The Beacon Folkestone

Reporting Progress, Assessments and celebrating achievement

A guide for parents and carers

Understanding how we assess and record progress

Due to the removal of National Curriculum Levels, Kent special schools worked collaboratively to develop an assessment tool that tracks progress from the former P Levels through to National Curriculum end-of-year expectations up to Year 9.

Evidence for Learning (EFL) is the system used by The Beacon School to set academic targets, monitor progress and measure achievement against EHCP outcomes. Expected progress is mapped from pupils' starting points in Year 2, with progress formally reviewed at key points.

Key assessment milestones

YEAR 2	Establishing starting points and baseline assessments.
YEAR 6	Formally reviewing progress against expected outcomes.
YEAR 9	Reviewing progress and setting future targets. Reviewing curriculum pathways and considering preparation for Key Stage 4.
YEAR 11	Evaluating achievement and progress at the end of Key Stage 4. Reviewing curriculum pathways and considering preparation for Key Stage 5.

These milestones provide a structured way of measuring progress over time and evaluating whether pupils are on track to achieve their potential.

All pupil progress is carefully monitored and updated three times a year. Progress across the curriculum is shared and discussed with parents during parents' evenings and EHCP Review Meetings (Annual Reviews).

Targets are set in September each year and reviewed to ensure that every individual pupil has a robust, realistic and challenging target, aligned with our high expectations and aspirations for every pupil. Individual pupil targets are generated using an algorithm and flight path derived from Pupil Asset. This draws on progress targets are informed by thousands of pupils across hundreds of special schools nationally, helping to ensure that targets are informed by a wider evidence base.

To demonstrate progress within each level, there are six steps, each carrying a value of one point. A pupil's movement from Beginning to Embedded + within each stage reflects the progress they are making throughout the year.

The six steps are:

Beginning moving to Beginning +	Developing moving to Developing +	Embedded moving to Embedded +

Academic Pupil Progress will be reported to parents as:

Below Expected	**Expected**	**Accelerated**