Formal Pathway Assessment Analysis 2023-2024

In Key Stage 1 the average increase of levels gained in the academic year were as follows

KS1 42 children :~

SUBJECT	AVERAGE LEVEL GAIN
Reading	0.78
Writing	0.73
Speaking & listening	0.69
Maths	0.82

Last year's assessment data shows that the areas of good progress were all areas of English and Maths (this meant that all of KS1 were above the school average. These are areas that in 2022-23 were also generally high and shows that the impact of Covid and other factors has had limited effect on their progression. Reading and the exploring/ enjoyment of books has also linked into our Creative/ immersive curriculum planning with a range of stories and texts providing cross curricular links, rhyme/ rhythm. Writing was a focus with the development of the use of technology to engage and develop an awareness and interest for some of our children who find the physical manipulation of writing implements difficult. The maths across school focuses were counting, mathematical language and problem solving opportunities and developing these in real life situations in addition to exploring maths whilst out on life skills in the community.

Areas for future development are in Maths

- The majority of children within this Key Stage have communication difficulties and include pupils with very limited understanding or use of language. The school is continuing to focus on the receptive and expressive uses of communication in a variety of formats (communication books/ AAC devices) in 2024-25.
- Phonics for our children has historically been difficult and the English Hub are looking at developing a system to meet a range of needs developing in phases 1 &2 to be linked to reading scheme.
- Calculation is the area of focus in 2024-25 throughout the school, staff have looked at how we (as staff) model examples of calculations and ensure that the stages are broken down to ensure that knowledge is retained and prior learning can be built on.

In Key Stage 2 the average increase of levels gained in the academic year were as follows

Lower KS2 41 children :~

SUBJECT	AVERAGE LEVEL GAIN
Reading	0.70
Writing	0.62
Speaking & listening	0.67
Maths	0.83

Assessment data shows that there good progress has been made (above school average) in writing and Maths, reading was lower than the school average by a considerable amount ~ having the lowest progress across the key stages.

- Reading will therefore be an area of focus this next academic year.
- SLT have highlighted the need to look at individual children to see in which groups/ classes these lower levels are and implement direct interventions for phonics, narrative and comprehension.

Upper KS2 45 children :~

SUBJECT	AVERAGE LEVEL GAIN
Reading	0.78
Writing	0.58
Speaking & listening	0.66
Maths	0.73

Assessment data shows that the area of good progress was in Reading with Maths being the lowest average across all of the 3 cohorts ~ children have continued to make excellent progress in this area. Increases show that phonics/ SERI and intervention schemes used throughout upper KS2 have had a positive impact.

Areas of future development is within communication.

- Writing, communication and maths are the 3 areas of focus this academic year.

Gillian Levis :   September 2024

Pre Formal Pathway Assessment Analysis 2023-2024

Preformal pathway : 34 children :

SUBJECT	AVERAGE LEVEL GAIN
Communication, Language and Literacy	1.2
Mathematical Development	1.4
PSHE	1.4
Physical Development	0.8

Preformal.

The preformal curriculum exists for thirty four children who are working below subject specific study.
These children require a high level of therapy input, mainly from NHS SALT, OT and physio. These programmes of study from therapists are weaved into their curriculum centred around communication, mathematical development, PSHE and Physical Development. These mirror English, Maths, PSHE & PE in the National Curriculum.

The four classes that followed the curriculum on average made very good progress in line with other children with PMLD nationally and on par with the previous year at Lisburne.
In particular, one class – Oak Class made above average progress resulting in them moving pathways to the structured pathway this year and also beginning on Pre Key Stage Standards.
Mathematical Development is very practical and taught in many sessions. Average levels of progress were the highest with 1.4.
This year, PD was an area where not as much progress was made. There are two main reasons for this. The PD curriculum in place with Cherry Tree assessments does not take into account non ambulant children and secondly, physio programmes have been embedded during 23-24, which although the children have made steady progress – this is not reflected in the data. If we look at IEP targets over the year, 92% of targets were met across the Pre Formal Pathway.

Engagement Model.
All children on the Pre Formal Pathway are on the Engagement Model. This has been a positive move where all children have shown increased engagement across the cohort and we are continuing with these assessments next academic year.

Next steps:
- Oak Class to move to the Structured Pathway
- Include Physio targets and assessments within the PD assessments.
- Embed swimming/hydro opportunities for all children in Preformal during 24-25 to allow these targets to be met.
- Continue to assess the engagement model half termly on CLL (Sensory Story)

Adele Sharp September 2024