Cedars School Progress and Achievement Report 2020-21

1. We assess using the B Squared framework only at one point during the year (May/June), unless it is a new student who requires a baseline assessment in September or within the month they join the school.

2. All students have a Personal Learning Plan (PLP)[1] which is made of learning intentions from a range of sources and is evidenced on the Evidence for Learning app. PLP learning intentions are updated as and when achieved.

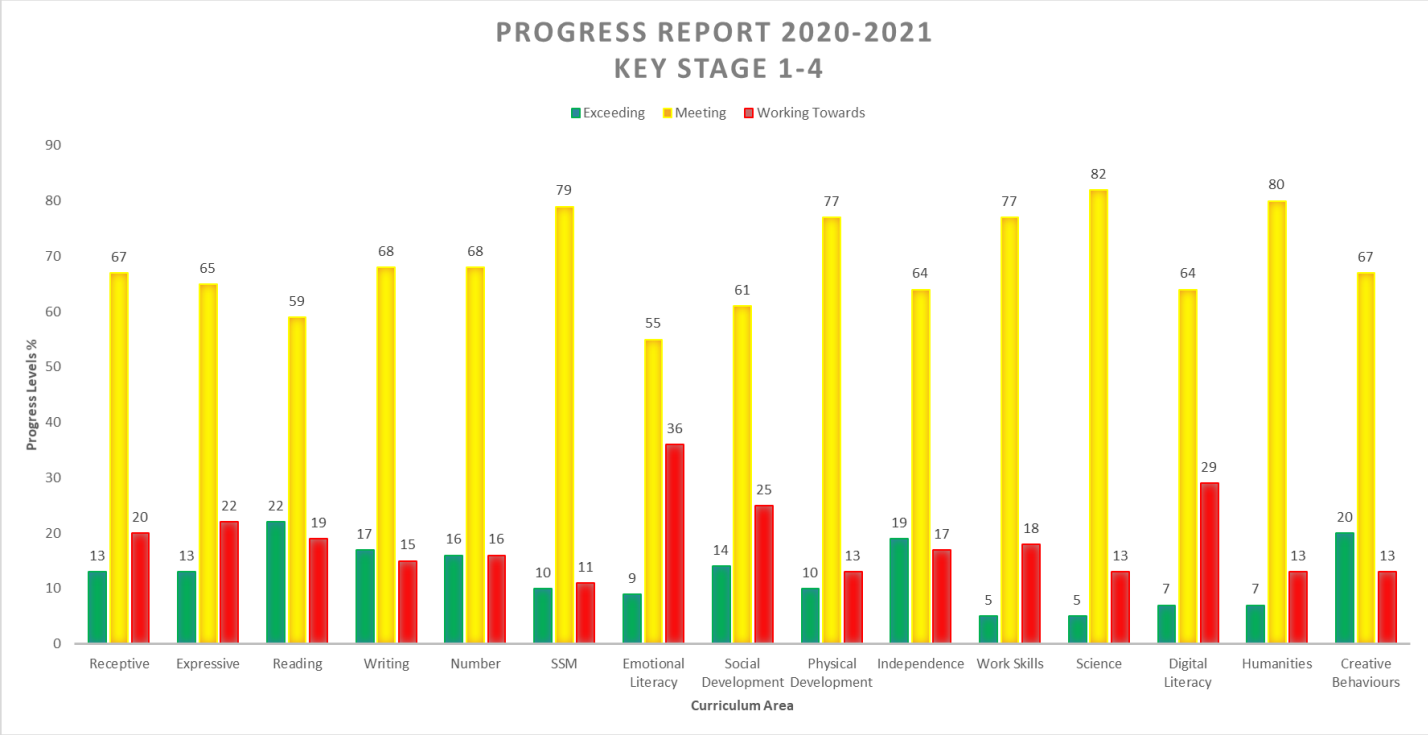
3. The PLP directs the individual pathway for each child. The class may be following a curriculum topic or theme as laid out in the long term planning, but each child works on individual curricula within that, there is less 'whole class' teaching across school now, most learning is done in small groups within the class.

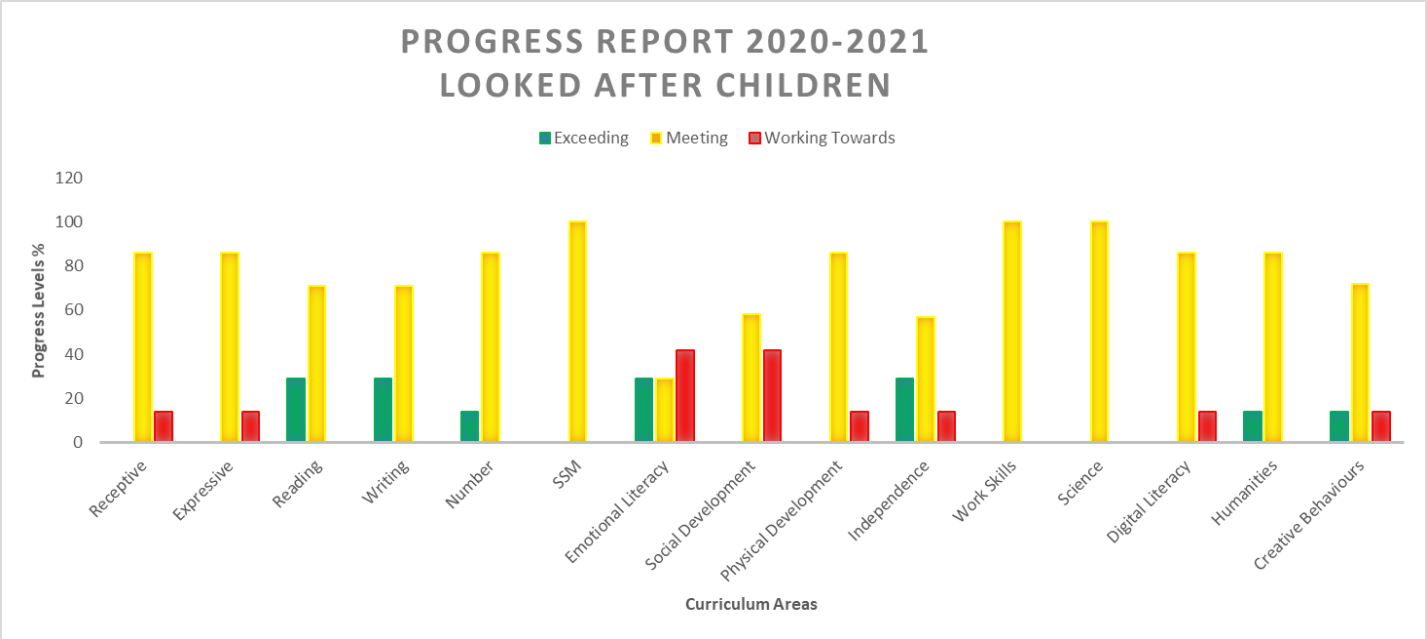
4. Progress is measured through a RAG system recorded on a Pupil Progress Report[2] each term. Teachers RAG rate the PLP intentions for each child to show whether the child, in their judgement, has exceeded, met or working towards expected progress. They will use a range of evidence to make these judgements:

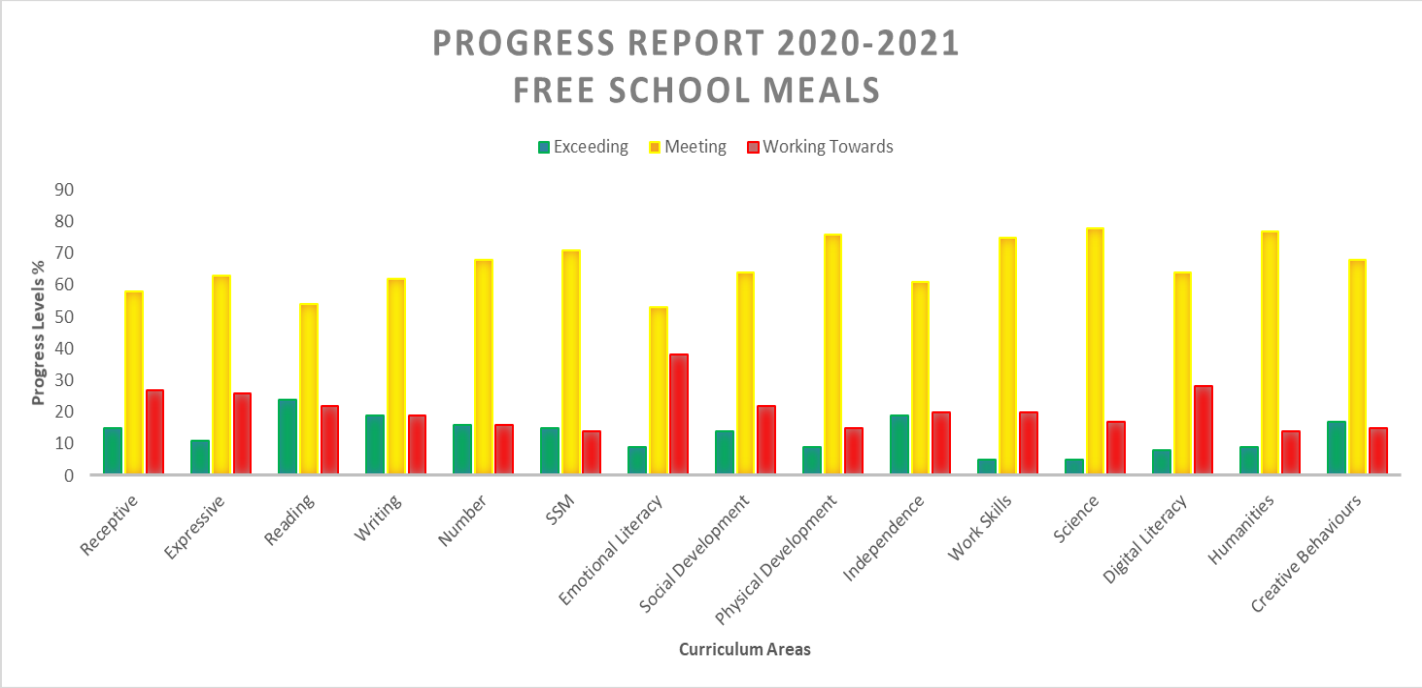
    - The child's previous attainment and rates of progress
    - The individual barriers and circumstances the child faces
    - The child's work – whether in books, verbal contributions, practical demonstrations, – always looking for generalisation throughout the school day or achievement sometime after direct teaching.
    - Evidence for Learning records[3]
    - The feedback of parents, students and other professionals.
    - Formal standardised assessments (see AAR policy for battery of assessments)
    - B Squared Progression Framework[4]
    - Autism Profile
    - Thrive Profile
    - CPOMs behaviour reports

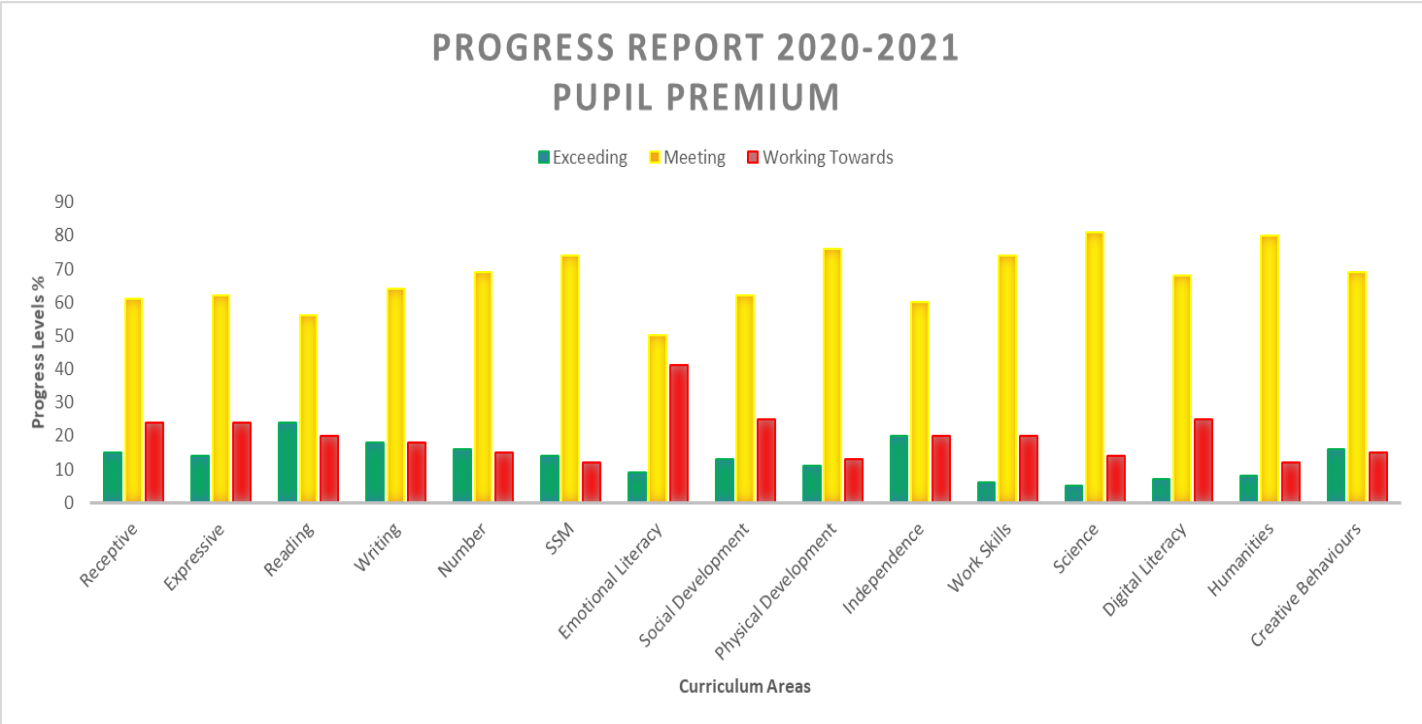
5. School leaders sample the RAG rated reports, looking at one pupil with each teacher. It is an in-depth discussion looking at the judgements teachers have made and asking them to justify their decisions using all the evidence at their disposal. This moderation discussion will highlight if there are any significant discrepancies in judgements. If there are, the teacher and leader will work together to look at the judgements made for all of the children in the class to ensure a consistent approach.

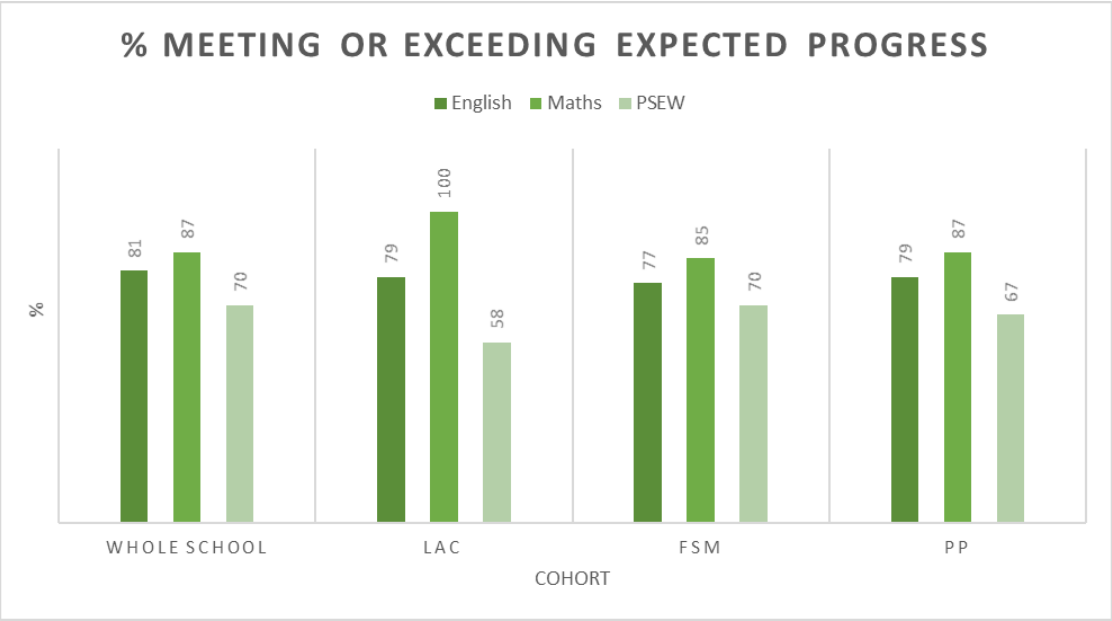
6. The graphs on the next pages show the levels of progress achieved during the academic year May 2020 – May 2021 for Key Stages 1-4, Looked After Children, children in receipt of Free School Meals and pupils in receipt of Pupil Premium grants.


PROGRESS REPORT 2020-2021
KEY STAGE 1-4
Exceeding
Meeting
Working Towards
Progress Levels %
0
10
20
30
40
50
60
70
80
90
Receptive 13 67 20
Expressive 13 65 22
Reading 22 59 19
Writing 17 68 15
Number 16 68 16
SSM 10 79 11
Emotional Literacy 9 55 36
Social Development 14 61 25
Physical Development 10 77 13
Independence 19 64 17
Work Skills 5 77 18
Science 5 82 13
Digital Literacy 7 64 29
Humanities 7 80 13
Creative Behaviours 20 67 13
Curriculum Area


PROGRESS REPORT 2020-2021
LOOKED AFTER CHILDREN
Exceeding
Meeting
Working Towards
Progress Levels %
0
20
40
60
80
100
120
Receptive
Expressive
Reading
Writing
Number
SSM
Emotional Literacy
Social Development
Physical Development
Independence
Work Skills
Science
Digital Literacy
Humanities
Creative Behaviours
Curriculum Areas


PROGRESS REPORT 2020-2021
FREE SCHOOL MEALS
Exceeding
Meeting
Working Towards
Progress Levels %
90
80
70
60
50
40
30
20
10
0
Receptive
Expressive
Reading
Writing
Number
SSM
Emotional Literacy
Social Development
Physical Development
Independence
Work Skills
Science
Digital Literacy
Humanities
Creative Behaviours
Curriculum Areas


PROGRESS REPORT 2020-2021
PUPIL PREMIUM
Exceeding
Meeting
Working Towards
Progress Levels %
90
80
70
60
50
40
30
20
10
0
Receptive
Expressive
Reading
Writing
Number
SSM
Emotional Literacy
Social Development
Physical Development
Independence
Work Skills
Science
Digital Literacy
Humanities
Creative Behaviours
Curriculum Areas



7. **81%** of students overall have **met or exceeded expected progress** in **English** and **87%** in **maths** despite the disruption of Covid-19 this academic year.

8. The small variation between the two disciplines is attributed to that teachers reporting that it was easier to teach maths remotely, as there were wider range of online resources that consolidate mathematical skills. In addition, we know that daily reading is of paramount importance for our children. During lockdown, not all families will have been able to support students with daily reading opportunities. In addition, many of our students have significant speech, language and communication difficulties; it may be that disruption to consistent language and communication activities have impacted language development. Individual Pupil Progress reports support this finding.

9. **Pupil Premium (93 students) and LAC (7 students)** pupils have made favourable progress, much in line with the whole school cohort. A higher proportion of these students will have remained in school for the duration of the lockdown periods and had more access to daily reading and communication opportunities.

10. The levels of expected progress reached in **Physical, Emotional and Social Wellbeing (PSEW)** are lower than in previous years. The Pupil Progress interviews with teachers have told us that our children were impacted significantly by the events of the last 18 months. The disruption to their daily routines, estrangement from friends and family, and lack of access to resources has meant that many of our students required a Recovery Curriculum, rich with opportunity to explore their emotional health and build social bonds again. The PSEW Development Team are now tasked with looking at the individual progress of students who have been identified during assessment and working with teachers, parents, carers and other professionals to ensure that these children have access to the necessary resources, interventions and therapies to enable them to build their confidence and emotional resilience. The introduction of the Thrive Programme and the Wellness Award will facilitate these aims.

11. Another area showing slightly more students at 'working towards' expected progress is **Digital Literacy.** Teacher conversations have shown that Online Safety is taught well through the comprehensive PSEW and

Project Evolve curriculum, however it has highlighted a lack of confidence in teaching some areas of the Computing Skills Curriculum. There have also been ongoing difficulties in having access to the range of fully-functional hardware (laptops, iPads) and necessary software packages to facilitate some aspects of the curriculum. The Digital Literacy Lead is working with the SLG support and Omnicom to remedy the resources issues and address the training needs of staff.

12. Curriculum Leads now have the data for each of their curriculum areas and will be drilling down to pinpoint groups and individuals in need of specific support – the PLP system we have adopted makes this easy to do as every child has their own case-study sitting behind the whole-school data. This information will also aid them to identify CPD priorities for their subjects and shape their monitoring activities to support colleagues in the delivery of the curriculum. Middle leaders will share their findings and actions with their link SLG and Governors later this term.

Appendices

1. Personal Learning Plan (example)
2. Termly Pupil Progress Report (example)
3. Evidence for Learning Record (example)
4. B Squared Pupil Summative overview (example)
5. B Squared Comparison Chart – helps understand how 'Steps' match with developmental stage