

Assessment at Benton Dene School:

The school has developed an ICT based tracking system that allows target setting, progress analysis for groups and individuals and the identification of trends and strengths/areas for development. This is based on Lancashire Grid for Learning's PIVAT system and essentially:

- Pupils are base-lined at the end of reception and termly targets for KS1 are generated according to progression guidance breakdowns. Further targets are set at the end of KS1 for KS2
- Progress targets are "expected" (i.e. PG median quartile), and "aspirational" (PG upper quartile)
- Termly assessments based on PIVAT scores are entered into the tracker and from this, we can identify if targets are being met or not
- We use this to identify if any progress gaps are closing / widening, and at what rate this is happening
- The progress between various groups, including more disadvantaged pupils is analysed, and this leads to the identification of any additional actions required. For example, the progress made by our autistic pupils has been improved through analysis and the subsequent introduction of an alternative teaching framework.

Assessment (and therefore target setting) is done formally in all strands of Numeracy, Literacy, Science and PSHE.

In ICT and other foundation subjects, separate informal systems are used, and these are again based on PIVAT systems or amended P-Levels where PIVATS are not developed.

Reaching progress judgements:

Judgements about pupil progress are made by the analysis of data and through a variety of other monitoring activities such as lesson observations and book scrutinies.

The Senior Leadership Team meet with teachers on a termly basis to discuss progress and analyse trends. At this meeting, the progress of individual pupils is discussed and intervention needs are identified.

Subject leaders for core subjects are also required to analyse progress data for individual classes / year groups or cohorts based on needs, and this is done for each core subject strand. This enables the Senior Leadership Team to make further judgements about broad trends that can be used for whole school evaluation and target setting.

The robustness of assessment judgements are ensured through a programme of "in-house" and external moderation with special school colleagues within the North Tyneside cluster. Additionally, the Senior Leadership conduct regular trawls and conduct INSET activities to ensure consistency and address any areas for development.