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# PROGRESS & ATTAINMENT

At the National Institute of Conductive Education Red Boots School we focus on providing our pupils opportunities to fully access the Early Years Foundation Stage Curriculum (Reception class) and the National Curriculum.

Students are expected to be actively engaged in their own learning using their physical skills and abilities in the same way as their typically developing peers in mainstream settings. We believe that every individual is unique and capable of learning when presented with the right opportunities.



Whilst we have utilised the 2009 Progression Guidance previously at Red Boots School NICE, we feel that due to National Curriculum changes in 2014, the guidance no longer meets our pupil's requirements for enabling personalised learning and meticulous target setting.

At Red Boots School, we capture progress information throughout a pupil's time with us. It is clear that one of the most important purposes of this assessment is to inform teaching and learning. Assessment enables us to track pupil progress accurately, to design future learning and develop personalised curricula, to adjust, adapt existing provision and review expectations.

The baseline is completed within the first half term of entry to school group with additional verification as the pupil settles. We recognise that our pupil's attainment level at entry to the school can enable us to set an expectation of progress to enable them to succeed in the acquisition of new skills and also provide a framework for a personalised curriculum. The data represented was taken from our BSquared Assessment system.

In our school there is a very small collection of data available as our Primary age group caters for children from reception age to year 6. There was only one full time student in the academic year 2016-17, who then left to attend a mainstream secondary school. In 2017-18 we also only had one full time pupil who then left at the end of the academic year to attend a special secondary setting. These documents show the progress that pupils make in relation to their starting points proving that everyone can achieve!

