



Pupil Outcomes 2014-5

High expectations and challenging individual pupil targets are set for our pupils to enable them to achieve as well as they can.

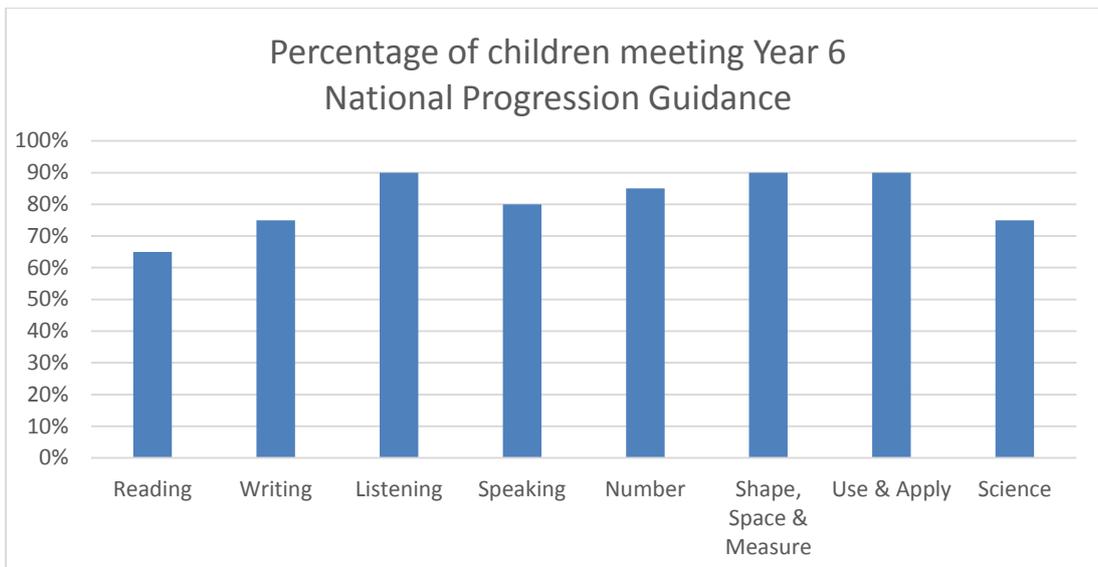
Prior to September 2015 school assessment was based on the National Progression Guidance for those working within the P levels (used nationally to assess the learning of those learners learning below the level of the national curriculum). These national expectations use a data set based on the small amount of pupils with SEN in both mainstream and special schools who work within the P levels throughout their education.

Prior to September 2015 for those working within the National Curriculum national expected progress from the end of KS1 to the end of KS2 was that 2 levels of progress would be made e.g. level 1 to level 3.

Achievement of our pupils

Key Stage 2

At the end of KS2 learner's attainment is judged against the expected levels of progress dependent on their teacher assessed levels at the end of KS1 (year 2) as outlined above. Our pupils make good progress and increasingly outstanding progress. This is because a large majority and sometimes a very large majority of pupils make or are on track to make at least expected progress in English: reading, speaking, listening, Maths: shape space and measure and using and applying. In Science the majority of pupils made or are on track to make upper quartile progress according to the Progression materials. This can be seen in the following graph which demonstrated that in year 6 a large majority of pupils made expected progress or above.



SATS results

This year 1 of our Year 6 pupils achieved a nationally recognised secure Level 4 in reading, Level 3 in English grammar, punctuation and spelling and a level 3 in mathematics within the KS2 National curriculum SATS tests. We encourage our pupils who are able to participate in national assessments as per their mainstream peers.

KS1

Our pupils in KS1 make extremely good progress. Almost all pupils make at least 1 sub level of progress in English and Science and the vast majority do so in maths. A minority of pupils made over 3 sublevels of progress in English, Science and Maths: number and using and applying.

Early Years Foundation Stage:

At the end of reception year pupils are assessed against the EYFS profile Early Learning goals and are assessed to be making emerging, expected or exceeding levels of development against the national benchmark of good development. Many pupils at Palatine because of their learning needs have emerging progress and remain working towards this benchmark. However a very large majority of pupils progress across 1 and 2 stages of development within the EYFS areas of learning demonstrating outstanding progress from their starting point on entry into school.

Assessment practice within school

Pupil progress meetings

Teachers meet with senior staff (and therapists and medical staff as appropriate) to analyse the progress of pupils holistically. They consider academic progress, progress towards personal targets, attendance and behaviour. These twice yearly meetings support us in ensuring we are providing the best personalised learning

opportunities for our pupils and that we can alter our practice / use any intervention required to support those who are not progressing as we would hope.

Moderation

We have regular internal moderation meetings (at least 6 per year) and attend external moderation throughout the year. Core subject leaders lead moderation sessions for their subject which ensures that levelling is consistent across the school; they collect evidence which demonstrates this and are available for advice on levelling. Our new feedback and marking policy has highlighted the importance of providing effective and appropriate feedback to pupils in regards to their learning and skill development and ensures a consistent approach across the school.

From the Autumn term 2015 we will implement our new assessment tools:

Through the 2014-5 school year we devised a new assessment framework to meet the needs of all our learners within the context of the new National Curriculum. This includes an extremely thorough progression of skills through the P levels and into the new national curriculum (the age related expectations are referred to as stage related expectations at Palatine in order to include and validate the learning of all our pupils). We are adding to this with the ImPACTS assessment tool which assesses learning between P1-3 and the SCERTS model which supports the learning and development of those with autism. We have devised our 'Learning Powers' tool to assess the learning and skill development of our pupils in their personal, social, learning and thinking skills. These new assessment tools will be rolled out throughout the 2015-6 academic year and used along with our continued regular moderation, will ensure that we assess accurately, leading to informed, personalised, differentiated learning, planned for all our pupils.