



The
Westminster
School



Progression Guidance Information 2017/2018

Safe Happy and Learning Together

*Building foundations and providing
opportunities to create confident,
aspirational and independent members of
our community.*

Approved by Governing Body on: 09/03/18

Signed by Chair of Governors:

Ken Gho

Head Teacher:

C Hill BEd NPQH

Lead Personnel:

C Stubbs

Date of Review:

09/03/19

January 2018

As of this date we are anticipating the implementation of the outcomes from the Rochford Review by the DfE. Whilst our assessment has moved forward we continue to use the 2009 Progression Guidance as a tool to support the monitoring of pupil progress for the majority of our pupils. In 2018, we were invited by the DfE to take part in the pilot initiative for the Engagement Profiles. This, coupled with our work on Personal Development, is our tool for measuring progress for our more complex learners.

These results will be reported termly to our Governors ensure high expectations of outcomes for all learners are maintained.

In 2009, the Department for Education published the National Progression Guidance as advice to schools on the use of attainment and progress information, specifically for use where learners are working below expected levels. This document was designed to help schools identify the sort of targets that they should be setting based on the National Curriculum or P'level of the pupil.

Whilst we have utilized the 2009 Progression Guidance previously at The Westminster School, we feel that due to National Curriculum changes in 2014, the guidance no longer meets our pupil's requirements for enabling personalised learning and rigorous target setting. Following a consultation with staff we recognise that much of the Progression Guidance published in 2009 inhibits the accurate measurement of progress and the 'spikey' profiles our pupils show in their learning. We feel that the development our pupils make should be measured using a combination qualitative and quantitative data. We will to celebrate all progress made, including the small steps, even if they do not fit into a dataset. This belief is further supported by the recognition that our pupils often make linear progress and for some their critical steps of development are with their social, emotional and wellbeing learning. This has led us to recognize that we offer a multitude of curricula rather than just academic, we are working to development appropriate assessment tools to capture this learning.

Using the 2009 model set by the Progression Guidance we are currently working to establish an exemplar for progression using a combination of P' levels, experience of National Curriculum levels and the Star Pathways. The 2009 publication indicates that schools should use information from other sources, the most useful information to use when setting targets is their previous attainment. We currently use a combination of information from previous schools and baseline Assessments using Westminster's Skills Outcome and Personal Development Statements, to gain an insight into pupil's prior attainment, rates of progress and the skills and knowledge they display on entry to the Westminster School. This baseline is completed within the first half term of entry to the school with additional verification as the pupil settles. We recognise that our pupil's attainment level at entry to the school can enable us to set an expectation of progress to enable them to succeed in the acquisition of new skills and also provide a framework for a personalised curriculum.

It is further supported by the internal monitoring and external moderation.

When developing their advice in 2009 the Government drew on the underlying principles that underpin the promotion the progress of learners with special needs. Emerging from that consultation were the following principles:

- High expectations as key to good progress
- Accurate assessment is essential to securing and measuring pupil progress.
- Age and prior attainment are the starting points for developing expectations of pupil progress.

At The Westminster School we wholeheartedly agree with these values.

At the Westminster School, we capture progress information throughout a pupil's time with us. It is clear that one of the most important purposes of this assessment is to inform teaching and learning. Assessment enables us to track pupil progress accurately, to design future learning and develop personalised curriculums, to

adjust, adapt existing provision and to review expectations. Throughout the year we also actively engage in moderation and standardisation processes, which are critical to achieving accurate teacher assessments and to promoting pupil progress.