

ASSESSMENT REPORT

Spring Term 2020

KLIPS

English & Maths

SCHOOL CLOSED 23.03.20 – DUE TO COVID -19

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Spring Term 2020 Pupil information

- There were 34 permanently excluded pupils and 3 referral pupils (extension placements in Falcons) with comparative data attending Golden Hill in the Spring Term 2020
- There were 8 referral pupils (see Appendix 1 and individual trackers) who attended Golden Hill on a 12-week placement, with comparative data during the Spring Term 2020.
- 3 permanently excluded pupils started in Spring 2.
- 56% of the permanently excluded pupils were pupil premium.
- 54% of the referral pupils were pupil premium.

Pupils attending Golden Hill (Spring 2020)			
SEND	Number of pupils (Permanently excluded)	Number of pupils (Referral pupils)	Total pupils %
SEN support	11	2	28%
Statutory integrated assessment	7	1	17%
EHCP Mainstream	6	4	21%
EHCP awaiting specialist provision	12	4 (placement extended)	34%



Assessment Overview for the Permanently Excluded Pupils

Reading

- **94%** of pupils have made progress within a term's range or above
- **19%** are working at age related expectations
- **35%** of pupils are working on track compared to previous 'milestone' data (EYFS & KS1 SATS)

Writing

- **97%** of pupils have made progress within a term's range or above
- **6%** are working at age related expectations
- **9%** of pupils are working on track compared to previous 'milestone data' (EYFS & KS1 SATS)

Maths

- **100%** of pupils have made progress within a term's range or above.
- **22%** are working at age related expectations
- **32%** of pupils are working on track compared to previous 'milestone data' (EYFS & KS1 SATS)

Pupil Progress Spring Term 2020	No progress **		Progress within a term's range		One term and above progress		Pupils currently working at ARE		Pupils on track (using national data)	
Reading	2	6%	9	24%	26	70%	7	19%	13	35%
Writing	1	3%	21	56%	15	41%	2	6%	3	9%
Maths	0		13	35%	24	65%	8	22%	12	32%

** Pupils showing 'no progress':- this is due to discrepancies with mainstream assessment data and initial TA judgements at Golden Hill. Evidence of progress is within the pupils books and highlighted assessment documents (see individual trackers). These pupils are discussed at pupil progress meetings.



The following table evidences the work undertaken throughout the Autumn Term 2019 in relation to assessment.

Date	Person / Lead	Information	Comments / impact
September 2019	SB	Review KS1 & KS2 SATS data	Report produced tracking pupils data from EYFS, phonics, KS1 and KS2
23rd September 2019	All teaching staff	Feedback to staff re SATS data and use of KS1 data	Staff to use EYFS, KS1 and mainstream data to consider pupil's potential. E.g. ARE at KS1
2nd October 2019	SB	SEC at St Patrick's mainstream primary	Review of mainstream internal tracking system.
10th October 2019	SB	Meeting with Eleanor Hick (School Advisor) re SATS	Discussion and agreed use of national data to support tracking pupils.
2nd December 2019	SB	SEC at Golden Hill	SB updated and discussed SATS report.
November 2019	AC	Pupil progress meetings – Eagles & Kestrels	Review of all pupils and current attainment. Discussions in relation to barriers for learning and how interventions will be used.
Ongoing	AC	Meeting with HT of the mainstream school for perm excluded pupil. Requests of assessment and books	GH staff review TA and books. Use mainstream data as initial baseline assessment.
Ongoing	LEK	Liaison with mainstream school at the end of referral placement.	GH and Mainstream agree teacher assessment judgements at the end of the placement.
November / December	AC, DH & FS	Lesson observations and book sampling undertaken	HT and Subject Leads for Maths and English reviewed planning and evidence of progress within the books.
December 2019	All teaching staff	Individual pupil trackers completed	Individual trackers completed
January 2020	SB	Whole school tracker completed	Tracker provides evidence of pupil progress throughout school
January 2020	SB	Autumn Term assessment report	Autumn term report produced. Provides SLT, SEC, Subject Leaders an overview of pupil progress and class progress for reading, writing and maths. Provides key lines of enquiry for pupil progress meetings and for subject leads.
11th February	SB & AC	SLT discussion regarding mainstream	AC and SB to liaise prior to AC visiting perm ex pupils mainstream school.



2020		assessment & tracking referral pupils	Assessment data will be collected along with pupil books. 2 weeks after pupil has started SB will meet with Class Teacher to discuss initial Teacher assessment judgements and compare with mainstream data and evidence in books. SB will collate a similar tracker for referral pupils ensuring the child's primary 'history' is captured along with on entry and exit data.
12th February 2020	SB	Attended South Ribble Head Teacher's Cluster meeting	Updates regarding SATS, Lancashire tracker and PIVATS.
Feb – March 2020	Class Teachers	Referral pupils: liaison with mainstream school re Teacher assessment at the end of the placements	Teacher Assessments for referral pupils are agreed between Golden Hill and mainstream staff.
23rd March 2020	SB	Collection of pupil data (early due to COVID 19) via individual pupil trackers	All teacher staff provide individual trackers for pupils attending Golden Hill.
April 2020	SB	Whole school tracker completed	Tracker provides evidence of pupil progress throughout school
24th April 2020	SB	Review of the Assessment Policy	Policy reflects the current assessment practice and procedures at Golden Hill.
May 2020	SB	Spring Term assessment report	Spring term report produced. Provides SLT, SEC, Subject Leaders an overview of pupil progress and class progress for reading, writing and maths. Provides key lines of enquiry for pupil progress meetings and for subject leads.
18th May 2020	SB	SEC at Golden Hill	Members able to discuss and challenge pupil progress at Golden Hill, including specific classes, CLA, pupil premium.



Eagles:

- Two permanently excluded pupils in the Spring Term (Yr 1 and Yr 2)
- Five referral pupils (R, Yr 1 and Yr2)

Permanently Excluded Pupil Information:-

- One Year 1 pupil is working at ARE in all areas (EYFS – 1) - CLA
- One Year 2 pupil is working significantly below ARE – P scales
- Teaching range within P scales to Year 1 objectives

Spring Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE	Pupils on track (or above - +) using national data (e.g. EYFS KS1)
Reading		1	1	1	1
Writing		1	1	1	1
Maths		1	1	1	1



Kestrels:

- Seven permanently excluded pupils in the Autumn Term (Yr 2 and Yr 3)
- Three referral pupils (Yr 2 – Yr4) - One pupil placement ends April 2020

Permanently Excluded Pupil Information:-

- One pupil is working at ARE in all areas
- One Year 2 pupil is working significantly below ARE – P scales
- Teaching range within P scales to Year 2 objectives.

Spring Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE		Pupils on track (or above - +) using national data (e.g. EYFS KS1)	
Reading		3	4	29%	2	43%	3
Writing		4	3	14%	1	29%	2
Maths		2	5	43%	3	43%	4

- Seven Year 2 pupils currently attending GH – three of these pupils are expected to achieve ARE at the end of KS1.
- One pupil TMC – potential to be working at greater depth in reading and maths (see individual tracker).
- JW currently working within the Year 2 objectives – potential to be working within Year 3 (see individual tracker).

Falcons:



- Seven permanently excluded pupils in the Spring Term (Yr 3 and Yr 4)
- Three referral pupils (Yr 3 and Yr4) – EHCP Specialist provision – placement extension

Permanently Excluded Pupil Information:-

- One pupil is working at ARE in reading
- ** One pupil, mainstream school judgement higher than GH teacher assessment and EP report (see individual tracker).
- Teaching range within Year 1 to Year 3 objectives

Spring Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE		Pupils on track (or above - +) using national data (e.g. EYFS KS1)	
Reading	1** MM		9	10%	1	60%	6
Writing		5	5		0		0
Maths		2	8		0	30%	3

Owls:



- Seven permanently excluded pupils in the Autumn Term (Yr 4 - Yr 6).
- One pupil on roll Feb 2020 – No comparative data available.
- Two referral pupils (Yr6)

Permanently Excluded Pupil Information:-

- Two pupil are working at ARE in reading and Maths
- Teaching within Year 2 to Year 4 objectives.

Spring Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE		Pupils on track (or above - +) using national data (e.g. EYFS KS1)	
Reading		2	5	29%	2	29%	2
Writing		4	3		0		0
Maths			7	29%	2	29%	2

Hawks:



- Eleven permanently excluded pupils in the Spring Term (Yr 5 - Yr 6), one of these pupils was new to Golden Hill during Spring 1 therefore mainstream data has been used as a base line (if provided by mainstream school).
- One referral pupil (Yr6) with now remain at Golden Hill on a SEND commissioned placement.
- Seven pupils have EHCP (Four for Specialist provision and three mainstream).

Permanently Excluded Pupil Information:-

- One pupil is working at ARE in reading and two pupils working at ARE in Maths.
- There is a dip in TA for one pupil compared with mainstream data received – presenting on the tracker as no progress. Discussions will be held at pupil progress meetings.
- Teaching within Year 1 to Year 6 objectives.
- Significant challenging behaviour from two pupils (both with EHCP Special) resulting in fixed term exclusions and consequently both pupils being taught off site.

Spring Term progress	No progress	Progress within a term's range	One term and above progress	Pupils working at ARE	Pupils on track (or above - +) using national data (e.g. EYFS KS1)
Reading	1 TB	3	7	9%	1
Writing	1 TB	7	3		0
Maths		8	3	18%	2

End of Key Stage 2

There is currently one Yr 6 pupil working at ARE in maths.



Referral Pupil Information:-

- There are 8 referral pupils with assessment data as their placement ended in the Spring term 2020.
- Golden Hill and Mainstream School Class Teacher agree teacher assessment judgements at the end of the placements.

Pupil	Mainstream 'on entry' assessment	Golden Hill' exit' assessment	Return School: mainstream / special
KP Year 1 Eagles	Reading - 40 – 60 months Writing – 40 – 60 months Maths – 40 – 60 months	Reading – Pivats Score 20.33 Writing – Pivats Score 20.33 Number – Pivats Score 20.33 Using and Applying – Pivats Score 21 Shape, space and measure – Pivats Score 20.33	Mainstream
RA Year 1 Eagles	Reading – P4e Writing – P4a Maths – P7b	Reading – EYFS secure Writing – EYFS secure Maths – EYFS secure	Mainstream
GW Year 2 Kestrels	Reading – on track Writing - on track Maths – on track	Reading – on track Writing - on track Maths – on track	Mainstream
NMc Year 3 Kestrels	Reading – Year 1 developing Writing – Year 1 secure Maths – Year 1 developing	Reading – Year 2 emerging Writing – Year 2 emerging Maths – Year 2 emerging	Mainstream
CM Year 2 Kestrels	Reading Year 1 emerging Writing Year 1 emerging Maths Year 1 emerging	Reading Year 1 emerging Writing Year 2 developing Maths Year 2 developing	Special



AS Year 4 Kestrels	Reading – 7 Writing – P7b Number – P8d	Reading – PIVATS 1 – 2E Writing – P8e Maths – P8e	Special
MF Year 6 Owls	Reading – Year 2 emerging Writing- Year 2 emerging Maths – Year 2 secure	Reading – Year 3 emerging Writing- Year 3 emerging Maths – Year 3 developing	Mainstream
CS Year 6 Owls	Reading – Working within Year 3 / 4 Writing– Working within Year 3 / 4 Maths– Working within Year 3 / 4	Reading – Year 4 developing Writing – Year 3 emerging Maths – Year 4 developing	Mainstream