

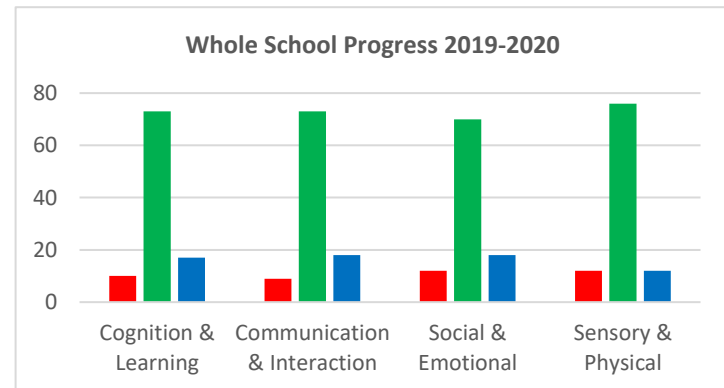
Fairfield School Student Progress 2019-2020

Fairfield School use an app called Evidence for Learning (EFL) to gather, annotate, assess, manage and collate evidence of individual students' learning and their learning journeys. The Evidence for Learning app is used in hundreds of SEND schools to evidence, assess, review and plan for meeting the unique needs of their SEND learners.

The app allows school to evidence and track progress using video evidence against individual learning intentions and targets related to their Education Health & Care (EHC) Plans alongside assessment frameworks. PLG's (Personal Learning Goals) are also set and evidence is collected to inform progress throughout the year. Evidence is submitted three times a year.

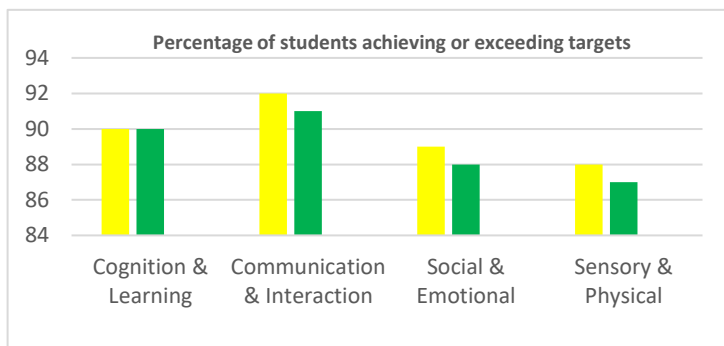
| Whole School Progress 2019-2020 (%) | | | |
|-------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| Cognition and Learning | 10% | 73% | 17% |
| Communication and Interaction | 9% | 73% | 18% |
| Social and Emotional | 12% | 70% | 18% |
| Sensory and Physical | 12% | 76% | 12% |

Students make good progress from their relevant starting points. Data from 2019-2020 indicates that 90% of students achieved or exceeded their targets in Cognition and Learning, 91% of students achieved or exceeded their targets in Communication and Interaction, 88% of students in Social and Emotional and 87% in Sensory and Physical.



| Percentage of students achieving or exceeding targets | 2018-2019 | 2019-2020 |
|---|-----------|-----------|
| Cognition and Learning | 90% | 90% |
| Communication and Interaction | 92% | 91% |
| Social and Emotional | 89% | 88% |
| Sensory and Physical | 88% | 87% |

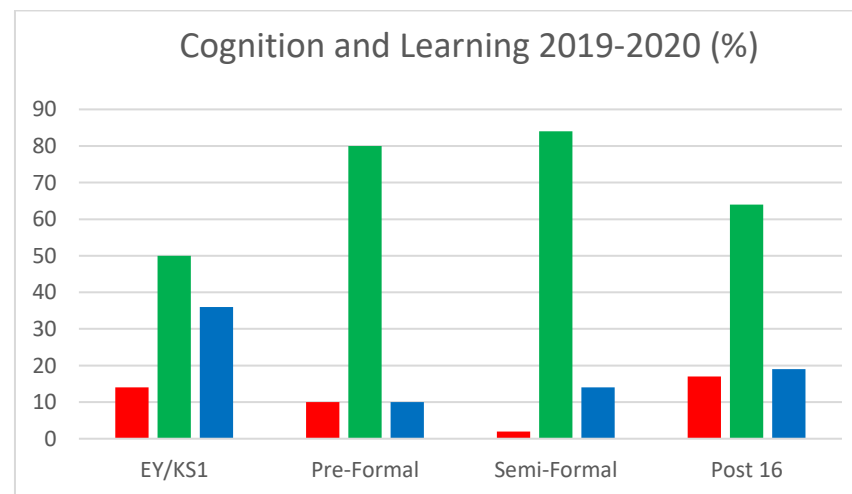
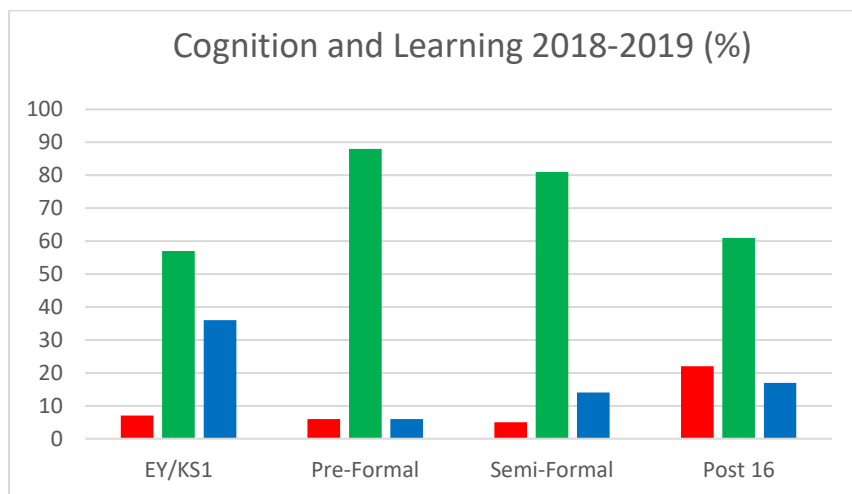
There has been sustained attainment in all areas across school this academic year.



Cognition and Learning

| Cognition and Learning 2018-2019 (%) | | | |
|--------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 7% | 57% | 36% |
| Pre-Formal | 6% | 88% | 6% |
| Semi-Formal | 5% | 81% | 14% |
| Post 16 | 22% | 61% | 17% |

| Cognition and Learning 2019-2020 (%) | | | |
|--------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 14% | 50% | 36% |
| Pre-Formal | 10% | 80% | 10% |
| Semi-Formal | 2% | 84% | 14% |
| Post 16 | 17% | 64% | 19% |



Data shows that progress in Cognition and Learning remains similar to last year.

7% more students in EY/KS1 achieved their targets compared to last year. 4% more students in Pre-Formal exceeded their targets compared to last year.

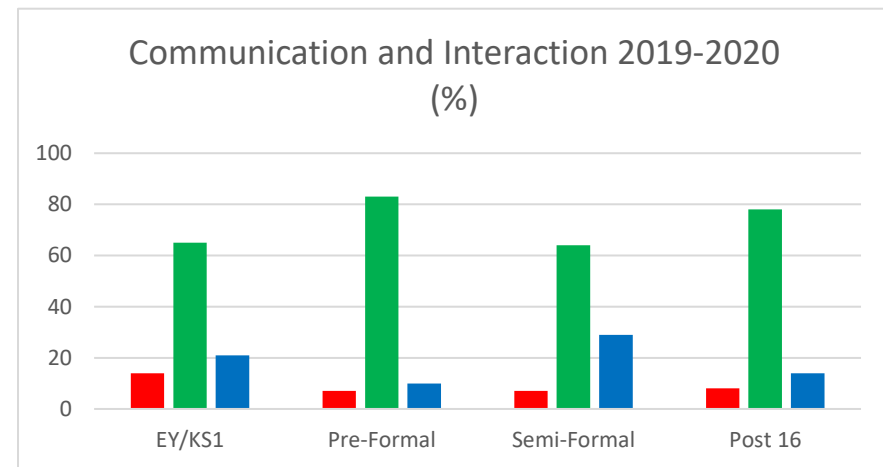
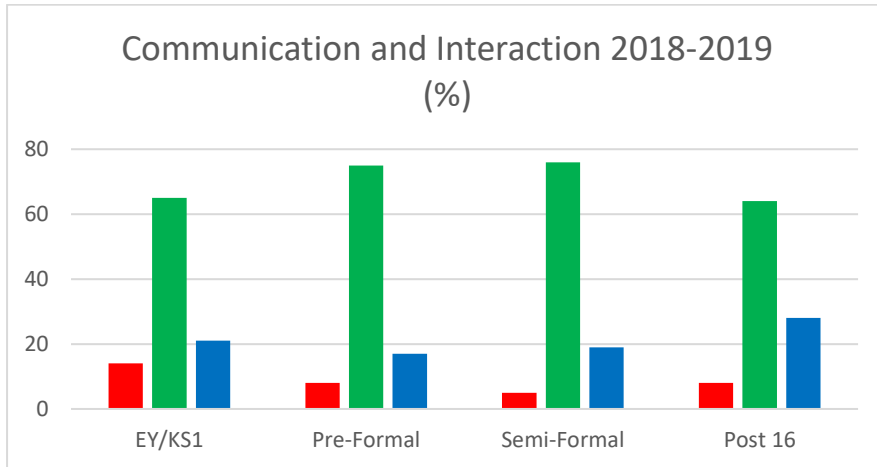
3% more students in Semi- Formal achieved their targets compared to last year.

In Post 16 83% of students make expected or better than expected progress compared to last year which was 78%

Communication and Interaction

| Communication and Interaction 2018-2019 (%) | | | |
|---|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 14% | 65% | 21% |
| Pre-Formal | 8% | 75% | 17% |
| Semi-Formal | 5% | 76% | 19% |
| Post 16 | 8% | 64% | 28% |

| Communication and Interaction 2019-2020 (%) | | | |
|---|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 14% | 65% | 21% |
| Pre-Formal | 7% | 83% | 10% |
| Semi-Formal | 7% | 64% | 29% |
| Post 16 | 8% | 78% | 14% |



Data shows that in EY/KS1 86% of students make expected or better than expected progress based on their individual starting points.

In Pre-Formal 92% of students make expected or better than expected progress based on their individual starting points.

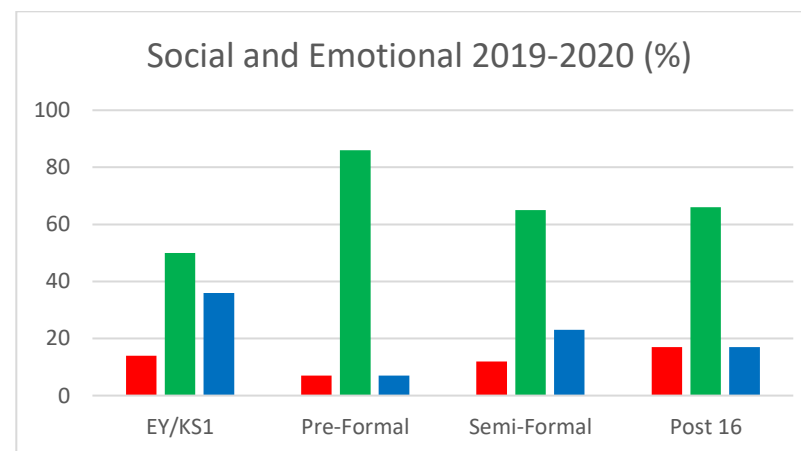
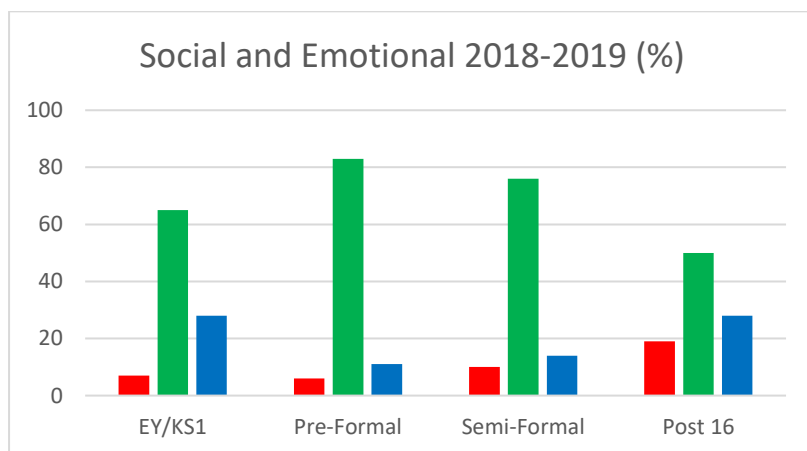
In Semi-Formal 95% of students make expected or better than expected progress based on their individual starting points.

In Post 16 92% of students make expected or better than expected progress based on their individual starting points.

Social and Emotional

| Social and Emotional 2018-2019 (%) | | | |
|------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 7% | 65% | 28% |
| Pre-Formal | 6% | 83% | 11% |
| Semi-Formal | 10% | 76% | 14% |
| Post 16 | 19% | 50% | 31% |

| Social and Emotional 2019-2020 (%) | | | |
|------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 14% | 50% | 36% |
| Pre-Formal | 7% | 86% | 7% |
| Semi-Formal | 12% | 65% | 23% |
| Post 16 | 17% | 66% | 17% |



Data shows that in EY/KS1 93% of students make expected or better than expected progress based on their individual starting points.

In Pre-Formal 94% of students make expected or better than expected progress based on their individual starting points.

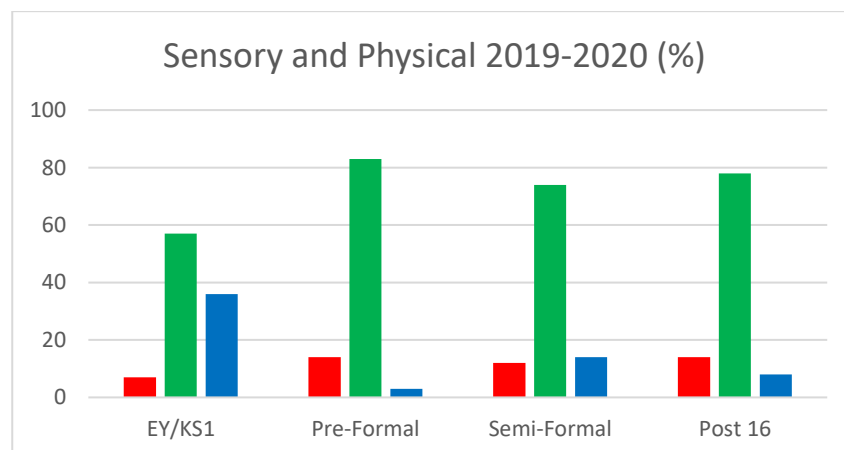
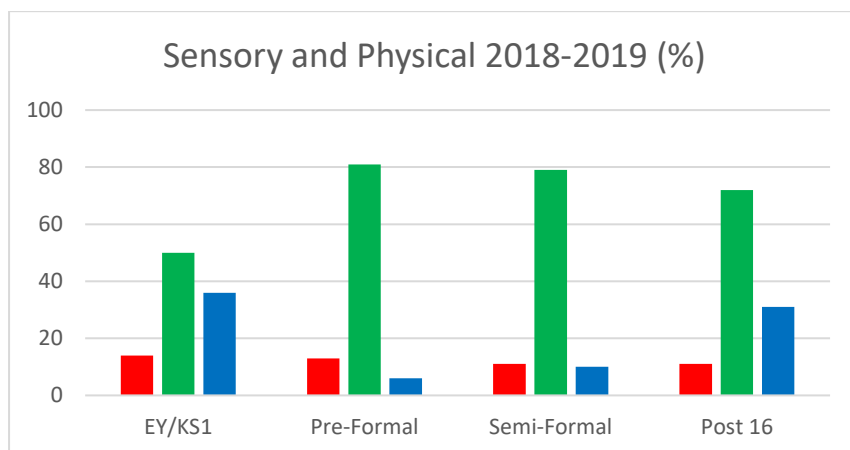
In Semi-Formal 90% of students make expected or better than expected progress based on their individual starting points.

In Post 16 81% of students make expected or better than expected progress based on their individual starting points.

Sensory and Physical

| Sensory and Physical 2018-2019 (%) | | | |
|------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 14% | 50% | 36% |
| Pre-Formal | 13% | 81% | 6% |
| Semi-Formal | 11% | 79% | 10% |
| Post 16 | 11% | 72% | 17% |

| Sensory and Physical 2019-2020 (%) | | | |
|------------------------------------|-----------------|------------------|------------------|
| | Working towards | Achieved Targets | Exceeded Targets |
| EY/KS1 | 7% | 57% | 36% |
| Pre-Formal | 14% | 83% | 3% |
| Semi-Formal | 12% | 74% | 14% |
| Post 16 | 14% | 78% | 8% |



Data shows that in EY/KS1 86% of students make expected or better than expected progress based on their individual starting points.

In Pre-Formal 87% of students make expected or better than expected progress based on their individual starting points.

In Semi-Formal 89% of students make expected or better than expected progress based on their individual starting points.

In Post 16 89% of students make expected or better than expected progress based on their individual starting points.