|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **19-20** | **20-21** | **21-22** | **22-23** |
| Average iASEND progress | 13% | 11% | 18% | Anticipated progress: 9%Aspirational target: 12%AP1:4%AP2: 8%AP3:AP4:AP5:AP6: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **19-20** | **20-21** | **21-22** | **22-23** |
| Average iASEND progress – strand A | 9% | 9% | 37%(Engagement learners removed from data) | iASEND set progress: 5%Anticipated progress: 10%Aspirational target: 13%AP1:8%AP2: 20%AP3:AP4:AP5:AP6: |
| Average iASEND progress – strand S | 16%(After audit 12%) | 12% | 14% | iASEND set progress: 7%Anticipated progress: 9%Aspirational target: 12%AP1: 3%AP2: 5%AP3:AP4:AP5:AP6: |
| Average iASEND progress – strand E and above | 10% | 11% | 24% | iASEND set progress: 10+%Anticipated progress: 11%Aspirational target: 14%AP1: 4%AP2: 7%AP3:AP4:AP5:AP6: |

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| **Year** | **19-20** | **20-21** | **21-22** | **22-23** |
| Average iASEND progress – English | 13%(After audit 11%) | 12% | 19% | Anticipated progress: 9%Aspirational target: 12%AP1: 4%AP2: 8%AP3:AP4:AP5:AP6: |
| Average iASEND progress – Maths | 12%(After audit 9%) | 11% | 18% | Anticipated progress: 9%Aspirational target: 12%AP1: 3%AP2: 7%AP3:AP4:AP5:AP6: |
| Average iASEND progress – Science | 14%(After audit 9%) | 9% | 16% | Anticipated progress: 9%Aspirational target: 12%AP1: 3%AP2: 7%AP3:AP4:AP5:AP6: |
| Average iASEND progress – Computing | 13%(After audit 12%) | 10% | 20% | Anticipated progress: 9%Aspirational target: 12%AP1: 6%AP2: 10%AP3:AP4:AP5:AP6: |
| Average iASEND progress – PSED | 13%(After audit 11%) | 11% | 20% | Anticipated progress: 9%Aspirational target: 12%AP1: 3%AP2: 8%AP3:AP4:AP5:AP6: |

*Note for 19-20 data*

*After audit it appeared one class data was input incorrectly. This led to a skewing of the data so two figures are included for this year; pre and post audit.*

Whilst iASEND is our main assessment tool used for the majority of students, it is not appropriate for students not engaging in subject specific learning; those on the Early Years Foundation Stage, students with profound and multiple learning difficulties, and students following a preparation for adulthood curriculum. For these different areas we have followed guidance around best practice for assessment.

Early Years Foundation Stage (EYFS) – Students of nursery and reception age are assessed by teachers on their progress towards the Early Learning Goals. This is a teacher judgement assessment, supported by narrative observation and photo/video evidence. During this time, students are also observed for teacher to plan their next assessment pathway – learning goals or iASEND.

Learning goals – Learning goals are individual, aspirational targets which are frequently reviewed by teaching staff to ensure they remain appropriate. The goals link to the Education, Health and Care Plan outcomes and are student specific to meet their individual needs. These ran for the first year in 21-22 and we collected baseline data. This enabled us to set a target for expected progress through learning goals per half term for 22-23.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Goals | Class | Average LG achieved per half term | AP1 Average LG | AP2 Average LG |
| PMLD 4 students | 1 | 3 | 3 | 2.5 |
| PMLD 3 students | 2 | 2 | 3 | 3.6 |
| PMLD 5 students | 3 | 2 | 4 | 2.25 |
| ASC 2 students | 4 | 3 | 5 | 5 |
| ASC 2 students | 5 | 3 | 2.5 | 7.5 |
| ASC 2 students | 6 | 3 | 1 | TBC |

Preparation for Adulthood (PfA) – Many of our post-14 students come to a point in their learning where functional skills for life after school move to the forefront of their learning, alongside embedded literacy and numeracy skills. These goals link closely to the Education, Heath and Care Plan PfA outcomes and are student specific. As these link so closely to IEPs, these will be quantitatively tracked as outlined below.

Accreditation – We are aspirational for our students who are able to access appropriate accreditations. In the year 22-23 we are looking at students achieving Entry Levels through Pearson in a range of curriculum subjects, AQA unit awards, the Duke of Edinburgh Award and the OPT Award (adapted DofE for students with profound and multiple learning difficulties). Each student has an individually planned accreditation pathway.

Individual Education Plans (IEPs) – All students have IEP targets which work towards the outcomes set in their Education, Health and Care Plan. Historically these have been assessed by qualitative commentary using teacher judgement. For the 22-23 year we are trialing a quantitative measure alongside this to track progress across the year.