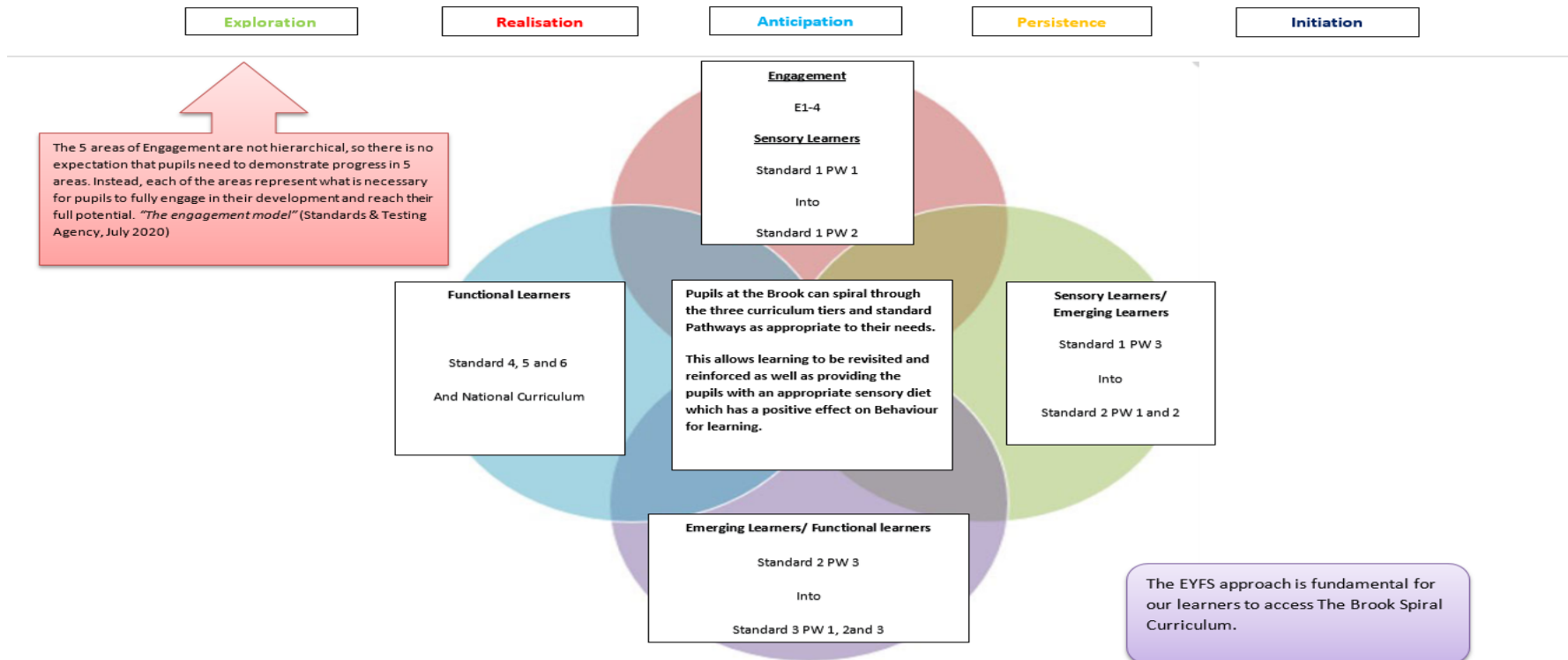




# The Brook Special Primary School- Analysis of pupil attainment and progress 2020-2021

At The Brook Special Primary School we provide a rich, relevant and creative curriculum for our pupils. Our bespoke spiral curriculum allows pupils to revisit a topic, theme or subject several times throughout their school career- this reinforces and solidifies the knowledge gained within the subject matter. The complexity of the topic or theme increases with each re-visit and knowledge is built on, allowing for a logical progression from simplistic ideas to more complicated ideas. The curriculum provides appropriate stretch and challenge to the more able pupils across the school.



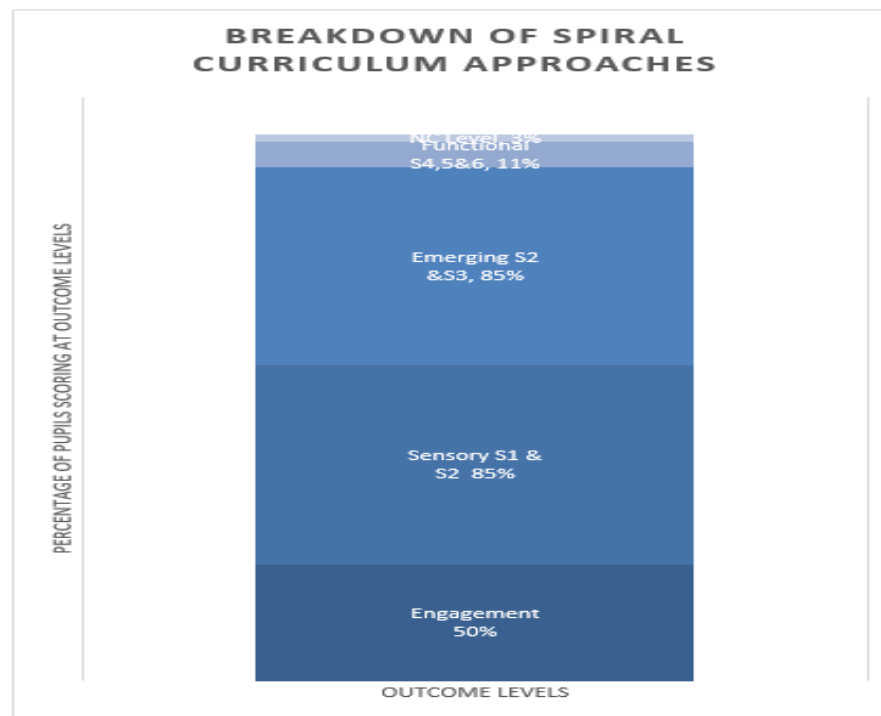
## General Comments

The overall outcome levels for pupils in Literacy (Reading, Writing, Speaking and Listening) Maths (Number, Geometry and Measure) and PSED at The Brook Special Primary School ranges from Engagement profile to National Curriculum Level 3 with the distribution shown below.

## Bespoke Groupings

Here is a table that represents the complex needs of our pupils and why our spiral curriculum is crucial to them making progress.

Class names	Types of teaching approaches used (see spiral curriculum Venn diagram)
Dragonfly	Sensory, Emerging
Lacewing	Sensory, Emerging
Bumblebee	Engagement, Sensory, Emerging
Ladybird	Emerging, Functional (NC)
Cricket	Engagement, Sensory, Emerging
Honeysuckle	Engagement, Sensory, Emerging
Nightingale	Engagement, Sensory,
Poppy	Engagement, Sensory, Emerging
Snowdrop	Engagement, Sensory
Daffodils	Sensory, Emerging
Swift	Sensory, Emerging
Sunflower	Sensory, Emerging
Kingfisher	Emerging, Functional
Daisy	Emerging



Classes use mixed approaches, so more than one teaching approach may be used by teaching staff throughout the curriculum. The table above represents the percentage of classes at The Brook that are using the following teaching approaches.

## How are children at The Brook School assessed?

All Pupils at The Brook Special Primary School are assessed using the school's own bespoke assessment framework. Progress data is analysed through termly progress meetings with teachers, the Deputy Head Teacher and the Curriculum and Assessment Co-ordinator. The school's assessment framework has been written using the Engagement profile and the pre key stage standards. All pupil progress (even those working within the Engagement profile) are tracked uses the following increments to show progress: **0.2, 0.4, 0.6, 0.8**. Further clarity on what the increments mean is in the table below.

All pupils need to complete 90% of a standard of learning to be able to move on to the next stage. We have been sharing progress data with parents through the PCR process. Below is an example of the progress data sheet from the PCR document.

## Progress

This is an overview of your child's progress over time. An annual progress report will be sent to parents and local authority in July 2021

Subject area	Year 2019-2020	Currently working on
Phonic level <b>(Phonics Tracker)</b>	Phase 2	Phase 3
Phonic Screening score <b>(Year 2 only)</b>	N/A	N/A
Reading	S2.6	S2.8
Writing	S2.8	S3
Speaking and listening	S2.8	S3
Number	S3.4	S3.6
Geometry and Measure	S2.8	S3

Your child's progress is assessed throughout the year using The Brook Special Primary Schools assessment system, as well as Tapestry and Phonics Tracker. Using this information teachers set targets and predict progress for the year ahead. At the moment every child's graph shows where they currently sit within the new standards for learning and in summer we will be able to share with you just how much progress your child has made throughout the year.



Pupils' progress in Phonics is tracked using Phonics tracker at phase 2 and above and we use our own bespoke assessment framework to track those pupils on Phase 1. Selected year 2 pupils take the Phonic screening test and results are submitted to Haringey.

## How do we evidence, evaluate and moderate progress?

All of the progress made by individual pupils is evidenced and evaluated upon through the use of Tapestry and a termly tracker designed to capture progress over time and against the EYFS and NC headings. All pupils have a journal in Tapestry that makes up the body of the Annual Progress Report. Pupil targets are evaluated and shared with Parents/Carers throughout the year. They are also moderated termly in school and borough wide through the network assessment group that we head. See below an example of the school's Tapestry tracker and an example of a Tapestry entry.

Sensory Emerging Tapestry Assessment Monitoring Tracker Autumn 2021

All Assessment Tapestry observations should contain the following information  
'I can' statement, Level of support, Evaluative comment and Next steps

Area of learning:	Pupil:								
<b>Communication and Language</b> (Listening and Understanding and Speaking)	Autumn								
<b>Literacy (Phonics)</b> (Comprehension, Word reading and Writing)	Autumn								
<b>Mathematics</b> (Number and Numerical Patterns)	Autumn								
<b>Understanding the World</b> (Past and present, People, Culture and Communities and The Natural World)	Autumn								
<b>Personal, Social and Emotional Development</b> (Self-regulation, Managing self and Building relationships)	Autumn								
<b>Physical Development</b> (Gross motor skills and Fine Motor Skills)	Autumn								
<b>Expressive Arts and Design</b> (Creating with materials and Being imaginative)	Autumn								

Emerging and Functional Tapestry Assessment Monitoring Tracker Autumn 2021

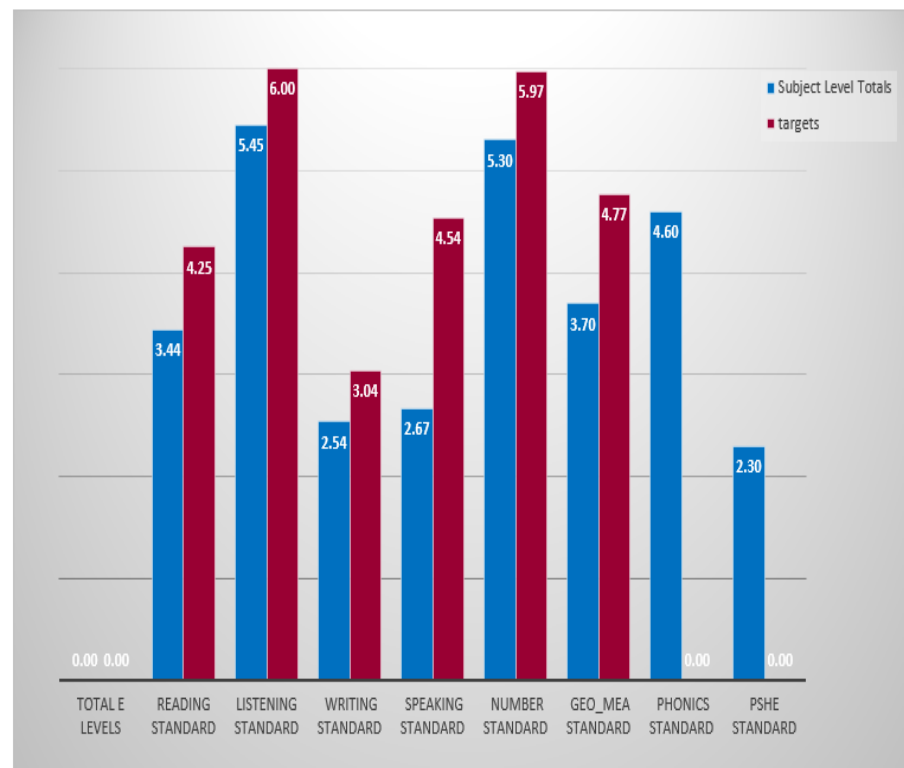
All Assessment Tapestry observations should contain the following information  
'I can' statement, Level of support, Evaluative comment and Next steps

Area of learning:	Pupil:								
This Tapestry tracker is a catch all in preparation for the Annual Progress reports. This tracker is to run over the whole of the Autumn term									
<b>Phonics and Literacy</b> (Reading and Writing)	Autumn								
<b>Communication</b> (Attention Autism, Intensive interaction Verve/Smile, Colourful semantics)	Autumn								
<b>Mathematics</b> (Number or Geometry and Measure)	Autumn								
<b>Science</b> (The circulatory System and heart, Electricity, Earth and Space, Rocks, Uses and everyday materials, Life cycles of animals and reproduction)	Autumn								

## Setting and predicting targets

All pupils' progress has now been scrutinised and the framework has been updated by teachers. Using the system we have predicted targets for the end of this academic year for each pupil and will meet teachers again in spring to ensure that pupils are on track and if not, question why? Below shows the targets set and the progress that will be tracked.

Subject							Overall Level	Chart	Moderated	Pathway	Target set for Summer 2022
Preliminary	E1	E2	E3	E4			B		E		E
	☆0%	☆0%	☆0%	☆0%			0.00				
Reading	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	☆0%	★96%	★48%	☆0%	3.44				4.25
Listening	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	★100%	★100%	★98%	☆47%	5.45				6
Writing	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	★54%	☆0%	☆0%	☆0%	2.54				3.04
Speaking	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	★67%	☆0%	☆0%	☆0%	2.67				4.54
Number	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	★100%	★100%	★90%	☆42%	5.30				5.97
Geo_Mea (Geometry and measure)	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	★100%	★69%	☆0%	☆0%	3.70				4.77
Phonics	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	★100%	★100%	★65%	☆0%	4.60				
PSHE	S1	S2	S3	S4	S5	S6	S		S		S
	★100%	★100%	☆32%	☆0%	☆0%	☆0%	2.30				



In order to ensure that all teachers are aware of the expectations for pupil progress, we have a robust yearly timetable for assessment, which can be seen below.

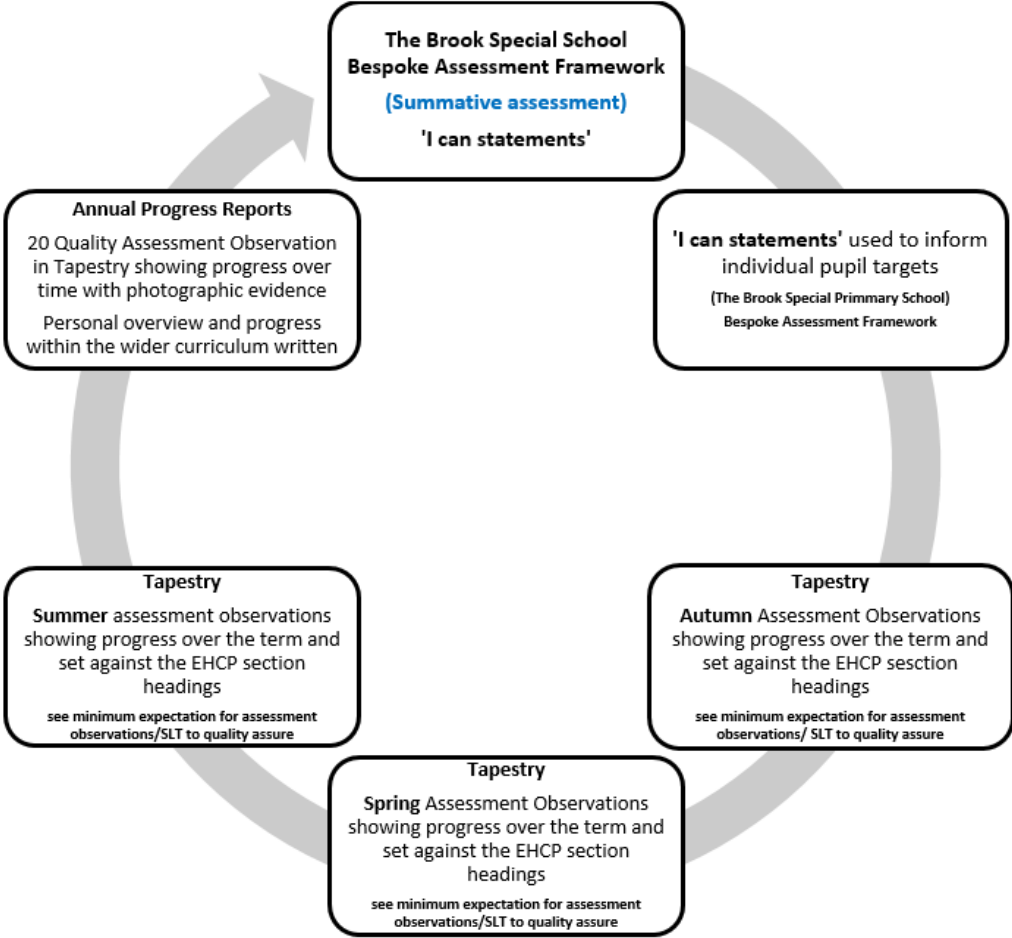


## Pupil assessment at The Brook Primary Special School

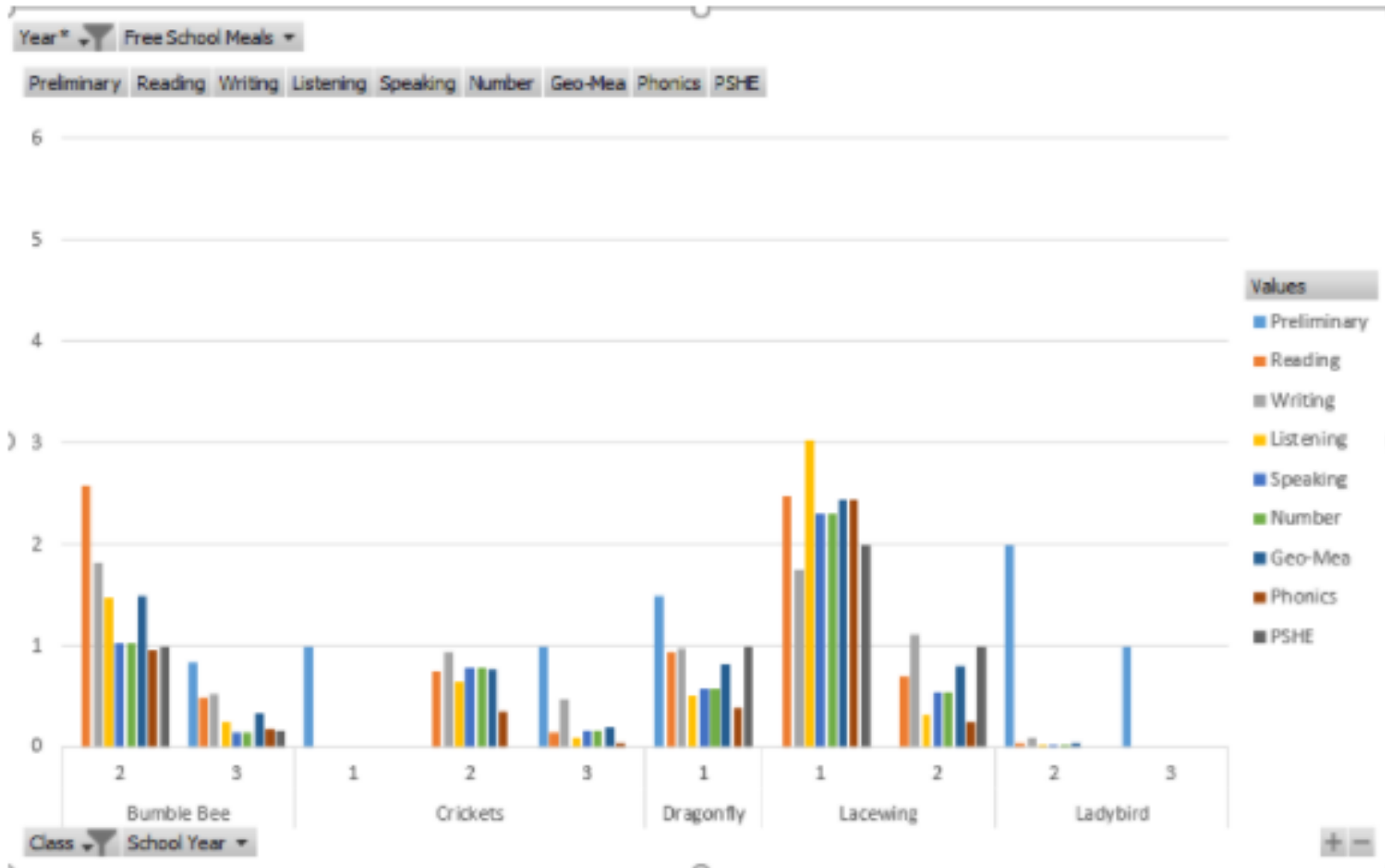
Pupil Assessment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Baselining and Pupil predictions</b>	Baseline all pupils against Assessment framework 'I can' statements	Yearly Predictions for pupils discussed in individual meetings with teachers <b>DHT/ Co-ordinator for curriculum and assessment</b>		Yearly predictions reviewed in individual teachers meetings with <b>DHT/ Co-ordinator for curriculum and assessment</b>		
<b>Use of Assessment Framework</b>		Teachers to input baseline information for individual pupils		Review of pupil progress so far. Changes within system made if required		Final achieved progress input into assessment framework- <b>Progress graphs created using this information</b>
<b>Tapestry Assessment Observations</b>	Tapestry used to gather Assessment observations during the baseline process	1st round of Assessment observations for all subject areas- <b>These will be directly linked to targets set using the new framework and 'I can' statements</b>	Some subject areas require a Spring Assessment observation. These should be prepared in Tapestry for: <b>Physical/Sensory (x1 Science)</b> <b>PSED</b> <b>Being in the community and independence (Humanities)</b> <b>Music and Expressive Arts (Maria as Lead)</b>		2nd round of Assessment observations for all subject areas- <b>These will show progress over time and be linked to first round of Assessment Observations completed in Autumn 2. These will also be used as part of pupils' progress reports.</b>	
<b>Spontaneous Observations</b>	Spontaneous Observations can be done at any time during the term. These can make up part of the parental journal and can also be printed and placed in pupil chat books, work books.		Spontaneous Observations can be done at any time during the term. These can make up part of the parental journal and can also be printed and placed in pupil chat books, work books.		Spontaneous Observations can be done at any time during the term. These can make up part of the parental journal and can also be printed and placed in pupil chat books, work books.	
<b>Termly evaluations through Tapestry</b>	Summer targets from previous year used in the baseline process	Set 1 Autumn tapestry evaluations written and SLT to quality assure		Set 2 Spring tapestry evaluations written and SLT to quality assure		Set 3 Summer tapestry evaluations written and SLT to quality assure
<b>Data Analysis Deputy Head Teacher</b>	Analysis of new class data shared with individual teachers			Mid- year progress reported on and shared with individual teachers		Final pupils' progress shared with DHT and input into assessment framework.
<b>Phonics</b>		Phonics Tracker- completed for all children <b>Year 2 Phonics Screening test- Deadline mid December –Phonic lead</b>			Phonics tracker reviewed and progress used in Annual progress report	
<b>Progress Reports</b>		1st round of assessment observations in Tapestry completed- <b>SLT to monitor</b>	Assessment Observations completed in Tapestry for: <b>Physical/Sensory (x1 Science)</b> <b>PSED</b> <b>Being in the community and independence (Humanities)</b> <b>Music and Expressive Arts (Maria as Lead)</b>		2nd round of assessment observations in Tapestry completed- <b>SLT to monitor looking at progress over time</b> Personal overview for each individual pupil written The wider curriculum overview for each individual pupil written- <b>progress reports collated and reviewed by HT</b>	



The Brook Special Primary School Cycle Assessment, Recording and reporting Progress

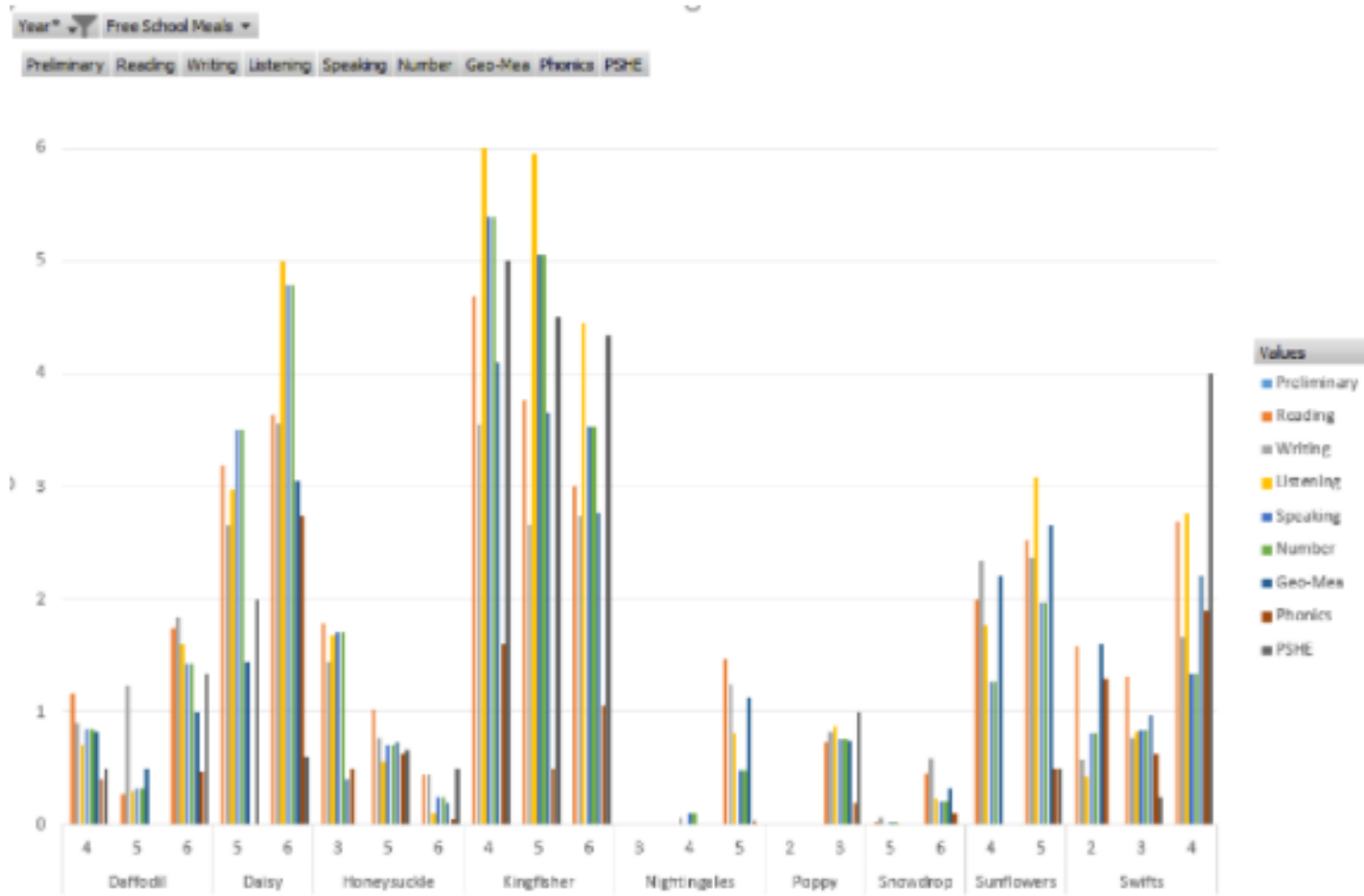


Breakdown of pupil attainment academic year 2021-2022 KS1 classes



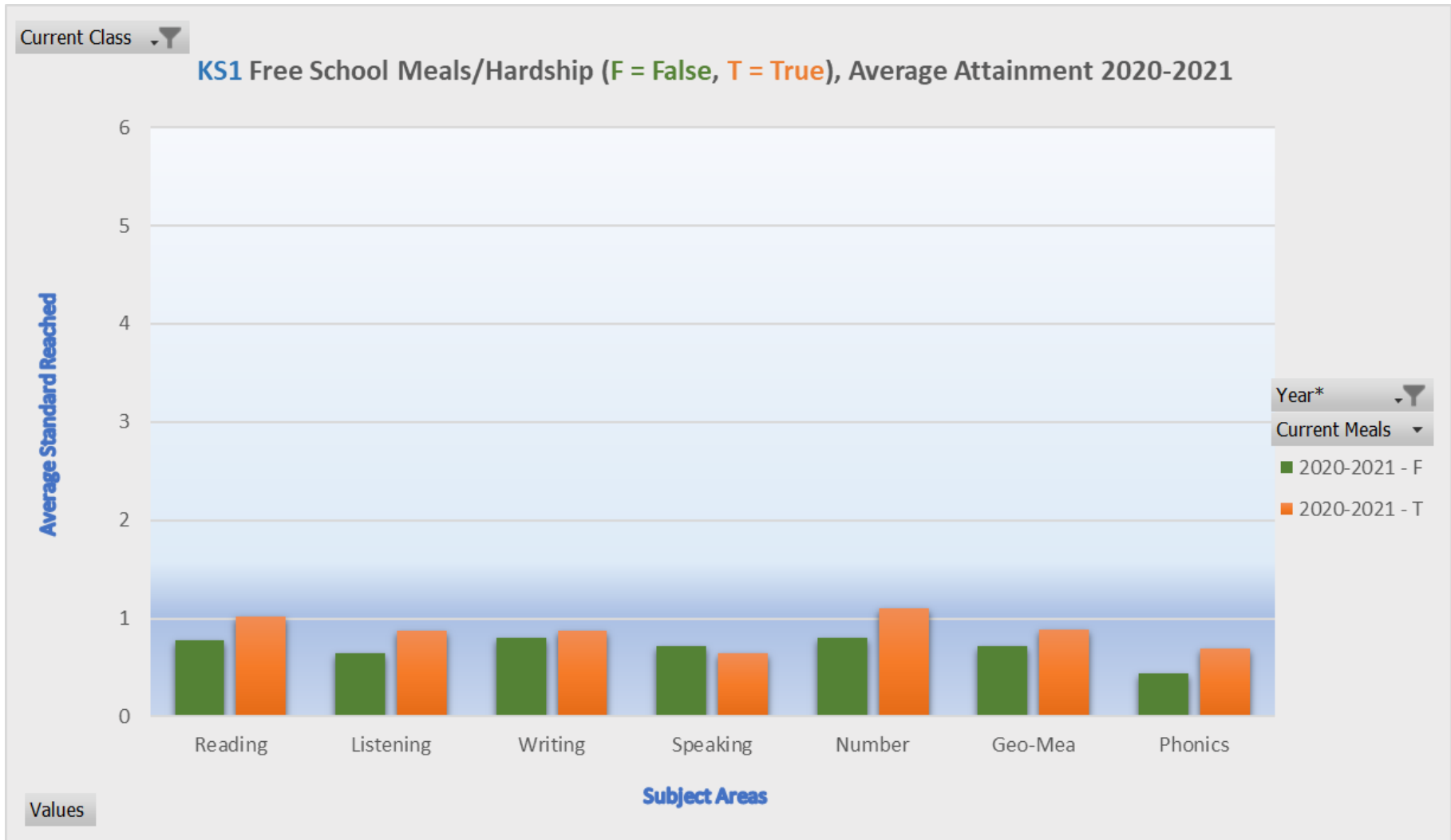


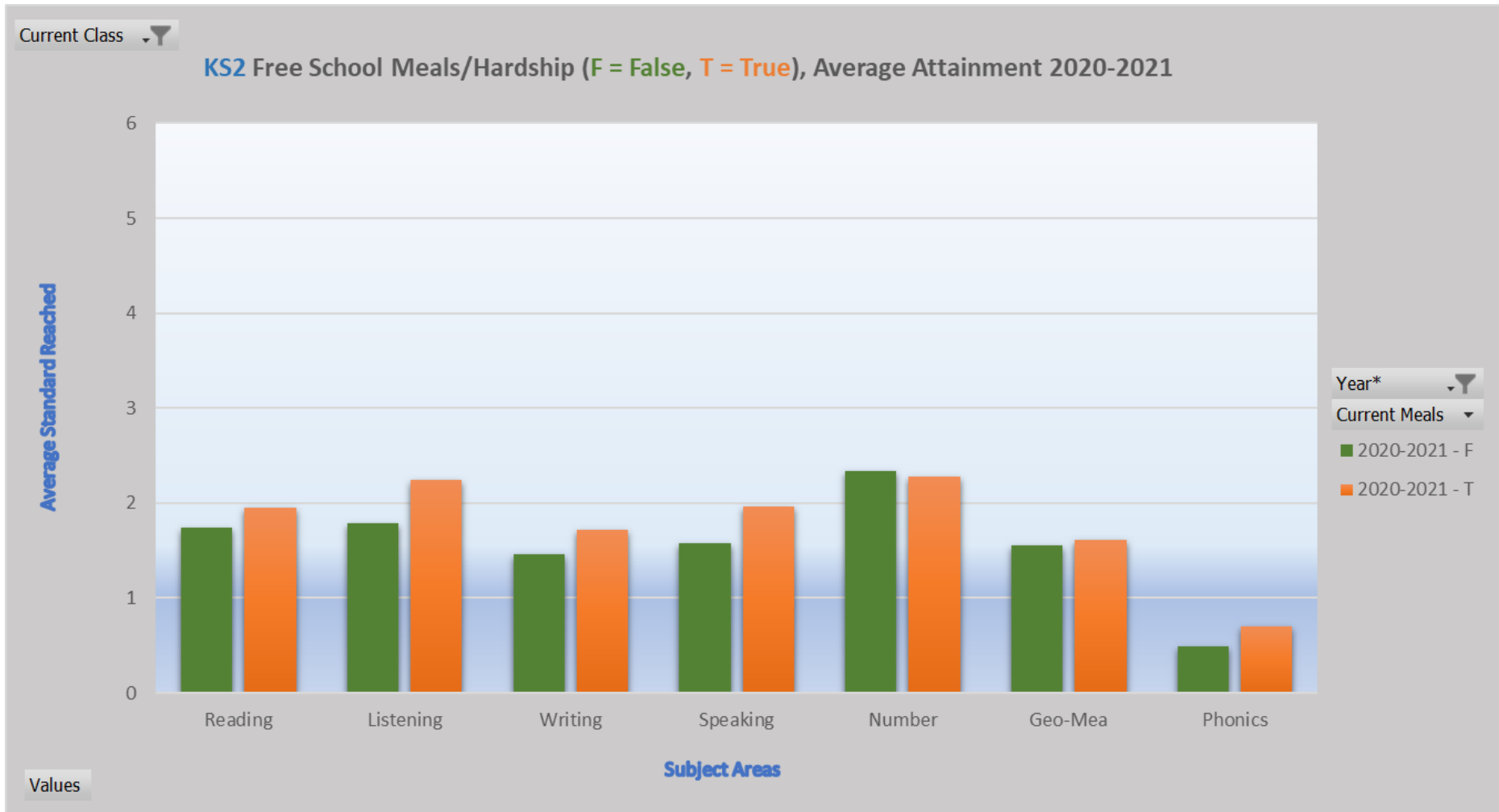
### Breakdown of pupil attainment academic year 2021-2022 KS2 classes



Brook Assesment Data 2020-2021 – Analysis of attainment FSM/Hardship (All, KS1 and KS2)







Brook Assesment Data 2020-2021 – Analysis of attainment by Gender (All, KS1 and KS2)

