



Curriculum and Assessment

2023-2024

Overview- A bespoke approach to curriculum and assessment

At Meldreth Manor school we have a diverse population of students who have different learning needs, styles, and abilities. Classes are arranged according to student's cognitive abilities and age ranges are mixed. The curriculum is designed for students from Early years through to 19 years of old with a separate preparing for Adulthood pathway.

The aim is for each student to have an individualised programme of education that meets their physical, emotional, social, communication and life skills needs to help them develop skills for the future and independence.

An individualised curriculum may include therapies delivered in class or as an intervention by the therapy team, individualised strategies to develop communication skills, topic and expressive arts activities, physical skills development such as riding trikes and drive deck, TEACCH workstations and play activities, sensory activities as well as academic subject areas such as food technology, science, maths and English. The curriculum will be developed and adapted according to the changing needs of the individual.

We value developing the skills and independence of our students and recognise that achieving formal qualifications and preparing for adulthood is key to helping our students have a productive future. Therefore, our assessments are designed to assess students using their preferred way of learning so they can make maximum progress and do not have to undergo unnecessary tests to demonstrate their skills. We also consider the different learning paces and needs of our students and understand that maintaining and perfecting skills is just as important as learning new ones.

Throughout their time at Meldreth Manor school each student will have access to a rich and varied curriculum that values and develops their skills and personality and will have followed a programme of assessment that has enabled them to achieve an appropriate level of independence and range of formal qualifications to enable them to have a bright future.

The curriculum pathways

The pathways help our class leaders to design lessons and individualised student timetables. Students will be put onto different pathways based on initial assessments from therapy, EHCP outcomes, current IEP goals and data provided by other professionals on entry to the school.

EHCP outcomes are central to all planning on the pathways and follow the following areas to help students achieve their EHCP goals:

My communication- Developing communication skills in their preferred way and social skills development

My World- Sensory development

My body- Physical development

My future skills and thinking- cognition and life skills development

There are two sets of pathways the key stage2 -3 curriculum pathways and the preparing for adulthood curriculum pathways, they are laid out as follows:

Key stage curriculum 2-3

Pathway 1- engaging- uses the engagement model to support students beginning to demonstrate skill in engaging with people and stimuli in their world.

Pathway 2- developing- Uses the Early years foundation 2021 development matters stages to support students developing early communication skills and are working at a preschool level.

Pathway 3- Advancing- Uses year 1 and year 2 national curriculum tiers to support students who are beginning to access the national curriculum in their learning. Within this pathway there are opportunities to take functional skills exams.

Preparing for adulthood pathway

Pathways 1-3 uses individualised achievement steps against the preparing for adulthood pillars to recognise the individual progress of students by enabling class leaders to select units and accreditations to develop the life skills of students. Each student has an individualised learning programme based on their aspirations for the future and plans for transition. This is inclusive of work experience, Duke of Edinburgh, life skills and aspirational subjects.

Meldreth Manor curriculum Pathways

About me, my EHCP/ IEP, my therapy and transition assessments, observation, SENDCO.

Pathway 1: Engaging

Pathway 2: Developing

Pathway 3: Advancing

Pathway 4: Post- 14

What skills do I need to learn?

The way I communicate
 Making choices
 Expressing myself/ being heard
 Relationships

My world (Social/emotional)
 Sensory processing/ regulation
 Wellbeing/ emotions
 My interests and routines
 My culture and identity

My body (sensory/ physical)
 Healthy living
 Physical activity
 Being aware of my body
 Self-regulation

My future skills and thinking
 Life skills and independence
 Community access
 Problem solving
 Personal care

What are the different ways I can learn?

Functional skills
 Maths ICT
 English
 Science

Creative Arts
 Drama Art
 Dance
 Music
 Spiritual, cultural and moral values

PSHE
 Geography
 History
 Re/ British Values
 Life skills
 RSE

Physical
 Outdoor learning
 Forest school
 Community
 PE
 Health Education

Therapy and interventions
 OT
 SALT
 Physio

Assessments and qualifications
 AQA units/ D of E/ Skills for work
 The engagement model / pre keystage
 EYFS development matters 2021
 SEND assessment/ EQUALS
 Key stage 1-3

Meldreth Manor Curriculum- Key stage

The engaging Pathway

What am I learning?

The way I communicate

To build relationships through anticipating and responding to familiar people.

To use my preferred way of communicating to gain people's attention.

My world

To give increasing amount of attention to stimuli through looking, touching, and other ways of exploring.

To notice and react to stimuli that engage my senses sight, smell, visual auditory, vestibular.

To be curious about a stimuli, object or environment.

My body

To use my body to begin to control my environment through purposeful interaction with stimuli.

To use my body to consistently create a cause and effect on my environment.

To begin to problem, solve by persevering with a stimuli when it does not have the desired effect.

My future skills and thinking

To respond to stimuli in different contexts including the community.

To remember and begin to follow my daily routines when familiar stimuli is presented to me.

To make choices for preferred stimuli.

Cross curricula Strategies

TASSELS intensive interaction Sensology Sensory exploration self-initiated learning

Curriculum- The engagement model, SEND tapestry

Topic cycle

Qualification suggestions: SEND assessment /AQA

Functional Skills

Sensory stories
Sensory literacy
Switch work
Eye gaze
Symbol stories
Sorting, matching
Sequencing

Creative Arts

Exploring and investigating objects, materials and tools
Play activities
Dance therapy
Exploring musical instruments
Forest school exploring natural materials

PSHE

Community visits
Visitors
Personal care routines
Cultural celebrations
Personal identity exploration
Sensory cooking
RSE

Physical

Physio
OT
Sensory Interaction
Hydrotherapy
Rebound therapy
Sensology
Health Education

Therapy and Interventions

Physio
OT
Sensory Interaction
Hydrotherapy
Rebound therapy
Sensory integration

Meldreth Manor Curriculum- Key stages

The Developing Pathway

What am I learning?

The way I communicate

To develop relationships through initiating and responding to interaction with familiar people.

To use my preferred way of communicating to tell people about me and my needs.

My world

To enjoy play and interaction with objects and people through looking, touching, and other ways of exploring.

To use stimuli that engage my senses sight, smell, visual auditory, vestibular in a meaningful way.

To be curious and interested in meaningful use of objects and activities such as mark making, counting and sorting.

My body

To make appropriate choices to keep myself and others safe.

To plan next steps being aware of own emotions.

To problem, solve by persevering with a stimulus when it does not have the desired effect.

My future skills and thinking

To enjoy interaction with stimuli in different contexts including the community.

To follow my daily routines using familiar visuals and stimuli.

To make choices for activities, foods and people.

Cross curricula Strategies

TASSELS intensive interaction Visual supports Sensory exploration self-initiated learning Adapted TEACCH

Curriculum- Pre key stage Curriculum, The AET progression framework, EYFS Development matters 2021

Topic cycle

Qualification suggestions: EYFS 21 / AQA/ Functional skills

Functional Skills

Story writing
Early writing
Understanding the world-science
Symbol stories
Counting

Creative Arts

Play activities
Dance therapy
Drama
Forest school
Attention Autism

PSHE

Community visits
Visitors
Personal care routines
Competitions
Shopping
Cooking
Enterprise
Travel training

Physical

Physio
OT
Team games
P.E
Sensory circuits
Sensology
RSE
Health Education

Therapy and Interventions

Physio
OT
Sensory Interaction
Sensory integration

Meldreth Manor Curriculum- curriculum

The Advancing Pathway

What am I learning?

The way I communicate

To develop relationships through initiating and responding to simple conversation with peers and adults.

To use my appropriate and preferred way of communicating to tell people about me my day.

My world

To enjoy independent play and interaction with objects and people through making my own play.

To be curious and interested in a range of subjects and activities and express which ones I prefer or don't prefer.

To have my own identity and know what makes me, me.

My body

To make appropriate choices to keep myself and others safe.

To begin to self-regulate and manage my emotions and ask for help when I need it.

To problem solve and challenge myself to try new things.

My future skills and thinking

To access the community to carry out life skill activities using money, travelling and working with others.

To follow my daily routines with independence.

To make choices for activities, foods and people independently.

Cross curricula Strategies

TASSELS intensive interaction Visual supports Sensory exploration self-initiated learning TEACCH

Curriculum- The National Curriculum year 1, pre key stage standards 4

Qualification suggestions: year 1-3 / AQA and Functional skills

Functional Skills

Story writing
Early writing and reading
Science
Number bonds
Geography/
History/R.E

Creative Arts

Play activities
Dance therapy
Drama
Forest school
Attention Autism

PSHE

Community visits
Visitors
Competitions
Food Tech
Enterprise
Travel in the community
RSE/ Substance abuse

Physical

Physio
OT
Team games
Exercise in the community
P.E
Sensory circuits
Health Education

Therapy and Interventions

Physio
OT
Sensory Interaction
Sensory integration

Meldreth Manor School curriculum -Preparing for Adulthood pathway

About me, my EHCP/ IEP, my therapy and transition assessments, observation, SENDCO.

Pathway 1: Engaging

Pathway 2: Developing

Pathway 3: Advancing

Preparation for Adulthood Agenda

Preparation for employment
 Specific skills and life -long learning
 Expressing myself/ feeling valued
 Relationships/care for others

Preparation For independent living
 Managing money
 Flexibility and adaptable
 Wellbeing and routines
 ICT

Preparation for good health
 Manging medication
 Physical activity
 Being aware of my body
 Self-regulation

Preparation for community participation
 Leisure activities
 Community access/ diversity
 Valuing the environment
 Culture and identity

What are the different ways I can learn?

Functional skills
 Maths ICT
 English
 Science

Creative Arts
 Drama Art
 Dance
 Music
 Social, cultural and moral values

PSHE
 Geography/ history
 Student voice
 Re/ British Values
 Real life situations
 RSE
 Friendships

Physical
 Outdoor learning
 Forest school
 Staying safe/community
 PE/ leisure
 Work experience

Therapy and interventions
 OT
 SALT
 Physio

Assessments and qualifications
 Functional skills
 BKSB assessment
 AQA
 Engagement model/ EQUALS
 D of E

How do class leaders use the curriculum pathways to plan learning?

Step one: Students are put onto a pathway according to base line assessments (baseline assessments are based on data supplied by previous school assessments, BSKB, EHCP outcomes and IEP reviews, teacher, and therapist observations) Some students will follow different pathways and assessments for subjects due to strengths in that area.

Step two: Class leaders review IEP targets half termly and relate them to the key areas in the corresponding assessments- communication, sensory development, independence and life skills, health and well-being. Pathway linking assessments:

Key stages engaging- SEND assessment /engagement model Key stages developing- EYFS 21 Key stages Advancing- year 1 -3 curic

Preparing for adulthood- individual programmes of learning, AQA, functional skills, D of E, EQUALS, engagement model

Step three: Class leaders work with therapists using the pathway guidance to develop class and individualised timetables. This also leads to the completion of a whole class provision map so that assessments and therapies can be tracked according to EHCP outcomes.

Step four: Class leaders work on a weekly curriculum area map which details the lessons they will deliver based on key areas including maths, English, science, history, art, community, outdoor learning and community activities. The curriculum is not delivered in set subject areas but instead will have these subjects embedded into other activities for example:

An attention autism session- may include maths through matching shapes, identifying colours and counting as a group

A relax session- may include history through a song or the telling of a story.

Step five: Class leaders complete a daily planner which details individual learning objectives and has reflections and next steps after lessons.

Step six: Tapestry entries are completed with photos, statements of learning and assessment checkpoints to track progress daily.

Three-year topic Cycle

YEAR / TERM	AUTUMN	SPRING	SUMMER
YEAR ONE	MUSICALS	SPACE	ME IN MY WORLD
YEAR TWO	WEATHER	TECHNOLOGY	CREATIVE AND EXPRESSIVE ARTS
YEAR THREE	JOBS THAT PEOPLE DO	ANIMALS	JOURNEYS

Evidence collection

The assessment, tracking and review process has a strong emphasis on class teams and leaders with the support of therapists using their professional judgement and knowledge of the individual students to report on progress. Tapestry must be used rigorously and consistently to chart student progress accurately. The following is required:

- Daily uploads on student activities and progress to tapestry (A minimum of one entry per student, they must be recorded individually not as a group)
- Tapestry entries must show varied activities and access to a rich range of learning routes.
- Entries can include photos and videos (class leaders must check the quality and appropriateness of these)
- Entries must include an overview of the learning taking place and skills worked on.
- The corresponding pathway assessment areas must be checked each time an entry is made to record progress and embedding of specific skills being learnt.
- Entries must reflect all learning areas including activities that might be repeated in routines such as workstations, literacy and mathematics, attention autism, cooking, physical activity, and routines, reading, art, sensory room, soft zone, AQA units, life skills routines and community activities.
- Entries for AQA unit learning can also be recorded on tapestry and then submitted as evidence to the AQA assessor later.
- Parents should be invited to comment on the progress of skills they have seen students demonstrate at home and can make their own entries.

Tapestry entries guidance- Key stages 2-3

Step one- Make your entry onto tapestry by selecting the student and ensuring you check the box that **states immediately in journal**.

Step two- Write commentary in the box this can be a generic statement about the learning taking place that you can copy and paste for each student. Add a sentence describing any specific progress from the student. **Upload photos if you have any, please check what is happening in the background.**

Add Assessment check points- only check off progress on the assessment allocated to the students based on the pathway they are on.

Assessments for students on **engaging** pathways
Select **SEND assessments**



Subject areas are in colours along the top, each of these are tracked and you need to make regular entries that reflect these.

Click on the subject area to reveal statements and stages.

Check off the appropriate stages and working at level.

A stage is only complete when 100% of all statements are checked off regularly. Do not skip to more than one stage higher than current working stage. ie, stage two no higher than stage three.

Assessments for students on **developing** pathway
pathway **EYFS 21 assessment and flags**



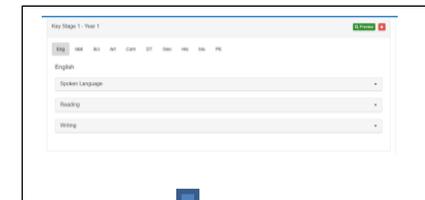
In the flag area select **key stage curriculum** and check off the subject areas relevant to activity.

Select the **check point** relating to the student **birth to 3 or 3-4** and check off relevant areas.

Select **ELG 21** at top of assessment bar and check off relevant statements

Choose any other flag areas you wish to celebrate learning in.

Assessments for students on **Advancing** pathway
pathway **KS1- year 3**

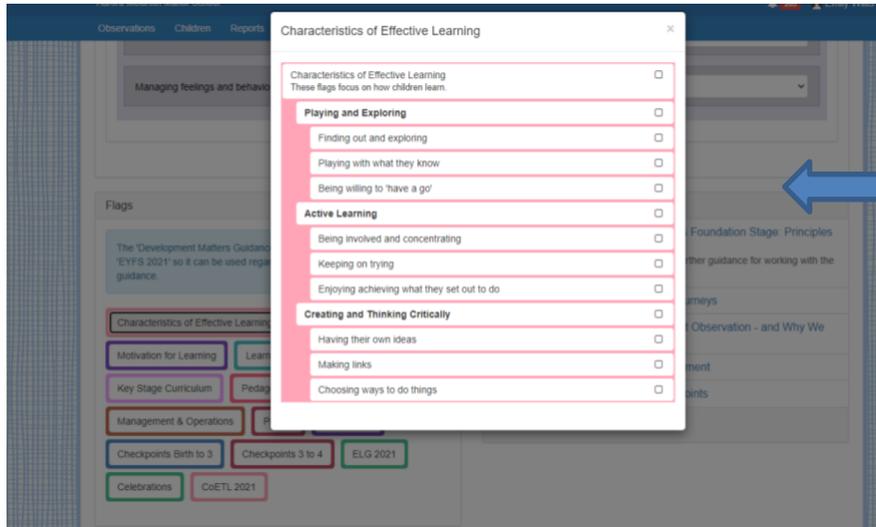


Subject areas are along the top, you will be mainly working in English and maths unless agreed with EW.

Click on the subject area to reveal statements.

Click on the statement and then select the tier. Red is absent all the way through to purple which is secure.

Characteristics of effective learning

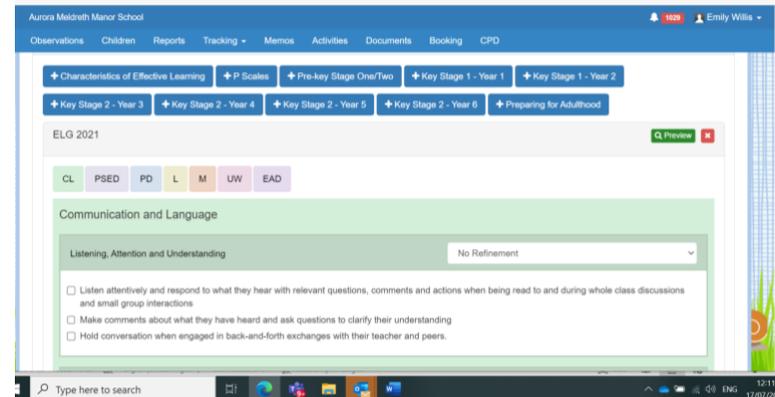
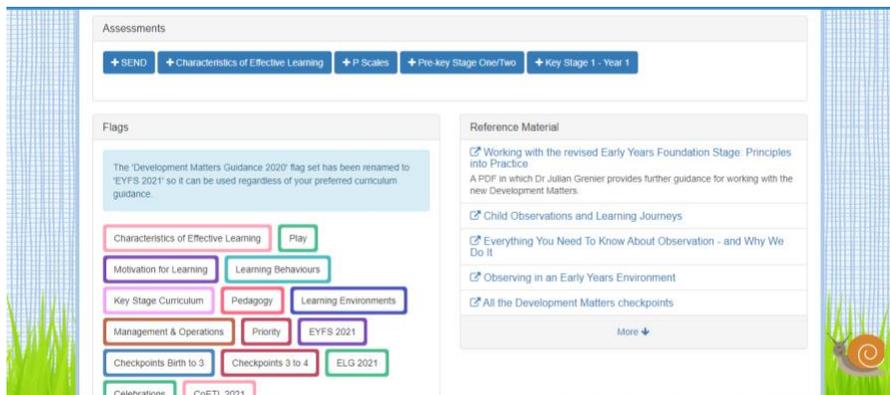


These are flags that can be checked off on all pathways and focus on the ways in which students learn such as through play, experiencing a sense of achievement and active learning.

Assessment and tracking

Each pathway relates to an assessment which can be found on our school tapestry platform, class leaders map the progress of students by checking off the statements each time they record a lesson or achievement for a student. This is recorded on tapestry and then a report can be run to track how much progress a student is making on each of their assessment areas. It is recorded as a percentage of progress for each subject. Students are tracked for their progress once a half term.

Example: EYFS 21 assessment flags on tapestry and ELG 21 assessment – developing pathway



SEND assessment steps on tapestry- engaging pathway

The screenshot shows the 'SEND' section of the Tapestry assessment tool. At the top, there is a navigation bar with 'Observations', 'Children', 'Reports', 'Tracking', 'Memos', 'Activities', and 'Documents'. Below this, there are four tabs: '+ Characteristics of Effective Learning', '+ P Scales', '+ Pre-key Stage One/Two', and '+ Key Stage 1 - Year 1'. The 'SEND' section includes a 'Download SEND statements' button and a 'Preview' button. A row of colored tabs represents different assessment areas: PSED (green), CL (blue), PD (orange), L (yellow), M (purple), UW (pink), and EAD (grey). The 'Personal, Social and Emotional Development' (PSED) area is expanded, showing three sub-sections: 'Making Relationships', 'Self Confidence & Self Awareness', and 'Managing feelings and behaviour'. Each sub-section has a dropdown menu currently set to 'Not Assessed'.

The screenshot shows the 'Key Stage 1 - Year 1' section of the Tapestry assessment tool. At the top, there is a navigation bar with 'Eng', 'Mat', 'Sci', 'Art', 'Com', 'DT', 'Geo', 'His', 'Mu', and 'PE'. Below this, there is a 'Preview' button. The 'English' section is expanded, showing a 'Spoken Language' sub-section. This sub-section has a dropdown menu set to 'Absent' and an 'Apply To Selected Statements' button. Below this, there is a list of assessment criteria for spoken language, each with a checkbox:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

Year 1 assessment tiers on tapestry- Advancing pathway

Preparing for adulthood assessment – Students on preparing for adulthood are assessed in two ways using the preparing for adulthood pillars on tapestry and their personal learning plans which links to external accreditations such as AQA, D of E and Functional skills.

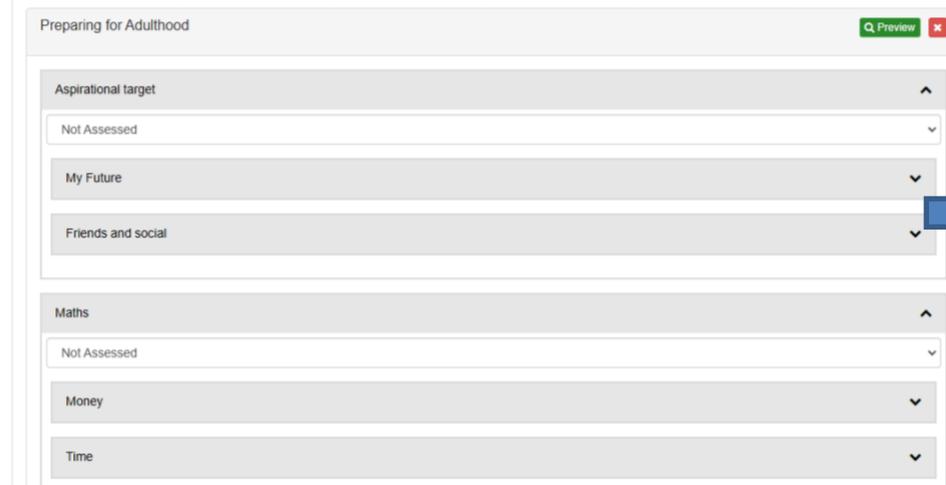
Preparing for adulthood assessment on tapestry



Preparing for Adulthood

- Aspirational target
- Maths
- English
- Employment and higher education
- Independent living
- Community Participation
- Health

Preparing for adulthood contains the four pillars, aspirational targets and Maths and English assessments.



Preparing for Adulthood

Aspirational target

- Not Assessed
- My Future
- Friends and social

Maths

- Not Assessed
- Money
- Time

Drop down boxes show the key learning areas students are working towards.

Aspirational target

Not Assessed

My Future

- I am working on developing my skills in a favourite subject or activity
 - 1
- I am making one step of progress in my favourite Subject or activity
- I am able to use my favourite subject or activity for HE study or work



In each learning area statements can be checked off to show what level students are working at.

Preparing for Adulthood

Preview

Aspirational target

Not Assessed

- Not Assessed
- Not Achieving**
- Partially Met
- Met

- I am working on developing my skills in a favourite subject or activity
 - 1
- I am making one step of progress in my favourite Subject or activity
- I am able to use my favourite subject or activity for HE study or work



Achievement can be checked off to show if students are achieving the learning area. A percentage of progress in each are can also be selected. A percentage of achievement progress can also be selected.

AQA- Formal qualifications in unit awards

Each student studies for two AQA units a term, class leaders can choose from a range of levels linked to pathways suitable for each class group and will base areas of study around topic activities and life skills. Student progress on these units is tracked through setting an initial baseline in the activity and then providing photographic and evidence statements for each part of the unit achieved. This is submitted and moderated by the school AQA assessor Jing Chen.

Pathways and assessment in relation to IEP's and Annual reviews

Each pathway links to EHCP and IEP outcomes through the key headers my communication (communication), my world (sensory development), my body (Physical development) and my future skills and thinking (life and independence skills). IEP's are reviewed once a half term in conjunction with a tracking point for the pathway assessments. IEP'S are reviewed by class leaders who state if outcomes have been met (M), Partially met (PM) and not met (NM), a statement to justify judgements are also given.

New IEP objectives will then be set according to results of the review, class leaders use the standards from the assessments to help them come up with their judgements and set new targets. Targets are also set with discussion from therapists and other supporting professionals. TAYP (team around the young person) meetings are used to give care teams the opportunity to feedback on IEP's objectives.

IEP review documents are used during the annual review progress to help class leaders review and evaluate student progress on EHCP outcomes and are used to formulate the next steps for students during annual reviews in terms of learning, therapies and resources needed. Parents and carers can give their feedback during this time.

Example IEP review:

IEP targets Term 2 (Autumn 2021)

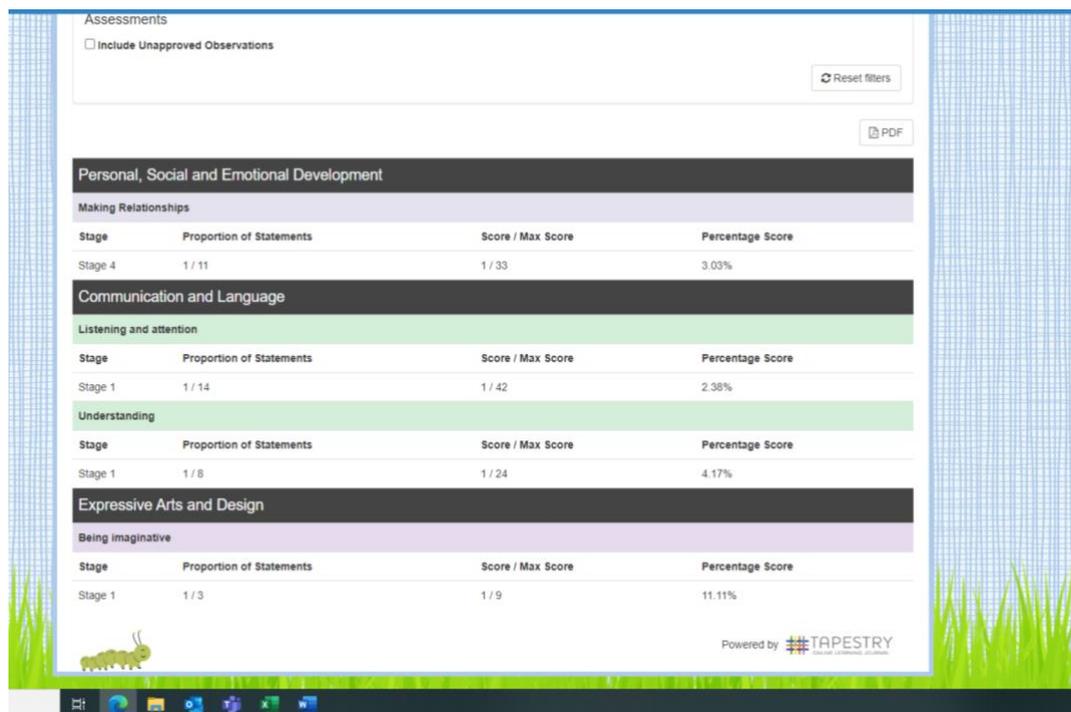
When "By..." "During..."	What "will be able to..." "will develop..."	Why "this is because" "in order to"	Review progress made against this target linking to EHCP outcomes
During Autumn term 21...	Lily will work on TEACCH workstation activities to help her develop her numeracy and literacy skills on the advancing pathway.	In order to develop problem solving and independence skills	Partially achieved- Lily has been working on daily reading, <u>four word</u> recognition and spelling as well as her letter formations. She has great numeracy skills but needs to work on number bonds for minus skills.
During Autumn term 2021	Lily will follow her daily visual timetable and use her now and next board	In order to help her regulate and gain independence.	Partially achieved- Lily has made great progress and is able to do her timetable independently. She is working on keeping to the timings of her tasks.
During Autumn term 2021	Lily will be able to tell someone how she is feeling using her emotions board at least once a day	In order to self-regulate	Partially achieved- Lily finds this very difficult but is starting to <u>open up</u> about her feelings and have conversations with staff to gain social understanding.
During Autumn term 2021	Lily will be able to take part in daily sensory regulation activities sensory circuits, attention autism, social thinking	In order to focus for longer periods of time	Partially achieved- Lily is taking part in daily sensory circuits, attention autism and is continuing her sensory integration sessions.

Tracking

Students are assessed continuously using tapestry, tracking points are set once a half term to gather progress data and review IEP and AQA outcomes. Each student has a report termly on tapestry where all of their achievements and progress is recorded throughout the year. By the end of each school year each child will have a profile to carry on to their next school or to transition to a different class or school.

The report includes, EHCP outcomes, half termly IEP targets, assessment baseline and half termly tracking, class leaders are able to comment at each point. Students will have this report year on year to help set new baselines and have a profile of their achievement. Students are also given the opportunity to give feedback on learning.

SEND assessment as follows:



Assessments

Include Unapproved Observations

Reset filters

PDF

Personal, Social and Emotional Development

Making Relationships

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 4	1 / 11	1 / 33	3.03%

Communication and Language

Listening and attention

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 1	1 / 14	1 / 42	2.38%

Understanding

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 1	1 / 8	1 / 24	4.17%

Expressive Arts and Design

Being imaginative

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 1	1 / 3	1 / 9	11.11%

Powered by TAPESTRY

Quantitative assessment

A report is run that gives a percentage of progress in each learning area and stage.

This indicates if students are working at expected outcome or above or below them.

SEND tracking report:

When creating a new report, the assessments for this section are pre-filled from the snapshot of the current period. To fill the assessments from a different period, use the "Fill Assessments" button at the top of this section.

Personal, Social and Emotional Development

Staff Notes

Making Relationships

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 1	13 / 15	26 / 45	57.78%

Self Confidence & Self Awareness

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 1	9 / 9	18 / 27	66.67%

Managing feelings and behaviour

Stage	Proportion of Statements	Score / Max Score	Percentage Score
Stage 1	8 / 10	16 / 30	53.33%

Next Steps

Qualitative assessment- based on class leader professional judgements

Class leaders will write a summary of progress for each learning area and stage linking it to the percentage of progress in each area.

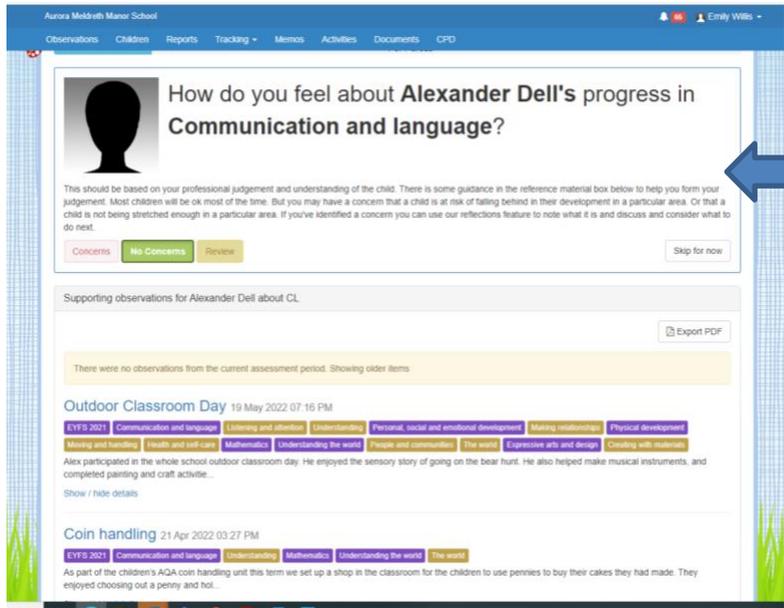
They will detail next steps for the student.

The report can also contain comments from other professionals and student voice in the form of comments, work and pictures.

IEP reviews, AQA progress and other information will be attached to this report.

EYFS 21 tracking report

Quantitative assessment



Class leaders fill out an areas of concern section for each subject area, it shows up as red, green or beige tabs which pin point areas to work on and areas of success. Each area of concerns is linked to tapestry entries for the particular learning period such as Summer term 1.

Alex Dell- End of year achievement
Developing Pathway EYFS 21 0-3 years

Learning area	End of year prediction:	Current level	Tracking 1 Summer term 26/5/2022	Tracking 2 End of summer term	Predicted level for year 2022/2023
Communication	EYFS 21 0-3 100%	EYFS 21 0-3 88%	EYFS 21 0-3 92%	EYFS 21 0-3 100%	EYFS 21 3-4 50%
Sensory development	EYFS 21 0-3 70%	EYFS 21 0-3 85%	EYFS 21 0-3 86%	EYFS 21 0-3 71%	EYFS 21 3-4 20%
Independence and life skills:	EYFS 21 0-3 50%	EYFS 21 0-3 39%	EYFS 21 0-3 42%	EYFS 21 0-3 50%	EYFS 21 0-3 100%
Health and well being	EYFS 21 0-3 70%	EYFS 21 0-3 65%	EYFS 21 0-3 66%	EYFS 21 0-3 68%	EYFS 21 3-4 20%
English	EYFS 21 0-3 100%	EYFS 21 0-3 75%	EYFS 21 0-3 76%	EYFS 21 0-3 85%	EYFS 21 3-4 20%
Maths	EYFS 21 0-3 100%	EYFS 21 0-3 88%	EYFS 21 0-3 92%	EYFS 21 0-3 100%	EYFS 21 3-4 50%
Science	EYFS 21 0-3 80%	EYFS 21 0-3 82%	EYFS 21 0-3 85%	EYFS 21 0-3 70%	EYFS 21 3-4 10%
Arts	EYFS 21 0-3 80%	EYFS 21 0-3 82%	EYFS 21 0-3 83%	EYFS 21 0-3 82%	EYFS 21 3-4 40%
Physical development	EYFS 21 0-3 70%	EYFS 21 0-3 70%	EYFS 21 0-3 72%	EYFS 21 0-3 75%	EYFS 21 3-4 20%
Understanding the world	EYFS 21 0-3 70%	EYFS 21 0-3 61%	EYFS 21 0-3 62%	EYFS 21 0-3 65%	EYFS 21 0-3 100%

Each student will also have a percentage of progress towards their predicted end of year level in each learning area which will inform the outcome for areas of concern.

Qualitative assessment

Observations Children Reports Tracking Memos Activities Documents Booking CPD

Communication and language

Staff Notes
Alex is now following a morning routine, pointing to the day of the week and weather of the day along with indicating his need for toilet using symbols and some help from staff on most days.

Personal, social and emotional development

Staff Notes
Alex continues to take himself to the tent to self regulate. He can at times do this as an avoidance to work but he continues to be more amenable to staff encouraging him to come and work. Alex is now accessing the school dining hall at least 2 out of 5 days a week. He is also able to stay in the class for the whole day with some support from staff and encouragement to sit on the floor mat. Alex when shown the lunch symbol has now started going towards the small dining hall. He also eats dinner there at least 2 out of 5 times a week.

Physical development

Staff Notes
Alex needs some guidance and support for appropriate handling of various tools. He is happy to practise his fine motor skills using various methods.

Literacy

Staff Notes
Alex is able to make marks independently on paper and the whiteboard. He will, with help, make meaningful marks. He is not very interested yet to look at books.

Mathematics



Class leaders will write a summary of progress for each learning area and stage linking it to the percentage of progress in each area.

They will detail next steps for the student.

The report can also contain comments from other professionals and student voice in the form of comments, work and pictures.

IEP reviews, AQA progress and other information will be attached to this report.

Key stage 1- year 1

Quantitative assessment

Assessments last filled from period: Autumn Term 1 2021/22 [Fill Assessments](#)

When creating a new report, the assessments for this section are pre-filled from the snapshot of the current period. To fill the assessments from a different period, use the "Fill Assessments" button at the top of this section.

None (N) Absent (A) Tier 1 (T1) Tier 2 (T2) Tier 3 (T3) Tier 4 (T4) Tier 5 (T5)

English

Spoken Language

Select All Statements Select No Statements Absent Apply To Selected Statements Observations

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
 - Tier 2
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
 - Tier 2
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Reading



Students are tracked through tiers on their progress through subject areas which is given as a percentage of progress.

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Number

Number and Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	■■■■■■■■■■	Tier 3	Show Details
Count, read and write numbers to 100 in numerals, count in multiples of two, five and tens	■■■■■■■■■■	Tier 3	Show Details
Given a number, identify one more and one less	■■■■■■■■■■	Tier 3	Show Details
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least	■■■■■■■■■■	Tier 4	Show Details
Read and write numbers from 1 to 20 in numerals and words	■■■■■■■■■■	Tier 3	Show Details

Addition and Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	■■■■■■■■■■	Tier 2	Show Details
Represent and use number bonds and related subtraction facts within 20	■■■■■■■■■■	Tier 2	Show Details
Add and subtract one-digit and two-digit numbers to 20, including zero	■■■■■■■■■■	None	Show Details
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 + \square = 9$	■■■■■■■■■■	None	Show Details

Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	■■■■■■■■■■	None	Show Details
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Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity	■■■■■■■■■■	Tier 4	Show Details
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	■■■■■■■■■■	None	Show Details



Tiers are colour coded according student progress on them and help to show coverage of the curriculum areas.

Qualitative assessment

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Mathematics - Hide Category

Number

Measurement

Geometry

Comments - Hide Field

Targets - Hide Field

Science - Hide Category

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