

Heaton School- Classroom Monitor Progress Data Sept 2020 – July 2021



Context

A new system for the measuring, evidencing and analysing of progress (H Levels) was introduced with targets set with parents in November 2018 after 2 years of development. Data taken from Classroom Monitor shows how much students have progressed against assessment descriptors across 7 subjects, which follow the outcomes for adulthood.

Expected progress - Three years ago we used historical P level data to set the assumption of expected annual progress at:

- H1-3 = 0.2 of a level is considered expected progress.
- H4 and above in all areas = 0.3 of a level.

This means expected progress in Heaton School was approximately at or around 1 level per key Stage. However, this will vary throughout the cohort for a variety of reasons including - students who have extended stays in hospital or periods of illness, those for whom maintaining a level is considered better than expected progress given a life limiting health condition and students who experience other changes in circumstances.

Over the past 18 months we have also had to deal with the effects of Covid-19, which has greatly disrupted teaching and learning for the vast majority of our pupils. The assumption of expected progress has therefore been adjusted to take this into account for this year.

- H1-3 = 0.1 of a level is considered expected progress
- H4 and above in all areas = 0.15 of a level

This also means that we cannot look at progress year on year fairly to check if our assumptions are correct.

The assessment tool we use (Classroom Monitor) was updated, and became more mainstream focussed. So, along with many other Special Schools, we took the decision to leave with effect from August 2021. We have replaced Classroom Monitor with Evidence for Learning, which is much more user friendly.

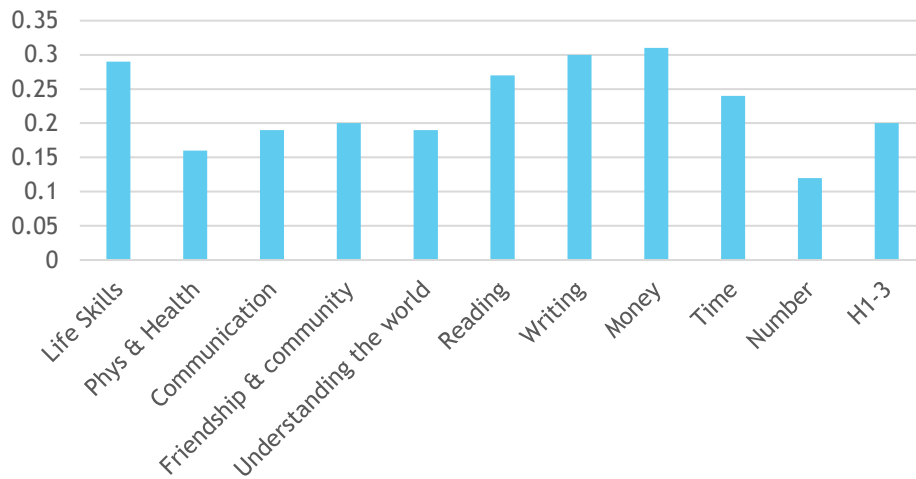
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Whole School Data

The following data shows the progress made over the academic year September 2020 to July 2021. The table below evidences the average percentage progress made in each H level strand. The data is also represented in graph form. The progress of individual students is analysed by class teachers and department co-ordinators each term. This data excludes certain special cases, which are looked at later in this report.

	Life Skills	Phys & Health	Communication	Friendship & community	Understanding the world	Reading	Writing	Money	Time	Number	H1-3
Whole School	0.29	0.16	0.19	0.20	0.19	0.27	0.30	0.31	0.24	0.12	0.20

Whole School

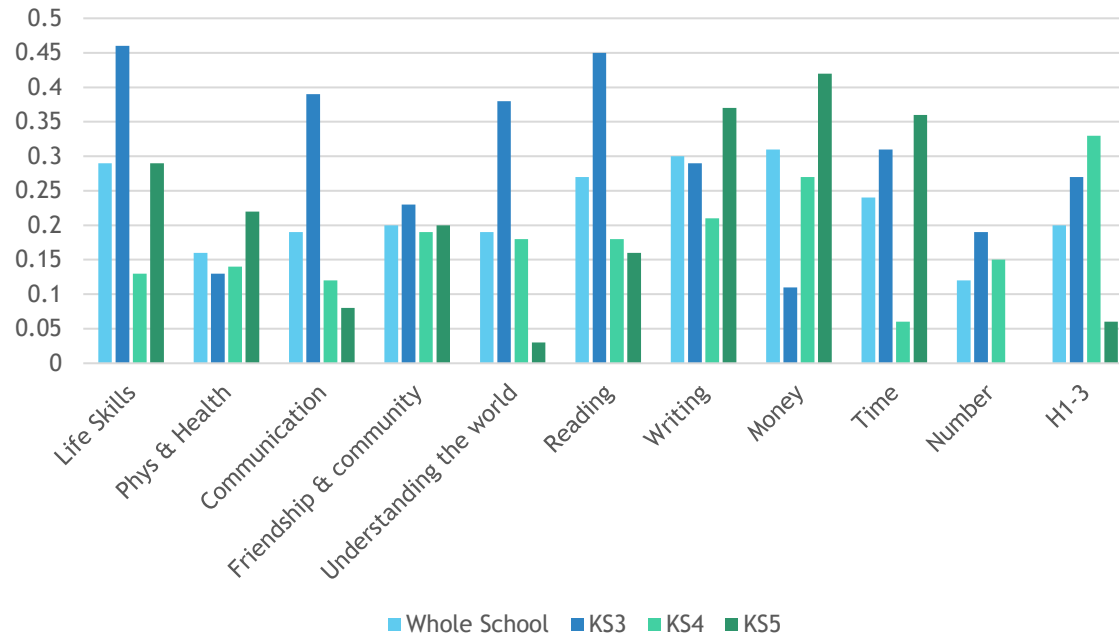


The data suggests that, on average our students have made at least expected progress, for this year, in all areas except number. The latter is due to the fact that KS5 does not study number as a discreet lesson, and so this skews the figures. KS3 and KS4 are on target for number. However, excellent progress has been made in the practical elements of mathematics (money and time). In life skills, reading and writing, on average all pupils have made excellent progress in light of changes, collapsed curriculums and pupils having to self-isolate. In H1-3, again, excellent progress has been made.



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Progress by Key Stage Sept 20 to July 21



In this table groups of students are analysed by their Key Stage and compared with the whole school average.

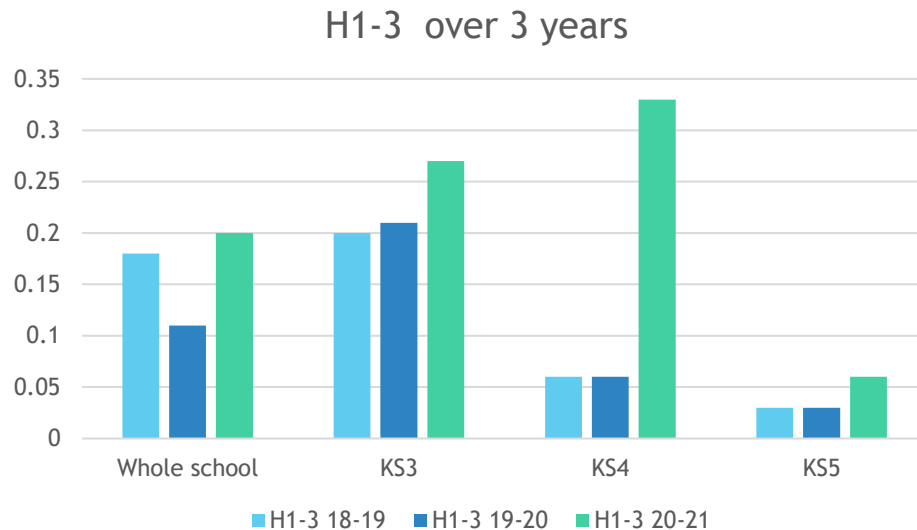
This shows excellent progress in KS3 in most subjects, especially life skills, communication, understanding the world, reading, writing and time. Areas for focus next year include physical and health (although the lack of space in school due to Covid-19 regulations has affected KS3 and KS4, with the hall being unavailable for PE lessons).

KS4 classes have made good progress in friendship and community, understanding the world, reading, writing and money. Areas for focus next year include life skills, physical and health and communication.

KS5 classes show great progress in life skills, physical and health, friendship and community, writing, money and time. Communication is the area for focus next year. It should be noted that KS5 have a different curriculum emphasis, with the focus on outcomes for adulthood.

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H 1-3



H1-3 - the amended expected level of progress for this year is 10% (0.1) of a level. However, the actual progress is 0.2 of a level which is excellent progress. This reflects the re-organisation of the school, with the creation of a PMLD department. This means that greater focus and energy is concentrated in this area. The graph also shows that there has been improvement year on year in all age categories for our PMLD students.

The government has produced a new assessment format for these students which commenced in September 2020. We have been trialling 'Routes for Learning' which is one of the Government approved assessments. This will be incorporated into the new assessment tool which replaces Classroom Monitor in September 2021.

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	Life Skills	Physical and Health	Communication	Friendship and Community	Understanding the World	English Reading	English Writing	Maths Money	Maths Time	Maths Number
Whole school	0.29	0.16	0.19	0.2	0.19	0.27	0.3	0.31	0.24	0.12
KS3	0.46	0.13	0.39	0.23	0.38	0.45	0.29	0.11	0.31	0.19
KS4	0.13	0.14	0.12	0.19	0.18	0.18	0.21	0.27	0.06	0.15
KS5	0.29	0.22	0.08	0.2	0.03	0.16	0.37	0.42	0.36	0

Key Stage 3 have shown good progress, with excellent progress in life skills, communication, understanding the world, reading, writing, and time. Number and friendship and community are above average for this year. Physical and health is slightly below, however, this has been affected by Covid-19 as the hall has been out of bounds to students during 2020-2021. This has affected the curriculum, with lessons being held in classrooms and outside. The hall is available for next year, and a full curriculum is on offer, including a coach from Manchester City in the Community.

Key Stage 4 does show progress, which is around that expected for this year. KS4 have not taught time this year, as it is on a curriculum rotation. Excellent progress has been made in English writing and mathematics time. The opening up of more spaces within school will help the focus of life skills and physical and health. Communication needs to be a focus in this Key Stage. The increase in the provision of Speech and Language will be of enormous benefit.

Key Stage 5 shows excellent progress in life skills, physical and health, friendship and community, writing, maths - money and maths - time (the 2 areas covered in KS5). Again, the focus for next year needs to be on communication.

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Special Cases

We have excluded data for 1 student (in KS4), who has not attended school for 18 months due to shielding. We have been setting this student work, but accurate assessment has not been possible as we cannot be certain how much help this student has had.

We have included all other students, which includes several students who did not attend school for at least the first two terms of 2020-2021.

Next Steps for developing progress data at Heaton School

- ▶ A new system of recording progress, Evidence for Learning, will be used from September 2021. As well as H Level progress, Evidence for Learning (EFL) can incorporate the framework of Routes for Learning. Routes for Learning will replace the H1-3, and is in accordance with the new Government guidelines
- ▶ Implementation of total communication strategy and emphasis on reading is now showing in the data, especially at KS3. Communication needs to be developed for KS4 and KS5. We have more Speech and Language therapy input from Summer 2021, which will increase the focus on this area. A new Communication Lead has been appointed and has already implemented training, and communication champions in every class.
- ▶ Development of tracking progress made on IEP / EHCP targets. The new system (EFL) has the capacity to add these frameworks, and this is a target for 2022.
- ▶ Work has been done around the 3 areas of learning: Experience and Encounter, Explore and Experiment and Develop and Apply. Training across the whole school has been given, and learning walks have reinforced this training. The impact of this should be seen in the understanding of Teaching Assistants when reporting progress to teachers.
- ▶ Examination of future progress data to enable us to establish challenging but realistic expectations for progress of individuals in a much more holistic way. EFL has the capacity for us to be able to track numerous strands of progress, which in the future will include IEPs, Welsh Board, Duke of Edinburgh and Arts Award.