



Breakspeare School

'Pupil Progress and Attainment Report 2020-21'

This year has seen the school continue to develop and establish procedures to check, monitor and set individualised and realistic targets within Breakspeare's bespoke curriculum and assessment system. The teachers met with the deputy head in September 2020 to set and agree the progress that would be achievable for each student for the coming year in the core areas of Myself, My Communication and my Thinking. We met again for a review of individual student progress at the end of the academic year in June 2021.

The normal assessment year was again impacted by the Coronavirus pandemic and the school provision continued to follow government guidance. This restricted some learning areas in the school to certain cohorts as bubbles were maintained. In addition some students and staff needed to shield thus limiting the provision on offer to the students. Due to the lockdowns and parental wishes some students engaged in a full academic year but the spectrum included students who only returned later in the Summer term. This year included a significant cohort of students who accessed online learning and its success was variable depending on student and parental engagement.

The pupils continue to be assessed within the most appropriate framework for their level of cognition and learning. These are grouped in this way;

EYFS pupils	are assessed against the Early Years Profile
PMLD pupils (P1 –P3ii)	are assessed using the 'Routes for Learning' Framework alongside an Independence framework
SLD pupils (P4 – P8)	are assessed using the Breakspeare Pathway 2, (Phases 4 -8)
Pupils working towards National Curriculum (P8+)	are assessed using the Breakspeare Pathway 3, (Phase 9 – 12)

In 2020-21 at Breakspeare School we had 93 pupils of which 72 were SLD pupils and 21 were PMLD pupils. We had 3 pupils working within EYFS this year.

In accordance with the new statutory requirements for assessing students with SEN, we are now using the 'Five Areas of Engagement' for those students working on non-subject specific learning and the Pre Key Stage statements for those students working on subject specific learning.

For 2020-21;	Number of students
EYFS	3
Areas of Engagement	23
Pre Key Stage Statements	67

In addition, we continue to recognise the role and importance of EHCP targets in the pupils' journey of learning and all targets have been recorded on SOLAR after each meeting. This evidence of EHCP targets is now reviewed annually on SOLAR and used as a PDF in EHCP meetings as an indicator of progress towards the long term aims.

Data Profile 2019-20

Overall Achievements and Progress

- A. Progress in Breakspeare Pathways**
- B. Progress at EYFS**
- C. Progress at KS4-5**
- D. Progress in other Curriculum Areas**
 - **PE**
 - **Swimming**
 - **Music**

A. Progress in Breakspeare Pathways

A1. Routes for Learning

The Routes for Learning curriculum focusses on the early stages of learning in communication and cognition that forms the foundation for other learning to be established. The 4 primary aged pupils on the Routes for Learning assessment system made between 2% and 5% progress over the year. This equates to gaining between 2 and 5 stars of progress against the learning statements or moving from emerging to secure in one or two statements. In terms of their progress in relation to projected outcomes for the year all 4 pupils made above 'expected' progress.

This shows that pupils have made outstanding and rapid progress based on their cognitive levels and have made this depth of progress despite the COVID pressures and online learning.

The secondary and post 16 pupils on Routes for Learning made between 0% and 5% of progress over the year. This equates to pupils gaining up to 5 stars of progress against the learning statements or moving from emerging to secure in up to two statements. Out of the 15 pupils in this cohort, 8 made 'above expected' progress, 4 made 'expected' progress and 4 made 'below expected' progress. The four pupils in the category of 'below expected progress' were not in school for the majority of the school year due to COVID related reasons.

To facilitate the measurement of other important progress that these pupils are making we continue to assess the development of Independence skills. The pupils continue to develop

their skills in body awareness, gross motor skills, fine motor skills, dressing and undressing, washing hands and face, cleaning teeth, eating and drinking, and using the toilet.

A2. Breakspeare Pathway 2 (P4 – P8)

The majority of pupils at the school follow Breakspeare Pathway 2 which covers 10 subjects across three core areas of Myself, My Communication and My Thinking. The data collected using SOLAR up to this point, enabled teachers with the assessment lead to meet in September to set projected progress for the end of the year. Projected progress was based on;-

- knowledge of the students' progress rates using SOLAR in last few years
- knowledge of students' progress in a particular curriculum area
- teachers professional judgement
- COVID caution and likelihood of student attendance

Number of pupils (Total – 67)	Progress Rating AE – Above Expected E - Expected BE – Below Expected	% Progress
54	AE	80%
9	E	14%
4	BE	6%

The COVID caution factor affected the projected progress so many students were able to achieve above their expected rates. This continues to show that despite outside and sometimes limiting factors, secure progress is being made across the three core areas of learning and outstanding progress continues to be made towards their targets.

Progress made in subjects

Subject Area	Rank	% Progress made by all pupils in the subject area.
Independence (Myself)	1	1380
Social Development (Myself)	2	1097
Self Confidence and Self Awareness	3	1001
Managing Feelings and Behaviour (Myself)	4	993
Writing (My Thinking)	5	983
Number (My Thinking)	6	974
Reading (my Thinking)	7	928
Shape, Space and Measure (My Thinking)	8	850
Speaking (My Communication)	9	787
Listening (My Communication)	10	621

This data highlights those subjects that have yielded the highest progress from the pupils over the year. It shows the progress pupils across the school have made in the areas of Myself, where all four areas are in the top four ranked areas of progress. This is the second year in a row that the progress in 'Independence' and 'Social Development' has a first and second place ranking. The students following this pathway primarily have a diagnosis of ASD so it is worth noting that both independence and social development are not only the

focus of their education at Breakspeare but also where they are making the most secure progress. It is significant to note that progress in these areas is still maintained after another year affected by COVID. Progress in 'Reading' has improved, moving the area up two rankings from last year, and this will continue to be a focus next year.

Pre Key Stage Statements

This year all students that are working within the Pre Key Stage Level and are accessing subject specific learning have been baselined on SOLAR against these levels. These will be reviewed on a yearly basis.

Pupil Premium progress

This year at Breakspeare 29 students, that is 31% were in receipt of pupil premium. Throughout the year through progress meetings with teachers and in the data seen in the individual pathways, the progress made by pupil premium pupils shows no significant difference to the progress made by pupils who are not pupil premium.

B. PROGRESS AT EYFS

We use the EYFS profile to assess progress of our Nursery and Reception students. In the academic year 2020-21 we had 3 students: all 3 were PMLD students in Reception. The EYFS areas of learning are:

- Communication and Learning
- Physical Development
- Personal, Social and Emotional Development
- Literacy (English)
- Numeracy (Mathematics)
- Understanding the World
- Expressive Arts and Design

Progress is assessed using the descriptors 'emerging, developing and securing' at different developmental levels in each curriculum area. The teachers record the students' progress in their EYFS profiles by highlighting their progress indicators and by gathering evidence in their individual learning journals. Characteristics of effective learning e.g. playing and exploring, active learning and creating and thinking critically are at the heart of daily assessment.

All students in our Nursery and Reception classes have made expected and above expected progress in their learning. The progress scores are counted as:

- 1 for each step progress descriptor; emerging, developing and securing, making a total of 3 for each curriculum area level. In order to make outstanding progress the student has to gain above 21 progress steps during the academic year (100 % criteria).

This year the three PMLD students gained 12, 13 and 16 steps of progress respectively. The 12 steps of progress were gained by a student who was part time and the 16 steps of progress were gained across only two terms.

The Sunflower Federation achieved the Early Years Quality Standard Silver award on 7th July 2021.

EYFS Action

1. To develop the outside space especially for our PMLD learners to make this an accessible and enriching environment for them
2. Home-school communication development around home learning – sensory story focus
3. Keeping reading and use of books a main focus in class

C. PROGRESS AT KS 4-5

Progress at key stage 4 and 5 are measured in a similar way to other key stages. In addition to this we measure the senior students' progress by using different qualifications and accreditations.

Arts Awards

Arts Award was only able to continue remotely this academic year due to Covid restrictions, so we made the decision not to formally attend this year but carried on Arts Award with learning in school.

AQA / ASDAN

Students in the Upper School continue to access the AQA Unit award Scheme and the ASDAN Preparation for Adulthood - Towards Independence programme. We are in the third year of offering the Transition Challenge programme which is another part of the Preparation for Adulthood Programme particularly suited to our learners with more complex needs.

We continue to have DCS (Direct Certification status) for another period of 1 year before having to attend external moderation meetings. This means we can moderate Breakspeare students' work internally and without supervision for that time. Individual classes continue to use their ASDAN record folders which give us an ongoing record of which module each student has completed or working towards.

We are still using the AQA Gateway online system to make record keeping and monitoring progress of individual student's AQA learning more efficient. Using this system we can immediately see all the units any student has achieved since they were registered with the AQA Unit award Scheme.

AQA ACADEMIC YEAR 2020-2021 (The Assessment and Qualifications Alliance)

13 out of 18 Upper school students have completed AQA awards this year with a total of 37 AQA Awards being completed in total. This figure is less than last year (by 20) due to the impact of Covid 19 and the shielding restrictions which meant that 14 of our students did not attend school until January 2021 at the earliest, some students did not return till March 2021.

Despite this, 3 students have achieved the target of required amount of accreditation awards expected for their ability level (SEE AQA GRID *Expected outcomes by the end of Key stage5*).

ASDAN ACADEMIC YEAR 2020-2021 (Award Scheme Development and Accreditation Network)

This academic year 16 ASDAN modules have been moderated. There has been a specific focus on the completion of the GOLD award for our only school leaver this year and a concerted effort to focus on the PMLD cohort whom were the underachieving cohort in the previous year. As a result all students with PMLD who have been in school since January 2021 have achieved their target of 1 activity towards their Transition Challenge module.

We have also been focussing on completing unfinished ASDAN units rather than starting new ones.

Transition Challenge will be moderated when students reach YR12 in order for them to gain the SILVER award and then again in YR14 so they are able to gain the GOLD award

FUTURE DIRECTIONS AND ACTIONS

- Continue to meet with teachers early on in the term to identify planned AQA and Asdan modules they plan to cover so I am able to amend or re-write as necessary.
- Accreditation training updates for ASD teachers in ASDANs and AQA. This will take place late in the end of Summer 2021 term.
- Continue to internally moderate twice yearly; at the end of the autumn 2021 and spring 2022 term and externally moderate by mid-Summer term 2022. NEED FOR EXTERNAL MODERATIONS AS OUR DCS, DIRECT CERTIFICATION STATUS IS ONLY ACTIVE UNTIL 31/08/2021
- Aim to ensure that all students are meeting their target or accreditations for their year group.

D. PROGRESS IN OTHER CURRICULUM AREAS

Swimming;

Progress in Swimming is tracked on SOLAR on the Swimming Assessment framework but in addition the breakdown of pupils achieving awards is;

4 students achieved distance awards
4 students achieved different levels of Duckling Awards
8 students achieved different Rock Hopper Awards
16 students achieved Alpha awards

30 students who can swim
7 students are emerging swimmers.

PE;

Progress in PE is tracked on SOLAR using the PE Assessment framework. Unfortunately other external events between the SLD Schools have not taken place and external providers were not able to offer their services due to COVID. Two classes have developed their tennis skills on a SLD Tennis Course delivered by an external provider, called Get Set 4 Tennis.

NEXT IDENTIFIED ACTION POINTS

- To establish staff as 'Reading champions' across the three phases of the school, lower, middle and upper and promote a love of reading and a development of reading skills with the students.
- To embed the use of the 'Five Areas of Engagement' through whole school with focus on observation and plan to review cycle to inform both planning and future targets.
- To continue to assess against the Pre-key stage standards for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.
- To enhance the format of EHCP meetings with parents and develop the sharing of the pupils learning through showing examples on SOLAR and real evidence of progress e.g. videos and star cards, when we can meet back in person again.
- To continue to upskill staff to teach particular curriculum areas with more knowledge and resources through appraisal targets and modelling from trained teachers e.g. reading and number.
- To incorporate more opportunities for character development through the teaching of PSHE and the provision of individualised enrichment to build confidence and life skills in the Autumn term as restrictions lift.