Introduction

Children who attend Haughton School have moderate to severe learning difficulties and complex needs. This means that they will be attaining at levels significantly below age-related expectations. The children require a highly differentiated curriculum and specialist teaching approaches in order to develop their skills.

Assessment in the Early Years

We continue to use Cherry Garden Branch Maps (© 2022 Cherry Garden School) in order to monitor, record and evaluate the progress of our youngest children. The Cherry Garden Branch Maps are targeted at children who are working below Year 1 expectations and allow children's achievement to be assessed in a broader, more holistic way in order to truly celebrate the breadth of their experience and the range of their skills.

The Branch Maps are used alongside Tapestry which enables us to develop Online Learning Journals. Through the Tapestry app, teaching staff and parents and carers can share photo and video observations of learning.

The overarching aim of our assessment process is to provide an individualised record of each child's development prior to them beginning the next phase of their education with us. We also use the system to produce a summative overview of progress in our Early Years class.

Assessment in Key Stage 1 and Key Stage 2

Children are assessed across levels which range from Engagement (E), through the pre-Key Stage Standards (PKS) and on to the Age-Related Expectations (ARE). Due to their complex learning needs, children at Haughton may be assessed as attaining a level which relates to an ARE below their chronological age (for example a child in year 4 may be assessed as working at a year 1 developing level).

Depth of Understanding not Levels

Like most schools we have moved away from judging a child's progress in terms of increased levels of attainment and are focussing instead on increased depth of understanding.

We use the iASEND assessment system as the foundation for monitoring, recording and evaluating the progress of our children from an emerging level of understanding through to a functional level. This allows us to continue to produce a summative progress report based on percentage increases in order to provide a broad evidence base at the end of each Key Stage. The percentages do not relate to levels but to increased depth of knowledge within a particular strand or branch (Branches 1 to 10 for Cherry Gardens and curriculum A,S, E or N for iASEND). More importantly our assessment systems give us detailed information on individual children throughout the year, allowing us to identify gaps in learning and strengths.

The following is the key which explains how the curriculum operates:

A = The Engagement Model (Similar attainment level as historical P1 - P4)

S = Pre-Key Stage 1 level (Similar attainment level as historical P5 - P8)

E = KS1 curriculum broken down into smaller steps

N = KS2 curriculum broken down into smaller steps

Our assessment structure continues to be supported by summative reading and phonics assessments using the Salford Reading Tests, Phonics Screening and Twinkl phonics.

Target Setting

All children have a baseline assessment completed, using either Cherry Gardens or iASEND, in the first half term that they join us in Haughton School.

For our Reception aged children, we would identify progress through at least three branches of an area of learning to be good progress given their complex learning needs (this would roughly equate to 12 months progress from any given starting point).

For our children in Key Stages 1 to 2 we use the percentages set by iASEND (calculated using Dr Sue Fisher's experience as a Headteacher of a special school) as a guideline for our target setting. Our target for each child is an increased depth of knowledge and understanding at whatever level they are working at. The annual target for each child is for them to increase their depth of understanding by the following percentages:

A= 5% S=7% E=10% N=12%

The level of expectation is based on the child's level of need and is best explained as follows:

The reason why the children are expected to make these measures of progress over the course of a year not (100%) is best explained using an example: Let us take a child working at D, 100% would be the whole of KS3, which is 3 years (Years 7, 8 and 9). That means per year, an expected child would be making 33 percent, a year.

However, for the children to be on iASEND, we know they are making much smaller steps of progress. 15% means they should be attaining approximately half a year's curriculum in each year. The percentage gets smaller the earlier we go back. This is because a child working at the A curriculum is far more likely to have many more significant barriers to learning than those working higher up the scale.

This will mean their progress is a lot slower than of a child who is working at E curriculum (KS1). The exact percentages were calculated using Dr Sue Fisher's experience as a Headteacher of a special school, alongside her research and analysing the aggregate results of the 3,000 + children on iASEND currently (2020).

In line with the percentages calculated by Dr Sue Fisher, Haughton School target is for our children working within a Key Stage 1 level of understanding (E) to achieve 20% increased depth across the key stage. A child working at a Pre-Key Stage level of understanding (S) is likely to have much more significant barriers than those working higher up the scale. This will mean their progress is more gradual than that of a child, who is working within KS1, the target for increased depth for these children is therefore lower at 7%. Likewise, a child working at an Engagement level (A) has a lower target (5%) for the same reasons.

Targets for children at the end of a Key Stage (from their baseline at the start of the Key Stage) are:

Key Stage 1: A: 10% S: 14% E: 20%

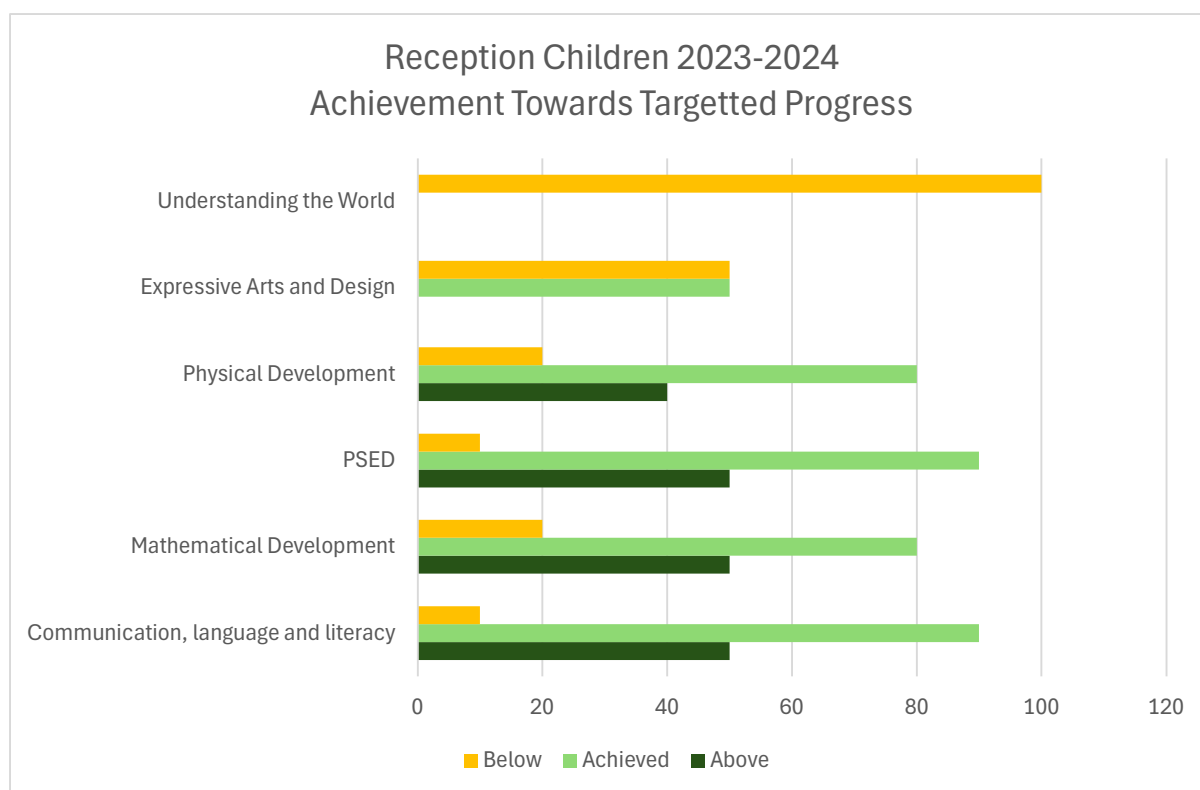**Key Stage 2: A: 20% S: 28% E: 40% N: 48%**

When at least 75% of our children achieve their targets in any subject we consider that good progress has been made in the development of their depth of understanding, when that figure rises to 90% or more we consider that this is outstanding.

Early Years Summative Information

There were 10 children who completed their Reception year with us. The chart below summarises the branches in which the children were working at the start and end of the year.

	Comm., Lang. & Lit.		Math. Develop.		PSED		Physical Develop.		Express. Arts & Design		Understand. of the World	
	Sep 23	Jul 24	Sep 23	Jul 24	Sep 23	Jul 24	Sep 23	Jul 24	Sep 23	Jul 24	Sep 23	Jul 24
B1	3	7	2	6	4	8	4	7	4	6	5	7
B2	3	7	3	6	4	7	3	6	4	7	5	6
B3	3	6	3	6	3	6	3	5	4	6	5	6
B4	2	5	3	5	2	5	3	6	4	5	5	6
B5	3	6	2	8	3	6	3	8	4	6	5	6
B6	4	8	4	8	3	7	4	8	4	7	5	7
B7	3	7	3	8	3	7	4	8	4	7	5	7
B8	3	6	4	7	3	7	3	6	4	7	5	6
B9	2	3	2	3	2	4	2	4	4	4	5	5
B10	3	7	3	8	3	7	3	7	4	7	5	7

Achievement of Targets

Reception Children 2023-2024
Achievement Towards Targetted Progress

The percentage of children achieving our expected progress during their Reception year suggests that outstanding progress has been made in Communication, Language and Literacy and PSED with the at least 90% of children making over 12 months measurable progress. Additionally, good progress has been made in Mathematical Development and Physical Development. Progress in Expressive Arts and Design was below our target of 75%, with only 50% of children achieving expected progress. This year children did not achieve targeted progress in Understanding the World.

Areas of Learning

	Comm., Lang. & Lit.	Math. Develop.	PSED	Physical Dev.	Express. Arts & Design	Understand. of the World
Average Baseline	2.9	2.9	3	3.2	4	5
Average Attainment	6.2	6.5	6.4	6.5	6.2	6.3

The data show that there is very little difference in the average attainment of this group of children in each of the areas of learning. However the starting points (i.e. Baseline) are higher in Understanding the World and Expressive Arts and this significantly effects the progress scores. A question remains over assessment in these areas as again all children were given very similar baselines. The attainment data would support the view that language and mathematics are areas of strength in teaching and learning within the EYFS.

Overall the assessments show that all children have been judged to make significant progress in each area of their learning, from relatively low starting points.

End of Key Stage Summative Assessment

Key Stage 1

There were 15 children who completed their Key Stage 1 education with us. The chart below summarises the curriculums in which the children were working at greater depth in at the end of the Key Stage

|	English	Maths	Science	Computing	PSHE
A (Engagement)	0	0	0	0	0
S (PKS)	14	13	13	15	14
E (KS1)	1	2	2	0	1

Key Stage 2

There were 26 children who completed their Key Stage 2 education with us. The chart below summarises the strands in which the children were working at greater depth in at the end of the Key Stage.

	English	Maths	Science	Computing	PSHE

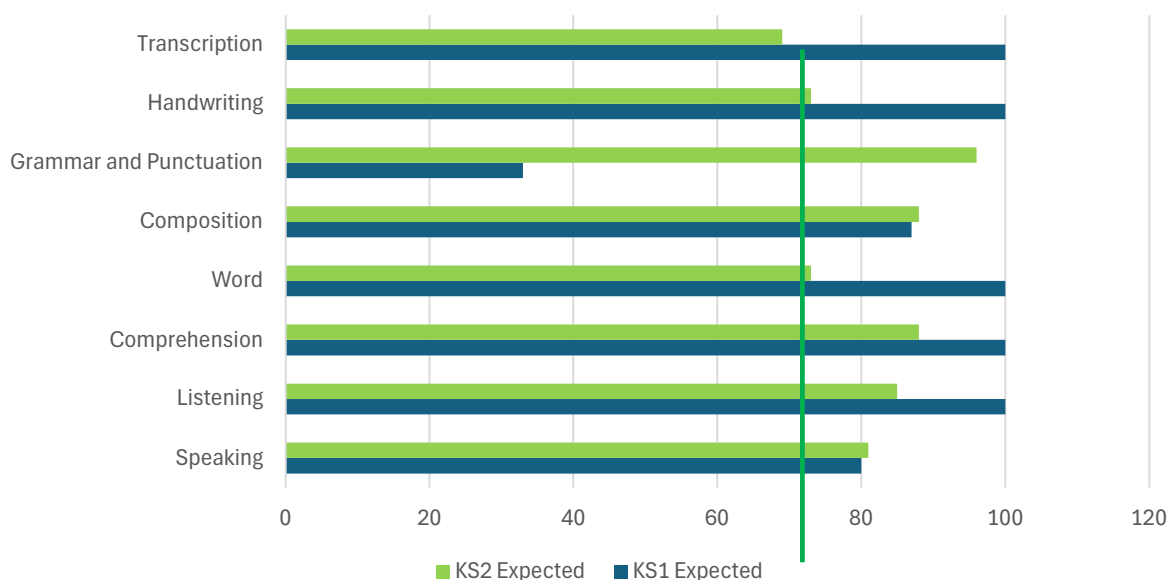|					
A (Engagement)	0	0	0	0	0
S (PKS)	6	9	6	6	5
E (PKS/KS1)	14	14	20	11	16
N (KS2)	6	3	0	9	5

Subject Report/ Key Percentages
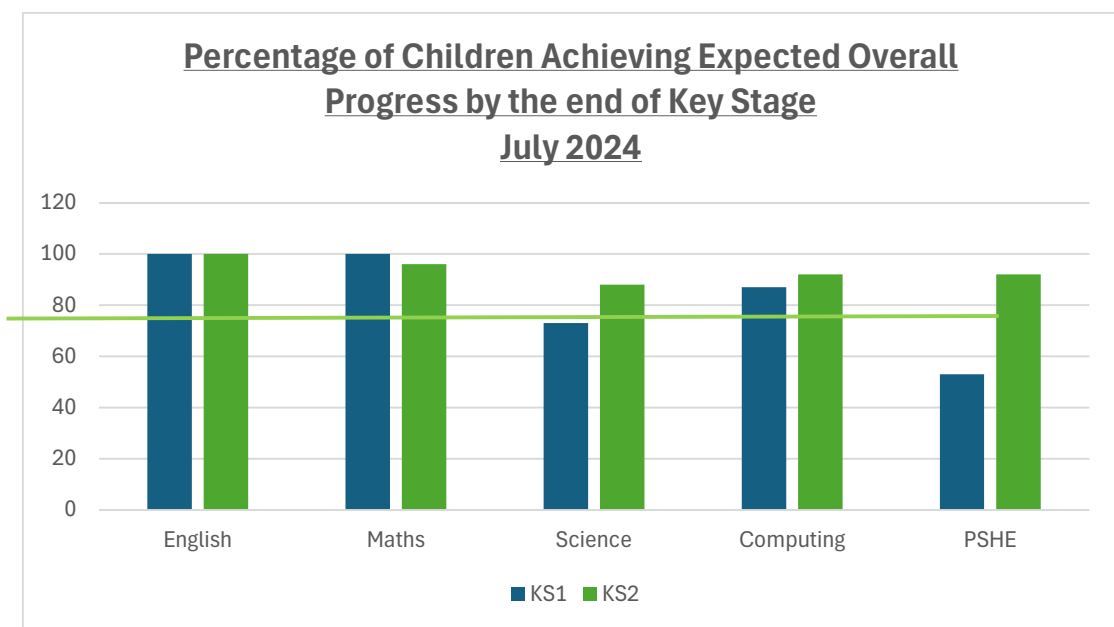
The data indicates that the percentage of children achieving our overall expected progress by the end of the Key Stage 1 in the five subject areas is at least good (i.e., above 75%) for English, Maths, and Computing. We would judge it to be outstanding (i.e. above 90%) in English and Maths. The data suggests that fewer children have achieved expected progress in PSHE at the end of Key Stage 1, this is not a repeated trend from the previous year. Progress in Science is slightly below the 75% target with (73%).

At Key Stage 2 data suggests that the percentage of children achieving overall expected progress by the end of the key stage is at least good in English, Maths, Science, Computing and PSHE. We would judge it to be outstanding (i.e. above 90%) in English, Maths, Computing and PSHE.

Further interrogation of the data looks at areas of each area of learning/subject in order to identify relative strengths and weaknesses.

English

Percentage of Children Achieving Targetted Progress within Strands of English
July 2024

Chart showing percentage of children achieving targeted progress within strands of English for July 2024. Categories (top to bottom): Transcription, Handwriting, Grammar and Punctuation, Composition, Word, Comprehension, Listening, Speaking. Bars for KS2 Expected (green) and KS1 Expected (dark blue). X-axis from 0 to 120.
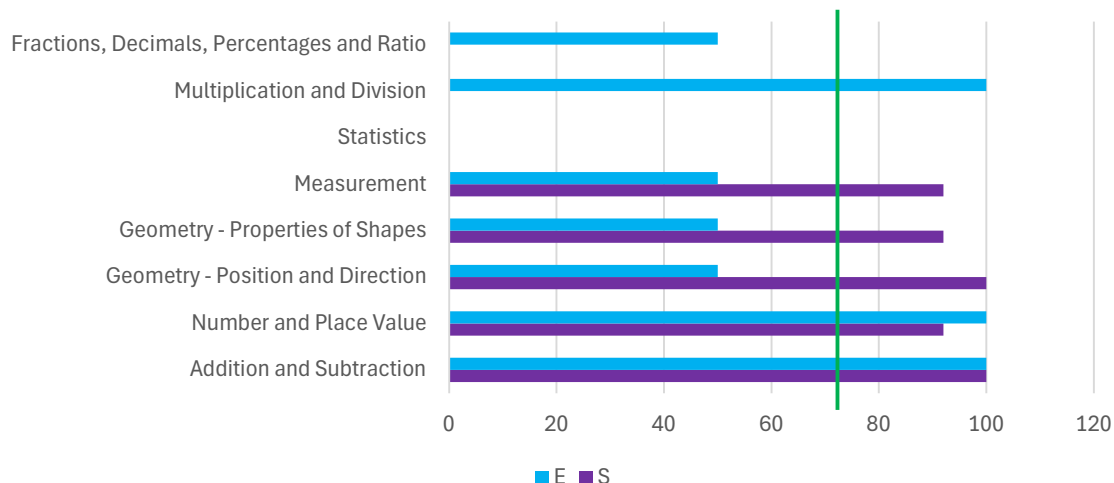
Legend: ■ KS2 Expected ■ KS1 Expected

The Key Stage 1 data suggests that at least good progress has been made in reaching the targeted increase in depth in all applicable areas. Grammar and punctuation are omitted from analysis as only one child was working within the curriculum level (E) where this is assessed. The data suggests that progress in Transcription, Handwriting, Reading Word, Reading Comprehension and Listening has been outstanding for this group of children.
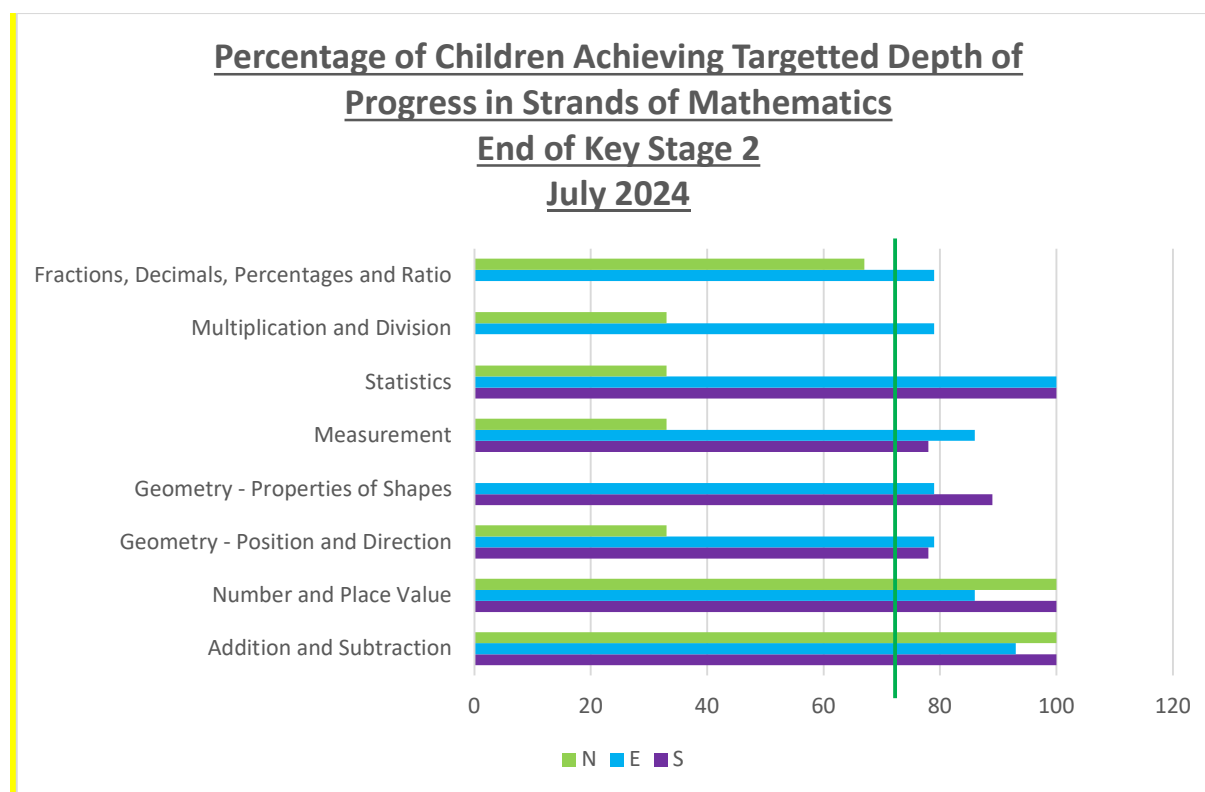
Analysis of the children's depth of progress in terms of the percentage reaching the expected target levels in each strand of English by the end of Key Stage 2 reflects at least good progress in Grammar and Punctuation, Composition, Reading Comprehension, Speaking and Listening. In a repeat of last year's results progress in Transcription is below expected. Progress in Reading Word and Handwriting is very slightly below what we would judge as 'good progress'. Reading has always been a strength at Haughton and so results in this area will be explored further.

Mathematics

Percentage of Children Achieving Targetted Progress within Strands of Mathematics
End of Key Stage 1
July 2024

Chart showing percentage of children achieving targeted progress within strands of Mathematics for End of Key Stage 1, July 2024. Categories (top to bottom): Fractions, Decimals, Percentages and Ratio; Multiplication and Division; Statistics; Measurement; Geometry - Properties of Shapes; Geometry - Position and Direction; Number and Place Value; Addition and Subtraction. Bars for E (light blue) and S (purple). X-axis from 0 to 120.

Legend: ■ E ■ S

For children working within 'S', analysis of the children's depth of progress in terms of the percentage reaching the expected target levels in each strand of Mathematics reflects at least good progress in all assessed areas. There were only two children working within the 'E' curriculum so it is more difficult to draw conclusions from this data however progress in areas of number appear significantly higher than other mathematical areas

Percentage of Children Achieving Targetted Depth of Progress in Strands of Mathematics End of Key Stage 2 July 2024

For children working within the 'S' and 'E' levels, analysis of the children's depth of progress in terms of the percentage reaching the expected target in each strand of Mathematics reflects at least good progress in all assessed areas. There were three children working within the 'N' curriculum so it is more difficult to draw conclusions from this data however recorded progress in areas other than number appears significantly lower and will need exploring further. It is recognised that this is a repeated pattern from the previous set of results.

Specialist Hub Provisions

Children who attend our hub provisions are usually following one of two paths. Some children transfer from our main site due to them having made significant progress both personally and academically to a point where we believe they have demonstrated that given the correct level of support they would be able to be successfully included alongside their mainstream peers. The second group of children transfer to the hub from mainstream schools, this is generally as a result of their mainstream placement having struggled to meet their needs within their setting, these children would not generally have the complex needs we would consider to meet the admission criteria at our main school site and again given the correct level of specialist support and adapted curriculum ought to be able to be successfully included alongside their mainstream peers.

There were two children who finished their primary education with us in our specialist hubs on the mainstream school site of Hollinswood Primary & Nursery School. Both children transferred from our main school site. Both children made exceptional progress, both academically and more importantly personally, during their time with us, as outlined in the brief pen portraits below:

Child 1

Transferred to the hub at year 5 from our main school site. He achieved age related expectations in reading and maths and a year 5 level in his writing. He was able to successfully join his mainstream classes for the majority of lessons and transferred to a specialist hub on a secondary mainstream site in September 2024.

Child 2

Transferred to the hub at year 6 from our main school site. She achieved age related expectations in reading and maths and a year 5 level in her writing. She was able to successfully join her mainstream classes for the majority of lessons and transitioned to a mainstream secondary school full time in September 2024.

Points for Development 2024-2025

Early Years

The Cherry Gardens and Tapestry assessment system is working well for our children, moving forward we will need to:

- Ensure all staff are skilled in successfully using this approach to record children's learning journeys
- Ensure accurate and individualised baseline assessments in understanding the world and expressive arts
- Consider how the approach can complement the iASEND approach, in Key Stage 1 in particular

Key Stage1 & 2

The iASEND system continues to provide a detailed picture of children's progress through the school, moving forward we will need to:

- Ensure **all** staff accurately record increased depth of knowledge regularly in order to fully reflect individual children's progress and achievement
- Ensure that accurate assessment is kept up to date for all strands of Mathematics

Hub Provisions

- Extend the provisions to include a hub for Key Stage 1 children with communication and interaction difficulties
- Ensure children on our main site who would benefit from transfer to a hub are identified earlier through the assessment and target monitoring system/annual review process.