

## Melland High School

### Curriculum in Context

Currently, following a period of rigorous assessment using '**BSq Connecting Steps**', each student accessing the **Formal Curriculum Pathway** works towards a specific target/outcome aligned with EHCP outcomes and set in core subjects for the end of each key stage i.e. Years 9 & 11.

Progress towards each target is regularly monitored and evaluated across the key stage with specific time limited interventions identified, monitored and evaluated as considered appropriate by the subject teachers (presented at Progress & APPRE meetings throughout the year).

Summaries are also presented to the LGB and QAC for rigorous scrutiny.

Interim and final summaries of achievement are compiled and shared with parents/carers via EHCP reviews, annual Progress Reports and Progress Evening (which provides an opportunity for parents/carers to discuss individual progress with subject teachers).

The final achievement summary identifies good/outstanding progress and careful analysis indicates subjects/strands requiring group and/or whole school focus e.g. Reading, EAL.

**Further development** of a broad, balanced, relevant and meaningful curriculum provision has led to the introduction of the **Pre Formal** and **Semi Formal Curriculum Pathways**. The Pathways are specifically designed to effectively meet the very specific needs of learners with PMLD & SLD.

As a result, the **MHS Assessment Toolkit** has also been extended to include **MAPP** (Mapping and Assessing Personal Progress) and the '**Evidence for Learning**' App through which individual progression can be monitored and evaluated.

This broad and balanced provision will ensure that relevant summative data forms a key part of an overall picture of individual achievement for all students. More importantly, it will also continue to enable the recognition and celebration of individual skills and abilities via a range of additional measures such as national accreditation, sporting achievements, media & technology skills and personal and spiritual growth as 'successful learners, confident individuals and responsible citizens.'

## **MELLAND HIGH SCHOOL**

### **End of Key Stage 3 2019 – ENGLISH & MATHS results**

#### **ENGLISH 95%** of targets achieved

- 52% exceeded
- 43% achieved
- 5% not achieved

#### **Reading (23 Pupils) 91%** (21) of targets achieved

- 48% (11) exceeded
- 43% (10) achieved
- 9% (2) not achieved

#### **Writing (23 Pupils) 91%** (21) of targets achieved

- 52% (12) exceeded
- 39% (9) achieved
- 9% (2) not achieved

#### **Spoken Language / Speaking (23 Pupils) 96%** (22) of targets achieved

- 57% (13) exceeded
- 39% (9) achieved
- 4% (1) not achieved

#### **Listening (10 Pupils) 100%** of targets achieved

- 50% exceeded
- 50% (5) achieved

#### **MATHS 90%** of targets achieved

- 41% exceeded
- 49% achieved
- 10% not achieved

#### **Number (23 Pupils) 100%** of targets achieved

- 30% (7) exceeded
- 70% (16) achieved

#### **Measurement (23 Pupils) 96%** (22) of targets achieved

- 65% (15) exceeded
- 30% (7) achieved
- 4% (1) not achieved

#### **Geometry (23 Pupils) 96%** (22) of targets achieved

- 48% (11) exceeded
- 48% (11) achieved
- 4% (1) not achieved

#### **Statistics (18 Pupils) 94%** (17) of targets achieved

- 28% (5) exceeded
- 67% (12) achieved
- 6% (1) not achieved

## **MELLAND HIGH SCHOOL**

### **End of Key Stage 4 2019 – ENGLISH & MATHS results**

#### **ENGLISH 97% of targets achieved**

- 39% exceeded
- 58% achieved
- 3% not achieved

#### **Reading (15 Pupils) 100% of targets achieved**

- 40% (6) exceeded
- 60% (9) achieved

#### **Writing (15 Pupils) 100% of targets achieved**

- 67% (10) exceeded
- 33% (5) achieved

#### **Spoken Language / Speaking (15 Pupils) 87% (13) of targets achieved**

- 47% (7) exceeded
- 40% (6) achieved
- 13% (2) not achieved

#### **Listening (3 Pupils) 100% of targets achieved**

- 100% achieved

#### **MATHS 90% of targets achieved**

- 29% exceeded
- 61% achieved
- 10% not achieved

#### **Number (15 Pupils) 87% (13) of targets achieved**

- 20% (3) exceeded
- 67% (10) achieved
- 13% (2) not achieved

#### **Measurement (15 Pupils) 93% (14) of targets achieved**

- 40% (6) exceeded
- 53% (8) achieved
- 7% (1) not achieved

#### **Geometry (15 Pupils) 87% (13) of targets achieved**

- 47% (7) exceeded
- 40% (6) achieved
- 13% (2) not achieved

#### **Statistics (11 Pupils) 91% (10) of targets achieved**

- 9% (1) exceeded
- 82% (9) achieved
- 9% (1) not achieved

**Key actions following results analysis:**

- Cross Curricular Reading Focus - Spring 2020
- Cross Curricular Number Focus – Summer 2020
- Further analysis of specific interventions delivered within;
  - a) Statistics – in order to raise attainment
  - b) Measurement – to ensure sufficient challenge

**Additional considerations:**

- Small size of cohorts
- Spread of ability within cohorts
- Impact of International New Arrivals, for example in Year 11