The White House School

Monitoring Pupil Attainment Policy

Healthy Minds, Happy Hearts

Created by Elle Vinall, Headteacher:	*September 2022*
Last review:	*July 2023*
Last approved by the School Board:	*August 2023*
Next review due by:	*August 2024*

1. <u>Introduction</u>

This policy is in place to outline the ways that The White House School monitors the academic attainment of our pupils. Rigorous, robust and regular attainment monitoring takes place in order to measure our pupil's progress against their expected outcomes and predicted levels, as determined by diagnostic GL Assessments (Curiosity Curriculum only).

2. <u>The White House School Attainment Levels</u>

We follow our own, carefully devised assessment model, with level descriptors in line with age or need-related expectations, depending on the curriculum pathway each child is following. Through formative and summative assessment procedures, and analysis of the data therein, we determine which pupils are working:

- **T**owards their expected level of attainment
- **W**ithin their expected level of attainment
- **H**oning their skills within their expected level of attainment
- **S**ecurely within their expected level of attainment (ready to move on).

Through formative and summative assessment procedures, and analysis of the data therein, we determine which pupils are working:

T – Towards	Pupils are starting to meet the level criteria
W – Within	Pupils are meeting most of the level criteria
H – Honing	Pupils are perfecting their skills and knowledge within the level criteria
S - Secure	Pupils are secure in their knowledge and skills within the level criteria and almost ready to move on to the next level.

This is measured differently for each curriculum pathway and explained below.

Curriculum Pathway:	**Curiosity**					
Age:	**Class Name:**	**Year group:**	**Autumn**			**Summer**
KS1	**Shooting Stars**	Year 1	1t	1w	1h	1s
		Year 2	2t	2w	2h	2s
LKS2	**Explorers**	Year 3	3t	3w	3h	3s
KS2	**Astronauts**	Year 4	4t	4w	4h	4s
		Year 5	5t	5w	5h	5s
		Year 6	6t	6w	6h	6s

It is our expectation that pupils will make 3-4 steps of progress throughout the year, moving from 'towards' to either 'honing' or 'secure'.

We anticipate that some of our pupils following our Curiosity pathway will be working 1-2 years below Age Related Expectations. We can admit pupils from age 6 on to our Curiosity Curriculum pathway, as long as their level of attainment in Maths and English is approaching roughly one year below A.R.E.

For any pupils on the Curiosity pathway working below age related expectations, their assessment reporting will be adapted at times, to remove the year group association. We aim to have complete transparency with parents regarding their child's attainment levels and where they sit within their learning journey and we feel it is important to follow a levelling system in line with national age-related expectations, as this allows us to measure the distance travelled and prepare pupils for

their next setting. However, we appreciate that, for example, a child working in Year 4 with an attainment level of '2w' could find this challenging and negative for their self-esteem. Therefore, when discussing levels with pupils, we will describe their attainment level as either towards, within, honing or secure against their 'personal attainment level'. Reports to parents, however, will feature the actual level (age/year) their child is working at.

Sensory Curriculum						
Age: Mixed	**Year group: Mixed**	Pupils progress towards achieving each learning intention over time and each child will develop at different rates.				
Class Name: 'Little Stars'	**Subject Specific Assessment**					
	TWHS Levels	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
	Foundation Stage and KS1 Equivalent	**0-3 years**	**3-4 years**	**Reception**	**Year 1**	**Year 2**
	Personal Target Assessment					
	TWHS Levels	**T**	**W**		**H**	**S**
	Correlation to 'Equals' Lateral Progress Scales	**1** 2	3 **4** 5		6 **7** 8	9 **10**

Pupils on our Sensory Curriculum pathway follow our Foundation Stage curriculum and subject specific assessment will be recorded as either 'Towards', 'Within', 'Honing' or 'Secure' within Stages 1 – 5. We also use the 'Equals' informal and semi-formal, holistic and specialist SEN curriculum, which works towards the early stages of the National Curriculum. For their 'Personal Target' areas, pupils are measured on their skill development, against 4 key criteria:

Independence: from dependent to independent
Fluency: from approximate to accurate
Maintenance: from inconsistent to consistent
Generalisation: from single context to many contexts

Skills are assessed for each area using a 10-point linear scale. When a child reaches a score of 9 or 10, they have securely achieved that individual learning intention. This assessment model allows us to measure the smaller steps of progress made by our pupils, the majority of which, are working 3-4 years below A.R.E. An example of the linear scale is below:

The Assessment of Lateral Progress:
Descriptors and Rating Scale

from dependent	INDEPENDENCE		*to independent*
Learners complete tasks independently			
The task is carefully scaffolded and the learner is fully prompted throughout.	Some elements of the task are completed without support (*or the overall level of support is lighter, for example physical help is replaced by gestural help*).	The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to *initiate* the relevant skill(s).	The learner initiates the appropriate action and completes the task independently without prompts or other external cues.
1 2	3 4 5	6 7 8	9 10

from approximate	FLUENCY		*to accurate*
Learners reach a level of mastery combining speed and accuracy			
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.
1 2	3 4 5	6 7 8	9 10

from inconsistent	MAINTENANCE		*to consistent*
Learners maintain competency over time through repetition. They remember how to do a task after a break			
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.	The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.	Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.
1 2	3 4 5	6 7 8	9 10

from single context	GENERALISATION		*to many contexts*
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff			
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	The learner applies the skill to meet the demands of a new situation.
1 2	3 4 5	6 7 8	9 10

To track academic progress against our levelling system, summative assessment takes place with levels allocated each half term and recorded in the following places:

Pupil Progress Sheet – A sheet that is placed at the front of every subject exercise book and folder for each pupil. Staff are required to level pupils half termly, as well as provide a target for how pupils can move on to the next stage of their level.

Pupil Progress Tracker – The PPT is the formal, central means by which attainment is recorded and tracked. Each year group has a PPT for every subject in order to record attainment against the Learning Journey criteria and baseline assessment predictions. Teachers are required to update their PPT's each half term, with these overseen by the Headteacher. Analysis of half termly data allows us to spot trends, extend those identified as more able and put intervention support in place for pupils, where necessary.

Pupil Learning Plan – Each pupil has a PLP. This document centralises all the key information required by staff in order to meet our pupil's needs in the classroom and thus maximise their learning potential. The PLP records information such as subject baseline predicted levels and standardised scores (as generated by the CAT4 test sat by all new starters), learning style, record of SEND, provision requirements, yearly targets as well as EHCP short- and long-term outcomes. This document will be updated, as required, and remain in place for the duration of our pupil's time with us.

Evidence for Learning – A digital platform used within our Sensory Curriculum pathway to capture photographic evidence of pupil progress. Evidence is captured daily, or as appropriate.

Alongside this, formative assessment takes place through regular daily and weekly marking to give pupils, parents and staff an indication of where pupil's attainment levels lie.

3. Diagnostic Assessment

We use the GL Assessment suite of tests as our diagnostic testing provider (for our Curiosity Curriculum classes only. We use the following tests from Year 2 to Year 6:

School Year	CAT4	NGRT	NGST	PTE	PTM	PTS
Year 2	Paper level	A/B/C	A/B/C	7	7	X
Year 3	Pre-A	A/B/C	A/B/C	7/8	7/8	8
Year 4	A	A/B/C	A/B/C	8/9	8/9	8/9
Year 5	B	A/B/C	A/B/C	9/10	9/10	9/10
Year 6	C	A/B/C	A/B/C	10/11	10/11	10/11
Frequency	At the start of each key stage and for all new starters	At the beginning of the Autumn term and then again towards the end of the Summer term, in order to measure distance travelled.				

Verbal, non-verbal and spatial reasoning skills are measured by Cognitive Abilities Test (CAT4).

Attainment and progress in core subjects is assessed by Progress Test Series (covering English, maths and science), New Group Reading Test (NGRT) and New Group Spelling Test (NGST).

Pupil Attitudes to Self and School (PASS), Dyslexia Screener, Dyscalculia Screener, and Kirkland Rowell Surveys can help to identify any barriers to learning.

CAT4: Each pupil who is new to the school or entering a new key stage, will sit a CAT4 test within the first few weeks of the autumn term. These Cognitive Ability Tests help to identify a pupil's potential performance providing end of year and key stage predicted levels of attainment for each subject within the curriculum. As a baseline, these tests also provide an overall standardised score for each pupil, identifying their individual performance against the national average.
**See below for examples of sample reports produced by the CAT4 test.**

Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/1)	SAS (with 90% confidence bands)
Verbal	33/48	104	60	6	1	
Quantitative	16/36	72	3	1	1	
Non-verbal	39/48	102	55	5	1	
Spatial	18/36	94	34	4	1	
Mean	-	93	-	-	-	

	Verbal mean SAS	Quantitive mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	100.0	100.0	100.0	100.0	100.0
Group	100.6	99.2	98.7	101.6	100.1

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
Verbal	0%	7%	3%	30%	23%	18%	5%	12%	2%
Quantitative	2%	3%	7%	33%	28%	13%	7%	7%	0%
Non-verbal	5%	7%	8%	20%	20%	25%	10%	5%	0%
Spatial	2%	7%	8%	12%	25%	25%	12%	8%	2%

Distribution of scores for your group compared with those for the national sample
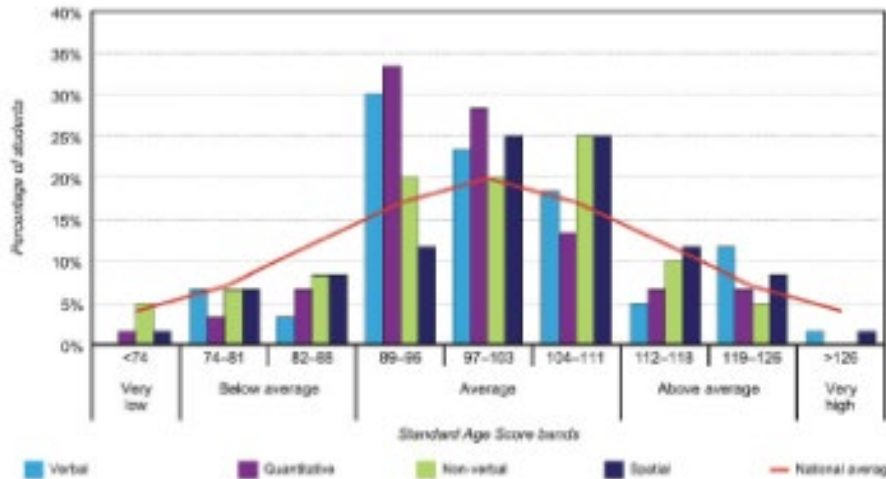

CAT4 profiles

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The diagram shows the distribution of students across the seven profiles which are indicated by the coloured bands.

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- • Males
- + Females
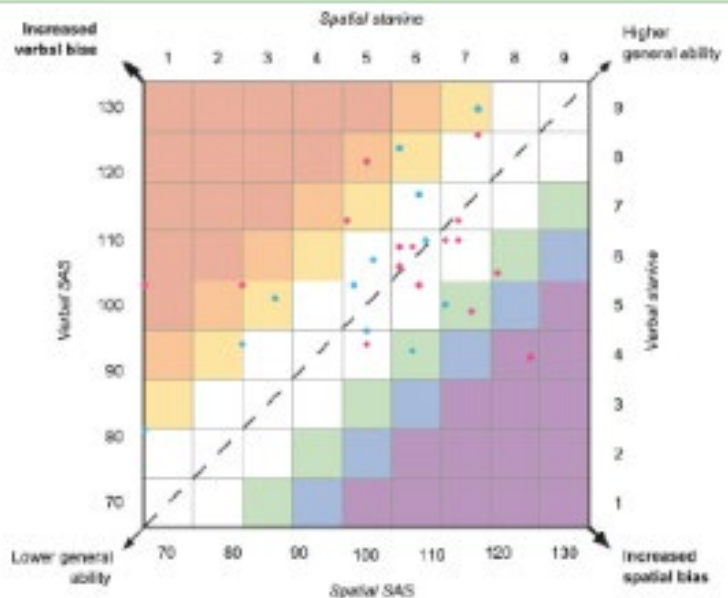
Progress Maths, English and Science: For all pupils following our Curiosity Curriculum, these tests are taken twice a year in order to provide value added and standardised evidence of progress made in these subject areas. The tests are taken in the autumn term and then again in the summer term and provide clear attainment levels with each test sat, allowing us to calculate the distance travelled by each pupil over the course of the academic year.

Student name	First administration SAS	Second administration SAS	SAS difference	Progress category
Tom Albright	83	84	1	Average
Declan Blair	111	119	8	Average
Riddhi Das	103	109	6	Average
Aidan Fowler	112	120	8	Average
Ryan Galvin	75	76	1	Average
Christopher Gibson	116	130	14	Above average
Martin Gibson	108	119	11	Above average
Anthony Jameson	95	101	6	Average
Nathan Kaur	99	101	2	Average
Hassan Khan	83	115	32	Above average
Francois Lebrun	96	80	-16	Below average

Scores for the group (by surname)

Student name	Tutor group	Age at test (yrs:mths)	No. attempted (/50)	SAS	SAS (with 90% confidence bands)
Tom Albright	ST	11:09	50	84	
Declan Blair	ST	11:10	50	119	
Riddhi Das	ST	10:00	50	109	
Aidan Fowler	ST	10:01	50	120	
Ryan Galvin	ST	10:07	50	76	
Christopher Gibson	ST	10:01	50	130	
Martin Gibson	ST	10:02	50	119	
Anthony Jameson	ST	10:06	50	101	

NGRT and NGST: The New Group Reading Test and New Group Spelling Test will be sat by all pupils at the start of the academic year and then termly (as required) for any pupils flagged as a cause for concern. This is used to help our staff to screen and monitor the reading and spelling abilities of our pupils individually, and at a group level. These tests can also be used to identify barriers to learning.
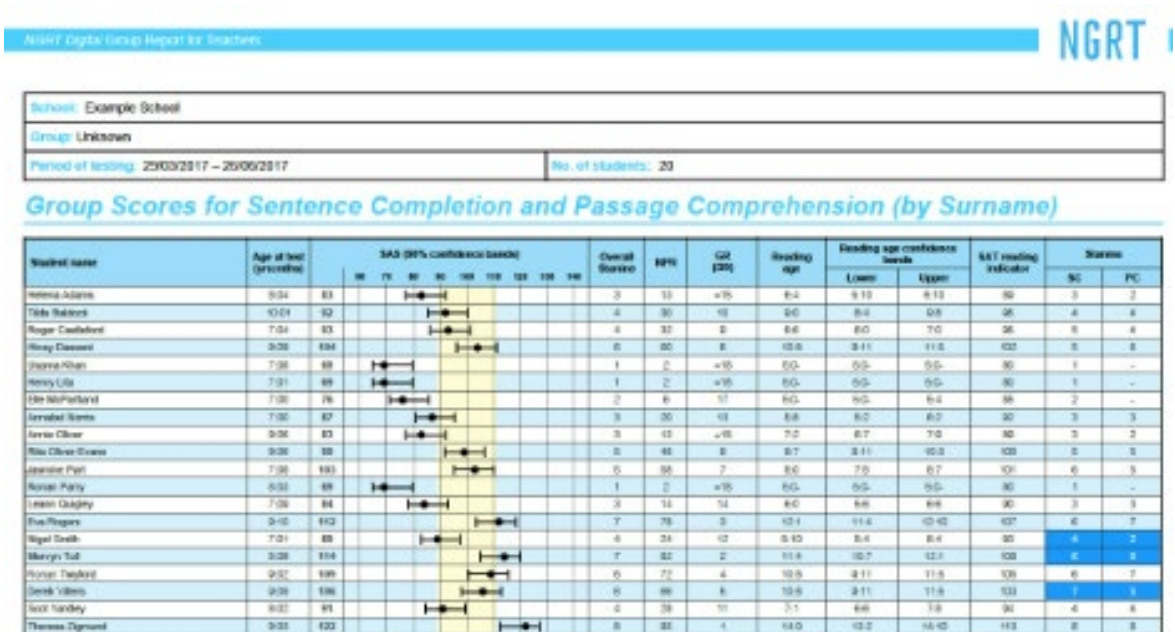
Dyslexia and Dyscalculia Screeners: Within our GL Assessment package, we also have access to these two screening tests. Both are assessments which identify dyslexic or dyscalculic

tendencies in pupils and recommends intervention strategies to help pupils achieve their potential. Initially, these screeners will be used on an ad hoc basis at teacher discretion if a pupil, or group of pupils, start to show signs of difficulty.

Dyslexia and Dyscalculia Screeners Digital: An Introduction

Introduction
Dyslexia and Dyscalculia Screeners Digital

Ideal for screening an entire year group or just those showing signs of difficulty, the *Dyslexia and Dyscalculia Screeners Digital* help to identify early signs of dyslexia and dyscalculia.

Fully standardised, the time-efficient assessments take just 30 minutes to administer. They play an important role in helping teachers distinguish between those individuals who are having general difficulties in literacy and numeracy and those whose difficulties are associated with dyslexia and dyscalculia.

The *Dyslexia Screener* comprises six tests covering the three areas of ability, attainment and diagnostic. Similarly, the *Dyscalculia Screener* provides a true measure of a pupil's facility with numbers by evaluating their ability to understand number size, simple addition and simple multiplication.

"**Our model of assessment allows us to target our teaching to meet the needs of the children, whether they are SEND, EAL or academically able. We are able to deliver a personalised programme of learning for each child based on the information derived from GL Assessment's tests to ensure that every child is a learner every lesson.**"

Jill Wilson CBE, Headmistress,
The Gleddings Preparatory School

Additional in-house end of unit assessments will be given to monitor attainment throughout the year. The results from all of these tests will be loaded on to the relevant Pupil Progress Trackers on our central system.

Those pupils who need additional structure and support to increase the level of their progress will be given a Learning Referral form, written by the class teacher and overseen by the senior leadership team. This will be evaluated termly to ensure progress increases and it is expected that positive value added will be achieved as a result of the targeted intervention that will be put in place.

4. Tracking Progress and Recording Value Added

It is essential that every class teacher tracks progress within individual subject areas to ensure that we are meeting the needs of every pupil. In the Curiosity Curriculum, we use the GL Assessment data to measure against to then ascertain where the pupils are working in relation to their Predicted Level. To calculate an end of year level, we minus two sub-levels per year from the end of key stage prediction. This data is provided using the old national curriculum level framework, so we then use our level conversion graph to ascertain where pupils lie within our own levelling model.

GL Assessment reports are all saved centrally and shared with staff so that data is readily accessible in order to influence lesson planning.

For pupils within our Sensory Curriculum pathway, we anticipate that their subject specific progress will be measured in smaller stages of development. There are five stages within our sensory curriculum. It is hoped that a pupil will move from 'working towards' to 'within', 'honing' or 'secure' within a single stage across the academic year.

Pupil's personal learning intentions are assessed using MAPP, an assessment tool which runs alongside the Equals informal and semi-formal curriculum. With a 10-point scale for each of the 4 areas, progress can be more easily identified as even incremental development can be represented. Personal learning intentions can last for as little as a week to up to and beyond an academic year, therefore expected progress is identified on an individual pupil basis.

All scores are stored on the 'Little Stars' Pupil Progress Tracker.

Learning Journey:
This document is the framework within which the criteria pupils must meet at each level, is identified. Each subject has its own Learning Journey and staff use these as the basis for making levelling judgements.

The front page of the English – Writing Learning Journey

Key Skills

Learning Journey
English – Writing

English and Literacy is at the forefront of our curriculum. A high-quality education in English will teach pupils to write fluently and allow them to access all aspects of our broad and balanced curriculum. The skills of transcription and composition are built into our thematic and stand-alone lessons, inspiring opportunities for our pupils to develop a clear set of writing tools to enable them to make progress. Our pupils will progressively acquire the skills of spelling, punctuation and grammar to enable them to communicate effectively through the written word.

We use the Hamilton Trust as the basis of our learning, planning and assessment framework.

Class:	Curriculum Components:						
	Foundation Stage Core Learning Intentions	**Writing:**					
		– Write recognisable letters, most of which are correctly formed. – Spell words by identifying sounds in them and representing the sounds with a letter or letters. – Write simple phrases and sentences that can be read by others.					
	Curriculum Components:	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing units/texts
Key Stage 1 'Shooting Stars'	**Year 1**	Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days	Know how words can combine to make sentences. Join words and joining clauses using 'and'. Know and use the terminology.	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives.	**Autumn:** *The Huge Bag of Worries by* Anthony Browne *Once Upon an Ordinary School Day* by Colin McNaughton *The Huge Bag of Worries* by Virginia Ironside *Think of an eel* by Karen Wallace and Mike Bostock

Pupil Progress Sheet:

These documents sit inside the front cover of each child's exercise book or folder. These are designed to allow pupils to understand their levels of attainment and know what they need to do to make progress. Teachers complete these half-termly and allocate a level and target for improvement. There are different templates for each curriculum pathway.

Pupil Progress Sheet – Curiosity Curriculum

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Pupil Progress Sheet

Pupil Name:............................. Year:............ Subject:..............................

Baseline End of Year Predicted Level:.......... Start of Year Attainment Level:..........

Autumn 1: T W H S Circle the level to represent pupil's attainment status	Target: *How can you move to the next level?*
Autumn 2: T W H S Circle the level to represent pupil's attainment status	Target: *How can you move to the next level?*
Spring 1: T W H S Circle the level to represent pupil's attainment status	Target: *How can you move to the next level?*
Spring 2: T W H S Circle the level to represent pupil's attainment status	Target: *How can you move to the next level?*
Summer 1: T W H S Circle the level to represent pupil's attainment status	Target: *How can you move to the next level?*
Summer 2: T W H S Circle the level to represent pupil's attainment status	Target: *How can you move to the next level?*

Key to Levelling:	
T – Towards	You are starting to meet the level criteria
W – Within	You are meeting most of the level criteria
H – Honing	You are perfecting your skills and knowledge within the level criteria
S - Secure	You are secure in your knowledge and skills within the level criteria and ready to move on to the next level.

To be stuck in the inside cover of all exercise books, sketchbooks and folders

Pupil Progress Sheet – Sensory Curriculum 'Key Skills

The White House School

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Pupil Progress Sheet

Key Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Communication	Level: Target:	Level: Target:	Level: Target:	Level: Target:	Level: Target:	Level: Target:
English	Level: Target:	Level: Target:	Level: Target:	Level: Target:	Level: Target:	Level: Target:
Maths 2+3=5	Level: Target:	Level: Target:	Level: Target:	Level: Target:	Level: Target:	Level: Target:

	Sensory Curriculum				
Age: Mixed	**Year group:** Mixed	Pupils progress towards achieving each learning intention over time and each child will develop at different rates.			
	Subject Specific Assessment				
Class Name: 'Little Stars'	**TWHS Levels**	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Personal Target Assessment				
	TWHS Levels	T	W	H	S
	Correlation to 'Equals' Lateral Progress Scales	1 2	3 4 5	6 7 8	9 10

To be stuck in the inside cover of all exercise books, sketchbooks and folders

Pupil Progress Tracker:
This is the central document within which class teachers record their subject-specific attainment on a half termly basis. There is a PPT document for each year group and subject taught. Once teachers allocate a level and target to the PPS, these are recorded on the PPT for monitoring.

Forename	Surname	September start Attainment level	End of Autumn.1 Attainment Level	Target for next half term:	End of Autumn.2 Attainment Level	Previous target met: Yes/No or Ongoing	Target for next half term:	End of Spring.1 Attainment Level	Previous target met: Yes/No or Ongoing	Target for next half term:	End of Spring.2 Attainment Level	Previous target met: Yes/No or Ongoing	Target for next half term:	End of Summer.1 Attainment Level	Previous target met: Yes/No or Ongoing	Target for next half term:	End of Summer.2 Attainment Level	Previous target met: Yes/No or Ongoing	End of Year Assessment Result	CAT 4 Standardised Score 100 = National Average	End of Year Baseline Personal Predicted Level	End of Key Stage Baseline Personal Predicted Level Old NC Level	End of Key Stage Baseline Personal Predicted Level New Level Conversion	Progress English score Autumn:	Progress English score Summer:	NGST Score Autumn:	NGST Score Spring:	NGST Score Summer:

From these PPT's, teachers and subject leads work in conjunction with the Senior Leadership, Support and Therapy team to identify trends, monitor progress, spot underachievers as well as gifted and talented and put intervention in place as necessary.

In the Sensory Curriculum, progress scores for personal learning intentions (1-10 in line with Equals MAPP assessment tool) are also recorded on the PPT.

Evidence for Learning:
This digital platform is used within our Sensory Curriculum pathway to capture photographic evidence of pupil progress. Evidence is captured daily, or as appropriate.
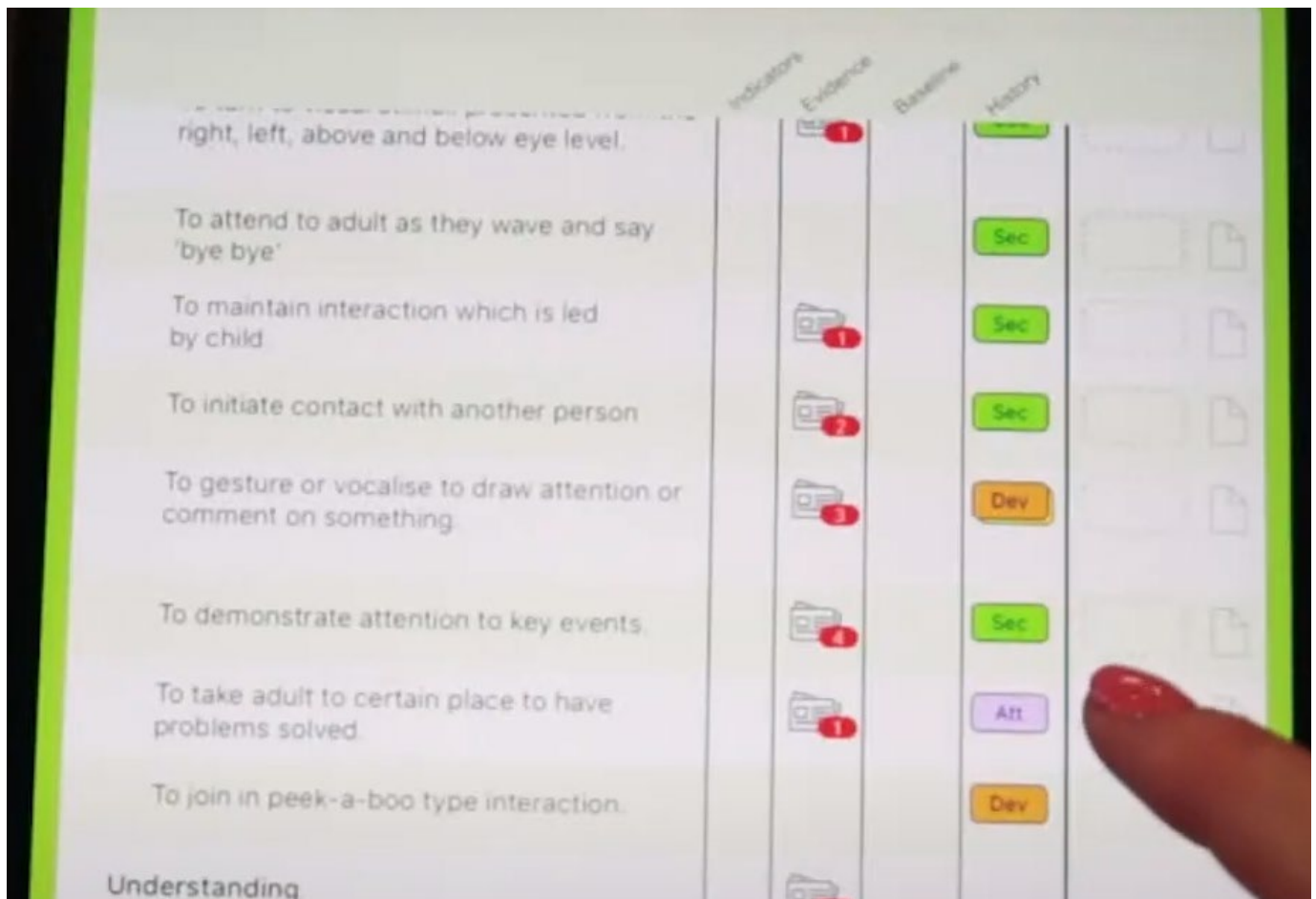
Whole School Attainment Analysis Chart:
At the end of each term, the Senior Leadership team update our Whole School Attainment Analysis charts, to monitor the individual progress that pupils are making in the core national curriculum subjects of English (reading and writing), Mathematics and Science.

We use a RAG system to chart individual pupil progress against baseline predictions, before turning these results in to graphs, charting data of attainment across our pupil groups. Data analysis occurs on an individual and group basis. We analyse data for the following pupil groups;

ASC, Gifted and Talented, English as an Additional Language, Boys and Girls and our Vulnerable Pupils.

Pupil Classifications
Mainstream
EAL
Gifted and talented
SEN - with details of which specifically
Welfare and Wellbeing - with details of which specifically

Attainment Status
Exceeding expected level (1+ sub levels above E.o.Y prediction)
Working within expected level (on or 1 sub level below E.o.Y prediction)
Working towards expected level (2 sub levels away from E.o.Y prediction)
Cause for concern (3 or more sub levels away from E.o.Y prediction)

Progress Category - as determined by Progress Test Results comparing Autumn and Summer tests
Much Higher
Higher
Expected
Lower
Much lower

Distance Travelled/Value Added
Positive value added
Neutral value added
Negative value added

For any pupils flagged as a 'cause for concern', a Learning Referral form will be put in place and will record the follow up measures that have been taken to improve pupil performance, i.e. meet with SENCO and class teacher - suggest strategies to improve pupil understanding, source better resources, put in place intervention etc.

We have a highly developed curriculum, which can be adapted to cater for all pupils. As we regularly conduct our data analysis, teaching styles and lesson plans can be adapted to meet the learning needs of individual pupils to ensure the highest possible standards of teaching and learning.

Name	Pupil Classification	2nd need	Working at A.R.E? Yes/No If 'no' what age working at?	Subject	Teacher Summative Assessment									Standardised/Diagnostic Assessment - GL Assessments					
					Autumn 1 Attainment	Autumn 2 Attainment	End of Term Attainment Status Autumn	Spring 1 Attainment	Spring 2 Attainment	End of Term Attainment Status Spring	Summer 1 Attainment	Summer 2 Attainment	End of Term Attainment Status Summer	Distance travelled (calculated at the end of the year) Summer 2 score in relation to Autumn 1 score - 1 point per sub level	End of Year Prediction (NC)	End of Year Prediction (New Levels)	Autumn Progress Result	Summer Progress Category	End of Key Stage Prediction (NC)	End of Key Stage Prediction (New Levels)
				ENGLISH																
				MATHS																
				SCIENCE																
				READING	Autumn Reading Age			Spring Reading Age			Summer Reading Age			Distance travelled (calculated at the end of the year) Recorded in years and months						

Pupil Target Setting and Tracking – Creating an Outcome Based Curriculum:
As well as half termly, subject specific targets, pupils are encouraged to have an overall target for the year. This could be linked to their EHCP outcomes and have an academic, social or pastoral focus. These are created in the autumn term, pupil-lead and chosen by the pupils (where possible and appropriate) with support from class teachers, learning support assistants, therapists and/or key workers to set an achievable end of year target. These are stored in their pupil planners and on display within classrooms.

Pupils in our Sensory Curriculum, also have 4 personal learning intentions each. Each LSA working with a child has their respective targets visible on their lanyards so that opportunities for development in their respective areas can be explored throughout the school day.

These targets tie in with individual pupil learning plans, are stored on a central tracking sheet and reviewed termly in order to measure pupil's individual progress against their personalised targets. Staff are required to familiarise themselves with the targets of all pupils they teach and incorporate these within their schemes of work. This forms the basis of our outcome-based curriculum; where teaching is tailored directly in order to support pupils to reach their personal targets.

The White House School

Pupil Name:	**Target Setting**	

My end of year target is...

To help me reach my target I will...
1.
2.
3.

These are the people that can help me...
-
-
-

help

Spring term review. Date...............

Have you met your target?

Colour in the traffic light to show if you have:

Not met, are working towards or have met your target.

Summer term review. Date.........

Have you met your target?

Colour in the traffic light to show if you have:

Not met, are working towards or have met your target.

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5. Reporting Attainment to Parents and Guardians

At TWHS, we place great emphasis on having a strong school and home communication ethos. Each fortnight, class teachers send home a summary statement which reflects a holistic report of their child's academic, social and pastoral progress. This may also record any behavioural or academic concerns. These are word documents which are shared electronically.

More formal attainment reports are sent at the end of each term. Condensed End of Term Reports are sent at the end of the Autumn and Spring terms, with more comprehensive End of Year Reports provided at the end of the Summer term. See Appendix 2 for feedback form and report templates.

6. **Monitoring Arrangements**

This policy will be reviewed every year by the Headteacher and Senior Leadership Team.

At every review, the policy will be shared with the School Board for approval.

7. **Links with other policies**

This Policy should be read in conjunction with the:
- Curriculum Policy
- Guidance for SLT and Subject Leads – Monitoring Subject Standards
- Marking, Assessment and Expected Progress Policy
- Monitoring the Standards of Teaching and Learning – Our Processes
- Planning guidelines
- Teaching and Learning Policy

Appendix 1

Attainment Monitoring Procedures at The White House School

Reports weekly to the School Board and produces termly Academic Update reports

E Vinall - Headteacher

Supported by the Deputy Headteacher

Responsible for monitoring Academic Attainment across the whole school

Conducts termly marking and planning audits

Monitors all Heads of Department and Class Teachers

Arranges annual baseline assessment starting during the autumn term

Ensures regular monitoring of attainment takes place throughout the academic year via; marking of work, completion of Pupil Progress Trackers, Pupil Progress Sheets, Fortnightly Feedback Form and Report writing

Oversee the attainment of specific pupil groups such as Gifted & Talented, EAL and SEND

Analyse attainment data regularly and track distance travelled

Produces annual Teaching and Learning Action Plans for the whole school

Conducts bi-annual formal lesson observations

Heads of Department

Responsible for monitoring Academic Attainment in their individual departments and keeping the departmental action plan up to date

Conduct termly; book audits, planning audits and learning walks – recording these plus attainment data within their Monitoring Files, which are then shared with the SLT

Hold regular departmental meetings to ensure teachers are following all marking and assessment procedures

Class Teachers

Responsible for ensuring all school marking and assessment procedures are followed accurately

Ensure work of their pupils is regularly marked and individual targets set

Complete the following as required; Pupil Progress Sheets, Pupil Progress Trackers, Fortnightly Feedback Forms and End of Term/Year Reports

Monitor attainment against baseline assessment procedures and identify any anomalies, cause for concern or indications of Gifted & Talented to the subject leads

Analyse test data and plan for learning accordingly, including implementing any pre-teaching, as required

Direct and liaise with learning support assistants, therapists and intervention specialists to aid progress

Appendix 2
Fortnightly Feedback Form

The White House School

Fortnightly Feedback Form

Pupil Name: Date:

Written by:

General Learning Observations:

Successes of the last fortnight:

Any Concerns:

Learning support to be given at home:

Dates for the Diary:

Rewards Given:	

Healthy Minds, Happy Hearts

End of Term Report Template – Curiosity Curriculum

Page 1

End of Term Report

Pupil Name: Date:

Area of the Curriculum:	Subject:	Behaviour	Effort	Current Attainment Level	End of Year Predicted Level	Feedback on Work Completed This Term:	Teacher initial
Key Skills:	English						
	Mathematics						
	Computing and Digital Literacy						
Knowledge and Understanding of Our World:	Outdoor Learning						
	Religious Education						
	Science						
	S.T.E.M						
	Topic						
Personal and Physical Development:	Citizenship						
	Physical Education						
	PSHE and Relationships Education						
	Yoga and Fitness						
Creative Enrichment:	Art and Design Technology						
	Music						

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Life Skills Progress:	
Mindfulness Progress:	
Emotional Literacy Progress:	
Reading Age and Progress:	
Rewards Given:	

Key to Grading

	Effort			Behaviour
1	Very Good		A	Very Good
2	Good		B	Good
3	Acceptable		C	Needs Improvement
4	Cause for Concern		D	Significant Improvement Required

Current Attainment Level	The level a pupil is currently working at upon issuing the report.
End of Year Predicted Level	The level a pupil is predicted at the end of the academic year, as generated by the GL CAT4 Assessments, sat at the start of each key stage.

The White House School Attainment Levels

We follow our own, carefully devised assessment model, with level descriptors in line with age related expectations. Through formative and summative assessment procedures, and analysis of the data therein, we determine which pupils are working:

- Towards their expected level of attainment
- Within their expected level of attainment
- Honing their skills within their expected level of attainment
- Securely within their expected level of attainment.

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Curriculum Pathway:	Curiosity						
Age:	Class Name:	Year group:	Autumn	→	Summer		
KS1	Shooting Stars	Year 1	1t	1w	1h	1s	
		Year 2	2t	2w	2h	2s	
LKS2	Explorers	Year 3	3t	3w	3h	3s	
		Year 4	4t	4w	4h	4s	
KS2	Astronauts	Year 5	5t	5w	5h	5s	
		Year 6	6t	6w	6h	6s	

It is our expectation that pupils will make 3-4 steps of progress throughout the year, moving from 'towards' to either 'honing' or 'secure'.

Key to Levelling:	
T – Towards	Pupils are starting to meet the level criteria
W – Within	Pupils are meeting most of the level criteria
H – Honing	Pupils are perfecting their skills and knowledge within the level criteria
S - Secure	Pupils are secure in their knowledge and skills within the level criteria and ready to move on to the next level.

Personal Development Progress

Personal Development Chart
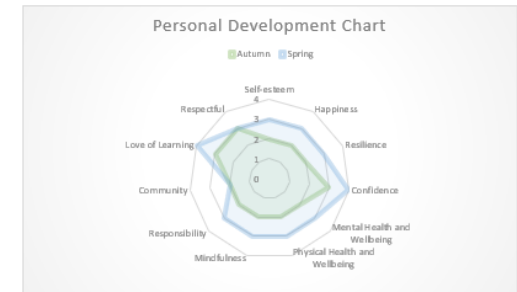
Personal Development Feedback:

End of Year Report Template – Sensory Curriculum

Page 1

End of Year Report

Pupil Name: **Date:**

Area of the Curriculum:	Subject:	Behaviour	Effort	Current Attainment Level	Feedback on Work Completed This Year and Progress Made:	Teacher initial
Key Skills:	English					
	My Communication					
	Mathematics					
	Computing and Digital Literacy					
Knowledge and Understanding of Our World:	Outdoor Learning					
	Science and S.T.E.M					
	Topic					

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Area	Subject				
Personal and Physical Development	Physical Education				
	PSHE and Relationships Education				
	Yoga and Fitness				
Creative Enrichment:	Art and Design Technology				
	Music				

Personal Target Assessment:	Commentary on Progress:	Score: 1-10
Outcome 1:		Independence: Fluency: Maintenance: Generalisation:
Outcome 2:		Independence: Fluency: Maintenance: Generalisation:
Outcome 3:		Independence: Fluency: Maintenance: Generalisation:
Outcome 4:		Independence: Fluency: Maintenance: Generalisation:
Life Skills Progress:		
Mindfulness Progress:		
Emotional Literacy Progress:		

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Reading Age and Progress:	
Rewards Given:	
Extra-Curricular Participation:	

Key to Grading

	Effort			Behaviour
1	Very Good	A		Very Good
2	Good	B		Good
3	Acceptable	C		Needs Improvement
4	Cause for Concern	D		Significant Improvement Required

Current Attainment Level	The level a pupil is currently working at upon issuing the report.
End of Year Predicted Level	The level a pupil is predicted at the end of the academic year, as generated by the GL CAT4 Assessments, sat at the start of each key stage.

The White House School Attainment Levels

We follow our own, carefully devised assessment model, with level descriptors in line with age or need-related expectations, depending on the curriculum pathway each child is following. Through formative and summative assessment procedures, and analysis of the data therein, we determine which pupils are working:

- Towards their expected level of attainment
- Within their expected level of attainment
- Honing their skills within their expected level of attainment
- Securely within their expected level of attainment.

Sensory Curriculum					
Age: Mixed	Year group: Mixed	Pupils progress towards achieving each learning intention over time and each child will develop at different rates.			
Class Name: 'Little Stars'	**Subject Specific Assessment**				
	TWHS Levels	Stage 1	Stage 2	Stage 3	Stage 4 / Stage 5
	Foundation Stage and KS1 Equivalent	0-3 years	3-4 years	Reception	Year 1 / Year 2
	Personal Target Assessment				
	TWHS Levels	T	W	H	S
	Correlation to 'Equals' Lateral Progress Scales	1 2	3 4 5	6 7 8	9 10