



MORECAMBE ROAD SCHOOL

ASSESSMENT RECORDING AND REPORTING POLICY



Key words/Abbreviations to be used in this document:

NWSAG	North West Specialist Assessment Group (2015 – 2018)
NWSCAP	North West Specialist Curriculum Assessment and Pedagogy (2018 – Present)
Pre-Subject Specific Levels	NWSCAP Step 1 = B Squared P1(i) to NWSCAP Step 7 = B Squared P4
Subject Specific Levels	NWSCAP Step 8 = B Squared P5 to NWSCAP Step 22 = B Squared L5+
Progression Steps	New B Squared software (See conversion chart attached to covert old software (National Curriculum Levels and P Levels) to the new software Progression Steps (1-9))
Engagement Model	Statutory Reporting of numbers of pupils assessed via the Engagement Model (Pre-Subject Specific Learners – working under P4)
Engagement Steps	New B Squared software to assess pupils working at Pre-Subject Specific Levels (P4 – P1(i)).
New EYFS	New Statutory Framework for Early Years Foundation Stage 2021
Early Years Upgrade	New B Squared software to assess pupils on the new EYFS Framework
RBA (Reception Baseline Assessment)	The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception.
B Squared	B Squared Connecting Steps V4 Software (Whole School Assessment Tool)
Analytics Platform (CSAM)	Analysis Tool provided by B Squared
KS1/KS2/KS3/KS4	Key Stage 1/2/3/4
RSE	Relationships and Sex Education (PSHE Curriculum Statutory from September 2020)
SLT	Senior Leadership Team
ELC	Entry Level Certificate
L&MC	Lancaster and Morecambe College

Ofsted Report received in February 2018. The report suggested the following improvements:

- *the school's assessment system is further developed, including in how leaders and teachers cross-check the standards it defines against those in other, similar, schools.*
- *approaches to teaching and learning in the school are used consistently so that it is easier to ensure that all groups of pupils make the fastest possible progress. David Selby (Her Majesty's Inspector)*

Summary of Summative Assessments at Morecambe Road School

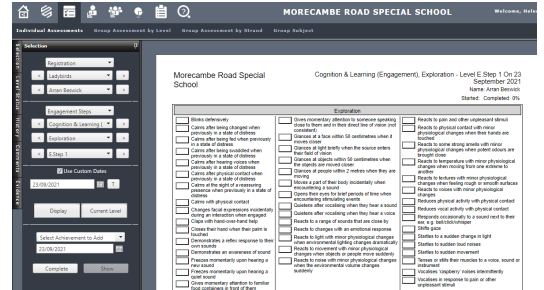
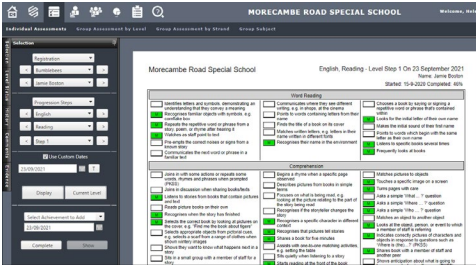
MRS Learners

Subject Specific

3 X Termly B Squared Assessments
(Via Progression Steps from Sept'21)

Pre-Subject Specific

3 X Termly B Squared Assessments
(Via Engagement Steps from Sept'21)



Update Yearly Progress Trackers for Maths/English
After every B Squared Termly Assessment (3 X Yearly)
(Based on adapted NWSCAP End of Key Stage Targets)

1 X Pre-Subject Specific Flight Path
(Based on NWSCAP Pre Subject Specific End of Key Stage Targets)

M1's B Squared Progress Tracker (2019-2020)

(Expected Progress for the end of Year 9/10/11, based on HA's adapted NWSCAP Final Progress Chart 2019-20)

Subject: Maths (Number)

Pupil	Current Academic Year	Year of entry into KS3/4 (Yr 7/10)	B Squared Assessment at start of Yr 7/10 (2019/2020)		Progress by the end of Year 9/10/11 (July 20)				
			Expected	Exceptional	Sept'19	Dec'19	Apr'20	Jul'20	
1	2017	2017	73% of Ps	85% of Ps	51% of 1C	10% of 1C	14% of 1C	56% of 1C	
2	2017	2017	54% of 1B	44% of 2C	85% of 2C	77% of 2C	60% of 2C	12% of 2B	
3	2017	2017	46% of Ps	68% of 1B	85% of 1B	72% of 1B	71% of 1B	76% of 1B	
4	2017	2017	44% of Ps	68% of 1B	85% of 1B	21% of 1B	41% of 1B	41% of 1B	
5	2017	2017	51% of 1B	44% of 2C	85% of 2C	77% of 2C	77% of 2C	77% of 2C	
6	2018	2018	74% of 1C	82% of 1A	55% of 2C	26% of 2C	11% of 2C	77% of 2C	
7	2018	2018	72% of Ps	82% of 1C	85% of 1B	84% of 1C	84% of 1C	84% of 1C	
8	2018	2018	72% of Ps	82% of 1C	85% of 1B	85% of 1C	72% of 1C	72% of 1C	
9	2018	2018	84% of 1B	82% of 2C	51% of 2B	24% of 1B	27% of 1A	37% of 1A	
10	2019	2019	76% of 1C	85% of 1B	26% of 1A	74% of 1C	74% of 1C		
11	2019	2019	78% of Ps	45% of 1C	74% of 1C	54% of 1C	24% of 1C		

KEY: Blue = Above expected Level, Red = Below expected Level, Green = On target to achieve expected, Yellow = Working above Exceptional, Orange = Significant/long term absence due to ongoing medical issues/behaviour

End of Key Stage Flight Path Tracker: Pupils working below Subject Specific Levels

ONLY TO BE USED FOR PUPILS WORKING AT OR BELOW Step 7 (P6)

Pupil:	Year of Entry: 2018	Teachers							
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
AW									
VW									
SS									
MS									

NWSCAP Steps	B Squared Level	KS1		KS2		KS3		KS4	
		Beginning Yr 1-9 End of Yr 2	End of Yr 2-9 End of Yr 6	End of Yr 6-9 End of Yr 9	End of Yr 9-11 End of Yr 11	End of Yr 11-13 End of Yr 13			
9	P6	100% of Ps	100% of Ps	100% of Ps	100% of Ps	100% of Ps	100% of Ps	100% of Ps	100% of Ps
8	P5								
7	P4								
6	P3 (I)								
5	P3 (I)								
4	P2 (I)								
3	P2 (I)								
2	P1 (I)								
1	P1 (I)								

Key: * Level at beginning of Key Stage 1/2/3/4, * Expected Level at the end of Key Stage 1/2/3/4, * Level achieved at end of each academic year. Legend: Green = New intake (Admissions Date: dd/mm/yy), Blue = Retained on B Squared, Yellow = Flight Path (showing progress over Key Stage 1/2/3/4)

Update Provision Map after every B Squared Termly Assessment (3 X Yearly)
(Based on Yearly Progress Tracker key)

Update Yearly Progress Tracker with Termly B Squared Assessments
(Note the Assessment tool used e.g. Engagement Steps/Flight Path)

MORECAMBE ROAD SCHOOL
PROVISION MAPPING – Based on July/September (B Squared Assessments) and HA's adapted NWSCAP Final Progress Chart 2017-18.

PPV: Pupil Premium, ADHD: Attention Deficit Inoperability Disorder, SEN: Speech, Language & Communication, ASD: Autism Spectrum Disorder, SLD: Severe Learning Difficulties, MID: Moderate Learning Difficulties, SLD: Specific Learning Difficulties, PE: Physical Difficulties, HL: Hearing Impaired, VI: Visual Impaired, DS: Down Syndrome, SL: Speech and Language, L: Literacy Intervention, M: Maths Intervention, C: Cursive, SW: Small Group Work, I: Intensity Intervention, S: Social Skills, P: Phonics Intervention, SI: Self Help Intervention, SSI: Social Skills Intervention, Y: Talking Intervention.

PUPIL NAME	SPECIAL NEEDS										LITERACY			NUMERACY		STRATEGIES
	ADHD	SEN	SLD	MID	PE	HL	VI	DS	SL	SI	SS	SW	I	Y		
Pupil 1																SW, I, Y
Pupil 2																SW, I, Y
Pupil 3																SW, I, Y
Pupil 4																SW, I, Y
Pupil 5																SW, I, Y

PSW's B Squared Progress Tracker (2020-2021)

(Expected Progress for the end of Year 1/2, based on HA's adapted NWSCAP Final Progress Chart 2020-21)

Subject: Maths (Number)

Pupil	Current Academic Year	Year of entry into KS3 (Yr 3)	B Squared Assessment at start of Yr 3 (2020/2021)		Progress by the end of Year 1/2 (July 23)				
			Expected	Exceptional	Sept'20	Dec'20	Mar'21	Jul'21	
1	2020	2020	7% of P2(I)	0%	See Pre-subject specific - see Flight path for progress	7% of P2(I)	62% of P2(I)	27% of P2(I)	22% of P2(I)
R					Assessed via EYF5 (Reception Child)				
2	2020	2020	4% of P2	64% of P2	4% of P2	45% of P2	75% of P2	67% of P2	84% of P2
3	2019	2019	0% of P2	85% of P2	85% of P2	64% of P2	77% of P2	77% of P2	62% of P2
4	2020	2020	0% of P2	82% of P2	0% of P2	87% of P2	57% of P2	75% of P2	35% of P2
5	2019	2019	35% of P2	85% of P2	85% of P2	78% of P2	84% of P2	84% of P2	84% of P2
6	2020	2020	6% of P2	0%	See Pre-subject specific - see Flight path for progress	6% of P2	74% of P2	0% of P2	30% of P2
R					Assessed via EYF5 (Reception Child)				
7	2020	2020	44% of P2	0%	See Pre-subject specific - see Flight path for progress	44% of P2	86% of P2	86% of P2	86% of P2
8	2020	2020	6% of P2	0%	See Pre-subject specific - see Flight path for progress	6% of P2	0% of P2	0% of P2	86% of P2

Evidenced by Intervention Records

Assessment Tools Currently in use at Morecambe Road:

- 1) NWSCAP Expected and Exceptional End of Key Stage Targets (Maths/English ONLY)
- 2) Yearly Progress Trackers for KS1-KS4 (based on HA’s adapted yearly breakdown of NWSCAP Targets) Maths and English ONLY
- 3) Yearly Progress Trackers for Gifted and Talented pupils in KS2 (based on MRS data)
- 4) End of Key Stage Flight Paths (Below Subject Specific Learning ONLY)
- 5) B Squared Connecting Steps V5 Software (for ALL Subjects)
 - o Progression Steps for ALL Subjects (Core and Foundation) (For Subject Specific Learners ONLY)
 - o Engagement Steps (Below Subject Specific Learning ONLY)
 - o Early Steps (EYFS Pupils ONLY)
- 6) Analytics Platform (which replaced CSAM for whole school analysis and Subject Review Reports).
- 7) Provision Mapping (NWSCAP specific and linked to the Yearly Progress Trackers)
- 8) Interventions
- 9) External Accreditations (Including the Gifted and Talented pilot scheme in KS3)
- 10) Subject Specific assessments (e.g. End of Unit Assessments as implemented in History/RE etc.)
- 11) Termly B Squared Analysis for SLT
- 12) Pupil Work Scrutiny Calendar (which assesses Pupil Work Folders/Books)

Summary of Whole School B Squared Assessments and Yearly Progress Trackers/Pre-Subject Flight Paths

Key Stage	KS1	KS2	KS3	KS4
Completing Yearly Progress Tracker/Pre-Subject Specific Flight Path	✗ EYFS No NWSCAP data for EYFS	✓ All	✓ All	✓ Any pupil NOT assessed via external accreditation
	✓ Yr 1 ✓ Yr 2			
Assessment Tool	Early Steps B Squared package for EYFS	B Squared Progression Steps (for Subject Specific Learners)	B Squared Progression Steps (for Subject Specific Learners)	External accreditation e.g. Entry Level Certificates, BTEC’s, GCSE etc.
	B Squared Progression Steps (for Subject Specific Learners)			
	B Squared Engagement Steps for Pre-Subject Specific Learners			

Why do we use assessment at Morecambe Road School?

The assessment, recording and reporting process should promote a sense of continuity and progression by ensuring consistency from all teachers. By the collection of relevant data, subsequent teachers and parents/carers will be able to recognise the children's level of development, plan for the future and set appropriate targets. At Morecambe Road School we nurture a culture of success, endorsing the belief that all can achieve.

Morecambe Road's key purposes of assessment are:

- To engage with and support pupils learning.
- To improve progress and to raise confidence and self-esteem of pupils.
- To conduct regular monitoring of each pupils' progress in order to provide a clear picture of their knowledge, understanding and ability to apply key skills; in both the core and foundation subjects.
- To enable teachers to reflect on pupils' progress, thus informing their future planning.
- To facilitate pupils becoming more involved in raising their own expectations, celebrating their achievements and increasing their self-motivation.
- Assessment, recording and reporting are important elements of teaching, but they have to be regular, manageable and meaningful, if the information they yield is to be useful.

Aims of assessment at Morecambe Road School

- To enable **ALL of our pupils** to value their strengths, allowing them to improve in their learning and establish high self-esteem.
- To allow our **more able learners** the opportunity to take responsibility for their own learning by being made aware of their progress and therefore having greater involvement in strategies (intervention) to improve on their existing learning, thus creating more independent learners.
- To identify focus areas **for our less able learners** and structure lessons to the needs of each individual learner, allowing every child to achieve within their own capability.
- To identify the strengths and needs of **all of our pupils** and thus inform future planning and target setting.
- To provide diagnostic information about each pupils' learning for a meaningful dialogue with pupils and parents/carers.
- To ensure curriculum personalisation, continuity and progression.
- To provide data which can be used in evaluating the effectiveness of teaching and learning within the school.

Outcomes and expectations

Teachers will be informed about:

- The level of attainment pupils are starting from via B Squared assessments from the previous teacher (Whole School Analysis and Yearly Progress Trackers).
- How the pupils have progressed over an academic year via the Yearly Progress Trackers for Maths and English (based on NWSCAP Expected/Exceptional End of Key Stage Targets).
- The effectiveness of teaching and learning within individual classes, across Key Stages and Whole School via B Squared/Analytics Platform.
- Individual pupil progress via regular monitoring of the B Squared assessment tool together with termly data inputting into the B Squared database in order to ascertain if pupils are making expected progress and if not, creating useful interventions in order to help a particular pupil achieve their expected progress.
- If their pupils are they making sufficient progress against expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum.
- Which pupils need more help and in which areas.
- Which pupils need extension work.
- If the planning for activities, resources and staffing are well targeted.
- How to improve on teaching and learning for future cohorts.

The Governors, Headteacher and subject leaders will know:

- If the pupils are making progress within and across Key Stages and will be provided with analysis from B Squared to explain if they don't make the progress expected.
- Expected and Exceptional end of Key Stage targets for Maths and English (provided by NWSCAP) and how our pupils meet these targets via a yearly analysis.
- Any anomalies in the data and will be supplied with possible reasons for these via B Squared/Analytics Platform.
- How the school compares with other similar schools within the NWSCAP (Maths and English only).
- Those aspects of the curriculum/teaching which need to be strengthened based on B Squared/Analytics Platform.
- Regular assessment meetings are conducted every half term in order to share information and exchange ideas involving teachers, subject leaders and SLT.
- Updates on our assessment practises are shared with governors during relevant meetings e.g. Curriculum.

Reporting pupil progress to Teachers/Subject Leads/SLT and Governors

KS1-KS4 pupils who are **assessed via B Squared Progression Steps** (Subject Specific Learners) are assessed and reported on via the following timetable, which is amended each year:

B Squared Assessment Window Timetable 2023-24

- ☞ There will be **three assessments** over an academic year
- ☞ Baseline of New Intake pupil (there are 23 so far this academic year) **MUST be conducted ACCURATELY FOR MATHS/ENGLISH/PSHE by the October half term** otherwise their data is meaningless for the December Assessment Window.
- ☞ Assessment windows **open 2 X weeks before the deadline** (please see HA if you need to start your assessments sooner due to expected absence etc.)
- ☞ The deadline for each assessment allows time for HA to analyse the results over the holidays as well as term time.
- ☞ **The summer deadline must be adhered to as classes will cease to exist on the 31/8/24.** HA must provide the Head with progress from Sept 2023 – July 2024 and this will be completed in August due to new classes being set up in September.

***NWSCAP requires final data (converted to Steps) by the end of Dec 2023.**

Assessment No.	Term	Focus Month	Assessment Window	Deadline for all inputting
1a	Autumn	October	Baselining deadline for NI	20/10/23
1b		December	11 th Dec – 22 nd Dec	22/12/23
2	Spring	March	18 th Mar – 28 th Mar	28/03/24
3	Summer	July	8 th Jul – 18 th Jul	18/07/24*

The **B Squared data collected via each assessment window** is extracted for Maths/English and PSHE using the Analytics Platform and further analysed using:

→ A Whole School B Squared Analysis Excel Spreadsheet for Maths and English

(Appendix 1)

→ Summary for SLT Spreadsheet **(Appendix 2)**

→ Assessment Meeting PPT's **(Appendix 3)**

→ No (0%) Progress data **(Appendix 4)**

→ Limited Progress 1-10% data **(Appendix 5)**

When this information is released, staff always have the opportunity to suggest reasons as to why certain pupils have achieved little or no progress. Reasons are usually based on attendance or cognitive ability but staff/parents or carers can feel reassured that pupil progress is constantly monitored, allowing ALL staff the opportunity to amend planning/interventions and differentiation if felt to be beneficial for the pupil concerned. This rigorous data analysis process at the end of each term (in conjunction with the Yearly Progress Trackers) allows staff to raise expectations and be accountable for the subjects that they deliver.

Reporting pupil progress to Parents/carers/Guardians: EYFS to KS3

Class Teachers can be contacted at any point of the year for updates on pupil progress via our Whole School Seesaw App/email/phone. However, we have **certain events throughout the academic year** when pupil progress will be shared with parents/carers:

- 1) **Annual Reviews** (to discuss pupil progress with regards to the End of Key Stage outcomes as outlined in their EHC (Education Health and Care Plan).
- 2) **Parents/carers Evenings** (2 X per year, usually in October/June)
- 3) **End of Year Pupil Reports**

The following Progress Report format (available directly from B Squared V5) is stipulated as being the most effective and user friendly for the first two points above:

Progress		Morecambe Road Special School		
Subject Profile	1 Sep 2022	5 Sep 2022	7 Sep 2023	20 Oct 2023
English > Reading	38% of Step 5	38% of Step 5	78% of Step 5	78% of Step 5
English > Writing	84% of Step 4	84% of Step 4	25% of Step 5	26% of Step 5
English > Spoken Language	41% of Step 5	41% of Step 5	81% of Step 5	81% of Step 5
Mathematics > Number	50% of Step 5	50% of Step 5	79% of Step 5	79% of Step 5
Mathematics > Measurement & Geometry	24% of Step 5	24% of Step 5	64% of Step 5	64% of Step 5
Mathematics > Statistics & Probability	60% of Step 2	60% of Step 2	38% of Step 5	38% of Step 5

Reporting pupil progress to Parents/Carers: KS4

Predicted and Current Working Grades for External Accreditations: Annual Review

Most KS4 pupils will be assessed and reported on via the External Accreditation mark schemes. If they are unable to access the accreditations they will follow the KS3 reporting system via B Squared:

External Accreditation	Predicted Grade (by the End of Yr 11 in June 2023)	Current Working Grade (halfway through Year 10 in February 2022)
GCSE Art and Design	Grade 1	Grade 1
AQA Entry Level Step up To English	ELC 1	ELC 1
Ascents English Skills	ELC 1	ELC 1
AQA Entry Level Maths	ELC 3	ELC 2
AQA Entry Level Science	ELC 2	ELC 2
WJEC Humanities Entry Pathway (RE)	ELC 2	ELC 2
WJEC Entry Pathway (PSD)	ELC 2	ELC 2
AQA Unit Award Scheme (Food Technology)	ELC 1	ELC 1

KS4 pupils are also tracked using class provision maps (**Appendix 6**).

The Local Authority (LA)/Government will know:

- How the school and LA is progressing against their targets.
- The impact of the school development/improvement plan.
- The attainment from teacher assessments at the end of each Key Stage.
- How the school compares with other similar schools (NWSCAP).
- Whether the priorities of the LA's Education Development Plan are being met.

B Squared Frameworks utilised at Morecambe Road (From Sept'21)

In January 2022, B Squared launched Version 5 of the platform making Version 4 redundant. Since 2016, B Squared has been **our main Assessment Tool** at Morecambe Road. We have invested in a **number of upgrades** in order to assess our wide variety of learners:

Learners	B Squared Framework	Parameters Assessed
EYFS (Reception)	Early Steps: 3-6 mts 6-9 mts 9-12 mts 12-18 mts 18-24mts 2-2.5 yrs 2.5 – 3 yrs 3-4yrs	<ul style="list-style-type: none"> ✓ Communication and Language ✓ Personal and social development ✓ Physical development ✓ Literacy ✓ Numeracy ✓ Understanding the world ✓ Expressive arts and design
Pre-Subject Specific Learners (Yr 1 – Yr 11)	Engagement Steps: E.Step 1-6	<ul style="list-style-type: none"> ✓ Cognition and Learning ✓ Communication and Interaction ✓ Social Emotional and Mental Health ✓ Sensory and Physical
Subject Specific Learners (Year 1 – Yr 11)	Progression Steps: (Upgraded in September 2021 from National Curriculum/P Levels) P.Step 1-10	<ul style="list-style-type: none"> ✓ English ✓ Maths ✓ PSHE ✓ PE ✓ Science ✓ History ✓ Geography ✓ Computing ✓ Art and Design ✓ Design and Technology ✓ RE ✓ Music

All Frameworks (although with differing numbers of Steps) require an **85% completion** of a Step, **in order to move onto the next Step**. The Frameworks are fluid and pupils who start on a Pre-Subject Specific Framework such as Engagement Steps can move onto Progression Steps (Subject Specific) at any point during their time at Morecambe Road.

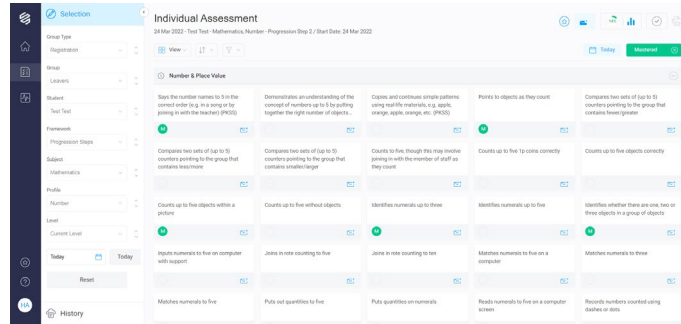
How do we track pupil progress and provide useful interventions?

Since 2015, Morecambe Road has been a member of **NWSCAP (North West Specialist Curriculum Assessment and Pedagogy group)** which is a cluster of Special Schools who share End of Key Stage Data (Year 2/Year 6/Year 9/Year 11) in order to provide Expected and Exceptional targets for our pupils. The group provides End of Key Stage targets for **English and Maths ONLY**. These have been broken down into yearly targets, which are then tracked over the academic using our Yearly Progress Trackers.

Maths and English teachers will **follow the assessment protocol (as outlined below) 3 X a year at the end of each term** (Autumn/Spring/Summer) with **additional baselining of pupils at the start of each academic year** (September/October):

B Squared Assessments (Early Steps/Engagement Steps/Progression Steps)

Conducted 3 X a year at the end of every term for ALL subjects



Yearly Progress Trackers (adapted from the NWSCAP End of Key Stage Targets)

Completed ONLY for Maths and English. Pupils are baselined in September/October and the tracker is updated after every termly B Squared Assessment.

B Squared Progress Tracker (2020-2021)

(Expected Progress for the end of Year 7, based on HA's adapted NWSCAP Final Progress Chart 2020-21)

Subject: Maths (Number)

Pupil	Current Academic Year	Year of entry into (KS2) Yr 7 (class)	B Squared Assessment at start of Yr 7 (2020)	Progress by the end of Year 7 (July/21)		B Squared Assessments			
				Expected	Exceptional	Sept'20	Dec'20	Mar'21	Jul'21
				7	2020	79% of 1C	51% of 1B	57% of 1B	74% of 1C
7	2020	51% of 1B	43% of 1A	57% of 1A	55% of 1B	55% of 1B	55% of 1B	74% of 1B	
7	2020	75% of 3A	45% of 2C	44% of 2C	75% of 1A	75% of 1A	80% of 1A	37% of 2C	
7	2020	0% of 2C	51% of 1B	57% of 1B	0% of 1C	24% of 1C	34% of 1C	74% of 1C	
7	2020	0% of 2C	51% of 1B	57% of 1B	0% of 1C	52% of 1C	74% of 1C	47% of 1B	
7	2020	0% of 2C	51% of 1B	57% of 1B	0% of 1C	60% of 1C	62% of 1C	64% of 1C	
7	2020	0% of 2C	51% of 1B	57% of 1B	0% of 1C	64% of 1C	64% of 1C	55% of 1B	
7	2020	0% of P8	74% of 1C	80% of 1C	0% of P8	75 of P8	125 of P8	85% of P8	
7	2020	0% of 1C	51% of 1B	57% of 1B	0% of 1C	47% of 1C	55% of 1B	64% of 1B	
7	2020	0% of P8	74% of 1C	80% of 1C	0% of P8	37% of P8	44% of P8	34% of 1C	
7	2020	0% of 1C	51% of 1B	57% of 1B	NA	NA	74% of 1C	74% of 1C	

KEY: Above expected Level, Below expected Level, On-target to achieve expected, Working above Exceptional Target

Provision Mapping (summarising progression and resultant interventions)

Completed ONLY for Maths and English. Interventions are created, monitored and adapted based on the above Progress Trackers.

MORECAMBE ROAD SCHOOL
PROVISION MAPPING – Based on July/September (B Squared Assessments) and HA's adapted NWSCAP Final Progress Chart 2017-18.

PUPIL NAME	SPECIAL NEEDS													LITERACY				NUMERACY				TARGETS	STRATEGIES
	ADHD	SEN	ADD	ASD	MILD	PD	HI	VI	DS	ES	Reading	Writing	Spelling	Grammar	Number	Measurement	Geometry						
[Pupil Name]																					SH, SE, ME, SOW, P8, T, SS		
[Pupil Name]																					SOW		
[Pupil Name]																					SH, SE, ME, SOW, P8, T, SS		
[Pupil Name]																					SH, SE, ME, SOW, P8, T, SS		

Evidenced by Intervention Records (Shared by staff on the One Drive)

Morecambe Road School (MRS) based data for More-Able KS2 pupils (G&T)

Those pupils working above 1C (NWSCAP Step 12, within B Squared Progression Step 3) at the beginning of KS2.

NWSCAP Final Progress Chart 2020-21

End of KS1 to KS2 Progress (Year 6)

(Initially based on Progression Guidance 2010-11). Where collated NWSCAP data indicates that Pupil Progress expectations should be higher, a more ambitious target is set. The 2020-21 changes are in purple.

Step	Expected Progress	Exceptional
It is widely acknowledged that pupils at the early developmental stages are not yet at a level where subject specific learning can be usefully assessed.		
NWSCAP has developed a new Progress chart for pupils who begin a key stage at this level (ie KS baseline is between STEP1 --STEP7.)		
Please refer to the NWSCAP Progress Chart 2020-21 for pupils working below subject specific level.		
Step 8	Step 10	Step 11
Step 9	Step 13	Step 13 + 40%
Step 10	Step 13 + 60%	Step 14
Step 11	Step 14	Step 15

Mathematics

Scale	Expected Progress	Exceptional
It is widely acknowledged that pupils at the early developmental stages are not yet at a level where subject specific learning can be usefully assessed.		
NWSCAP has developed a new Progress chart for pupils who begin a key stage at this level (ie KS baseline is between STEP1 --STEP7.)		
Please refer to the NWSCAP Progress Chart 2020-21 for pupils working below subject specific level.		
Step 8	Step 11 + 20%	Step 11 + 60%
Step 9	Step 12 + 60%	Step 12 + 80%
Step 10	Step 13 + 40%	Step 14 + 80%
Step 11	Step 14	Step 15

NWSCAP data (see opposite) assumes that all pupils ending KS1 or starting KS2 will start at an attainment level, no higher than NWSCAP Step 11 (Old NC P8/B Squared PS3). However, KS2 staff at MRS have found that some of our children start KS2 above Step 11 (P8/PS3) and therefore, struggled to complete the KS2 Yearly Progress Trackers as Expected/Exceptional targets did not exist via the NWSCAP data. HA therefore analysed Morecambe Road School's internal data (from 2016 – 2020) as although most KS2 pupils fall into the NWSCAP range (Step 8 – 11) at the Start of KS2, our more-able students (gifted and talented) did not.

Piloted Expected and Exceptional Targets for KS2 (based on MRS data) ONLY:

More Able Learners: Step 12 (PS3/4) ↔ Step 17 (PS7)

Expected and Exceptional Progress for each academic year within KS2 (Yr 3/4/5/6)

(Adapted by HA from MRS Internal Data 2016-2020)

(Last Updated 31st September, 2021)

English Subject: Reading/Writing/Spoken Language

Start of Yr 3 – End of Yr 3

AT START OF YR 3 (End of Yr 2)		Expected Progress (by the end of Year 3)		Exceptional Progress (by the end of Year 3)	
NWSCAP Step	B Squared Level/PS	NC/P Levels	Progression Steps	NC/P Levels	Progression Steps
12	1C (20% PS3-20% PS4)	43% of 1B	40% PS4	85% of 1B	85% PS4
13	1B (10%-15% PS4)	13% of 1A	10% PS5	26% of 1A	20% PS5
14	1A (0-20% PS5)	8% of 2C	60% PS5	15% of 2C	70% PS5
15	2C (15% PS5-40% PS6)	No data	No data	No data	No data
16	2B (44% PS6-10% PS7)	No data	No data	No data	No data
17	2A (15% - 30% PS7)	No data	No data	No data	No data

Start of Yr 4 – End of Yr 4

AT START OF YR 4 (End of Yr 3)		Expected Progress (by the end of Year 4)		Exceptional Progress (by the end of Year 4)	
NWSCAP Step	B Squared Level/PS	NC/P Levels	Progression Steps	NC/P Levels	Progression Steps
12	1C (20% PS3-20% PS4)	17% of 1B	20% PS4	34% of 1B	30% PS4
13	1B (10%-15% PS4)	43% of 1A	43% PS5	85% of 1A	60% PS5
14	1A (0-20% PS5)	24% of 2C	85% PS5	58% 2C	10% PS6
15	2C (15% PS5-40% PS6)	No data	No data	No data	No data
16	2B (44% PS6-10% PS7)	No data	No data	No data	No data
17	2A (15% - 30% PS7)	No data	No data	No data	No data

More Able Learners: Step 12 (PS3/4) ↔ Step 17 (PS7)

Expected and Exceptional Progress for each academic year within KS1 (Yr1/Yr2)

(Adapted by HA from MRS Internal Data 2016-2020)

(Last Updated 31st September, 2020)

Subject: English (Spoken/Reading/Writing)

Start of Yr 5 – End of Yr 5

AT START OF YR 5 (End of Yr 4)		Expected Progress (by the end of Year 5)		Exceptional Progress (by the end of Year 5)	
NWSCAP Step	B Squared Level/PS	NC/P Levels	Progression Steps	NC/P Levels	Progression Steps
12	1C (20% PS3-20% PS4)	22% of 1B	30% PS4	43% of 1B	40% PS4
13	1B (10%-15% PS4)	19% of 1A	20% PS5	37% of 1A	20% PS5
14	1A (0-20% PS5)	33% of 2C	85% PS5	66% of 2C	20% PS6
15	2C (15% PS5-40% PS6)	10% of 2B	50% PS6	20% of 2B	60% PS6
16	2B (44% PS6-10% PS7)	No data	No data	No data	No data
17	2A (15% - 30% PS7)	No data	No data	No data	No data

Start of Yr 6 – End of Yr 6

AT START OF YR 6 (End of Yr 5)		Expected Progress (by the end of Year 6)		Exceptional Progress (by the end of Year 6)	
NWSCAP Step	B Squared Level/PS	NC/P Levels	Progression Steps	NC/P Levels	Progression Steps
12	1C (20% PS3-20% PS4)	19% of 1B	30% PS4	38% of 1B	30% PS4
13	1B (10%-15% PS4)	11% of 1A	10% PS5	22% of 1A	20% PS5
14	1A (0-20% PS5)	23% of 2C	80% PS5	45% of 2C	10% PS6
15	2C (15% PS5-40% PS6)	24% of 2B	60% PS6	47% of 2B	80% PS6
16	2B (44% PS6-10% PS7)	No data	No data	No data	No data
17	2A (15% - 30% PS7)	No data	No data	No data	No data

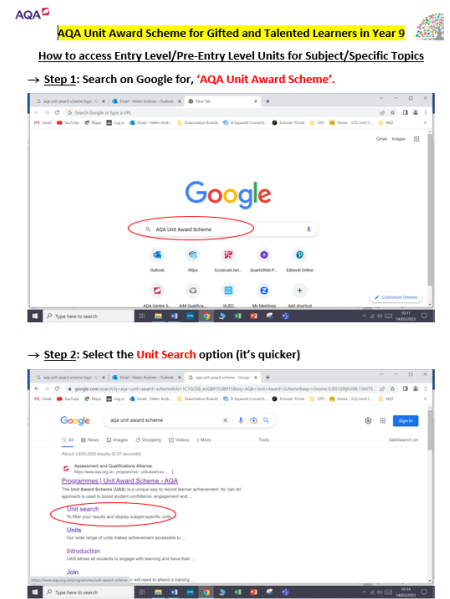
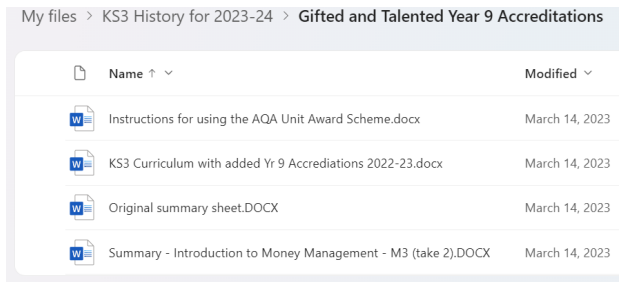
These charts were piloted in Sept'20 and last updated in Sept'21.

The MRS data for KS2 will need to be further analysed as in July'24 we will have 8 years of full B Squared data, which should make the conversion charts above even more accurate.

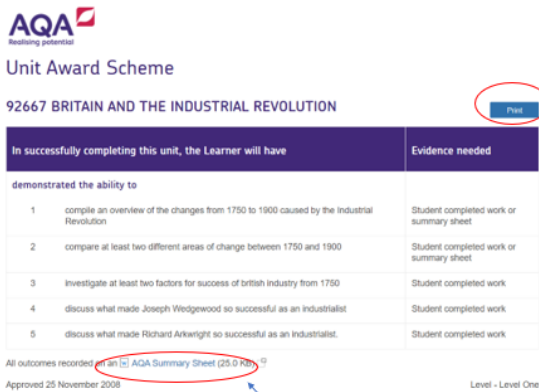
Gifted and Talented Pupils and the AQA Unit Award Scheme

In 2022 - 2023, a scheme was piloted by HA (linked to a Performance Management Target) to extend the learning of our more able learners in KS3, via the AQA Unit Award Scheme (a certification-based scheme for Pre-Entry/Entry Level 1-3 and Level 1-2) particularly in Foundation Subjects. This initiative was first raised with staff via an Assessment Meeting on 16/1/23. A further meeting was then held with Secondary Subject Leads and teachers on the 20/3/23 in order to share assessment procedures/resources within the Unit Award Scheme and advice staff on how to include the scheme within existing planning (using KS3 History as an example). **The following One Drive folder was shared at the meeting to enable staff easy access to administration practises associated with the scheme:**

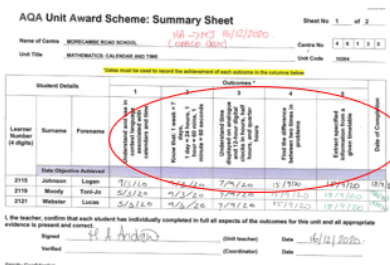
Unfortunately, due to significant staffing issues, only one member of staff was able to complete the pilot with several select pupils from his higher ability history class. The pilot was successful in the sense that he was able to provide feedback of his experience, which could be used in 2023-24 to increase staff engagement. **(Appendix 7: Feedback from Pilot Gifted and Talented Yr 9 Accreditations).**



→ **Step 7:** There is a **print option** for a hard copy of the outcomes. However, you can **copy and paste the outcomes from the website**, directly into the **assessment Summary Sheet** (which will accompany the pupil work portfolios to MJ for Internal Verification).



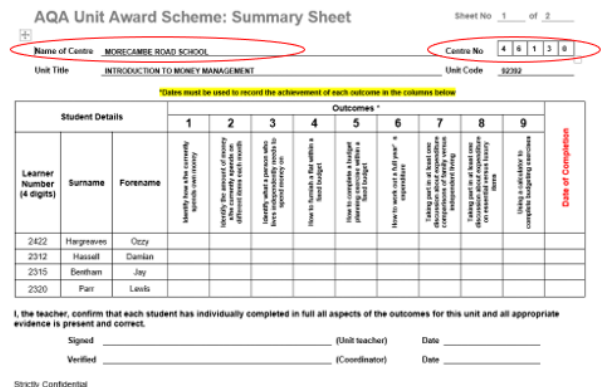
→ **Step 8:** The assessment form: **AQA Summary Sheet** is based on **dates completed**



These outcomes have been copied and pasted directly from the website page. It will save you having to type the all out!

The Summary Sheets are exactly the same template for all Units. Please see the One Drive folder (shared on Tuesday 14th March, 2023) for a template which had already been adapted for Morecambe Road School. You can then add/delete columns depending on how many Outcome the Unit has.

For example:



Please let me know the AQA Unit Awards you think you will attempt during the Summer Term for Year 9 pupils ONLY. This is a pilot initiative and staff feedback is always welcome! If it proves to be effective for G&T learners, we may extend the Units to Year 8/7 in 2023-24.

KS4 Pupils (Yr 10/11): External Accreditations (see Exam Policy - Jan'24 for more detail)

KS4 pupils (who are unable to access External Accreditations) will continue to be assessed via the whole school assessment tool, **B Squared** (see the above protocol). However, we offer a wide range of External Accreditations which are available to our KS4 cohort, depending on ability e.g. our Gifted and Talented cohort will be able to attempt the AQA Functional Skills (Level 1/2) with an AQA Mathematics Entry Level qualification being offered to ALL pupils.

The Phoenix Classes were initially a pilot initiative for 2021-22, further developing our links with Lancaster and Morecambe College (L&MC) by creating a satellite (Yr 10 Class) provision, which in 2022-23 extended to Year 10 and 11. College courses are delivered by L&MC in the afternoons and core subjects (delivering Entry Levels) by our own staff in the morning. The provision will facilitate an earlier KS5 transition for our more able cohort, whilst allowing pupils to experience a variety of subject areas.

The following qualifications are currently on offer at Morecambe Road but they change yearly depending on the duration of courses, examining boards and entry requirements:

Functional Sills (Level 1)	Grade 1-3 at GCSE
Functional Sills (Level 2)	Grade 4 at GCSE
ELC (Entry Level Certificate) Pre GCSE-Level	Entry Level 1-3
Pre-Entry Level	Pre-Entry Level 1

Courses moderated externally:

Morecambe Road School (Centre No: 46130): 2023-2024 Exam Entries and Deadlines								
Exam Board	Staff Responsible	Subject	Qualification	Code	Deadlines			
					Entries	Coursework	Exam series	
AQA	ME	Maths	ELC	5930	11 th (21 st) Feb'24	6 th (13 th) May'24	June'24 (6G24)	
	ME		Functional Skills (Level 1)	8361/1 8361/2	11 th (21 st) Feb'24	NA	June'24 (6A24)	
	ME		Functional Skills (Level 2)	8362/1 8362/2	11 th (21 st) Feb'24	NA	June'24 (6A24)	
	AF	Art & Design	GCSE	8202C & 8202X	Sept/Oct'23	20 th (21 st) May'24	June'24 (6G24)	
	ME/KD	Step Up to English	ELC	5972/1 5972/2	11 th (21 st) Feb'24	6 th (13 th) May'24	June'24 (6G24)	
	KH/VHI	Science	ELC	5961/2	11 th (21 st) Feb'24	6 th (13 th) May'24	June'24 (6G24)	
WJEC	ME	PSD	Entry Pathways (PSD)	6101 6102 6103 6106 6111	11 th (21 st) Feb'24	25 th April'24 (5th May)	June'24	
	ME			Employment Skills (PSD)				6109
	VHI			ICT Users (Award)				6010
	KD			Imaging Software (EL1/EL2)				6406
		Audio and Video Software	6398					

2023-2024 Exam Entries and Deadlines (Continued)							
Exam Board	Staff Responsible	Subject	Qualification	Code	Deadlines		
					Entries	Coursework	Exam series
Ascentis	KD/CCA/ME	English Skills	Entry Level 1/2/3 Certificate/Extended Award/Award in English Skills	Stepping Stones	Any time	May/June'24	May/June'24
AIM Awards	CCA/MJ	Life and Work Skills Suite	Entry Level 1 Diploma/Certificate/Award in Independent Living - Looking After Yourself and Your Home...	(Diploma) 600/919/9 (Certificate) 600/919/9 (Award) 600/889/7	Any time	May/June'24	May/June'24
			Entry Level 1 Diploma/Certificate/Award in Personal and Social Development Skills	(Diploma) 603/1506/4 (Certificate) 603/1506/0 (Award) 603/1507/7	Any time	May/June'24	May/June'24

2022-2023 Other exam entries which DO NOT go through Examinations Officer

Exam Board	Staff Responsible	Subject/s	Qualification	Code	Deadlines		
					Entries	Coursework	Exam series
AQA Unit Award Scheme	MJ	Various	Pre-Entry Level Entry Level 1-3 Level 1	Various	Any time	Any time	Any time
City & Guilds	IM/MJ	NPTC: Practical Horticulture Skills	Level 1 Award	7573-11	Any time	Any time	Any time

For Phoenix Pathways - Lancaster and Morecambe College organised courses, please contact MJ (the accreditation facilitated by college will go through their exams officer not MMS). Phoenix will conduct their Math/English accreditations through MMS (see above main table).

Statutory Primary Assessments

Primary Statutory Assessments (AG Lead)

Assessment	Staff Responsible	Subject	Deadlines	
			Registrations	Assessment Period
Reception Baseline Assessment	Reception Teacher/s	EYFS	June	September
SAT's Yr 2/Yr 6	Teacher of Yr 2/6 AG	Maths and English	September - October	May/June
Phonics Screening	Teacher of Yr 1/2	English: Phonics	March/April	May/June
Yr 4 Multiplication Check (Voluntary)	Teacher of Yr 4	Maths: Multiplication's	May	June

The number of pupils assessed via the Engagement Model MUST be reported to the Government every academic year.

Statutory assessments are available **to all pupils in maintained schools** in order to track progress and enable teachers to check that pupils are working at age related expectations. However, as a Special Needs setting, **many of our pupils are not working at age related expectations** and are therefore usually unable to access the primary assessments (see below).

Although **we must complete the registration process** for **all pupils in the relevant year groups**, **we do not have to proceed with the tests** if it is felt that pupils will struggle with accessing the test resources.

Formative Assessment at Morecambe Road School (enabling our pupils)



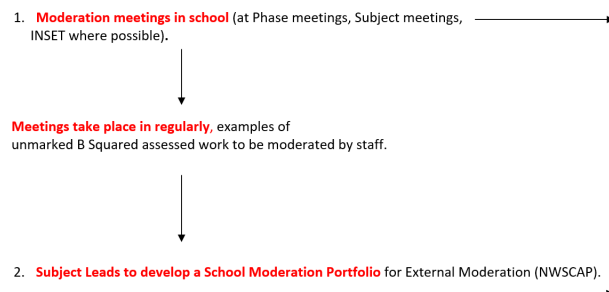
Strategies for facilitating Assessment for Learning at Morecambe Road:

- Share written learning intentions in every lesson with all pupils.
- Share differentiated learning outcomes (success criteria) with all pupils.
- Encourage pupil self-evaluation against the learning outcomes of the lesson.
- Use open and closed questions during the lesson.
- Discuss next steps to learning with every pupil and where possible record it on their work
- Set individual, challenging targets (B Squared/EHCP/PSD) on a regular basis and discuss these with the pupils so that they are involved in the process.
- Share these targets regularly with parents/carers to include them in supporting their child's learning.
- Mark and annotate work so that it is constructive and informative in accordance with the marking policy (relevant for certain subjects and classes).
- Incorporate both formative and summative assessment opportunities in medium and short-term planning (see Teaching and Learning policy)
- Assess all subjects termly using a common format and make relevant comments about pupils' progress.
- Implementation of the Work Scrutiny Calendar to ensure all of the above points are being adhered to by ALL subject areas.

Internal and External Moderation

Moderation is essential in checking that our assessment process, standards and expectations are in line with other special schools in the region. When joining the NWSCAP in 2016, external moderation was a focus as many schools felt previous moderation was inconsistent. A moderation working group with NWSCAP created a simplified process and provided instructions, a timetable for external moderation within NWSCAP and two templates for moderation meetings (**see Appendix 8**) facilitating greater conformity in how schools assess and prepare work to be moderated. It also allowed special schools in NWSCAP to check their interpretation of the B Squared indicators, which at times can be misleading and generic. Staff attend external moderation meetings (organised by NWSCAP North Moderation Group) half termly. Internal moderation is also conducted half termly, again allowing staff to check their interpretation of B Squared indicators, making staff more confident in their own abilities to assess pupils via B Squared.

Summary of moderation



Analytics Platform (replacing CSAM: Connecting Steps Analysis Tool)

Morecambe Road invested in CSAM (the additional analysis tool provided by B Squared) in September 2017. After the resolution of several technical issues, staff lost confidence in CSAM and it was consequently not used as effectively by other staff since it was installed (although it remained an essential tool in capturing data for whole school analysis of Maths/English and PSHE).

In July 2023, CSAM was replaced with the Analytics Platform, which is a much more user-friendly version and is accessible within the existing Connecting Steps V5 website. The new Analytics Platform was introduced to staff via an Assessment Meeting on 11/5/23 as a tool to assist with the data extraction required for the annual Subject Monitoring and Evaluation reports for Governors including (Teaching and Learning/Achievements and Standards section). Staff were provided with additional meeting time on 26/6/23 and various Instruction/Support documents, to help them practise using the platform and become more familiar with the processes involved in extracting subject specific data (**see Appendix 9: Support Documents provided to staff to help with the transition from CSAM to Analytics Platform**).

Work Scrutiny of Pupil Work Folders/Books

In May 2021, the concept of Subject Leads conducting a termly Work Scrutiny for their subject area, was raised in an SLT meeting (which had been initially piloted with an ECT (Early Careers Teacher) to provide evidence for their ECF (Early Careers Framework) within their Maths teaching. The scrutiny of pupil work folders was based on the template (**Appendix 10**) and allowed Subject Leads a very useful insight into how their subject was being taught by other teacher (some of which are non-specialists) e.g. teachers adhering to medium term plans, resources used, differentiation, work output, consistency, marking etc. This information would not necessarily be evidenced by Learning Walks or Formal Observations alone and the feedback from the process could also be used as evidence for Deep Dives, Subject Monitoring and Review Reports and above all, sharing good practise.

In the Autumn of 2021, Subject Leads were invited to partake in a pilot Work Scrutiny for the first term. Feedback was requested by email and shared via an Assessment Meeting on 10/2/22 (**see Appendix 10**). Staff involved in the pilot felt overall, that the Work Scrutiny concept was extremely valuable to improving standards within teaching and learning but also increased workloads. It was therefore decided to create a schedule in the Spring'22 Term starting with the Summer'22 Term, based on a rota. Those subjects which had not been involved in the Autum'21 pilot were scheduled first, with ALL subject areas having 1 X Work Scrutiny per year (as opposed to termly). The 2022-23 Work Scrutiny Calendar was released in the Summer'22 and updated in Summer'23 for the 2023-24 cycle (**Appendix 11: Work Scrutiny Calendar 2023-24**). Governors were also invited to attend a Twilight (23/3/23) to participate in the process.

Signed: _____	(Chair of Governors)	Date: _____
Signed: _____	(Headteacher)	Date: _____
Signed: _____	(Exams Officer)	Date: _____

Appendices for the MRS Assessment Policy (March'24)

Appendix 1: Whole School B Squared Analysis Excel Spreadsheet for Maths and English

(Based on Dec'23 Assessment Window)

Whole School Data Analysis - English and Maths (Dec'23) [Compatibility Mode] - Excel

File Home Insert Page Layout Formulas Data Review View Help Tell me what you want to do

O23

NC Yr	Class	Description	31/10/2023	5 ¹	22/12/2023	%	5 ¹	Sam	1 Step above	2 Step above	3 Step above	More than	No. of Ste	Gen	FSI	PF	BAL	CL
1	Ladybirds		0.0% of Step 1	0	1	26.0% of Step 1	26	1	26									
2	Grasshoppers		71.0% of Step 2	71	2	83.0% of Step 2	83	2	12									
4	Grasshoppers		77.0% of Step 3	77	3	83.0% of Step 3	83	3	6									
5	Grasshoppers		76.0% of Step 1	76	1	83.0% of Step 1	83	1	7									
6	Grasshoppers		9.0% of Step 1	9	1	30.0% of Step 1	30	1	21									
7	Grasshoppers		56.0% of Step 3	56	3	69.0% of Step 3	69	3	13									
8	Grasshoppers		70.0% of Step 1	70	1	80.0% of Step 1	80	1	10									
9	Grasshoppers		74.0% of Step 2	74	2	8.0% of Step 3	8	3		19								
10	Grasshoppers		11.0% of Step 1	11	1	30.0% of Step 1	30	1	19									
11	Bumblebees		5.0% of Step 4	5	4	29.0% of Step 4	29	4	24									
12	Bumblebees		47.0% of Step 4	47	4	62.0% of Step 4	62	4	15									
13	Bumblebees		70.0% of Step 1	70	1	79.0% of Step 3	79	3		179								
14	Bumblebees		73.0% of Step 3	73	3	27.0% of Step 4	27	4		39								
15	Bumblebees		41.0% of Step 1	41	1	57.0% of Step 1	57	1	16									
16	Bumblebees		16.0% of Step 4	16	4	25.0% of Step 4	25	4	9									
17	Bumblebees		31.0% of Step 3	31	3	56.0% of Step 3	56	3	25									
18	Bumblebees		35.0% of Step 1	35	1	59.0% of Step 1	59	1	24									
19	Bumblebees		48.0% of Step 5	48	5	62.0% of Step 5	62	5	14									
20	Butterflies		62.0% of Step 5	62	5	71.0% of Step 5	71	5	9									
21	Butterflies		0.0% of Step 3	0	3	40.0% of Step 3	40	3	40									
22	Butterflies		4.0% of Step 4	4	4	31.0% of Step 4	31	4	27									
23	Butterflies		67.0% of Step 5	67	5	73.0% of Step 5	73	5	6									
24	Butterflies		58.0% of Step 4	58	4	65.0% of Step 4	65	4	7									
25	Butterflies		13.0% of Step 4	13	4	29.0% of Step 4	29	4	16									
26	Butterflies		17.0% of Step 5	17	5	35.0% of Step 5	35	5	18									
27	Butterflies		53.0% of Step 4	53	4	64.0% of Step 4	64	4	11									

Reading Writing Spoken Language **Number** Measurement & Geometry Statis ...

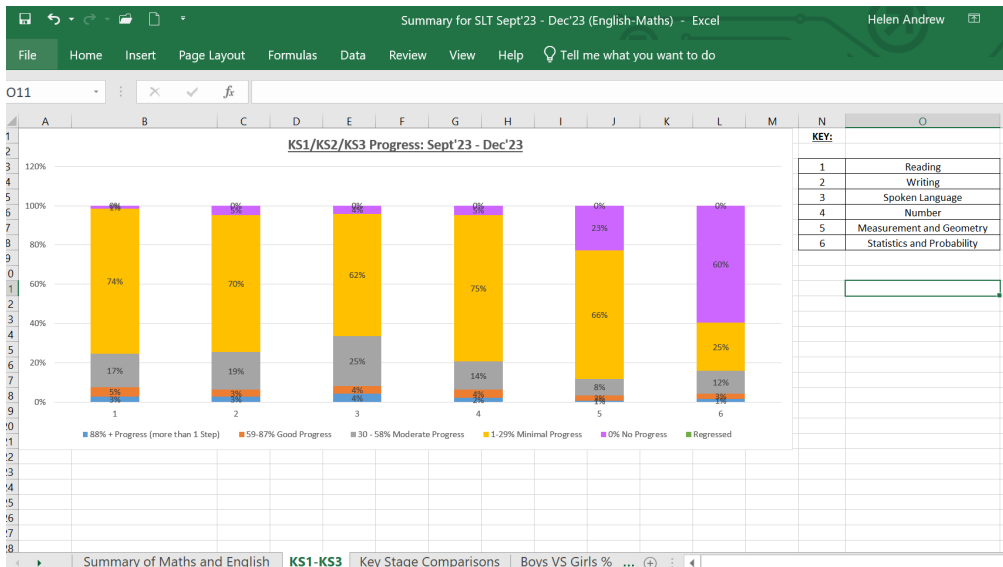
Appendix 2: Summary for SLT (Spreadsheet) Example of some of the data created and corresponding graph

Summary for SLT Sept'23 - Dec'23 (English-Maths) - Excel

File Home Insert Page Layout Formulas Data Review View Help Tell me what you want to do

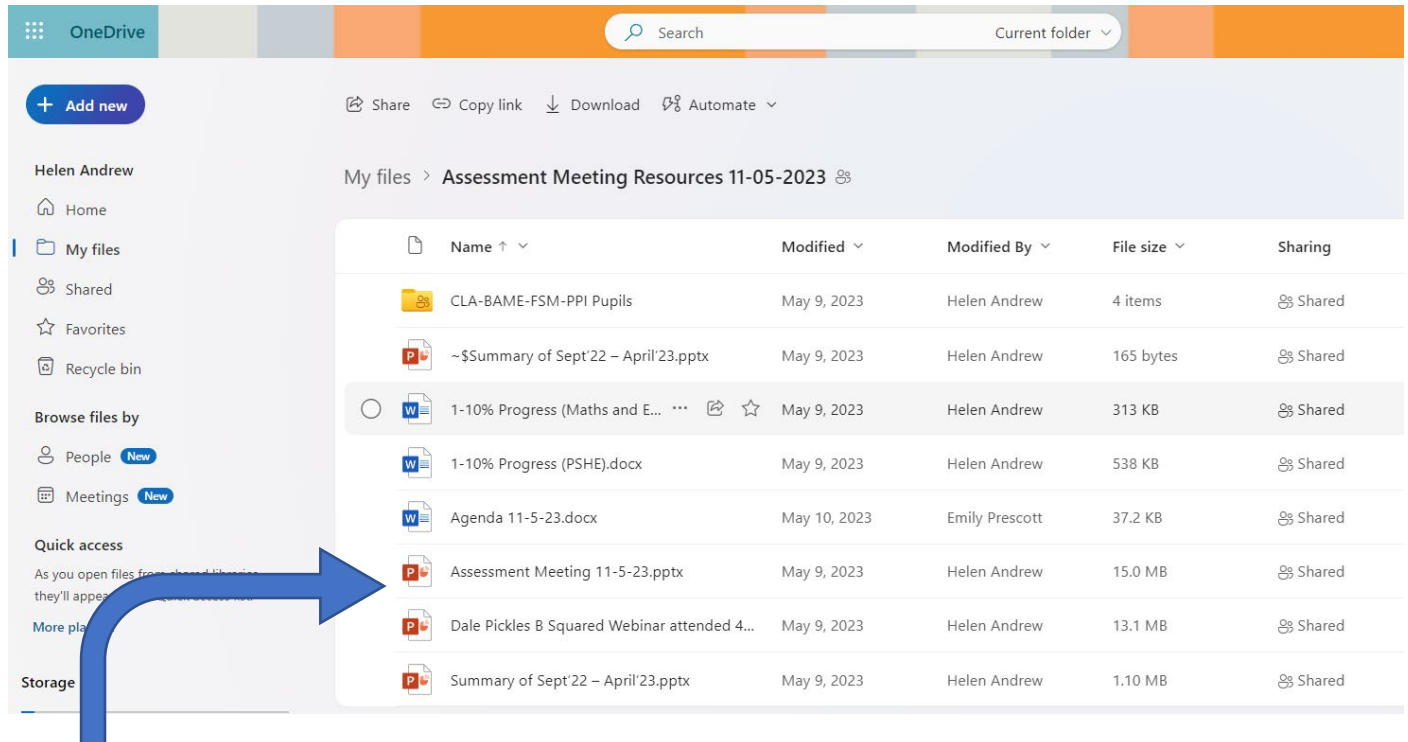
D91

	Reading		Writing		Spoken Language		Number		Measurement and Geometry		Statistics and Probability	
Total No. of Pupils	146		146		146		146		146		146	
Progress	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
KS1/KS2/KS3												
88% + Progress (more than 1 Step)	4	3%	4	3%	6	4%	3	2%	1	1%	2	1%
59-87% Good Progress	7	5%	5	3%	6	4%	6	4%	4	3%	4	3%
30 - 58% Moderate Progress	25	17%	28	19%	37	25%	21	14%	12	8%	17	12%
1-29% Minimal Progress	108	74%	102	70%	91	62%	109	75%	96	66%	36	25%
0% No Progress	2	1%	7	5%	6	4%	7	5%	33	23%	87	60%
Regressed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	146	100%	146	100%	146	100%	146	100%	146	100%	146	100%
Boys												
88% + Progress (more than 1 Step)	1	1%	1	1%	3	3%	2	2%	0	0%	0	0%
59-87% Good Progress	4	4%	2	2%	3	3%	4	4%	3	3%	1	1%
30 - 58% Moderate Progress	16	16%	19	19%	26	26%	12	12%	7	7%	15	15%
1-29% Minimal Progress	79	79%	75	75%	64	64%	79	79%	70	70%	25	25%
0% No Progress	0	0%	3	3%	4	4%	3	3%	20	20%	59	59%
Regressed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	100	100%	100	100%	100	100%	100	100%	100	100%	100	100%



Appendix 3: Example of Assessment Meeting PPT's/Resources shared with staff

A One Drive Folder is shared before every Assessment Meeting with all the documents that will be referred to/discussed.



Data analysis (a copy of which can be located in the One Drive Folder above) from the recent Assessment Window is discussed and shared with staff via a Summary PPT. Patterns/trends are highlighted to inform their teaching for the next half term.

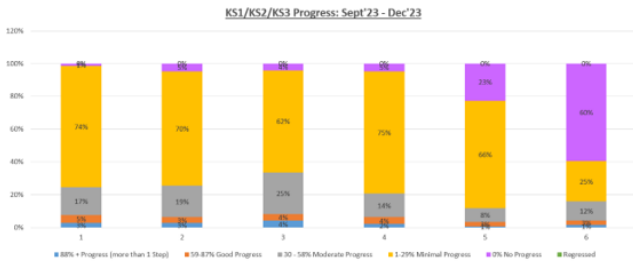
17

18

Appendix 4: No (0%) Progress data (based on Dec'23 Assessment Window)

Analysis of Maths/English B Squared Parameters

Sept'23 – Dec'23



English: No Progress (0%)

Reading: 2%

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
7	S2		84.0% of Step 4	84	4	84.0% of Step 4	84	4	0
6	S3		78.0% of Step 5	78	5	78.0% of Step 5	78	5	0

Writing: 5%

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
5	Butterflies		79.0% of Step 2	79	2	79.0% of Step 2	79	2	0
6	Dragonflies		81.0% of Step 1	81	1	81.0% of Step 1	81	1	0
9	S1		74.0% of Step 2	74	2	74.0% of Step 2	74	2	0
7	S1		84.0% of Step 3	84	3	84.0% of Step 3	84	3	0
6	S3		84.0% of Step 4	84	4	84.0% of Step 4	84	4	0
7	S3		40.0% of Step 5	40	5	40.0% of Step 5	40	5	0
9	S7		96.0% of Step 4	96	4	96.0% of Step 4	96	4	0

Spoken Language: 4%

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
6	Fireflies		82.0% of Step 4	82	4	82.0% of Step 4	82	4	0
7	S2		36.0% of Step 4	36	4	36.0% of Step 4	36	4	0
6	S3		78.0% of Step 5	78	5	78.0% of Step 5	78	5	0
7	S3		81.0% of Step 5	81	5	81.0% of Step 5	81	5	0
8	S6		14.0% of Step 4	14	4	14.0% of Step 4	14	4	0
9	S7		6.0% of Step 7	6	7	6.0% of Step 7	6	7	0

Maths – No Progress (0%)

Number: 5%

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
7	S1		51.0% of Step 2	51	2	51.0% of Step 2	51	2	0
7	S2		7.0% of Step 6	7	6	7.0% of Step 6	7	6	0
6	S3		81.0% of Step 5	81	5	81.0% of Step 5	81	5	0
7	S3		69.0% of Step 5	69	5	69.0% of Step 5	69	5	0
7	S3		79.0% of Step 5	79	5	79.0% of Step 5	79	5	0
8	S4		0.0% of Step 4	0	4	0.0% of Step 4	0	4	0
8	S5		13.0% of Step 4	13	4	13.0% of Step 4	13	4	0

Measurement & Geometry: 23%

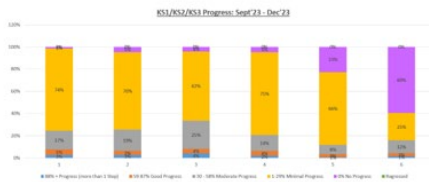
NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
2	Grasshoppers		68.0% of Step 1	68	1	68.0% of Step 1	68	1	0
2	Grasshoppers		32.0% of Step 2	32	2	32.0% of Step 2	32	2	0
2	Grasshoppers		77.0% of Step 1	77	1	77.0% of Step 1	77	1	0
4	Dragonflies		27.0% of Step 2	27	2	27.0% of Step 2	27	2	0
4	Dragonflies		60.0% of Step 2	60	2	60.0% of Step 2	60	2	0
2	Dragonflies		14.0% of Step 1	14	1	14.0% of Step 1	14	1	0
3	Dragonflies		27.0% of Step 1	27	1	27.0% of Step 1	27	1	0
2	Dragonflies		23.0% of Step 1	23	1	23.0% of Step 1	23	1	0
7	S1		61.0% of Step 4	61	4	61.0% of Step 4	61	4	0
7	S2		71.0% of Step 4	71	4	71.0% of Step 4	71	4	0
7	S2		58.0% of Step 5	58	5	58.0% of Step 5	58	5	0
6	S3		35.0% of Step 5	35	5	35.0% of Step 5	35	5	0
7	S3		0.0% of Step 1	0	1	0.0% of Step 1	0	1	0
7	S3		0.0% of Step 1	0	1	0.0% of Step 1	0	1	0
7	S3		45.0% of Step 5	45	5	45.0% of Step 5	45	5	0
7	S3		80.0% of Step 5	80	5	80.0% of Step 5	80	5	0
7	S3		64.0% of Step 5	64	5	64.0% of Step 5	64	5	0

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
7	S3		0.0% of Step 1	0	1	0.0% of Step 1	0	1	0
7	S3		0.0% of Step 1	0	1	0.0% of Step 1	0	1	0
7	S3		0.0% of Step 1	0	1	0.0% of Step 1	0	1	0
7	S3		35.0% of Step 5	35	5	35.0% of Step 5	35	5	0
7	S3		35.0% of Step 5	35	5	35.0% of Step 5	35	5	0
7	S3		35.0% of Step 5	35	5	35.0% of Step 5	35	5	0
8	S5		79.0% of Step 4	79	4	79.0% of Step 4	79	4	0
8	S5		9.0% of Step 4	9	4	9.0% of Step 4	9	4	0
8	S5		80.0% of Step 3	80	3	80.0% of Step 3	80	3	0
8	S5		54.0% of Step 4	54	4	54.0% of Step 4	54	4	0
8	S5		11.0% of Step 4	11	4	11.0% of Step 4	11	4	0
8	S5		77.0% of Step 3	77	3	77.0% of Step 3	77	3	0
8	S5		52.0% of Step 3	52	3	52.0% of Step 3	52	3	0
8	S5		56.0% of Step 3	56	3	56.0% of Step 3	56	3	0
8	S5		50.0% of Step 5	50	5	50.0% of Step 5	50	5	0
8	S5		41.0% of Step 5	41	5	41.0% of Step 5	41	5	0

Appendix 5: Limited Progress 1-10% data

Limited Progress (1-10%) in Maths/English

Sept'23 – Dec'23



English: Limited Progress (1-10%)

Reading:

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
1	Grasshoppers		52.0% of Step 1	52	1	62.0% of Step 1	62	1	10
4	Bumblebees		22.0% of Step 4	22	4	27.0% of Step 4	27	4	5
4	Bumblebees		73.0% of Step 4	73	4	76.0% of Step 4	76	4	3
4	Bumblebees		74.0% of Step 2	74	2	82.0% of Step 2	82	2	8
6	Bumblebees		61.0% of Step 3	61	3	67.0% of Step 3	67	3	6
3	Bumblebees		59.0% of Step 3	59	3	63.0% of Step 3	63	3	4
4	Bumblebees		49.0% of Step 5	49	5	54.0% of Step 5	54	5	5
5	Butterflies		72.0% of Step 2	72	2	82.0% of Step 2	82	2	10
6	Fireflies		69.0% of Step 3	69	3	78.0% of Step 3	78	3	9
6	Fireflies		68.0% of Step 4	68	4	78.0% of Step 4	78	4	10
4	Dragonflies		69.0% of Step 1	69	1	77.0% of Step 1	77	1	8
3	Dragonflies		23.0% of Step 1	23	1	31.0% of Step 1	31	1	8
6	Dragonflies		13.0% of Step 1	13	1	17.0% of Step 1	17	1	4
6	Dragonflies		65.0% of Step 1	65	1	69.0% of Step 1	69	1	4
7	S1		31.0% of Step 3	31	3	37.0% of Step 3	37	3	6
8	S1		65.0% of Step 5	65	5	73.0% of Step 5	73	5	8
7	S1		69.0% of Step 2	69	2	72.0% of Step 2	72	2	3
9	S1		46.0% of Step 5	46	5	51.0% of Step 5	51	5	5
9	S1		72.0% of Step 2	72	2	74.0% of Step 2	74	2	2
8	S1		30.0% of Step 4	30	4	32.0% of Step 4	32	4	2
9	S1		28.0% of Step 3	28	3	33.0% of Step 3	33	3	5
7	S1		74.0% of Step 3	74	3	76.0% of Step 3	76	3	2
7	S1		41.0% of Step 2	41	2	44.0% of Step 2	44	2	3
7	S2		54.0% of Step 5	54	5	62.0% of Step 5	62	5	8
7	S2		68.0% of Step 4	68	4	78.0% of Step 4	78	4	10
7	S2		68.0% of Step 4	68	4	70.0% of Step 4	70	4	2
7	S2		19.0% of Step 5	19	5	27.0% of Step 5	27	5	8
7	S2		78.0% of Step 4	78	4	81.0% of Step 4	81	4	3
7	S3		78.0% of Step 5	78	5	84.0% of Step 5	84	5	6
7	S3		71.0% of Step 6	71	6	74.0% of Step 6	74	6	3
7	S3		29.0% of Step 6	29	6	38.0% of Step 6	38	6	9
8	S4		76.0% of Step 3	76	3	78.0% of Step 3	78	3	2
8	S4		78.0% of Step 4	78	4	81.0% of Step 4	81	4	3
8	S4		73.0% of Step 4	73	4	81.0% of Step 4	81	4	8

Maths – Limited Progress (1-10%)

Number:

NC Ye	Class	Description	31/10/2023	%	St	22/12/2023	%	St	Sam
2	Grasshoppers		77.0% of Step 3	77	3	83.0% of Step 3	83	3	6
1	Grasshoppers		76.0% of Step 1	76	1	83.0% of Step 1	83	1	7
1	Grasshoppers		70.0% of Step 1	70	1	80.0% of Step 1	80	1	10
6	Bumblebees		16.0% of Step 4	16	4	25.0% of Step 4	25	4	9
5	Butterflies		62.0% of Step 5	62	5	71.0% of Step 5	71	5	9
5	Butterflies		67.0% of Step 5	67	5	73.0% of Step 5	73	5	6
5	Butterflies		58.0% of Step 4	58	4	65.0% of Step 4	65	4	7
5	Butterflies		21.0% of Step 5	21	5	29.0% of Step 5	29	5	8
5	Butterflies		11.0% of Step 4	11	4	16.0% of Step 4	16	4	5
6	Fireflies		56.0% of Step 5	56	5	65.0% of			

Appendix 6: KS4 External Accreditations based - Class Provision maps

Last updated: 10/02/2023

MORECAMBE ROAD SCHOOL (2022-23) PROVISION MAPPING (KS4) Class: M2

M2 is a middle/low ability of Year 11's.
Most pupils are completing either their 2nd year of External Accreditations.

There are 3 X pupils assessed via B Squared

PPG: Pupil Premium, FSM: Free School Meals, ADHD: Attention Deficit Hyperactivity Disorder, SLCN: Speech, Language & communication, ASD: Autistic Spectrum Disorder, SLD: Severe Learning Difficulties, MLD: Moderate Learning Difficulties, SpLD: Specific Learning Difficulties, PD: Physical Difficulties, AFS – Alcohol Foetal Syndrome
 S+L: Speech and Language, LF: Letter Formation activities, MI: Maths Intervention, CT: Circle time, SGW: Small Group Work, LI: Literacy Intervention, SS: Social Stories
 Ph: Phonics Intervention, SH: Self Help Intervention, SS: Social Skills Intervention, T: Toileting Intervention, MHC: Mental Health Champions, CLA: Child Looked After

TARGETS*

	Below
	On
	Above

PUPIL NAME	SPECIAL NEEDS											EXTERNAL ACCREDITATIONS						INTERVENTIONS	
	ADHD	SLCN	ASD	SLD	MLD	PD	Emotional	Mental Health	Behaviour Plan	VI	HI	Other Condition	AQA English ELC	AQA Maths ELC	Science AQA ELC	WJEC (PSD) Entry Pathway	WJEC (RE) Humanities Entry Pathway		Art AQA GCSE
	✓		✓		✓				✓			Epilepsy							SGW – Maths SS PPG/FSM
		✓			✓														SGW – Maths PPG
					✓							GLD, Reynaud's Syndrome							PPG
	✓	✓			✓					✓		Wears Glasses							PPG/FSM CLA (Residency)
	✓										✓	Cerebral Palsy Faint spells Diplegia (Right leg)							MHC – Gender Identity, Attendance Issues PPG/FSM
	✓		✓									AFD Allergy: strawberries/peaches							
					✓	✓						Cerebral Palsy, Epilepsy							
	✓	✓			✓					✓		Wears Glasses							PPG/FSM
	✓		✓								✓	AFD, Epilepsy Cyst on Spine Suspected Oculobulbia							SGW – Maths SS PPG/FSM
	✓		✓								✓	Dyspraxia Progressive bilateral hearing loss (hearing aids)							1:1 Support/Radio Aid
	✓		✓?																

Appendix 7: Feedback from Pilot Gifted and Talented Yr 9 Accreditations.

REMINDER: Teacher's Meeting Mon 20th March - To be used for Assessment

Helen Andrew
To: Teachers

Thu 14/03/2023 11:15 AM

Hello,
 MJ mentioned in this morning's briefing that the Teacher's meeting on Monday 20/3/23 will now be used for B Squared/KS4 Assessments in time for the Spring Assessment Window (last 2 X weeks of term).

However, can I meet briefly (aprox. 15 mins) with Secondary Subject Leaders and teachers of the following subject areas who could trial the pilot AQA Unit Scheme for Gifted and Talented Learners in Year 9 (as mentioned during the last Assessment Meeting):

KS3 - Year 9 (External Accreditations)

Example of raising expectations in KS3 Yr 9 History (G&T pupils):

If you are a Subject Lead or teach any of the following subjects to Year 9 pupils, please could we meet in my classroom (Room 23) on Monday at 3.30pm.

- Secondary History (HA)
- Secondary Geography (RM)
- Secondary RE (CB)
- Secondary Science (KH)

Many thanks,

Helen Andrew
 (Assistant Headteacher)
 Whole School Assessment Lead and Examinations Officer
 Morecambe Road School
 Morecambe Road
 Morecambe
 Lancashire

NS To: Helen Andrew Thu 31/08/2023 10:14 AM

Hi Helen

Yeah some of last years S8 did the 92667 (Britain and the Industrial Revolution) as well as 72668 (Introduction to Slave Trade)

I thought it was useful as it provided extension work and other ideas around the topic especially for the more able students. I thought in hindsight the order in which I taught some of it could have been better in terms of integrating it more smoothly into the termly plans. I thought the task which involved thinking of additional questions they wanted to know and researching them was a good final task which worked on essential skills.

Kind Regards

Appendix 8: External Moderation Templates (NWSCAP Moderation North)

North Area Moderation Group

External Moderation Checklist

Date:	
Subject:	
Name of Chair:	
School:	
Colleagues present:	
Apologies for absence received:	
Which aspects were moderated?	
Did the majority agree with the judgements?	Yes/No
If no, please outline any disagreements/ discrepancies with judgements. Please discuss any issues and seek a majority agreement before the end of the meeting.	

External Moderation Comment Sheet

School name:	
Moderation Ref: (school initials/sample number/moderation date DDDMMYYYY)	
Assessment system: (B Squared, PIVATS etc)	

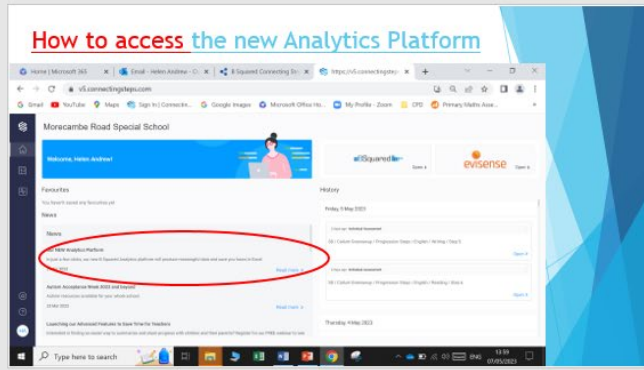
Moderation 1	Moderation Step:	
	Why it is not the Step above	
	Why it is not the Step below	
Moderators initials:		

Moderation 2	Moderation Step:	
	Why it is not the Step above	
	Why it is not the Step below	
Moderators initials:		

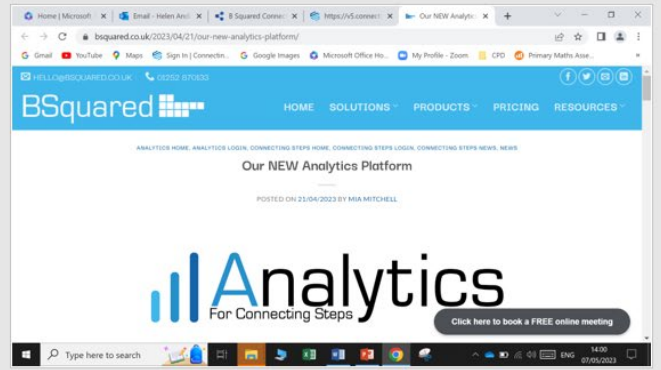
Example of completed Moderation Form during internal Moderation Meeting:

Moderation @ Morecambe Road School			
Key Stage	3	Subject	Maths
Year	<input type="text" value=""/>	Aspect/focus	Preparation for AQA Entry Level Certificate (Component 2: The Four Operations)
Description of pupil's need and barriers to learning			
MLD		PD	Other needs/barriers: Emotional – Abby enjoys learning outside of the classroom. She can find the classroom too busy and becomes overly stimulated by the noise.
ASD		VI	
SLD		HI	
SEMH		SLCN	
What was the context of the activity/task/ learning?			
Abby's class started their AQA Entry Level Certificate for Mathematics (5930) at the start of Year 9 in September 2022. The content of Component 2: The Four Operations, was taught before the coursework was attempted. We started with formal written methods for addition.			
What was the focus of assessment?			
Applying the formal written method for addition e.g. column addition involving carrying over with 3-4 digit numbers.			
What was the pupil able to do?			
Abby was pretty proficient at adding 2 digit numbers to 2 digit numbers. She progressed quite quickly onto 3-4 digit numbers added to 3-4 digit numbers involving carrying over. Abby worked independently after a reminder on how to apply column addition at the start of the lesson via the Interactive White Board. Abby was able to record her addition questions in the format of columns, independently and neatly on 1cm squared paper, without having to have them pre-written. Her answers were accurate but there was evidence of self correction in Question 1. She was also able to transfer an addition number sentence to a column format, without support.			
What support did the pupil have?			
Abby was reminded about the formal written method and that the concept did not change just because the number was bigger. Addition techniques were discussed in terms of how to add numbers within the columns. Abby was already quite proficient at her number bond recall but occasionally used her fingers to self check her addition.			
Teacher decision	Step 7	Abby is able to add and subtract numbers with up to 4 digits using the formal written methods where appropriate. She is not Step 6 as there is no mention of 4 digits (which is what she was working with) and Step 8 refers to adding and subtracting numbers with more than 4 digits (which the piece of work does not evidence).	
School moderation decision			
Moderation group decision			

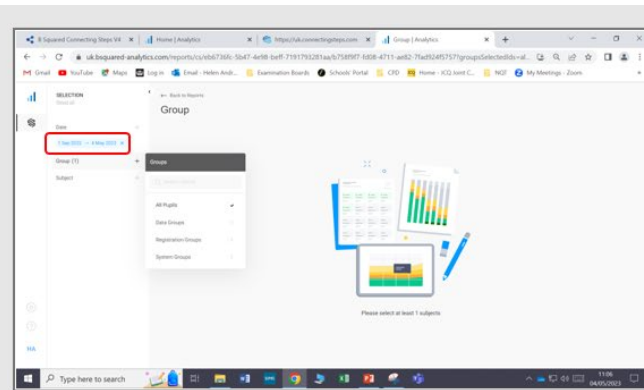
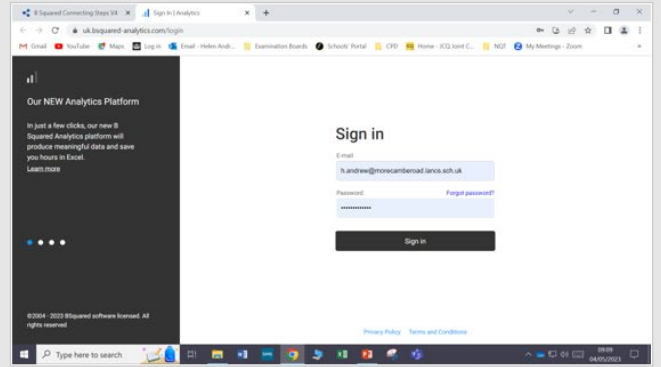
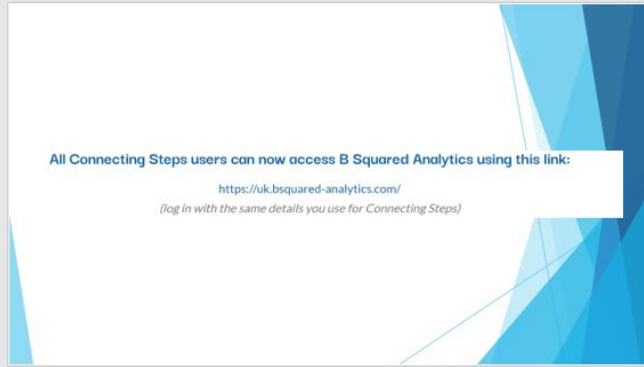
Appendix 9: Support Documents provided to staff to help with the transition from CSAM to Analytics Platform (PPT).



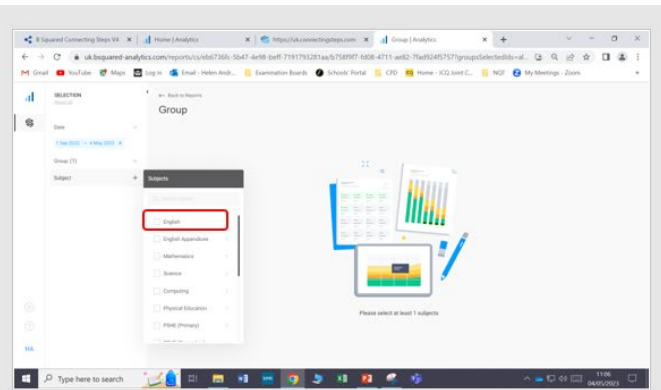
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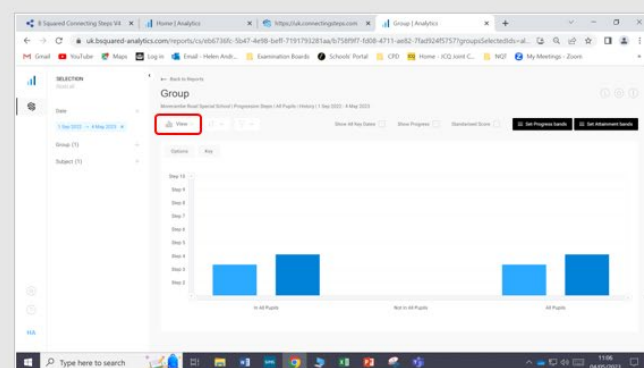
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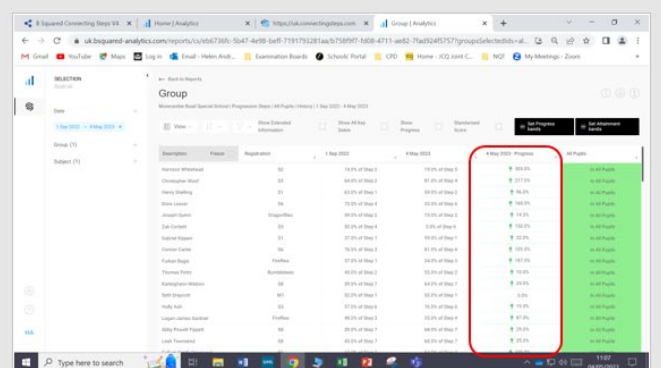
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Appendix 10: Work Scrutiny of pupil work folders/books template

Morecambe Road School: Pupil Work Folder Scrutiny – Foundation: Secondary History			
Class/Key Stage	S3/KS3	Date	10/11/2022
Teacher	Mrs Jasmine Greenwood	Focus	Sequencing and differentiation
2 X folders were scrutinised: Less Able (Step 4) and More Able (Step 6)		Member of Staff Assessing	
		Term 1	Term 2
		HA	Term 3
Key Area	Key Area	Autumn Term	
		Strengths	Next Steps
ASSESSMENT <small>(Application of whole School Assessment Tools and summary of Termly/Seasonal Assessments)</small>	<ul style="list-style-type: none"> Front Cover (B Squared updated with recent assessment results) Inside Folder Pupil Individual Assessment Record – evidence of updated (optional) 		
	<ul style="list-style-type: none"> Is there evidence that the curriculum is being followed? Are there Cross Curricular links (where appropriate) 		
CURRICULUM	<ul style="list-style-type: none"> Has the correct language/terminology been used ensuring pupils also use it? Is there evidence of progression? 		
	<ul style="list-style-type: none"> Is the work pitched appropriately (differentiation) for all pupils to provide challenge and ensure they make progress? 		
PROGRESSION	<ul style="list-style-type: none"> Is there evidence of sequencing within a unit of work? Is there evidence of Learning Intentions/Objectives? 		
LEARNING			

MARKING AND FEEDBACK	<ul style="list-style-type: none"> Have high expectations for all pupils, including the most able and disadvantaged? Does marking and feedback provide pupils with incisive feedback – written or oral? Ensure pupils understand how to improve as a result of useful feedback? 		
	<ul style="list-style-type: none"> Are common punctuation errors being addressed? Are common grammar errors being addressed? Are common spelling errors being addressed? Are poor standards in presentation being addressed? 		
Additional Feedback:			

Pros and Cons of Work Scrutiny (shared via an Assessment Meeting on 10/02/22 after the Autumn'21 Pilot):

Pros and Cons from a **Teacher's** perspective

Pros	Cons
A chance to show off	Feeling like you are being inspected, checked up on
Know that what you are doing matters	Feeling like you are not being trusted to be left to do your job
Being accountable to colleagues/middle managers/SLT/Parents	
Assurances e.g. that you are covering what you need to	
A chance to learn, evolve and develop	
Experience others expectations	
Share good practice	
Stimulus for professional discussions	

Pros and Cons from a **Subject Leader's** perspective

Pros	Cons
You can see what is going on in your subject that formal observations can just not cover	Extra work load
Consistency of coverage of subject matter e.g. matches the planning	Negative feedback from staff receiving the work scrutiny
Consistency of marking (triggers issues such as a marking policy)	
Allows subject leaders to report on their subject with tangible evidence to back up their findings, not just a hunch	
Helpful for Deep Dives	
Highlights possible areas for CPD	
Facilitating an open door approach	

Pros and Cons from an **SLT** perspective

Pros	Cons
Work scrutiny can flag misconceptions and lack of support in some areas for non specialist teachers which can then facilitate interventions	Negative feedback from staff receiving the work scrutiny
Gaining an overall picture	Staff feel like they are being checked up on and can create a them and us ethos.
Accountability of staff	
Middle Management more ready for Deep Dives, informs SLT of areas for development	
Highlights possible areas for CPD	
Facilitating an open door approach	

Appendix 11: Work Scrutiny Calendar for 2023-24

Proposed Work Scrutiny Cycle for May 2023 – May 2024					
Summer 2023		Autumn 2023		Spring 2024	
Primary	Secondary	Primary	Secondary	Primary	Secondary
History (AC) Conducted Dec'22	Conducted Dec'22	Conducted Jul'23	History (HA) Conducted Jul'23	Conducted Dec'23	Computing (VHI) Conducted Dec'23
	Science (KH)	Computing (CMe) Art (LA) RE (SY)	Conducted Dec'22	PE (AG) History (AC)	Geography (JG) Conducted Dec'23
		Science (LA) Conducted Jul'23	Conducted Jul'23	Conducted Dec'23	Science (KH) Conducted Dec'23
Conducted Dec'22	Computing (VHI)	Conducted Jul'23	PE (SDK)	NA for Primary	Life Skills (CCa)
				NA for Primary	Digital Media (KD/HA)
		PSHE (VHo)	PSHE (ABl)	DT/Food (VHo)	Art/Design/Food (AF/GJ/SL)
Maths Classes (SDK/HA): Bumblebees/Butterflies/S1/M1 English Classes (KD/AG): 2 X KS1/3 X KS2/3 X KS3/2 X KS4		Maths Classes (SDK/HA): S2/S3/S4/S5/S6/Fireflies English Classes (KD/AG): 2 X KS1/3 X KS2/3 X KS3/2 X KS4		Maths Classes (SDK/HA): S7/S8/M2/M3/M4 English Classes (KD/AG): 2 X KS1/3 X KS2/3 X KS3/2 X KS4	
English – Nurture/Functional Skills (TR/AG) Ladybirds/EYFS/Dragonflies/S1/M1		Music Classes (EP/AD) MFL/Communication (KD/AD) 3 X KS1/3 X KS2/3 X KS3		Numeracy – Nurture/Functional Skills (SDK/TR) Ladybirds/EYFS/Dragonflies/S1/M1	

Key:

- CLT/Subject Lead responsible for conducting Whole School Subject Work Scrutiny and relevant classes involved.
- TLR responsible for conducting Whole School Subject Work Scrutiny and relevant classes involved.

Last Updated 14/09/2023