tracker	✗ EYFS	✓ All	✓ All Also piloting yearly progress tracker based on adapted NWSCAP Expected/Exceptional targets	✗ Any pupil assessed via external accreditation
	✓ Yr 1			✓ Any pupil NOT assessed via external accreditation
Assessment Tool	Development Matters (EYFS pupils ONLY)	B Squared	B Squared	External accreditation e.g. Entry Level Certificates btechs, GCSE etc.
	Yr 1 ONLY B Squared			


Consistent and effective application of the B Squared Assessment Tool:

Pupil Work Folders


All pupil work folders have the same format. This has allowed staff and abler pupils, access to their current B Squared attainment and progression via the End of Key Stage Flight Path tracker, bringing assessment to the for front for staff and pupils alike.

All pupils in KS2-KS4 use generic colour coded files throughout the school for each subject apart from KS1, due to the differences in logistics and teaching styles in e.g. EYFS use photo evidence files as they participate in more play based learning.

Example of the front cover of a pupil work folder:



S1



English

Pupil Name:

Bugs Bunny

English Element	B Squared Assessments			
	Sept'18 baseline	Dec'18 achieved	Mar'19 achieved	July'19 Achieved
Reading				
Writing				
Speaking				
Listening				
Spoken Language				

Teacher: Mrs Gannon

This assessment based front cover allows more able pupils to interact with their B Squared assessments and track their own progress throughout the year, facilitating independent learners and potentially instigate dialogue between the teacher and their students about how to improve on each score.

On the reverse of the front cover, the End of Key Stage Flight Paths are kept for **Maths and English only**:

KS3 Pupil Flight Path Tracker: English																
Pupil:					Form: S1		Year of Entry: 2017		Teacher		Yr 7: HA		Yr 8:		Yr 9:	
B Squared Step/Level	Reading					Writing					Spoken Language					
	End of KS2	End of Yr 7	End of Yr 8	End of Yr 9	Expected Level at end of KS3	End of KS2	End of Yr 7	End of Yr 8	End of Yr 9	Expected Level at end of KS3	End of KS2	End of Yr 7	End of Yr 8	End of Yr 9	Expected Level at end of KS3	
S+																
S																
4																
3																
2A																
2B																
2C																
1A																
1B																
1C																
P8																
P7																
P6																
P5																
P4																
P3 (ii)																
P3 (i)																
P2 (ii)																
P2 (i)																
P1 (ii)																
P1 (i)																

The following page is a print out of the pupil's Individual Assessment from B Squared which highlights the current working level, any annotations from the teacher (although this is not compulsory as it is dependent on class sizes, ability of pupils and teaching styles) and gaps in the pupils learning (indicators not highlighted in green):

Morecambe Road Special School

English, Reading - Step 2C On 22 September 2018

Name: David Austin

Started: 28-2-2016 Completed: 78%

Word Reading: Apply knowledge	Word Reading: New words & exceptions	Word Reading: Fluency & accuracy
<input checked="" type="checkbox"/> Uses sight vocabulary when reading <input checked="" type="checkbox"/> Scans words correctly <input checked="" type="checkbox"/> Identifies sounds that rhyme <input type="checkbox"/> Creates words that rhyme with a given word <input type="checkbox"/> Notices similarities in words <input type="checkbox"/> Is aware of patterns within words <input checked="" type="checkbox"/> Enjoys the sound of alliteration e.g. slithering snakes <input checked="" type="checkbox"/> Phonics used when reading words <input checked="" type="checkbox"/> Employs knowledge of root word when reading [root]+[suffix] <input checked="" type="checkbox"/> Attempts to split a word into syllables	<input checked="" type="checkbox"/> Refers to illustration to aid decoding <input checked="" type="checkbox"/> Is aware of unknown word <input checked="" type="checkbox"/> Sounds out unknown words automatically <input type="checkbox"/> Can use previously unknown word from text in own sentence <input checked="" type="checkbox"/> Re-reads a passage they have not understood <input checked="" type="checkbox"/> With help reads some initial consonant clusters <input checked="" type="checkbox"/> With help reads some final consonant clusters <input checked="" type="checkbox"/> Takes more than one attempt to blend some sounds in new words <input checked="" type="checkbox"/> Points out exception word, re-reading until they say it correctly	<input checked="" type="checkbox"/> Points out speech marks in text <input checked="" type="checkbox"/> Identifies full stops when reading <input checked="" type="checkbox"/> Is aware when meaning is lost <input checked="" type="checkbox"/> Rediscovered the meaning of the text with prompts <input checked="" type="checkbox"/> Re-reads familiar text independently <input checked="" type="checkbox"/> Reads familiar books with concentration and attention <input checked="" type="checkbox"/> Reads fluently at their reading level <input checked="" type="checkbox"/> Reads words in sight vocabulary quickly and clearly <input checked="" type="checkbox"/> Sight vocabulary - high frequency word list - <input checked="" type="checkbox"/> 75 words <input checked="" type="checkbox"/> 100 words
Comprehension: Attitudes to reading	Comprehension: Understanding	Comprehension: Responding
<input type="checkbox"/> Listens to and discusses a range of literature i.e.: <input checked="" type="checkbox"/> - non-fiction topics relating to other subject areas <input checked="" type="checkbox"/> - tales from other cultures containing similar themes to stories they know <input checked="" type="checkbox"/> - range of poems <input checked="" type="checkbox"/> Chooses to read familiar books <input checked="" type="checkbox"/> Reads a book on their own <input checked="" type="checkbox"/> Is aware of the terms fiction and non-fiction <input checked="" type="checkbox"/> Accesses a simple picture dictionary <input checked="" type="checkbox"/> Talks about what they have just read/found out <input type="checkbox"/> Relates the feelings of a character from a story to their own <input checked="" type="checkbox"/> Picks out a phrase/word in text which best describes character's feelings/behaviour <input checked="" type="checkbox"/> Picks a word or phrase from text and states why they like it <input type="checkbox"/> Suggests a meaning of a new word <input checked="" type="checkbox"/> Gives examples of characters that might be found in a fairy story <input type="checkbox"/> Talks about phrases they might read in a fairy story <input type="checkbox"/> Can recite a short poem	<input checked="" type="checkbox"/> Retells the main events or key information in a text <input checked="" type="checkbox"/> Sequences pictures which show events from story they have read <input checked="" type="checkbox"/> Self-corrects errors in own reading <input checked="" type="checkbox"/> Stops to re-read when they realise the text isn't making sense <input checked="" type="checkbox"/> Makes a relevant comment about a feature of the story <input type="checkbox"/> Asks questions to help their understanding of the text <input checked="" type="checkbox"/> Answers who, why, what, when and where questions about text <input checked="" type="checkbox"/> Can suggest why a character acted that way <input type="checkbox"/> Can suggest why a character changed their view/actions <input checked="" type="checkbox"/> Identifies words with similar meanings <input checked="" type="checkbox"/> Can say who is telling the story <input checked="" type="checkbox"/> States what they think might happen next in a text <input checked="" type="checkbox"/> Talks about how the events in a story unfolded <input type="checkbox"/> Gives an approximation of the moral or lesson of story <input type="checkbox"/> Compares prediction made at the beginning of reading, to what they have read	<input checked="" type="checkbox"/> Discusses why they like a specific book <input type="checkbox"/> Discusses different book versions of the same story and state preference <input checked="" type="checkbox"/> Locates and uses an index page when directed and supported <input type="checkbox"/> Uses a new word in text in own sentence <input checked="" type="checkbox"/> Can write/tell a different ending to story <input checked="" type="checkbox"/> Can role-play to mimic character's feelings in key part of text <input checked="" type="checkbox"/> Gives an alternative ending to a text read

B Squared Analysis for SLT

- The B Squared assessments are analysed for KS2 and KS3. KS1 uses Development matters for EYFS pupils and in KS4 most pupils are assessed via external assessments making the data incomplete.
- Analysis is conducted after every assessment fortnight (three times a year).
 - September (analysing the progress of the start and end of the previous academic year.
 - January (analysing progress from September to December)
 - April (analysing progress from January to March)
- Analysis is conducted by extracting raw data from B Squared and analysing it using Excel.
- Morecambe Road invested in CSAM (the additional analysis tool provided by B Squared) in September 2017.
- After the resolution of several technical issues, staff lost confidence in CSAM and it has consequently not been used effectively since it was installed.
- HA has an appraisal target (2018-19) to update the data on CSAM in order to allow greater use of its facilities by staff.
- Please see Appendix 5 for an example of the analysis provided to SLT at the end of each assessment cycle.

Other assessments conducted by Morecambe Road (not whole school)

- Analysis of the EYFS Development Matters profile (conducted by teaching staff of EYFS).
 - Individual learning journeys
 - Photographic evidence
 - Daily observations
- End of key stage teacher assessments, SATs tasks & tests (if applicable).
- Analysis of external accreditation e.g. GCSE, ELC, Btech data etc. (See Appendix 6)
- Subject specific assessments
 - HA to organise an audit (March 2019) of all the assessments (formative and summative) being conducted in subject specific areas e.g.
 - History – End of Unit assessments and Lancashire Assessment Programme.
- Marking (Teaching and Learning Policy and Marking Policy)
- Monitor end of Key Stage targets taken from the Education Health and Care Plan (EHCP)
- Observation and discussion – talking with pupils and promoting self-assessment and questioning.
- Talking with parents, colleagues, advisory teachers and support staff to identify ways forward.

Formative Assessment at Morecambe Road School (enabling our pupils)



Strategies for facilitating Assessment for Learning at Morecambe Road:

- Share written learning intentions in every lesson with all pupils.
- Share differentiated learning outcomes (success criteria) with all pupils.
- Encourage pupil self-evaluation against the learning outcomes of the lesson.
- Use open and closed questions during the lesson.
- Discuss next steps to learning with every pupil and where possible record it on their work
- Set individual, challenging targets (B Squared/EHCP/PSD) on a regular basis and discuss these with the pupils so that they are involved in the process.
- Share these targets regularly with parents to include them in supporting their child's learning.
- Mark and annotate work so that it is constructive and informative in accordance with the marking policy (relevant for certain subjects and classes).
- Incorporate both formative and summative assessment opportunities in medium and short term planning (see Teaching and Learning policy)
- Assess all subjects termly using a common format and make relevant comments about pupils' progress.

Reviewing/Reporting and Recording of Assessment at Morecambe Road

Pupils	Parents	Teachers/ Subject Leaders	SLT	Governors
<ul style="list-style-type: none"> ▪ AfL ▪ Front cover of Pupil Work Folders ▪ End of Key Stage Flight Path Trackers 	<ul style="list-style-type: none"> ▪ EHCP Plans with B Squared Pupil Summary tracking progress over the last year) ▪ 2 x Parent evenings per year: ▪ Pupil Work Folders ▪ End of Key Stage Flight Path Trackers ▪ End of Year Reports, referring to B Squared data, subject end of unit tests, statutory data etc. ▪ Discuss pupil progress at the request of a parent, by appointment. 	<ul style="list-style-type: none"> ▪ Use B Squared bar graphs to show progress of classes, Key Stages and individual pupils ▪ Provide B Squared analysis for Curriculum Committee meetings. ▪ Provide B Squared analysis for Teacher Appraisals as evidence of achieving a target ▪ Assessment Steering Group who meet 1-2 X per half term to review assessment practises/policy and suggest alterations. ▪ Whole School Assessment Meetings (half termly) 	<ul style="list-style-type: none"> ▪ B Squared Analysis after every whole school assessment period (three times a year) ▪ 1-2 x half termly updates to SLT regarding any issues raised during the Assessment Steering Group meetings. ▪ Whole school assessment meetings (half termly) 	<ul style="list-style-type: none"> ▪ Curriculum Committee Meetings – made aware of individual subject's progress in improving pupil's attainment within each subject via B Squared bar graphs ▪ Summary of B Squared analysis after every B Squared assessment period

Steering Groups

The Assessment Steering Group was established in September 2017. The first priority of the group was to discuss the ongoing technical issues with CSAM. In September 2018, the Assessment Steering Group was attended by four staff including the newly appointed Whole School Assessment Lead (HA). Meetings have since been based on any issues or insights regarding the new initiatives introduced by HA in September 2018. These discussions were then shared with other staff and SLT during whole school assessment meetings, which are half termly.

Internal and External Moderation

Moderation is essential in checking that our assessment process, standards and expectations are in line with other special schools in the region. When joining the NWSCAP in 2016, external moderation was a focus as many schools felt previous moderation was inconsistent. A moderation working group with NWSCAP created a simplified process and provided instructions, a timetable for external moderation within NWSCAP and two templates for moderation meetings (see Appendix 7, 8, 9 and 10) facilitating greater conformity in how schools assess and prepare work to be moderated. It also allowed special schools in NWSCAP to check their interpretation of the B Squared indicators, which at times can be misleading and generic. Staff attend external moderation meetings (organised by NWSCAP North Moderation Group) half termly. Internal moderation is also conducted half termly, again allowing staff to check their interpretation of B Squared indicators, making staff more confident in their own abilities to assess pupils via B Squared.

At Morecambe Road School we moderate B Squared indicators regularly:

Summary of moderation

1. Moderation meetings in school (at phase meetings, subject meeting, INSET where possible).



Meetings take place in regularly, examples of unmarked levelled work to be moderated by staff.



2. Teachers to develop a School Moderation Portfolio in subject and level order for use by staff.

The role of the Assessment TLR Coordinator

At Morecambe Road School the assessment TLR Manages and Coordinates Assessment as detailed below.

Area	Role
SATS + Teacher Assessments across the 5 key stages	Collection, analysis and reporting of data
GCSE, ELC, and any other external assessment	Collection, analysis and reporting of data
Collate and produce: Data for Pupil Achievement Project	Collection, analysis and reporting of data
B Squared assessments, target setting Moderation meetings	Collection, analysis and reporting of data
Assessment for Learning in all classrooms	Monitoring, advising and making sure it happens

The B Squared assessment strategy

Analysis of Data (Beginning of Autumn Term)

Assessment TLR collects data for analysis into cohorts - Girls, Boys, PPA, CLA, Ethnic and FSM and identifies location of strengths and weaknesses in subjects and /or in individual.

Copies of the data are given to the Leadership Team.

TLR, subject leaders, teachers meet, to devise effective intervention strategies e.g. details of individual intervention (1:1), staff training (where appropriate), booster classes, and enhancement.

End of Term Review of Actions Report to Leadership Team

By the end of the Autumn and Spring terms, TLRs will have monitored closely the effects of the intervention strategies by observation, data collection and discussions with staff. TLRs then report Review of Actions which are minuted and discuss any required action. TLRs take action where necessary and continue monitoring.

Annual Assessment

All staff produce Teacher Assessments, GCSE / ELC / SATs/ B Squared data where applicable. Assessment TLR collects for analysis as above.

Signed by: *Helen Andrew* (Policy Writer and Whole School Assessment Lead)

Signed by:..... Chair of Governors

Signed by:..... Headteacher

Date:.....

Appendix 1: Example of CSAM (Additional B Squared Analysis Tool's Homepage)

Home | Reports | Headline | Individual | Group

Back to Curriculums | All Reports | Headline | Individual | Group

Welcome, Helen Anne Andrew

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P Scales National Curriculum Levels Reports

Headline Reports

- Pupil Premium Attainment
- Cohort Attainment
- Pupil Premium Progress
- Cohort Progress
- Primary Need Attainment
- Primary Need Progress
- Main Cohort Attainment
- Main Cohort Progress
- English & Mathematics
- English
- Mathematics
- Progress over Year
- Progress over Keystage
- Progress over Year (Funnel)
- Progress over Keystage (Funnel)
- Overall Subject Yearly Tracking Grid
- Overall Key Date Tracking Grid

Individual Reports

- Progress over Time (Column)
- Progress over Time (Area)
- Progress Within a Level (Column)
- Progress Within a Level (Area)
- Progress on Multiple Levels

Group Reports

- Pupils on Level
- Pupils by Primary Need
- Pupils by FSM/CLA
- Pupils with SEN
- Pupils with EAL
- Pupils by Ethnicity
- Pupil Premium Attainment
- Cohort Attainment
- Cohort Progress
- Progress over Year
- Progress over Keystage
- Progress over Year (Funnel)
- Progress over Keystage (Funnel)
- Profile Yearly Tracking Grid
- Profile Key Date Tracking Grid

Home | Reports | Headline | Individual | Group

Back to Reports Menu

Welcome, Helen Anne Andrew

Selection: All Students
Switch to Individual View

Start: 1st September 2018
End: 31st August 2019
Only show students present for the entire Date Range
Display
Values on Graph

Report - Mathematics
Group - All Students
Range - 1/9/2018 - 31/8/2019





☐ View extended pupil information
☐ View extended data
Extract Data

Group Member	Number		Measurement		Geometry		Statistics		Mathematics	
	01/09/2018	31/08/2019	01/09/2018	31/08/2019	01/09/2018	31/08/2019	01/09/2018	31/08/2019	01/09/2018	31/08/2019
All Pupils	75% of P1(i)	35% of P5	75% of P1(i)	63% of P4	75% of P1(i)	57% of P5	Not doing profile	Not doing profile	38% of P1	18% of P5
All Pupils	Not in school	81% of P3(i)	Not in school	81% of P3(i)	Not in school	81% of P3(i)	Not in school	Not doing profile	Not in school	40% of P3
All Pupils	75% of P1(i)	84% of P3(ii)	75% of P1(i)	37% of P4	75% of P1(i)	44% of P4	Not doing profile	Not doing profile	38% of P1	24% of P4
All Pupils	75% of P1(i)	38% of P6	75% of P1(i)	81% of P4	75% of P1(i)	71% of P5	Not doing profile	Not doing profile	38% of P1	63% of P5
All Pupils	42% of P5	62% of P5	63% of P4	63% of P4	76% of P4	76% of P4	Not doing profile	Not doing profile	94% of P4	0% of P5
All Pupils	50% of P5	58% of P5	23% of P5	23% of P5	37% of P5	40% of P5	Not doing profile	Not doing profile	37% of P5	40% of P5
All Pupils	Not in school	0% of P7	Not in school	0% of P1(ii)	Not in school	0% of P1(ii)	Not in school	Not doing profile	Not in school	33% of P3
All Pupils	58% of P5	34% of P8	23% of P5	23% of P5	54% of P5	60% of P5	Not doing profile	Not doing profile	45% of P5	39% of P5

Appendix 2: Example of End of Key Stage Flight Path for Maths (based on NWSCAP)**KS2 Pupil Flight Path Tracker: Maths**

Pupil:		Form:		Year of Entry:		Teacher		Yr 3:		Yr 4:		Yr 5:		Yr 6:										
B Squared Step/Level	Number						Measurement						Geometry						Statistics					
	End of KS1	End of Yr 3	End of Yr 4	End of Yr 5	End of Yr 6	Expected Level at end of KS2	End of KS1	End of Yr 3	End of Yr 4	End of Yr 5	End of Yr 6	Expected Level at end of KS2	End of KS1	End of Yr 3	End of Yr 4	End of Yr 5	End of Yr 6	Expected Level at end of KS2	End of KS1	End of Yr 3	End of Yr 4	End of Yr 5	End of Yr 6	Expected Level at end of KS2
5+																								
5																								
4																								
3																								
2A																								
2B																								
2C																								
1A																								
1B																								
1C																								
P8																								
P7																								
P6																								
P5																								
P4																								
P3 (ii)																								
P3 (i)																								
P2 (ii)																								
P2 (i)																								
P1 (ii)																								
P1 (i)																								

KS2 Pupil Flight Path Tracker: Maths**Key**

-  Level achieved at end of KS1 (End of Year 2)
-  Expected Level at end of KS2 (End of Year 6)
-  Level achieved at end of each academic year
-  Flight Path (showing progress over KS2)

Appendix 3: Centralised Provision Mapping located on the T: Drive

Provision Mapping 2018-2019 [Protected View] - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Sign in Share

AQ76

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD			
	Bandings	Class	PPG	SLCN	ASD	ADHD	SLD	MLD	PD	HI	VI	MH	BESD/S	Plans	Medical	Current Intervention Strategies	Literacy	Numeracy	PSD	Interfering on occurrence	Interfering Duration	Review	Response	Teaching Delivering	Personal Profile	Sensory	Touch	Sounds	Olfaction (Smell)	Taste	Visual	Vestibular Movement
131	E2	M3														Reading, Science	Yes							Yes	Yes	Yes	No	No	Yes	Yes		
132																																
133	E1	M3												B		Regular T.A support to clarify his day and			Yes					Yes	Yes	Yes	No	No	Yes	Yes		
134																																
135	E1	M3												B		Maths support	Yes	Yes						Yes	Yes	No	No	No	No	Yes	Yes	
136																Handwriting, C 4 Life																
137	E1	M3														Maths support		Yes						Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
138																																
139	E2	M3														Spelling, Science	Yes	Yes						Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
140																Maths support, C 4 Life																
141	E3	M3												PN, PEEP, M&H		Independence, Physio daily			Yes					Yes	No	Yes	No	No	No	No		
142																PSD Attention, Science																
143	E1	M3														Maths support	Yes	Yes						Yes	Yes	No	No	Yes	No	Yes	Yes	
144																Spelling, C 4 Life																
145	E1	M3														Handwriting, Science	Yes	Yes						Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
146																Maths support																
147	E1	M3														Spelling, IDL, Science	Yes							Yes	Yes	No	No	No	Yes	No		
148	E2	M3														Maths support, Science		Yes						Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
149																Number																
150	E1															Reading	Yes	Yes						Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
151																																
152	M4															Understanding, Science									Yes	Yes	Yes	No	No	No	No	
153	E1	M4														Written comprehension, Science	Yes								Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
154	E1	M4														Reading, Writing, Science	Yes							Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
155	E2	M4														Reading Comprehension	Yes							Yes	Yes	No	No	No	No	Yes	Yes	
156																Reading																
157	E1	M4														Writing	Yes							Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	
158	E1	M4														Science																
159	E1	M4														Science								No	No	No	No	No	No	No	No	
160	E1	M4														Behavioural issues, Science									No	No	No	No	No	No	No	
161	E2	S4																														
162	E1	S4																														

PrimarySecondary

Appendix 4: Example of Intervention Records (located in white Intervention Files in classes)**S1's Pupil Intervention Record (2017 - 18)**

Name of Pupil: [REDACTED]

Subject/Focus	B Squared Assessment 23/11/17	B Squared Indicator	Term	S1 Teaching Team
<u>PSHE/Self Help Skills</u>	80% P6 PSHE 74% P5 Self Help	<u>PSHE</u> 1) Removes clothes that are unfastened 2) Puts on their own socks, not always correctly 3) Looks for missing person 4) Shows some awareness of danger e.g. roads <u>Self Help</u> 5) Jumps up and down on the spot with two feet together 6) Makes a sharp turn when running 7) Creeps on their toes 8) Goes up a slide 9) Draws face with up to three features 10) Strings beads	Autumn 1b)	Mrs H Andrew Ms Hinchcliffe Sunita Mall (TA) Lucia Ellis (TA)

S1's Pupil Intervention Record (2017 - 18)

Name of Pupil: [REDACTED]

Date	Target Number	Progress towards target		Activities completed	Staff Involved
		Ongoing	Achieved		

Appendix 5: Example of B Squared Analysis provided to SLT/Governors**Appendix 5: Example of B Squared Analysis provided to SLT/Governors**

Total No. of Pupils	English										Maths					
	Speaking		Listening		Reading		Writing		Spoken Language		Number		Measurement		Geometry	
	52		52		107		107		61		107		106		106	
Progress	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
KS2/KS3																
3+ Levels	0	0%	1	2%	1	1%	0	0%	0	0%	6	6%	3	3%	7	7%
3 Levels	4	8%	3	6%	4	4%	8	7%	1	2%	5	5%	6	6%	1	1%
2 Levels	5	10%	5	10%	12	11%	16	15%	4	7%	10	9%	15	14%	16	15%
1 Level	14	27%	21	40%	46	43%	36	34%	22	36%	39	36%	41	39%	51	48%
Same Level	22	42%	17	33%	43	40%	45	42%	30	49%	45	42%	37	35%	29	27%
No Progress	7	13%	5	10%	1	1%	2	2%	4	7%	2	2%	4	4%	2	2%
Regressed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	52		52		107		107		61		107		106		106	
Boys																
3+ Levels	0	0%	0	0%	0	0%	0	0%	0	0%	3	4%	2	3%	3	4%
3 Levels	3	8%	3	8%	3	4%	6	8%	0	0%	4	5%	3	4%	1	1%
2 Levels	4	11%	5	14%	7	9%	13	16%	3	6%	9	11%	12	15%	14	18%
1 Level	11	30%	12	32%	31	39%	23	29%	17	36%	26	33%	31	40%	35	45%
Same Level	14	38%	13	35%	38	48%	35	44%	24	51%	35	44%	26	33%	23	29%
No Progress	5	14%	4	11%	0	0%	2	3%	3	6%	2	3%	4	5%	2	3%
Regressed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	37		37		79		79		47		79		78		78	
Girls																
3+ Levels	0	0%	1	7%	1	4%	0	0%	0	0%	3	11%	1	4%	4	14%
3 Levels	1	7%	0	0%	1	4%	2	7%	1	7%	1	4%	3	11%	0	0%
2 Levels	1	7%	0	0%	5	18%	3	11%	1	7%	1	4%	3	11%	2	7%
1 Level	3	20%	9	60%	15	54%	13	46%	5	36%	13	46%	10	36%	16	57%
Same Level	8	53%	4	27%	5	18%	10	36%	6	43%	10	36%	11	39%	6	21%
No Progress	2	13%	1	7%	1	4%	0	0%	1	7%	0	0%	0	0%	0	0%
Regressed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	15		15		28		28		14		28		28		28	
FSM																
3+ Levels	0	0%	1	4%	1	2%	0	0%	0	0%	3	6%	2	4%	5	9%
3 Levels	3	13%	1	4%	2	4%	3	6%	0	0%	3	6%	3	6%	1	2%
2 Levels	0	0%	1	4%	7	13%	5	9%	3	9%	5	9%	3	6%	3	6%
1 Level	8	33%	13	54%	24	45%	19	36%	10	31%	18	34%	22	42%	27	51%
Same Level	11	46%	6	25%	19	36%	25	47%	17	53%	23	43%	21	40%	17	32%
No Progress	2	8%	2	8%	0	0%	1	2%	2	6%	1	2%	2	4%	0	0%
Regressed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	24		24		53		53		32		53		53		53	

Appendix 6: Example of External Accreditation (KS4 pupils NOT assessed by B Squared)**Morecambe Road School (Centre No: 46130)****2018-2019 Exam Entries and Deadlines**

Exam Board	Staff Responsible	Subject	Qualification	Code	Deadlines		
					Entries	Coursework	Exam series
AQA	HA/JH	Maths	ELC	5930	Feb'19	May'19	June'19
	HA		GSCE (F)	8300F	Feb'19		May/Jun'19
	AF	Art & Design	GCSE	8202C & 8202X	Sept/Oct'18	May'19	June'19
	KD	Step Up to English	ELC	5972/1 5972/2	Feb'19	May'19	June'19
	KH/VHi	Science	ELC	5960	Feb'19	May'19	June'19
	VH	PSD	ELC	5800	Feb'19	May'19	June'19
Pearson (Edexcel)	KH/VHi	Science	B Tech in Applied Science	MJ Assesses	Feb'19	May'19	June'19
	VHi	ICT	B Tech in ICT Users (Level 1 upwards)	?	Feb'19	May'19	June'19
OCR	HA	History	ELC	R435	Feb'19	May'19	June'19
WJEC	HA	RE	Humanities Pathway (Certificate)	6268 6276 6271 6267 6274	21 st Feb'19	May'19	June'19
Ascentis	KD	English	Alternative to Foundation Skills	Stepping Stones	Any time	Any time	Any time
British Safety Council	VH/MJ	Workplace Hazard Awareness	Entry Level Award	-	Feb'19	May'19	June'19

2018-2019 Other exam entries which DO NOT go through Examinations Officer

Exam Board	Staff Responsible	Subject	Qualification	Code	Deadlines		
					Entries	Coursework	Exam series
AIM	VH/MJ	New employment, Vocational and Personal development	Aim Award	-			
AQA	MJ	Various	Unit Awards	Various	Any time	Any time	Any time
BTECH	IM/MJ/College	Horticulture	BTECH				
BTECH	Andrea/MJ/Heysham High	Hair & Beauty	BTECH				

Appendix 7: NWSCAP Instructions for Moderation North Meetings

External moderation sheet

Schools must prepare prior to the moderation meeting:

- **Pack 1:** Example of work, commentary sheet (teacher/school decision left blank) and a blank external moderation comment sheet for use at the meeting.
- **Pack 2:** Enough copies of the example and commentary sheet (teacher/school judgement to be completed) to be given to each school to take away with them.
- We are moderating a piece of work, not a case study of a pupil.
- Commentaries must be detailed and include all relevant background information/prior knowledge that someone may need to make a judgement of a 'Step'
- Schools must bring a copy of their assessment tool and a conversion chart (for Maths and English)

Format for moderation:

- Host school chairs the meeting.
- All copies of work to be moderated are to be placed in the middle. **Pack 1**
- Schools work in pairs to complete moderation- explaining their judgement (why a piece of work has not been assessed any higher or why it is beyond the level below the judgement)
- 30 minute time is given to complete moderating exercise so that work may be moderated by 2 different groups.
- Host school decides on any work that may have disputed levels (e.g. moderated twice but level not agreed by both) or colleagues can raise issues/difficulties that they had when moderating a piece of work.
- Host school photocopies all external moderation cover sheets so that there is 1 copy of each to be taken away by each school and schools distribute their examples to all from **Pack 2**.
- External moderation sheets are to be attached to examples from **Pack 2** and the host school retains originals.

Appendix 8: NWSCAP Timetable of External Moderation (North branch)Timetable of Moderation Meetings 2018-19

All meetings will be held at Broughton High School, Woodplumpton Lane, Broughton, Preston. PR3 5JJ.

Subject	Date	Time	Chair	Focus
Co-ordinator	01/03/19	1.30pm	Great Arley to chair	Feedback on new format of external moderation mtgs.
	13/06/19	1.30pm	Great Arley to chair	Annual Meeting.
Mathematics	14/03/19	1.30pm	Loyne to chair	Number, measurement, statistics, geometry
English	24/01/19	1.30pm	Red Marsh to chair	Speaking and listening/ spoken language; reading; writing.
Computing	02/05/19	1.30pm	Highfurlong to chair	Computer science; digital literacy; information technology.
Science	09/05/19	1.30pm	Morecambe Rd to chair	Examples from any of the 16 aspects on B Squared or four aspects on PIVATS.
PSED	04/10/18	1.30pm	Pear Tree to chair	Introduction to case studies, discussion and planning.
	16/05/19	1.30pm	Pear Tree to chair	Moderation of case studies.

Appendix 9: Example of Internal Moderation Template

Morecambe Road School Moderation			
Key Stage		Subject	
Year		Aspect/focus	
Description of pupil's need and barriers to learning			
MILD		PD	Other needs/barriers:
ASD		VI	
SLD		HI	
SEMH		SLCN	
What was the context of the activity/task/ learning?			
What was the focus of assessment?			
What was the pupil able to do?			
What support did the pupil have?			
Teacher decision.			Comments
School moderation decision.			Comments
Moderation group decision.			Comments

Appendix 10: Example of External Moderation Template**External Moderation Comment Sheet**

School name:	
Moderation Ref: (school initials/sample number/moderation date DDMMYYYY)	
Assessment system: (B Squared, PIVATS etc)	

Moderation 1	Moderation Step:	
	Why it is not the Step <u>above</u>	
	Why it is not the Step <u>below</u>	
	Moderators initials:	

Moderation 2	Moderation Step:	
	Why it is not the Step <u>above</u>	
	Why it is not the Step <u>below</u>	
	Moderators initials:	

Appendix 11: Curriculum Committee 3 Year Timetable

Whole School Monitoring and Evaluation 3 Year Plan

Year	2018-19			2019-20			2020-21		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Maths									
English									
Science									
ICT									
Art									
DT									
History									
Music									
Geog.									
PE									
RE									
MFL									
PSHCE									
Assessment									
Foundation Stage									
Vocational Studies									

At Morecambe Road School this chart will be used to plan for the monitoring and evaluation of specific subjects or areas of the school over a three-year period. *When writing their report, Subject Co-ordinators should use the headings from the school's 'Standards for Subject Co-ordinators' document, which are:*

- ➔ Standards
- ➔ Assessment – including AfL and APP
- ➔ Policy
- ➔ Planning
- ➔ Resources
- ➔ Teaching and Learning
- ➔ Staff Development
- ➔ School Development
- ➔ Subject Monitoring and Evaluation Review

Subject leaders will be expected to write a report and attend the Curriculum Committee meetings to give a verbal report to Governors.



Written and Verbal Report – both Primary and Secondary Co-ordinators should attend the Curriculum Committee meeting.



Written Report only