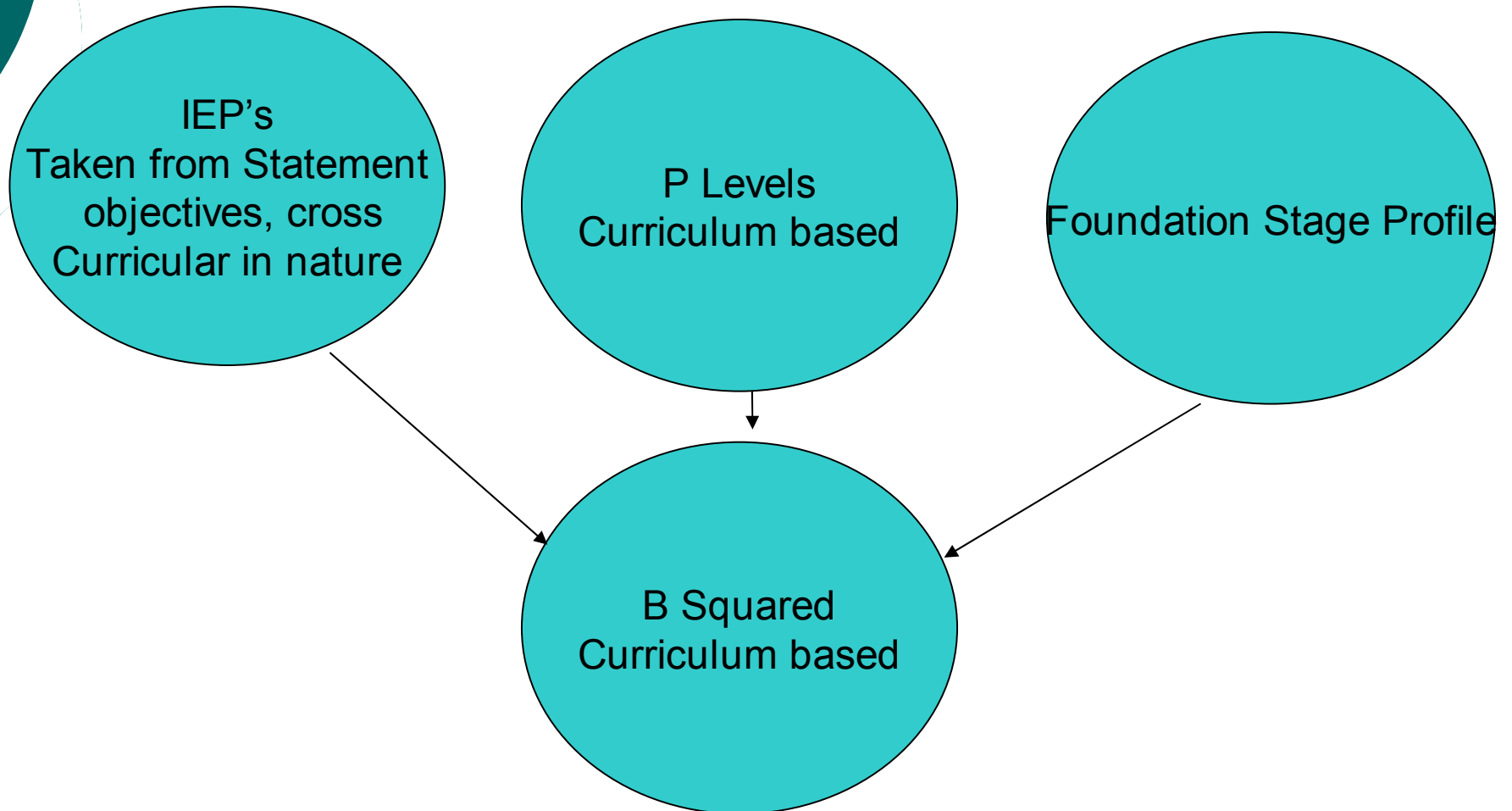




Claremont School

- An LA school
- Age Range 2-19 (from September) on two sites
- Currently 52 children on role, new capacity 98
- Caters for pupils with Physical impairments/complex needs

Assessment at Claremont



B Squared:

- The 'P scale' descriptors are quite broad and multi-faceted and teachers have to make 'best fit' judgements when applying them to pupils. There is now a range of commercially available material which expands on the P scale statements and /or provides objective assessment tasks for them as well as providing help with recording and monitoring the progress of individuals and cohorts.
- All the SLD school in Bristol are using B squared as their assessment package
- In addition B squared has produced a 'gap' programme which allows schools to analyse their data in a number of ways eg
- Year groups, ethnicity, gender, need type
- <http://bsquared.co.uk>

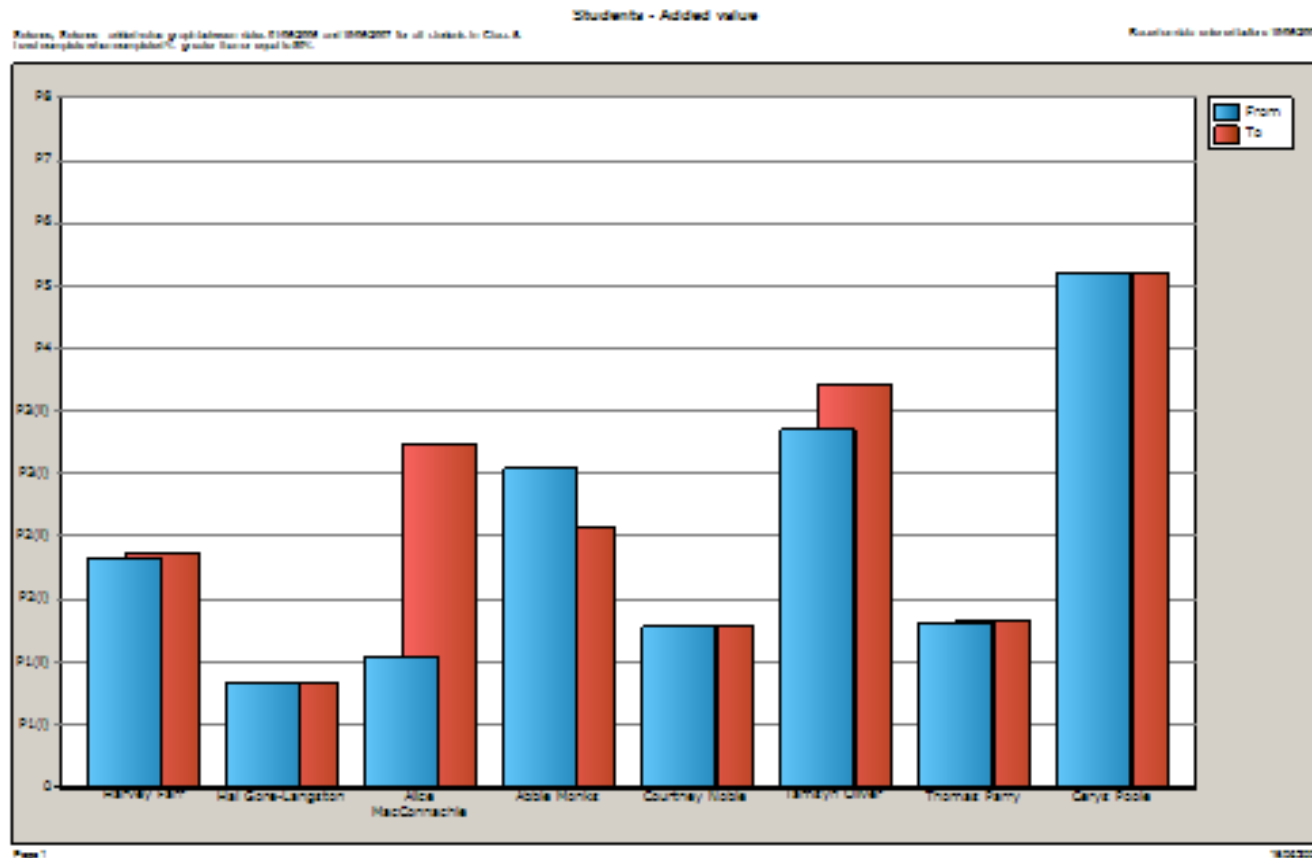
B Squared – Assessment

There have been two main benefits in recording this way:

- all information is backed up and in a secure system accessible to all teachers-all teachers have access to the programme on their laptops in addition to the admin network.
- with the use of the GAP programme data can be analysed in a number of ways to: support the pupils, teachers, subject Coordinators, Leadership team in monitoring progress and target setting. The programme allows you to look at diversity groups of learners within the school e.g boys/girls, PMLD/PD, AAC users etc, as well as year groups/key stage and class groups.

The 'Gap' Programme

The data can be useful to class teacher to give an overall picture of the class progress in the year, again this shows any 'blips' in progress, in this instance one pupil appears to have regressed, after further investigation the problem was one on how the data was inputted into the programme.

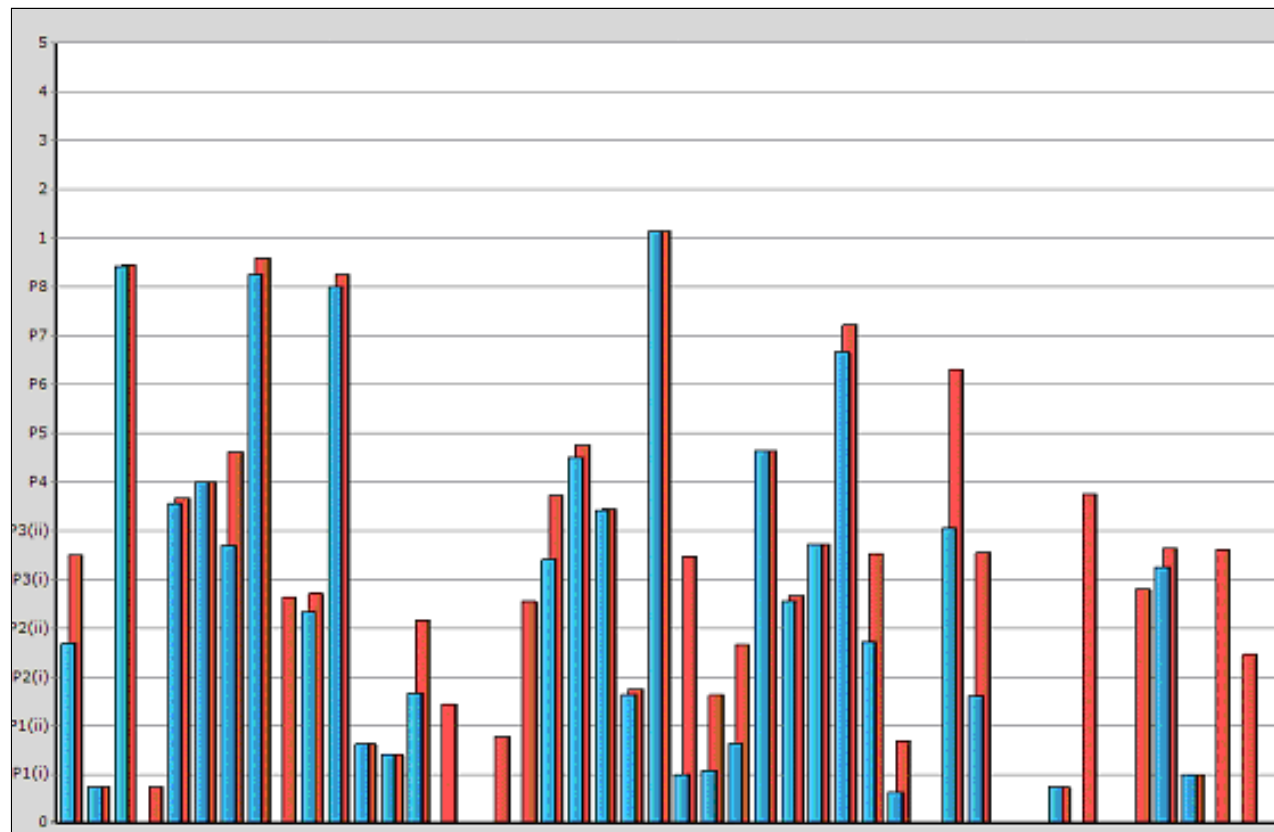


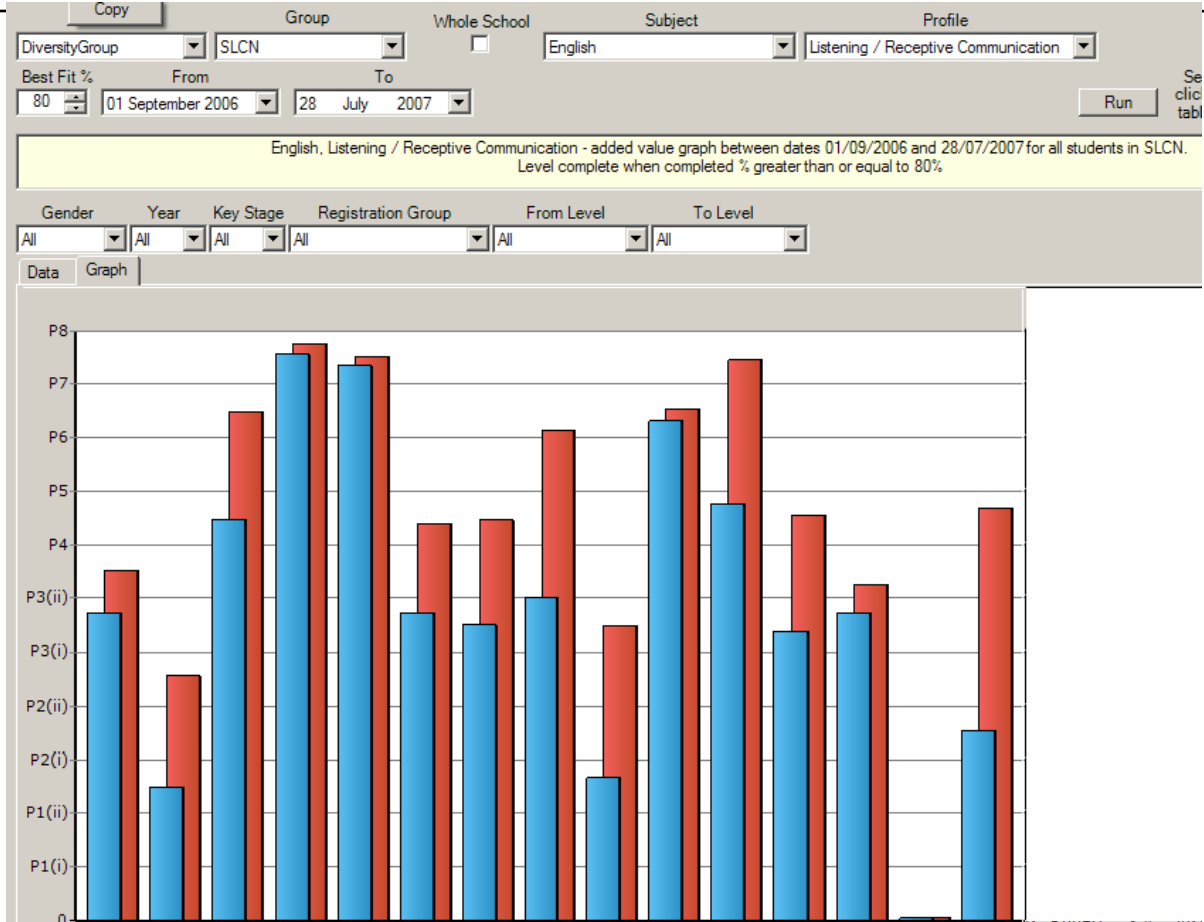
Science, Science - added value between dates 01/06/2006 and 15/06/2007 for all students in Class 5.
 Level complete when completed % greater than or equal to 80%

Name	DOB	Sex	Reg Group	Year	UPN	Key Stage	From Level	To Level	Percent change
	26/10/1996	M	Class 5	5		2	66% of P2(ii)	74% of P2(ii)	8%
	27/03/1997	M	Class 5	5		2	67% of P1(ii)	67% of P1(ii)	0%
	10/06/1997	F	Class 5	5		2	6% of P2(i)	45% of P3(ii)	338%
	26/03/1998	F	Class 5	4		2	7% of P3(ii)	15% of P3(i)	-92%
	15/05/1997	F	Class 5	5		2	55% of P2(i)	58% of P2(i)	3%
	22/06/1998	F	Class 5	4		2	71% of P3(ii)	41% of P4	70%
	19/01/1999	M	Class 5	3		2	61% of P2(i)	65% of P2(i)	5%
	26/06/1998	F	Class 5	4		2	20% of P6	20% of P6	0%

Students	From Average	To Average	Percent change
8	95% of P2(ii)	36% of P3(i)	41%

Subject Coordinators: The programme enables us to view progress in each subject across the school, coordinators then have a clear picture of progress across the school, levels within their subject and where there is some areas for development whether in training or resources etc





Outcomes for Pupils-so what?

- How does it support AAC users?

Supports P level

Can add assessment criteria

Does fit with other assessment materials

- How can it support schools in target setting?
- Is there a way of combining AAC assessments and other assessment packages?

At Claremont we all learn

- enjoy and achieve

Pupils will have a personalised curriculum which provides access to challenging and relevant activities including the Foundation and National Curriculum in order to stimulate developmental processes that may not necessarily occur spontaneously and will aid them in leading as independent and fulfilling lives as possible. Achievement will be recognised and celebrated and will be relative to individual starting points.

Goal One

Improve pupils' use of functional/spontaneous communication

Links to SEF:

Action	Responsibility	Timing	Resources	Outcomes for children
Review English Policy	Audrey Forbes SLT Team All staff	Term 2	2 days cover	<ul style="list-style-type: none"> •Policy supports good practice, ensuring pupils improve communication skills •Pupils have increased opportunities to use AACs across day and throughout curriculum •Pupils have opportunity to use AACs outside the classroom <p><u>Evidence</u> – policy document, classroom observation records from HT/DHT/SL, PM information , pupil progress data</p>
Review Use of AAC Policy	SLT Team with Head and Deputy All staff	Term 2		
Analyse data from B squared regarding progress of AAC users in Literacy/PHSE	Deputy English/PHS E Coord	Term 3		
Set PM Targets for all teachers related to development of communication	Reviewers	Term 1	1 day cover per teacher – 8 days	
<u>Monitoring</u> •SL Report to Govs •IDT Meetings minutes •PM Progress meetings and final evaluations •Classroom observations	Audrey Forbes Deputy Reviewers HT/DHT/SL	Term 3 FGB Termly Term4/6 Term2/3	<u>Evaluation</u>	