**Assessment at Mayfield School**

All pupils that attend Mayfield School have an Education and Health Care Plan, and are currently working below age expectancy. Please find information below on how we ensure assessment is purposeful and utilised effectively across all key stages within the school, to ensure we are equipping our pupils with the skills they need for adulthood.

**Assessment Framework – Early Years & Key Stage 1**

Within our Early Years and Key Stage 1 department, pupils are assessed against the statements within Birth to 5 Matters within the 7 areas of learning; Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, and Expressive Art and Design. Whilst pupils have the opportunity to access all 7 areas through continuous provision, there are discreet focuses throughout the day on the 3 prime areas (Personal, Social and Emotional Development, Physical Development, and Communication and Language), as these areas support our pupils to lay vital foundations for learning that will support them to access a broad and balanced curriculum throughout their journey at Mayfield School. Staff utilise the Characteristics of Effective Learning to identify pupils preferred style of learning, and support them to become curious and enthusiastic learners who can apply what they have learnt to new situations.
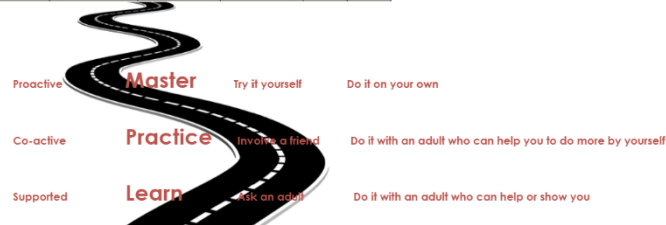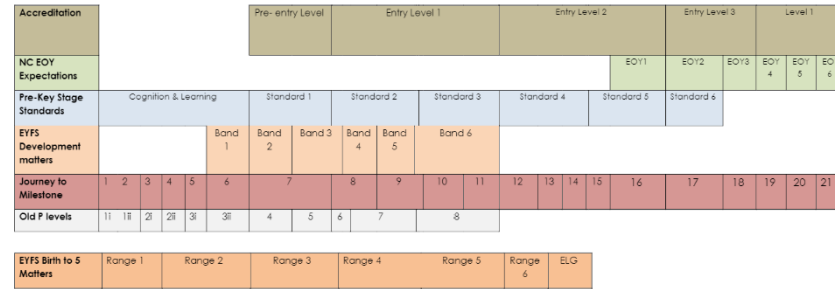
Staff working with pupils will set Early Learning Goals for pupils to work towards throughout the school year, and will regularly capture photographic/video evidence towards the statements in Birth to 5 matters and towards their Early Learning Goals. Staff will utilise the language 'Emerging, Developing and Secure' to assess how pupils are making progress towards achieving these goals.

**Assessment Framework – Key Stage 2 to Key Stage 5**
We have designed our own assessment system which identifies key milestone statement which have be derived from the key skills and knowledge identified in; Differentiated Early Years Outcomes, Preparation for Adulthood outcomes for children with SEND, National Curriculum and The Engagement Model, and broken down into smaller achievable milestones for the pupils at Mayfield School. This has allowed us to create an assessment system that is suitable for all of the pupils at Mayfield School, and allows us to be able to show clear progression and identify next steps, throughout pupils curriculum journey at Mayfield. In Key Stage 4 and 5 pupils also have the opportunity to work towards accreditations on various subjects. Please find more information about our accreditation offer **here.**

**GET REAL Assessment Framework**

*"Give Enough Time For REAL Learning"*

All staff have collaborated towards the milestone coverage overview and medium term lesson activities to support the delivery of each milestone. Short term plans outline the individual needs of the pupils, subject objectives, knowledge, skills and end points. These help to inform assessment, and map progression across year groups as well as providing a tool to support the teaching and monitoring of each subject.

Throughout the milestones there is a strong emphasis on the journey to independence and by developing a scaffolded and sequential approach to learning; every child is challenged and supported to a secure foundation of understanding.

## The Journey to Independence

| Supported | Learn | Try it yourself | Do it with an adult who can help or show you |
|---|---|---|---|
| **Co-active** | Practise | Involve a friend | Do it with an adult who can help you to do more by yourself |
| **Proactive** | Master | Involve an adult | Do it on your own |

**End of Key Stage Data: Academic Year 2022-2023**

**Please find below our assessment data at the end of the Summer Term for the academic year 2022-2023.**

Pupil Premium (PP) and Looked After Children (LAC) data can also be found within the key stage data. In 2022-2023 PP pupils were working just below their peers. The Pupil Premium strategy outlines how we intend to support our PP pupils to achieve as well as non-PP pupils.

*EYFS – Progress towards the 3 Prime Areas*

| Summer 2023 | | | | |
|---|---|---|---|---|
| | **Exceeding** | **Expected** | **Emerging** | **Entering** |
| **Personal, Social and Emotional Development** | 14% | 76% | 10% | 0% |
| **Physical Development** | 24% | 57% | 14% | 5% |
| **Communication and Language** | 10% | 86% | 5% | 0% |

*Reading Key Stage 1-4*

*% of pupils progressing towards teacher targets/expectations*

| Summer 2023 | | | | |
|---|---|---|---|---|
| | **Exceeding** | **Expected** | **Emerging** | **Entering** |
| **Key Stage 1** | 13% | 25% | 0% | 63% |
| **PP Key Stage 1** | 0% | 50% | 0% | 50% |
| **LAC Key Stage 1** | 0% | 0% | 0% | 0% |
| | | | | |
| **Key Stage 2** | 36% | 16% | 18% | 30% |
| **PP Key Stage 2** | 25% | 25% | 6% | 44% |
| **LAC Key Stage 2** | 0% | 0% | 100% | 0% |
| | | | | |
| **Key Stage 3** | 27% | 31% | 21% | 21% |
| **PP Key Stage 3** | 22% | 12% | 22% | 44% |
| **LAC Key Stage 3** | 33% | 33% | 33% | 0% |

| | Exceeding | Expected | Emerging | Entering |
|---|---|---|---|---|
| **Key Stage 4** | 29% | 35% | 17% | 19% |
| **PP Key Stage 4** | 27% | 40% | 13% | 20% |
| **LAC Key Stage 4** | 0% | 0% | 0% | 0% |

## *Writing Key Stage 1-4*

*% of pupils progressing towards teacher targets/expectations*

| Summer 2023 | | | | |
|---|---|---|---|---|
| | **Exceeding** | **Expected** | **Emerging** | **Entering** |
| **Key Stage 1** | 40% | 0% | 20% | 40% |
| **PP Key Stage 1** | 25% | 0% | 25% | 50% |
| **LAC Key Stage 1** | 0% | 0% | 0% | 0% |
| | | | | |
| **Key Stage 2** | 20% | 28% | 18% | 29% |
| **PP Key Stage 2** | 5% | 10% | 80% | 5% |
| **LAC Key Stage 2** | 0% | 0% | 100% | 0% |
| | | | | |
| **Key Stage 3** | 25% | 32% | 26% | 17% |
| **PP Key Stage 3** | 0% | 6% | 94% | 0% |
| **LAC Key Stage 3** | 0% | 33% | 0% | 67% |
| | | | | |
| **Key Stage 4** | 30% | 24% | 24% | 22% |
| **PP Key Stage 4** | 0% | 44% | 85% | 11% |
| **LAC Key Stage 4** | 0% | 0% | 0% | 0% |

## *Maths Key Stage 1-4*

*% of pupils progressing towards teacher targets/expectations*

| Summer 2023 | Exceeding | Expected | Emerging | Entering |
|---|---|---|---|---|
| **Key Stage 1** | 11% | 33% | 0% | 56% |
| **PP Key Stage 1** | 25% | 0% | 25% | 50% |
| **LAC Key Stage 1** | 0% | 0% | 0% | 0% |
| | | | | |
| **Key Stage 2** | 27% | 27% | 16% | 31% |
| **PP Key Stage 2** | 22% | 39% | 11% | 28% |
| **LAC Key Stage 2** | 0% | 0% | 100% | 0% |
| | | | | |
| **Key Stage 3** | 29% | 36% | 12% | 23% |
| **PP Key Stage 3** | 33% | 11% | 11% | 44% |
| **LAC Key Stage 3** | 67% | 33% | 0% | 0% |
| | | | | |
| **Key Stage 4** | 19% | 23% | 32% | 26% |
| **PP Key Stage 4** | 15% | 31% | 21% | 33% |
| **LAC Key Stage 4** | 0% | 0% | 0% | 0% |

## _Key Stage 5_

_% of pupils progressing towards teacher targets/expectations_

| Summer 2023 | Exceeding | Expected | Emerging | Entering |
|---|---|---|---|---|
| **English (Reading)** | 27% | 27% | 10% | 35% |
| **LAC Key Stage 5** | 0% | 0% | 0% | 100% |
| | | | | |
| **Maths (Number & Calculation)** | 13% | 21% | 33% | 31% |
| **LAC Key Stage 5** | 0% | 0% | 0% | 100% |