

3. Quality of Education: Impact

Pupil Outcomes at Mary Rose Academy

CHILD

Each of our pupils has unique, diverse and complex learning needs and their progress is not linear, nor does it follow any particular set of pre-programmed expectations. Many different factors can affect a pupil's progress and rate of progress over time, in all areas of their development.

Progress is therefore in part determined by comparing where pupils are now, to where they were at a previous point in time.

In order to ensure we have the highest expectation of each child's progress, we rigorously monitor our input into their learning through a range of different processes.

It is our belief that if the child is getting the best range of learning opportunities, then their progress will be the best that it can be.

RATIONALE

Over recent years at Mary Rose the levels of need and complex health needs of our pupils has increased, and therefore a more personalised approach evidencing pupil progress was needed.

We have moved away from measuring progress using standardised pre-programmed, tracking software (in English and Maths only) at Mary Rose, because this system did not allow us to value the holistic progress made by our pupils across the wider curriculum.

The diversity of the needs and abilities of our learners means that a standard assessment scale, with a predefined set of level descriptors, is impossible to create or use with value.

It is not possible to use numeric data to compare the progress of our learners to national information, or to similar learners in other schools, or to each other.

Being able to accurately predict expectations of progress over time is not a meaningful concept for our learners. As well as there being no standard measurement tool, there are too many factors which affect progress, positively or negatively, in any given timescale.

The school now captures the learning journey of our pupils using online software called 'Earwig Academic' which allows us to annotate photographic records of our pupils' learning and evidence progress over time. This progress is tracked against each individual pupils' targets in line with their EHCP and progress and achievements in the broader curriculum

Rigorous monitoring and actions taken by school leaders ensure that the curriculum delivery and access is of the highest standards. Alongside this, external quality assurance takes place through peer review teams, governor monitoring, as well as regular visits from a School improvement partner.

Action points are determined after monitoring and support, coaching, CPD or intervention is put in place as necessary to ensure all staff are fully equipped to pursue and achieve the outcomes we aspire to for all our pupils.

PERSONALISED PLANNING

Personalised learning intentions and success criteria plan for pupils to make small steps of progress every 2 weeks, linked to their 'Key Skills' and the wider curriculum. Personalised planning is a 'working document' that can be adapted to include further intervention or stretch as necessary, to ensure the child is making the intended progress

Monitoring: classroom observations, learning walks, drop ins, regular scrutiny of personalised planning.

KEY SKILLS

Termly, small steps, specific targets – in line with Annual Review outcomes.

Monitoring: Half termly pupil progress meetings with SLT; annotated evidence on Earwig Academic through individual pupil learning journeys.

ANNUAL REVIEW

All A.R. targets are reviewed and a summary progress statement written under each of the four areas of need

Monitoring: SLT review, monitor and agree all new targets for all pupils. All review meetings are chaired by SLT

LEARNING JOURNEY

Detailed, annotated records of pupils' learning is evidenced through Earwig Academic and demonstrates progress and achievement over time for every pupil, against their 'Key Skills', SAT Values and in other areas of learning.

Monitoring: WLT monitor learning journeys on Earwig Academic. Learning journeys are compared to work in class during observations / learning walks. Pupil progress meetings. Evidence on appraisals. Learning triads.

CASE STUDIES

Evidence for selected pupils highlighting personalised progress in specific areas – this may be as the result of a particular intervention being used. Case studies are also used to show that there are no gaps in progress for groups of pupils who are Pupil Premium, LAC, EAL.

Monitoring: SLT are part of the process of identifying need, problem solving, identifying strategies needed or already being used as an integral part of the classroom environment. Case studies are often highlighted as evidence to support staff appraisal targets.

REPORTING TO STAKEHOLDERS

To families: Annual reviews / Annual Reports / Learning Journeys / Parents Evening all report the individual progress their child has made.

To Governors: Head of School Termly report summarises pupil progress, including examples of evidence.

Monitoring: Board of Trustees monitor Head of School reports. Challenge Partners annual Quality Assurance Review. Annual SIP monitoring visit.