

## **Achievement Summary 2018/2019 Highfield Littleport Academy**

We strive for all pupils at Highfield Littleport to make as much progress as they possibly can by offering them a personalised, relevant curriculum. We maintain this personalised focus when assessing pupil progress. We measure the progress of individual pupils by setting personalised targets and using appropriate systems on each pathway to give us an accurate picture of progress. Considering the recent recommendations for the assessment of pupils with SEND, we have developed assessment systems that fit each of our three distinct pathways and the curriculum in each. We fulfil our statutory obligations to assess pupils using P Scales at the end of key stages 1, 2 and 3. We do not use P Scales to measure progress. This is because we do not teach according to the assessment criteria of P Scales so we cannot accurately make judgements about pupil progress using them. We do not compare the progress of our pupils with the progress of pupils in other schools. We believe this is meaningless as one young person with SEND is very different to another young person with SEND, even if they have the same diagnosis, learning difficulty or medical condition. We have made this decision based on research by Peter Imray, Penny Lacey and following the publication of the Rochford Review recommendations. However, we do value and learn from cross-school moderation. Because our assessment systems are different for each pathway, we have decided not to compare the progress of pupils between pathways.

We demonstrate individual progress in pupils' Evidence for Learning Portfolio's. We ensure our assessments are robust by holding 6-weekly pupil progress meetings between pathway leaders and teachers, which are quality assured by the senior leadership team. All goals, stepping stones and personalised predictions are moderated at these meetings to ensure they are appropriate and challenging for each pupil. Pupil work is moderated internally to ensure teachers' judgements are secure. This is further supported by external moderation with local schools but also similar schools in other parts of the country.

For the three pathways we have three distinct assessment systems.

### **Blue pathway**

Each pupil has personalised stepping stones (bite-size elements of an overall annual goal) linked to a pupil's EHCP outcomes where possible. Evidence for Learning portfolio's register progress towards pupils individual targets.

### **Green pathway**

Pupils on the Green pathway have personalised learning goals for each child linked to a pupil's EHCP outcomes. These are measured with Highfield's Green Assessment pathway framework and recorded within students Evidence for Learning Portfolio's.

### **Yellow pathway**

Bespoke assessment frameworks in English, Maths, Science and PSHE written by Highfield Curriculum Leaders. Pupils on the Yellow pathway have personalised learning goals for each child linked to a pupil's EHCP outcomes.

## **Progress Full Year 2018-2019**

### **Blue Pathway**

Blue pathway Pupils are set challenging and relevant stepping stones during pupil progress meetings. To respond to the needs of each individual pupil, these stepping stones can be achieved in any order. Stepping stones are continually reviewed and moderated at pupil progress meetings. We anticipate an unusual pattern of progress on the blue pathway due to the nature of the pupils' profound and complex needs.

For the academic year 2018/2019 Highfield Littleport did not have any students following the Blue pathway.

### **Green pathway**

Pupils are set challenging and relevant personalised goals during pupil progress meetings. To respond to the needs of each individual pupils have targets related to their EHCP outcomes. In order to closely measure progress Evidence for Learning is used to link EHCP targets and observations. There is also a bespoke assessment framework to measure progress which is horizontal and vertical.

### **Yellow pathway**

We currently measure progress on the yellow pathway towards personalised annual goals, which are informed by pupils' EHCP outcomes where appropriate as well as each pupil having individual targets in English and Maths. Progress is tracked against learning objectives in English, Maths, Science and PSHE using the Highfield bespoke assessment framework.

A breakdown of this pupil progress in each area is found in the accompanying documents.

Summary of individual progress outcomes for individuals and vulnerable groups:

## Student Outcomes 2018/19

Whole School 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	5/71	4/71
Expected Progress	39/71	22/71
Above Expected Progress	27/71	45/71
% of students making expected and above expected progress	92%	94%

EYFS/KS1 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	0/17	0/17
Expected Progress	9/17	3/17
Above Expected Progress	8/17	14/17
% of students making expected and above expected progress	100%	100%

KS2 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	6/40	4/40
Expected Progress	23/40	13/40
Above Expected Progress	11/40	23/40
% of students making expected and above expected progress	85%	90%

KS3 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	0/14	0/14
Expected Progress	7/14	5/14
Above Expected Progress	7/14	9/14
% of students making expected and above expected progress	100%	100%

KS4 2017/18	EHCP outcomes	Curriculum targets
Progress Below Expectations	None on Roll	None on Roll
Expected Progress	None on Roll	None on Roll
Above Expected Progress	None on Roll	None on Roll
% of students making expected and above expected progress	N/A	N/A

KS5 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	None on Roll	None on Roll
Expected Progress	None on Roll	None on Roll
Above Expected Progress	None on Roll	None on Roll
% of students making expected and above expected progress	N/A	N/A

Green Pathway 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	2/23	3/23
Expected Progress	17/23	10/23
Above Expected Progress	4/23	10/23
% of students making expected and above expected progress	91%	87%

Yellow Pathway 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	7/40	1/40
Expected Progress	11/40	13/40
Above Expected Progress	22/40	26/40
% of students making expected and above expected progress	82%	97%

EYFS Phase 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	0/8	0/8
Expected Progress	3/8	3/8
Above Expected Progress	5/8	5/8
% of students making expected and above expected progress	100%	100%

EXPECTED LEAVERS DESTINATIONS 2018/19	
FE College/Adult provision	N/A
Employment	N/A
Social Care Provision	N/A
Training	N/A
NEET	N/A

ACTUAL LEAVERS DESTINATIONS 2018/19	
FE College	N/A
Employment	N/A
Social Care Provision	N/A
Training	N/A
NEET	N/A

Students in receipt of Pupil Premium 2018/19	EHCP outcomes	Curriculum targets
Progress Below Expectations	3/17	1/17
Expected Progress	8/17	5/17
Above Expected Progress	6/17	11/17
% of students making expected and above expected progress	82%	94%

CiC and Post CiC 2017/18	EHCP outcomes	Curriculum targets
Progress Below Expectations	1/2	1/2
Expected Progress	1/2	1/2
Above Expected Progress	0/2	0/2
% of students making expected and above expected progress	50%	50%

Students in receipt of FSM/Ever 6	EHCP outcomes	Curriculum targets
Progress Below Expectations	4/35	3/35
Expected Progress	22/35	12/35
Above Expected Progress	9/35	20/35
% of students making expected and above expected progress	88%	91%