



# How Rossall School ensures that all pupils fulfil their potential

October 2019

**Ms D Porovic**  
**Deputy Head (Teaching & Learning)**

# What do we mean by “potential”?

- We all have different areas of strength and weakness
- The school endeavours to help pupils develop their confidence by ensuring they make the most of their strengths as well as improving in areas of relative weakness
- We can identify strengths and areas for development through:
  - Observation
  - Assessment
  - Pupil self-evaluation
  - Parental input
- We can also objectively measure “potential” by using the results of baseline tests

# How do we use data?

- Day to day teaching
- Tracking
- Target setting
- Focussed intervention
- Professional Development

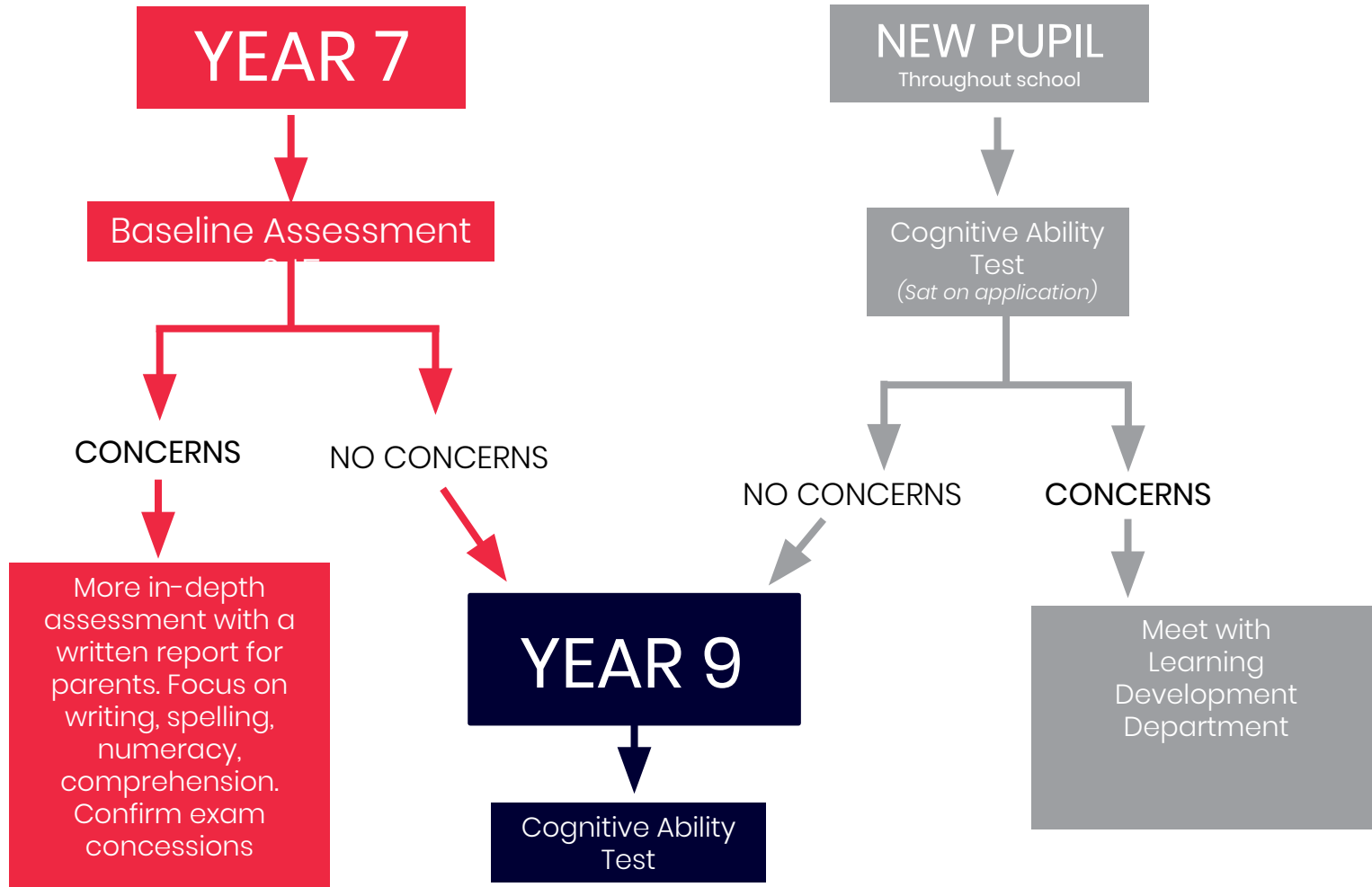
# What data do we collect to measure progress?

- Entrance exams
- Baseline test data
- Regular low stakes assessments in each subject
- Test and exam weeks
- Mock exams
- Targeted assessments



# Which baseline tests do we use?

- CEM (Centre for Evaluation & Monitoring):
  - MIDYIS
  - YELLIS
  - ALIS
- GL Assessment
  - Cognitive Ability Test
  - More in-depth follow up tests





# YEAR 7

*Continued*

More in-depth assessment with a written report for parents. Focus on writing, spelling, numeracy, comprehension. Confirm exam concessions

Intervention, subject specific support, precision teaching

Year 11 Exam Access Arrangement for Exam Board

# YEAR 9

Cognitive Ability Test

CONCERNS

NO CONCERNS

More in-depth assessment with a written report for parents. Focus on writing, spelling, numeracy, comprehension. Confirm exam concessions

Intervention, subject specific support, precision teaching

Year 11 Exam Access Arrangement for Exam Board

**Mrs F Quartermain**  
**Head of Learning Development**

# Our Department

Our mission

- Specific Educational Needs (SPLD)
- Strategies tailored to their needs
- Person-centred learning
- Quality First Teaching
- Facilities
- Saturday clinic

# SEND Code of Practice 2015

- Learning and Cognition
- Social Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical Impairment

# Individual Learning Plans

- Pupil centred personalised plan
- Written with parents/pupil and SENCo
- Strategies
- Outlines areas of strength and barriers to the pupils learning

# Intervention

- provide support to learners mainly in core subjects
- avoids any pupil slipping through the net
- aim to reduce identifying such needs to late on in their education.
- welcome parental views

# Exam Access Arrangements

Internal and external exams

- no learner is at a disadvantage
- scribe, reader, enlarged or modified papers or extra time
- demonstrate this is their usual way of working before a concession is likely to be granted
- Arrangements are done in-house

# Emotional Well Being

- Strong pastoral team
- Transition from Year 6-Year 7
- Transition from KS3-KS4
- Exam anxiety/stress