

2020 – 2021 Progress and Attainment Report

Autumn Term 2020

INTENT AND IMPLEMENTATION

Throughout the Autumn Term we continued with our home - based learning curriculum. The home - based curriculum has been effective in enabling our students to maintain their access to high quality teaching and learning through a broad and balanced curriculum. The curriculum has continued to be delivered by our teachers working from the homes and supported by staff from the education and care teams. The progress made was measured against new autumn IEP targets set for each student, these targets are closely aligned to the students EHCP and individual student progress with these targets was reviewed alongside the academic progress at the end of the Autumn Term.

IMPACT

Autumn Term Progress and Attainment - IEP Targets

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 29	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning	100%	66%	34%	
English Reading / Writing	97%	55%	42%	3% (MMR)
English Speaking / Listening	97%	45%	52%	3% (HP)
Maths Number / Shape	100%	48%	52%	
Maths Using & Applying	100%	48%	52%	
PSHE	93%	48%	45%	7% (PG, MMR)
Communication and Interaction	93%	42%	51%	7% (HP,MMR)

Social & Emotional	90%	52%	38%	10% (MMK, JD, AK)
Physical and Sensory Personal Development	100%	52%	38%	

- The progress made in cognition and learning continues to be outstanding and provides justification and validation for the home - based curriculum currently in place
- Students were able to work on the same targets they would have been set in the classroom environment and the progress in literacy and numeracy continues to be exceptional
- Students have continued to build upon the remarkable progress made in the summer with their development of speech and language competencies and skills, the targets were reviewed at the end of term alongside the SALT and it is very pleasing to see such confidence developing in the students both with verbal and augmented communication

Areas for development

- We are working very hard on embedding the “Zones of Regulation” and where students have not made the expected progress this was due in part to the home tutors setting very aspirational targets linked to the understanding of the zones. That said it is still very pleasing to see how much progress has been made with the students understanding and knowledge of the zones across the autumn term
- Not all students have responded to the demands of the home - based learning as well as others, a minority of students have found that learning within their living room and not in the classroom a challenge, and efforts have been made to continue to ensure that the teachable moments are captured throughout the working day
- The impact of poor attendance was the main underlying factor affecting the progress of one particular student and we are working closely with the family and social worker to encourage better attendance and access to the curriculum as we move forward.

AQA awards achieved during the Autumn Term 2020

During the Autumn Term students achieved over **293** AQA awards across the home - based learning curriculum

These included awards in the following areas;

PE: Basic gymnastic skills / Circuit training / Yoga

Life skills: Cleaning the Bathroom / Basic Baking with support / Working in a cafe (unit 2) chef role / Cleaning a table top: independently / Basic Health and Safety in the kitchen – personal hygiene

PSHE: Hand washing with prompts and support / Basic health and safety in the kitchen personal hygiene

English: Developing reading skills/ Literacy origins of sentence construction / Responding and listening to a book / Reading commonly used English words (unit 1) / Speaking and listening skills

Thematic Learning: The home front during world war 2

Maths: Time: Days, months and seasons / Mathematics: telling the time / Reading sequences of familiar actions / Maths; matching times on clock / Using scales to weigh items with support / Measure – weights and balance

Arts: Creating a mixed media picture: autumn theme / Producing a home-made Christmas card

Spring Term 2021

INTENT AND IMPLEMENTATION

Throughout the Spring Term we have continued with our home - based learning curriculum. The home - based curriculum has been effective in enabling our students to continue to maintain their access to high quality teaching and learning through a broad and balanced curriculum. The curriculum has continued to be delivered by our teachers working from the homes and supported by staff from the education, care and therapy teams. The progress made was measured against new Spring IEP targets set for each student, these targets are closely aligned to the students EHCP and individual student progress with these targets was reviewed alongside the academic progress at the end of the Spring Term.

IMPACT

Home Based Learning

Spring Term Progress and Attainment 2021 - IEP Targets

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 28	Overall Expected & Above Progress	Above Expected % (student no)	Expected % (student no)	Below Expected % (student no)
Cognition and Learning	100%	54% (15)	46% (13)	
English Reading / Writing	100%	57% (16)	43% (12)	
English Speaking / Listening	97%	43% (12)	54% (15)	3% (1)
Maths Number / Shape	100%	39% (11)	61% (17)	

Maths Using & Applying	96%	39% (11)	57% (16)	3% (1)
PSHE/RSE	100%	54% (15)	46% (13)	
Communication and Interaction	100%	46% (13)	54% (15)	
Social & Emotional	91%	57% (16)	37% (10)	6% (2)
Physical and Sensory Personal Development	97%	54% (15)	43% (12)	3% (1)

What has gone well?

Throughout the Spring term the students continued to work hard towards their IEP in their homes. The progress and attainment for each student was evaluated in a multidisciplinary review meeting at the end of the Spring term.

The students have continued to make outstanding progress across the curriculum and building upon the targets set in the Summer and Autumn terms.

There continues to be very strong performance and outcomes in the core curriculum literacy, numeracy and PSHE/RSE.

Again, the home - based learning has continued to support the development of the student's communication skills and ability with 100% making progress towards their communication and interaction EHCP outcomes.

In the rare cases where students have not made the expected progress towards their target, on analysis it shows that this in all instances was down to the target being overly ambitious and the students will continue to be supported to work towards these goals during the Summer term

Summer Term 2021

Hill House Summer Term Progress 2021

Summer Term Progress and Attainment of IEP Targets

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 29	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning (Literacy and Numeracy)	29/29 100%	15/29 52%	14/29 48%	0 0%
PSHE/RSE (28 students)	28/28 100%	15/28 54%	13/28 46%	0 0%
Thematic Learning (Arts ,DT & Humanities) (14 students)	14/14 100%	8/14 57%	6/14 43%	0 0%
OCR Life and Living Skills Award (15 students)	15/15 100%	5/15 33%	10/15 67%	0 0%
Communication and Interaction	29/29 100%	15/29 52%	14/29 48%	0 0%
Social & Emotional	29/29 100%	18/29 62%	11/29 38%	0 0%
Physical and Sensory Personal Development	29/29 100%	19/29 66%	10/29 34%	0 0%

The summer term saw the return to the classes and college after a year of home - based learning. All the students made outstanding progress towards realizing and achieving their IEP targets across the summer term. This achievement and progress was evidenced and celebrated via the student's learning journeys in the IEP review at the end of July.

The students were able to make a seamless transition from the home to class - based learning and the continuity of and access to a broad and balanced curriculum throughout the period of home - based learning contributed to this efficient move back into the classroom environment.

The students continued to make excellent progress with, and achieve their academic goals in line with their Cognition and Learning Outcomes and all the students made expected or above expected progress towards their Cognition and Learning EHCP Outcomes

In the Core curriculum Literacy and Numeracy there was a continued strong performance across the school and college in the summer term. 100% of students made expected or accelerated progress in reading and literacy for communication and 100% also made expected or above expected progress in Numeracy.

Progress for students in PSHE was strong with 100% of students making expected or above expected progress across the summer term. PSHE continues to be one of the “golden threads” running throughout our whole school and college curriculum. The targets set for PSHE compliment and work alongside those set for Social and Emotional development.

The Thematic Learning curriculum continues to be an area of strength in the lower school and the achievements and progress of the students continues to validate this approach. The delivery of the Arts, Humanities and D&T are unified by a single theme. This approach inspires the teachers to deliver enjoyable and memorable learning experiences. Student levels of engagement and understanding were high and they were able to achieve their individual targets in each subject area.

The student outcomes for Communication and Interaction continued to be outstanding, once again all students made above or expected progress. The introduction of the Talk Pads across the summer term has supported the students to reach their learning targets in communication and interaction and we will be working on specific “Talk Pad - I Can” targets in the Autumn term.

The progress towards Social and Emotional Outcomes was outstanding across the summer term. The majority of the targets in this area related to the student’s further knowledge and understanding of the use of the Zones of Regulation. The students continued to build upon their knowledge, understanding and application of the Zones of Regulation, with twice daily sessions led by the teacher and supported by the OT and Assistant Psychologist. The language of the Zones and its application are firmly embedded within the curriculum. The evidence from the students learning journeys show that this approach and our students’ ability to self-regulate and choose “clever actions” has been an important factor in enabling our students to be in the optimum “green” zone for learning and has allowed such significant progress for them across the curriculum.

Students across the school continued to achieve AQA accreditation at pre - entry level with over 240 AQA awards achieved. All the students in college have been able to contribute evidence to their E - portfolios of work towards the OCR `Life and Living Skills` accreditation. These E - portfolios contain evidence of students work towards the “World of Work” unit and include their work - related learning experiences, mini enterprise projects and life skills around the home and college. Going forward in the Autumn term we also wish to include units which explore aesthetic appreciation and the performing arts as part of the “Life and Living Skills” curriculum.