



Love, learn, laugh

Manor School
End of EYFS
2017
Pupil Progress and Attainment

Assessment system – setup

The assessment system used in EYFs comprised two systems comprised of two Brent Assessment Route Early Years System Excel workbooks per pupil, the first uses statements from the Derbyshire Small Steps which cover the EYFS Prime areas, the second uses statements from the EYFS Development Matters and covers the Specific areas.

From September 2017 all pupils of BSAT schools working below National Standard for their Key Stage will be assessed using the BARICS assessment system.

BARICS V3 incorporates recommendations from the Rochford review and is a developmental assessment system where levels B1 to B4 are generic and support assessment of readiness for learning. This system also supports teachers planning and targeting of discovery learning opportunities prior to concept learning which is introduced post B5

We are part of the North West London Special Schools Assessment Group. As part of this 'outstanding schools' network we regularly meet to share collaborative assessment practices and moderate pupil 'work' which gives consistency to assessment and benchmarking across a range of settings.

Assessment system – target setting (progression guidance)

Manor School EYFS Progression Guidance is used for the prime areas only, and is applied to pupils' on entry/baseline data to set end of year targets, the current progression guidance used is as follows:

- Must: 1 Derbyshire Small Step sub-level
- Should: 2 Derbyshire Small Step sub-levels
- Could: 3 Derbyshire Small Step sub-levels

Progress toward targets is monitored, at least, termly through:

- SLT, KS Leaders and Curriculum Leads - close analysis of the progress data (including decreasing barriers to learning)
- Termly pupil progress meetings - where every class teacher, a member of the SLT and our Multi Agency Support Team review and report on progress and/or progress towards the removal of barriers to learning and the impact of interventions
 - Subject Leaders working closely with teachers
 - VB and Attention Autism
 - MAST team support, advice and direct/indirect programmes
 - Moderation and consistent, embedded approach to assessment
 - Personalised Intervention Plans (PIPs) for all learners with challenging yet achievable targets.

Our expectations are that from entry to Reception to end of EYFS:

On entry/ baseline	Emerging (Must)	Expected (Should)	Exceeding (Could)
birth-11 months younger	birth-11 months middle	birth-11 months older	8-20 months middle
birth-11 months middle	birth-11 months older	8-20 months middle	8-20 months older
birth-11 months older	8-20 months middle	8-20 months older	16-26 months middle
8-20 months younger	8-20 months middle	8-20 months older	16-26 months middle
8-20 months middle	8-20 months older	16-26 months middle	16-26 months older
8-20 months older	16-26 months middle	16-26 months older	22-36 months middle
16-26 months younger	16-26 months middle	16-26 months older	22-36 months middle
16-26 months middle	16-26 months older	22-36 months middle	22-36 months older
16-26 months older	22-36 months middle	22-36 months older	30-50 months middle
22-36 months younger	22-36 months middle	22-36 months older	30-50 months middle
22-36 months middle	22-36 months older	30-50 months middle	30-50 months older
22-36 months older	30-50 months middle	30-50 months older	40-60 months middle
30-50 months younger	30-50 months middle	30-50 months older	40-60 months middle
30-50 months middle	30-50 months older	40-60 months middle	40-60 months older
30-50 months older	40-60 months middle	40-60 months older	Early Learning Goals Achieved

Prime areas – year group (set against Manor School EYFS Progression Guidance targets – with number & percentage of pupils)

PDMSG-Physical Development - Movement and Space: Gross Motor

PDMSF-Physical Development - Movement and Space: Fine Motor

PDHSC-Physical Development - Health and Self-Care

CLLA-Communication and Language - Listening and Attention

CLUnd-Communication and Language – Understanding

CLSpk-Communication and Language – Speaking

PSEDMR-Personal, Social and Emotional Development - Making Relationships

PSEDSCSA-Personal, Social and Emotional Development - Self-Confidence and Self-Awareness

PSEDMFB-Personal, Social and Emotional Development - Managing Feelings and Behaviour

Academic year 2016/17	Cohort Size	Total achieving upper quartile & exceeding	Below/Lower Quartile	Must/median	Should/upper Quartile	Could/ Exceeding
PDMSG	20	75%	20%	5%	40%	35%
PDMSF	20	80%	20%	0%	10%	70%
PDHSC	20	80%	15%	5%	15%	65%
CLLA	20	60%	25%	15%	10%	50%
CLUnd	20	60%	30%	10%	15%	45%
CLSpk	20	45%	35%	20%	10%	35%
PSEDMR	20	55%	25%	20%	0%	55%
PSEDFCSA	20	55%	25%	20%	5%	50%
PSEDMFB	20	45%	50%	5%	0%	45%

Across the prime areas,

A small minority of pupils are underachieving, (lower quartile)

A very small minority have attained their 'must' (median)

A very small minority of pupils have attained their 'should' (upper quartile)

A small majority of pupils who have attained their 'could' (Exceeding)

End of year data shows the majority of pupils making outstanding progress against their baseline.

The areas of least amount of progress are in communication, understanding, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour

This reflects the cohort intake where skills of independence, functional communication, forming relationships and managing feelings show small step progress.

The areas where most pupils have achieved within upper or exceeding quartile continues to be in Physical development.

Next steps

- BARICS successfully embedded across the school.
- Heads of school monitor pupil progress and achievement in their setting, and in liaison with the assessment lead, report to Trustees.
- Moderation of assessment internally and across assessment partnership schools. (Mainstream and Special settings)
- Curriculum leads analysing data in their subject area for early identification of trends.
- Assessment steps used to inform planning and target setting 'bridging the gap' for individual learners.
- Identifying and implementing early interventions for purposeful communication
- Identifying and implementing early interventions to support self help skills.

