

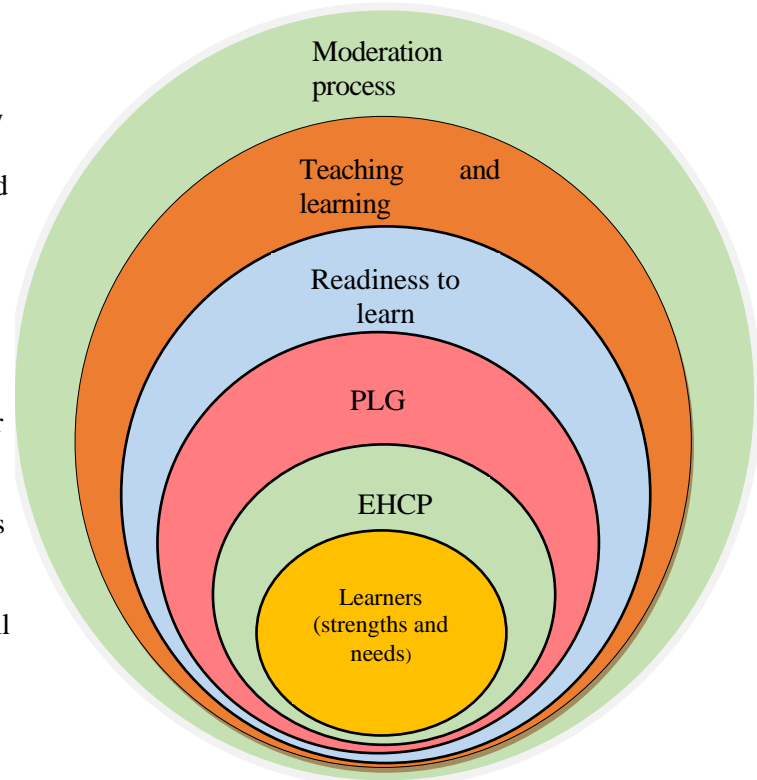
Target setting and assessment

Central to our approach at Foxfield School is the co-production of targets and pupil personal learning goals through the collaboration of pupils, parents, teachers, therapists, care staff and professionals surrounding the pupil, to ensure that we set the right targets.

Class Teams develop a thorough understanding of each child's point of learning; their interests, strengths and barriers, medical needs, developmental stage and learning level. Each of these areas are used to effectively plan for a range of learning intentions for each pupil which are personalised to that pupils point of learning across the Curriculum. These are used across the day by a range of professionals giving continuity, contextualisation, therefore giving breadth of approach and supporting pupils to achieve deep learning As well as the oversight of the profiles by the class teacher and link professionals, each set of draft personal learning goals for every child is read and quality assured by the Pathways leaders. Approximately eight weeks after entry to the school, the child's family is invited to a new pupil meeting, as per the SEND code of practice. This meeting is chaired by the child's teacher and attended by all professionals surrounding the pupil. At this point, with eight weeks' more knowledge of the child, class teams. All draft personal learning goals, profiles and long term goals are discussed, refined and agreed.

It is fundamental and vital as part of Foxfield school curriculum that there is ongoing communication between all professionals surrounding the pupil. Class teams constantly adapt and refine their planning to support the point of learning of individual pupils. Weekly team reflection allows staff to share information, think through adaptations to learning opportunities and plan learning around what is happening for each pupil. It also allows staff to reflect on their own learning and supports research that is going on across the school. Within Foxfield we are committed to being a learning culture that promotes an enquiry led practice as *"each child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding"* Robert John Meehan This evidence based progress using Evidence for Learning allows us to ensure we meet all our pupils at their point of learning and track pupil progress from their own individual starting points using MAPP (prompting, fluency, maintenance and generalisation).

As a school we quality assure all aspects of our target setting and assessment though careful monitoring by the SLT, Pathway leads and subject specialists. Reflection and learning conversations on a daily / weekly basis about evidence collected helps us to identify any issues and this alongside our weekly Progression, Attendance and Welfare meeting helps us to place strategies in to support our pupils. As a school we also quality assure through the moderation of planning, reflection, target setting, Personal Learning Goals, workbooks, behaviour plans, sensory diets, Evidence for learning and our schools Golden threads, thus helping us to effectively support our pupils at their point of learning. Our whole school approach to promote collaboration, challenge and celebrate ensues that we can continue to improve outcomes for all our school community. As a forward thinking school we also collaborate and support a number of schools both locally and nationally to ensure we are at the forefront of education helping to improve outcomes for all our school community.



Life skills



Enjoyment



Achievement

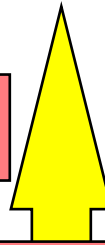


Respect



New experiences





Transition

Independence skills

Vocational skills

Accreditation and awards

Personal interests

My future plans and Aspirations

What about post 16 and preparation for leaving school?

Daily and weekly reflections

Evidence for learning
Work Scrutiny

MAPP
assessment of
PLGs

Behaviour Data
Attendance

Engagement
scales

Progress and
reviews
meetings

How will you know if I am making progress?

My individual
EHCP and
aspirations

Therapy
Targets

Routes for
learning

MAPP2
SCERTS
EYFS

Accredited
courses

National
Curriculum

Where will my Targets come from and how can you ensure my learning is broad and balanced?

Use pupil's
interests

Use the local
community

Parental
engagement

Learning in real
life contexts

Use of therapists,
professionals and
outside agencies

Multi -Sensory
programmes
and teaching

How will you make learning relevant to me?

To
communicate

To be aware of
my body

To be
independent

To be aware
and contribute
to my world

To express
myself
creatively

Thinking and
problem solving
skills

What do we need to learn at Foxfield?

Each child will have a bespoke curriculum at Foxfield based on the building blocks above