

Background information regarding pupil progress tracking and assessment of pupils with SEND

St John's uses four formal methods of judging attainment and progress for our pupils:

- P levels and NC levels are assessed half termly to chart linear progression. We recognise the limitations of these assessment systems, as discussed in Pedagogy Principle Paper 1. We also recognise that these methods of assessment will be changing in light of the Rochford Review and will be following guidance accordingly.
- Preparation for Annual Review, namely General Progress Reports (GPR) and updating the Education Health and Care Plan (EHCP). The GPRs report progress over the last year against the five areas of learning recognised in EHCPs:
 - Cognition & Learning
 - Social, Emotional & Mental Health
 - Communication & Interaction
 - Physical and/or Sensory Needs
 - Self Help & Independence

Teachers, with SLG support, ensure that the EHCP reflects this progress and therefore gives an accurate picture of the pupils' strengths and needs. At the Annual Review meeting, this is shared and explored in depth with families and professionals.

- Individual Education Plan (IEP) targets. These are designed to work towards meeting the pupils' outcomes, as discussed at Annual Review meetings and documented in EHCPs. Teachers constantly record progress in these areas and formally review the IEPs every six months.
- Pupil Progress judgements. Teachers make half-termly judgements against the five areas of learning recognised in EHCPs as listed above. Teachers record key elements of progress in all areas in individual files. These judgements are shared and moderated through termly meetings with SLG.

In addition to the four methods above, in Early Years and entering KS1 we assess pupil progress and attainment against the Early Years Foundation Stage goals. Assessments are primarily based on observing a child's daily activities and events.