

Quality of Education at Woolgrove School

Assessment

At Woolgrove School all children have an Individual Provision Map (IPM) This outlines a child's EHCP outcomes and personalised provisions. This enables us to share information with parents and track the progress of the child on one page. All pupils are assessed using the Woolgrove Assessment System Ranges based on The Birth to 5 Development matters and Age related outcomes for KS1 and KS2. Life skills are also assessed across the whole school.

Impact

- Feedback for progress and curriculum targets
- Parents/carers regularly informed about the holistic progress their child is making
- Assesses small steps of progress recognising when a child is almost able to, has met or has exceeded a learning objective
- Appropriate interventions can be identified and monitored
- Provisions can be monitored and adapted to meet the needs of the child
- Next steps for progress can be identified, planned for and implemented
- The pupils' needs are easily identifiable e.g. CLA, ASC, Pupil Premium etc
- •It enables teachers to identify progress, strengths and areas of development to inform future targets, teaching and learning
- Information can be used to identify Woolgrove School's strengths and areas of development and used to inform the School Development Plan

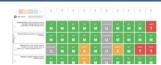
Individual Provision Maps (IPM) and Progress Tracking Sheets (PTS)



IPM blank sheet outlines child's name and needs including diagnosis, information about languages spoken at home and if the child is in receipt of Pupil Premium (PP). The outcomes from the EHCP are broken down into 3 measurable steps. Each child is given a personalised progress target which is recorded. Each term targets are reviewed and attendance, progress and changes to provision and interventions are recorded



PTS - Teachers and Teaching assistants decide if a child's LO has been experienced, is an emerging supported skill,, they are working towards achieving it, it's almost achieved, it's achieved but needs consolidation or they have mastered the LO. This information informs future planning.



Class teachers assess progress and set targets ion Classroom Monitor for Maths and Literacy.

Life skills information is also collected and mark making, if appropriate. 3 times a year the data is collated and analysed by SLT. This is then disseminated to staff and used to track progress at that point in the year.



Reports are produced and shared with parents/carers. Progress is reviewed after the data drop and interventions identified and implemented when necessary

Assessment Process

Assessment

Education Health Care Plan (EHCP)

Baseline of pupils on entry to school. Woolgrove Assessment system based on EYFS / NC entered onto online system

Review of EHCP – new outcomes and provisions written, when appropriate

Progress target 1-5 set for individual pupils outlining the amount of expected progress over the year IPM produced with new outcomes, broken down into 3 measurable targets, with provisions and terventions outlined

Progress Tracking sheets (FTS) are produced for each child with their IPM targets on and the curriculum areas. It is recorded if a child's LO has been experienced, is an emerging supported skill,, they are working towards achieving it, it's almost achieved, it's achieved but needs consolidation or they have mastered the LO. This information informs future

Reports are printed termly and shared with parents. Progress is reviewed and teachers and SLT meet to discuss Targets, attendance, interventions and provisions reviewed in December, March and July and shared with parents

Interventions identified if necessary for children not meeting targets

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