Oaklands Centre Assessment Guide

Assessment is integral to everyday teaching and learning at the Oaklands Centre. Through an ongoing 'assess, plan, do, review' cycle, staff use informal and targeted observation, alongside formative and summative assessment, to understand what each pupil knows, understands and can do. Assessment informs clear next steps, ensuring that teaching builds on pupils' existing knowledge, skills and individual starting points.

Our aim is for every pupil to make secure, sustained progress through an ambitious curriculum that responds to their needs and prepares them for their next stage of education and life. We use assessment to rapidly identify strengths, gaps in learning, misconceptions and barriers to participation. This enables staff to adapt teaching, provide targeted support and intervention and give pupils the time and practice they need to consolidate and apply their learning.

Assessment also helps us recognise progress in communication, independence and personal development, including progress towards relevant education, health and care plan outcomes. By regularly reviewing the impact of teaching and intervention, we identify what is working and adjust provision where progress is slower than expected. We ensure that assessment is purposeful and proportionate, supporting decisions that improve pupils' learning and outcomes.

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Assessment Schedule

The Oaklands Centre Assessment Schedule plans formal assessment points across the school year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns Base Pre-Formal	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking
		Acorns Stages Summary		Acorns Stages Summary		Acorns Stages Summary
	Leuvens Assessment		Leuvens Assessment		Leuvens Assessment	
		EHCP Outcomes		EHCP Outcomes		EHCP Outcomes
			Relational Support Plan Update	Provision Map Update		
Acorns Base Semi-Formal	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking	Acorns Stages Tracking
	Single Objective Assessments R, W, M (where appropriate)	Single Objective Assessments R, W, M (where appropriate)	Single Objective Assessments R, W, M (where appropriate)	Single Objective Assessments R, W, M (where appropriate)	Single Objective Assessments R, W, M (where appropriate)	Single Objective Assessments R, W, M (where appropriate)
		Acorns Stages and Pre-Key Stage Standards Summary		Acorns Stages and Pre-Key Stage Standards Summary		Acorns Stages and Pre-Key Stage Standards Summary
	Personal Development Journal Data	Personal Development Journal Analysis	Personal Development Journal Data	Personal Development Journal Analysis	Personal Development Journal Data	Personal Development Journal Analysis
	Leuvens Assessment		Leuvens Assessment		Leuvens Assessment	
		EHCP Outcomes		EHCP Outcomes		EHCP Outcomes
			Relational Support Plan Update	Provision Map Update		
Oaks Base	Single Objective Assessments R, W, M	Single Objective Assessments R, W, M	Single Objective Assessments R, W, M	Single Objective Assessments R, W, M	Single Objective Assessments R, W, M	Single Objective Assessments R, W, M
		Curriculum Assessment Book		Curriculum Assessment Book		Curriculum Assessment Book
		Unit Quizes		Unit Quizes		Unit Quizes
		Headline Academic Summary		Headline Academic Summary		Headline Academic Summary
	Personal Development Journal Data	Personal Development Journal Analysis	Personal Development Journal Data	Personal Development Journal Analysis	Personal Development Journal Data	Personal Development Journal Analysis
	Wellbeing Analysis		Wellbeing Analysis		Wellbeing Analysis	
		EHCP Outcomes		EHCP Outcomes		EHCP Outcomes
			Relational Support Plan Update	Provision Map Update		
Statutory (where appropriate)	EYFS Baseline				Phonics Screening Multiplication Check SATs	
Reporting	Pupil Progress Meeting	Pupil Progress Meeting	Pupil Progress Meeting	Pupil Progress Meeting	Pupil Progress Meeting	Pupil Progress Meeting
		Parents' Evening		Parents' Evening		Summer Report
	Annual Review					

Figure 1. Oaklands Centre Assessment Schedule, showing assessment and reporting points across the school year.

The Child Centred Portfolio

Each child in the Oaklands Centre has a Child Centred Portfolio. This is held digitally and contains our data about them and their progress and all of their personal plans. Some aspects of the Child Centred Portfolio are updated continuously, others termly and others annually. The information in the Child Centred Portfolio allows precision tracking of each pupil in every area of their development, rapid identification of barriers and intervention to help close gaps.

The Child Centred Portfolio includes:

1. Relational Support Plan

This plan contains information for staff about how to support the child to feel safe in school and form meaningful relationships. It contains key information to help staff work effectively with them. The RSP includes information on the pupil's communication methods and their likes and dislikes. It is updated as required and reviewed annually.

As part of their RSP, most pupils have an Emotional Regulation Support Plan (ERSP). This includes:

Emotional Regulation Support Plan (ERSP)	Key strategies to de-escalate and maintain regulation.
Antecedent, Behaviour, Support, Adjustment Analysis (ABSA)	Records of behaviours that are unexpected, unusually intense or cause harm or damage
Functional Behavioural Assessment (FBA)	Analysis of problematic behaviours that are ongoing.
Restraint Reduction Plan (RRP)	Records of intervention where RPI has been more than an isolated incident.

Table 1. Elements of emotional regulation support.

Not all pupils will have all elements of the ERSP.

Some pupils have response tracking graphs which detail the frequency of their behaviours during the school day.

2. Baseline Assessment

We understand that when children first arrive with us they may not be ready to access formal testing, screening or assessment. The baseline assessment document is observational, based on evidence gathered by staff during the pupil's transition and first six weeks in placement. It gives a starting point for planning for the pupil.

Pupils who join in Reception will also participate in the Reception Baseline Assessment and their narrative feedback will be recorded here.

3. Curriculum Assessment Book

Each pupil's assessment book contains data about their progress through the curriculum. It is reviewed and updated termly.

The headline document shows their academic progress at a glance.

The assessment spreadsheets show which elements of the Centre curriculum they have achieved.

Oaks pupils have records of their foundation curriculum Unit Quiz scores.

Pupil progress analysis contains a record of academic pupil progress reviews, where gaps have been identified and analysed, barriers have been considered, intervention planned and targets set.

4. Provision Map and Targeted Intervention Plan

Each pupil has a Provision Map which details the elements of Centre provision they access and any individual adaptations they have on a day-to-day basis.

The Targeted Intervention Plan records and evaluates all of the targeted and specialist intervention that a child accesses. It is updated upon entry and exit to an intervention.

A pupil's care plans (SaLT, OT etc) are stored here.

5. Personal Development and Inclusion Journal

The personal development journal is a record of each pupil's participation in the personal development curriculum. Participation is tracked in Tapestry and evaluated to ensure each pupil is participating in a broad and rich range of personal development opportunities. This is captured continuously on Tapestry and records are updated on a termly basis.

The personal development journal also tracks pupil's integration into curriculum and social opportunities alongside their mainstream peers and inclusion in the whole school community.

6. Wellbeing Assessment and Analysis

Each pupil's wellbeing is tracked against our PERMAH values. This is a record and analysis of their tracking data and individual plans to support their well-being. This is updated termly.

7. EHCP and EHCP tracker

This is a record of each pupil's progress towards their EHCP outcomes. This is updated termly and reviewed annually as part of the Annual Review process.

Annual Review paperwork is stored here.

8. Attendance Analysis and Support

Where a pupil is at risk of poor attendance, this records the support that has been given to the family to improve the pupil's attendance. This is updated as needed.

9. Personal Plans

including (for example):

- Early Help Assessment
- Intimate Care Plan
- Personal Evacuation Plan
- Information about health and dietary needs
- TAF meeting minutes

Baseline Assessments

Baselining is important as it gives staff a starting point for planning for the pupil. However, few pupils are ready to access formal testing or screening when they first arrive in placement. During the transition period and first six week of placement, staff make observations of what pupils know and can do and how they respond to the environment, adults and their peers. These observations are recorded in the Child Centred Portfolio along with transition timetables, notes, response tracking graphs and a Tapestry journal of the first few weeks.

Pupil Baseline Assessment

Name:	Year Group:
Year Joined:	Previous School:
Previous school experience:	
Readiness to learn:	
Social Interaction	
Reading:	
Writing:	
Maths:	

Figure 2. Pupil Baseline Assessment template covering school experience, readiness to learn, social interaction, reading, writing and maths.

Acorns Base Assessment

Most assessment in Acorns Base is captured on Tapestry. The Oaklands Centre Tapestry account is pre-loaded with the Acorns Stages and the Pre-Key Stage Standards. Staff observe children playing and learning and record brief notes about what they see. Where possible, staff add assessments to their observation at the time. Where this is not possible, staff including the Class Teacher, will return to the post at a later time to ensure assessments are accurate.

Tapestry Assessment:

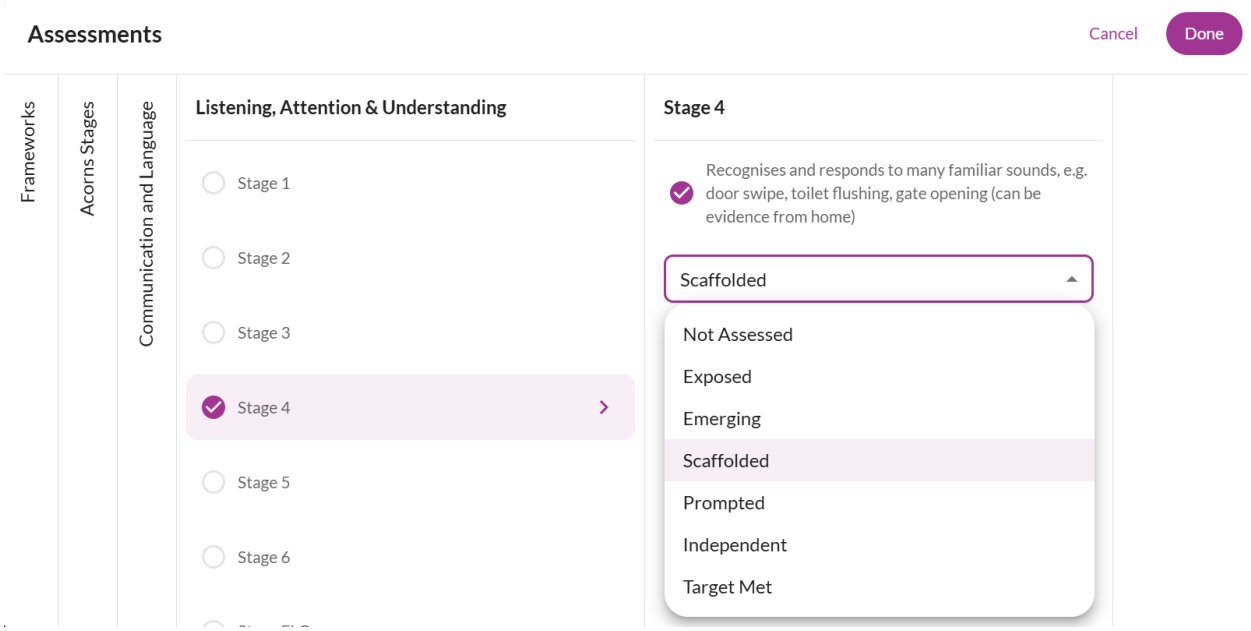


Figure 3. Tapestry assessment screen showing a selected statement and the available assessment levels.

The Oaklands Centre Small Steps Assessment Scale is used to judge the pupil's progress towards the objective they were observed working towards.

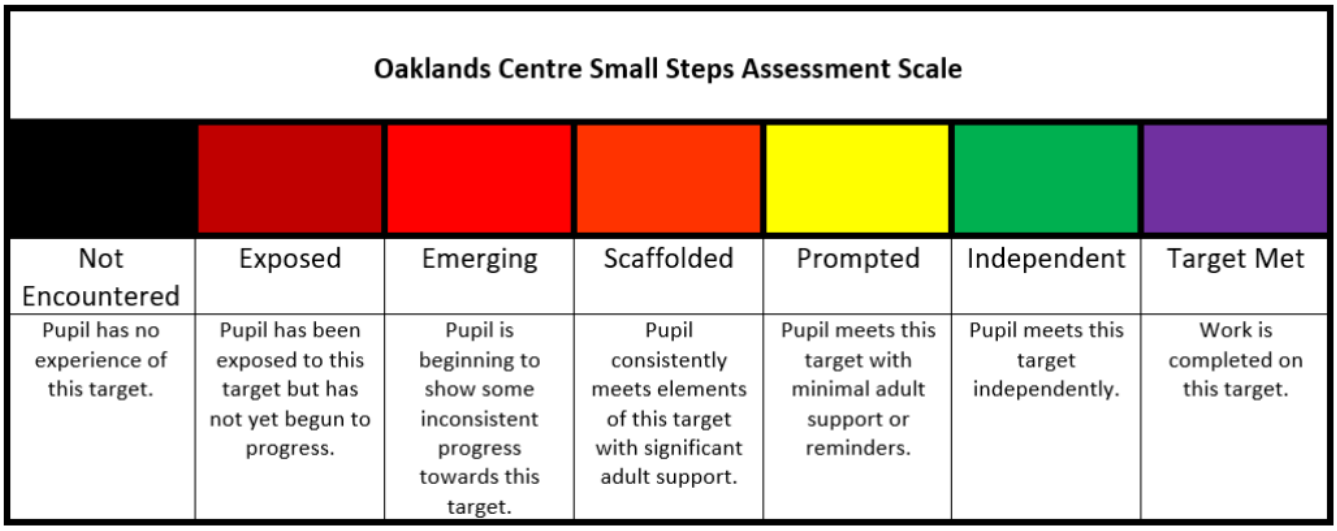


Figure 4. Oaklands Centre Small Steps Assessment Scale, showing the stages from Not Encountered to Target Met.

Termly Tapestry data

Once each term, the Class Teacher will download each pupil's Tapestry data, which shows the spread and frequency of their observations against each learning objective.

Aspect	Exposed	Emerging	Scaffoldec	Prompted	Independe	Target Met
Communication and Language	no scale	no scale	no scale	no scale	no scale	no scale
Listening, Attention & Understanding	no scale	no scale	no scale	no scale	no scale	no scale
Stage 1	no scale	no scale	no scale	no scale	no scale	no scale
Shows a response toward a familiar Sound	0	0	0	0	0	0
Responds to a new auditory stimulus.	0	0	0	0	0	0

Figure 5. Tapestry data export showing observations against assessment statements and levels.

This raw data can then be used to produce a summary of their attainment progress across the Acorns Stages and Pre-Key Stage Standards.

Child Attainment Summary

This summary presents the child's latest recorded attainment and the progress made since the previous summary. New evidence is strongest in physical development, literacy and mathematics.

Attainment snapshot

Area	Latest stage evidence	Current attainment	Progress since previous summary
Communication and Language	Stages 3–5	Mainly emerging, with some scaffolded, prompted and independent evidence.	Profile maintained. She continues to follow one-step instructions, understand routines and object use, learn vocabulary, ask questions and initiate short interactions.
Physical Development	Stages 3–6	Fine-motor skills are frequently independent at Stages 3–4, with prompted evidence at higher stages. Gross-motor ball skills remain prompted.	New Stage 5–6 evidence includes one-handed tool use, copying recognisable letters or numerals, independent hand preference and an effective writing grasp with prompting.
Personal Social and Emotional Development	Stages 3–4	Emerging cooperative play, with prompted support for managing herself.	Further evidence shows her following routines with prompting and becoming aware of her personal belongings.
Literacy	Stages 1–6	Evidence now ranges from early mark making to independent Stage 4–5 reading behaviours and emerging Stage 5 writing.	She now recognises familiar words and signs, completes familiar rhyme phrases, tracks letters and words from left to right, and produces extended early-writing patterns. Stage 6 phonics has been introduced.
Mathematics	Stages 2, 3, 6 and ELG; PKS Standard 4	Independent matching, prompted pattern work, scaffolded subitising and emerging understanding of number composition and written numerals.	New evidence includes matching objects, continuing repeated actions, emerging composition of numbers to 10, and reading and writing numerals 0–9 at PKS Standard 4.
Understanding the World	Stage 3	Prompted exploration of objects and interest in photographs of herself and familiar people.	No additional milestones were recorded in this dataset; established Stage 3 evidence remains current.
Expressive Arts and Design	Stages 3–4	Exposed exploration of colour, texture and changing materials, with scaffolded purposeful construction.	No additional milestones were recorded; she continues to develop purposeful use of construction materials.

Narrative summary

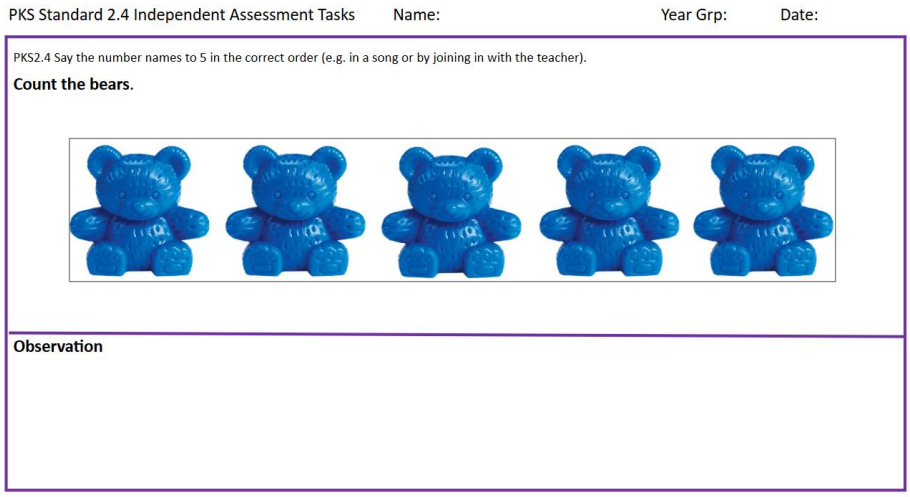
Since the previous summary, she has made her clearest progress in fine-motor development and literacy. Her fine-motor evidence now extends from established independent Stage 3–4 skills into Stages 5–6: she is beginning to manipulate tools with one hand, copy recognisable letters or numerals, show a consistent dominant hand and use a more effective writing grasp with prompting. In reading, she now independently recognises familiar words and signs, completes familiar rhyme phrases and tracks letters and words from left to right. Her writing has progressed from exploratory mark making to sustained early-writing patterns at Stage 5, with initial exposure to Stage 6 phonics. Mathematics has also broadened through independent matching, prompted pattern work, emerging understanding of number composition to 10 and emerging PKS Standard 4 work on numerals 0–9. She has added evidence of awareness of her belongings and following routines with support, while her established communication, world-exploration and creative-construction skills remain evident.

Figure 6. Child Attainment Summary example, with an attainment snapshot and narrative summary.

The Assessment Summary is discussed at the half-termly Pupil Progress Meeting and subsequent planning for the pupil is adapted to close any identified gaps and promote progress.

Single Objective Assessments

Some pupils in Acorns will be able to access Single Objective Assessments where they are working against the Pre-Key Stage Standards. Class Teachers will judge when a pupil is ready to attempt a Single Objective Assessment. Assessments are recorded in an individual Curriculum Assessment Book.


PKS Standard 2.4 Independent Assessment Tasks Name: Year Grp: Date:

PKS2.4 Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher).

Count the bears.

Observation

Figure 7. Pre-Key Stage counting assessment task with a space to record observations.

Acorns Base Personal Development Assessment

In the Acorns pre-formal pathway, pupils' personal development will be assessed against the Personal, Social and Emotional strand of the Acorns Stages. This information will be captured on Tapestry.

In the semi-formal pathway, pupils may have their personal development assessed and analysed using the Oaks Base procedures (see page 14)

Acorns Base Wellbeing Assessment

In Acorns Base pre-formal pathway, pupils' wellbeing is assessed observationally based on the Leuvens Scales for Wellbeing and Engagement.

Leuven Scales

Wellbeing & Engagement

LEVEL	WELLBEING Emotional comfort, security and enjoyment	ENGAGEMENT / INVOLVEMENT Interest, concentration and absorption in activity
1 Extremely low	**Clear distress or discomfort.** The child may cry, appear frightened or angry, withdraw from contact, or show marked tension. There are few signs of enjoyment or ease.	**Little or no purposeful activity.** The child appears disengaged, with little interest or energy. They may stare into space or repeat simple actions without signs of attention or absorption.
2 Low	**Unease predominates.** Expression, posture or actions suggest discomfort. Signs may be less intense than at level 1, or alternate with brief periods of feeling settled.	**Activity is frequently interrupted.** The child participates briefly, then stops, looks around or becomes distracted. Attention is difficult to sustain.
3 Moderate	**Neutral or mixed presentation.** The child shows neither clear distress nor strong enjoyment. They appear reasonably settled, with little emotion or obvious enthusiasm.	**Activity continues at a routine level.** The child remains busy and makes some progress, but shows limited concentration, energy or curiosity. They are easily distracted.
4 High	**Comfort and enjoyment predominate.** The child appears relaxed, confident and pleased. Openness and spontaneity are evident, although not sustained at the highest intensity throughout.	**Continuous activity with moments of deep involvement.** The child shows clear interest and periods of strong concentration. Distractions have little effect; they return to the activity after interruptions.
5 Extremely high	**Strong, sustained enjoyment and ease.** The child appears happy, secure and confident. They express themselves freely and respond openly, with little tension. Enjoyment may be lively or quiet.	**Sustained, intense absorption.** The child concentrates deeply for almost the whole observation. They show persistence, mental energy and careful attention, often with creativity and satisfaction.

Figure 8. Leuven Scales for Wellbeing and Engagement, showing the descriptors for levels 1 to 5.

In Acorns Base semi-formal pathway, some children will be able to access the visual version of the base wellbeing questionnaire and have their outcomes graphed and analysed in the same way as Oaks Base pupils (page 16)

Oaks Base Academic Assessment

Maths and Reading

In Oaks Base, pupils will complete Single Objective Assessments for maths and reading independently when the Class Teacher judges that they are ready. The assessment task will be recorded in their Curriculum Assessment Book.

Example Single Objective Assessments:

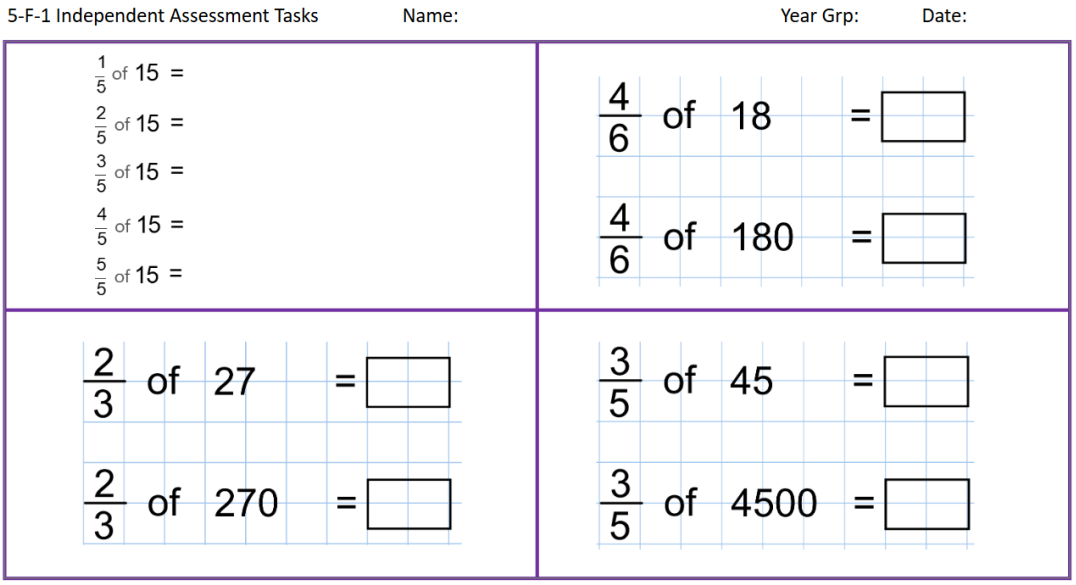


Figure 10. Example maths Single Objective Assessment covering fractions.

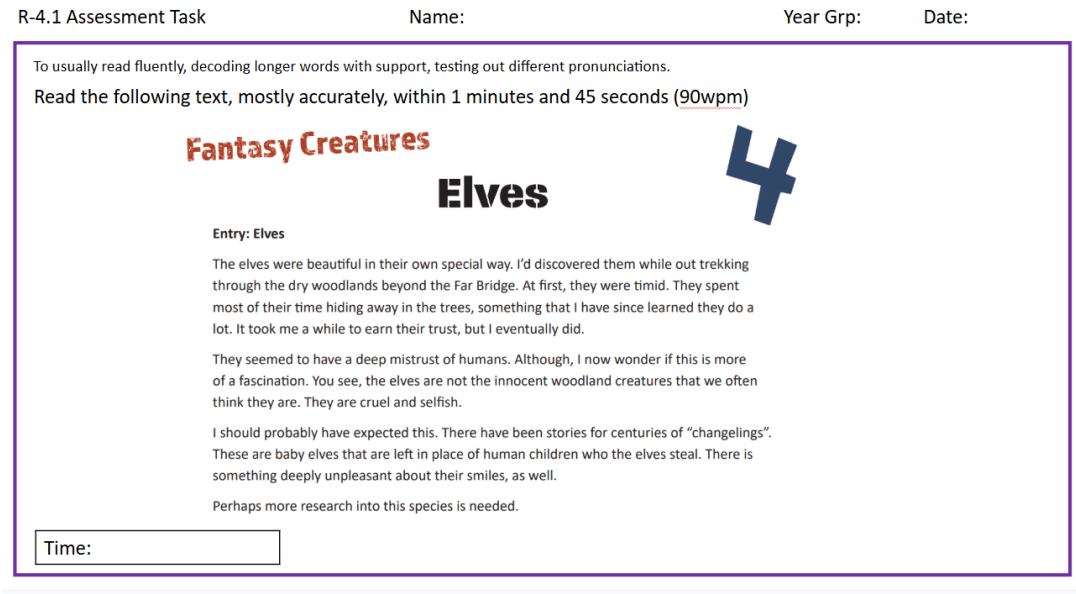


Figure 11. Example reading Single Objective Assessment with a reading text and timing field.

Writing

At least once per half term, a piece of independent writing will be assessed against the Oaklands Centre writing rubrics. The independent piece will be recorded in the Curriculum Assessment Book along with the evidence sheet.

Example writing evidence sheet:

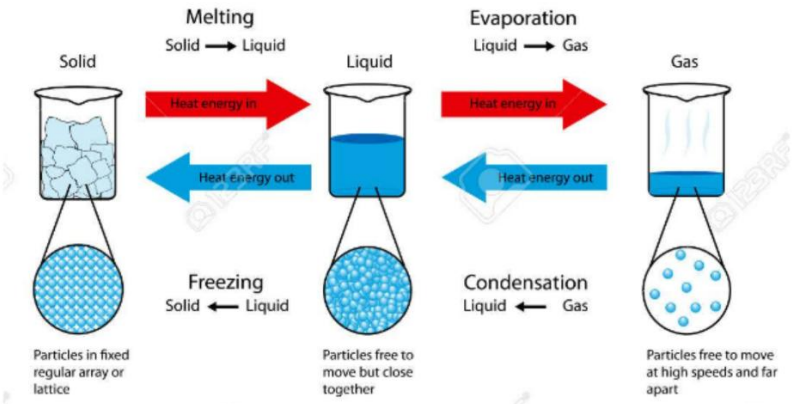
Area		Achieved
Effectiveness	**WF-E-4.1** Writing has many features of the intended genre and language is sometimes chosen for effect on the reader.	
Descriptive Technique	**WF-DT-4.2** Character and/ or setting and object descriptions are detailed. Characters' thoughts, feelings and intentions are included.	
Dialogue	**WF-D-4.3** Simple dialogue between two characters with some punctuation attempted. Direct speech linked to character action.	
Vocabulary Choices	**WF-V-4.4** A range of more ambitious vocabulary used to add detail and sometimes effect.	
Sentence Structure	**WF-SS-4.5** A wide range of clauses and phrases used to add additional information and detail to sentences. Sentences combined effectively using a wide range of conjunctions.	
Cohesion	**WF-C-4.6** When appropriate, writing is split into paragraphs. Adverbials are used to create time and place links.	
Tenses	**WF-T-4.7** A wider range of verb tenses attempted with some inconsistencies.	
Punctuation	**WF-P-4.8** Commas and apostrophes are mainly correct.	

Figure 12. Writing evidence sheet showing assessment criteria and an achievement column.

Foundation Subject Assessment

At the end of each foundation unit, pupils will complete a Unit Quiz which assesses their recall of the key facts needed to answer the unit's 5 Key Questions. Their Unit Quiz score will be recorded in their Curriculum Assessment Record.

12. What does this diagram show? 1 point



Mark only one oval.

- beakers
- ice, water and water vapor
- changes of state

Figure 13. Example foundation subject Unit Quiz question on changes of state.

Curriculum Assessment Records

All pupils have a digital Curriculum Assessment Record in their Child Centred Portfolio. Once per term, Class Teachers use pupils' Curriculum Assessment Books and quiz scores to update the Record.

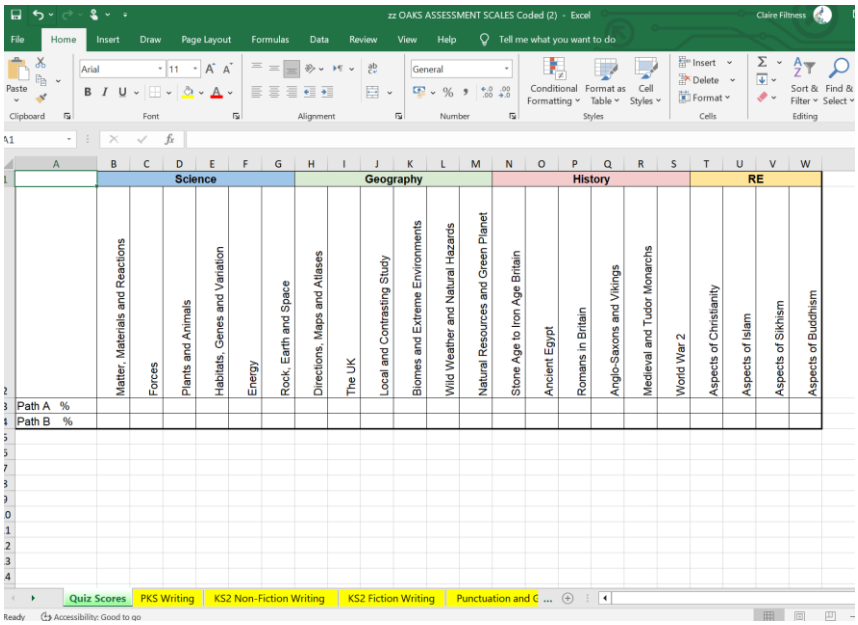


Figure 14. Digital Curriculum Assessment Record showing subject assessment columns.

Academic Assessment Headline Document

Each term, Class Teachers analyse pupil's Curriculum Assessment Record and use the data to fill in an annual assessment summary. This will show pupils' headline academic progress over the course of the year.

Assessment Summary 25-26
SD- Year 4

Percentages relate to how much of curriculum target set has been covered and secured:

	Autumn 25	Spring 26	Summer 26
Maths	Working within Year 3 (12%)	Year 3 (58%) Working within Year 4 (6%)	Working within Year 4 (47%)
Reading	Completed Pre-Key Stage 4 (100%)	Working within Pre-Key Stage 5 (17%)	Pre-Key Stage 5 (100%)
Writing	Working within Step 2 (72%)	Working within Step 2 (72%)	Working within Step 3 (10%)

Percentages are Unit Quiz scores:

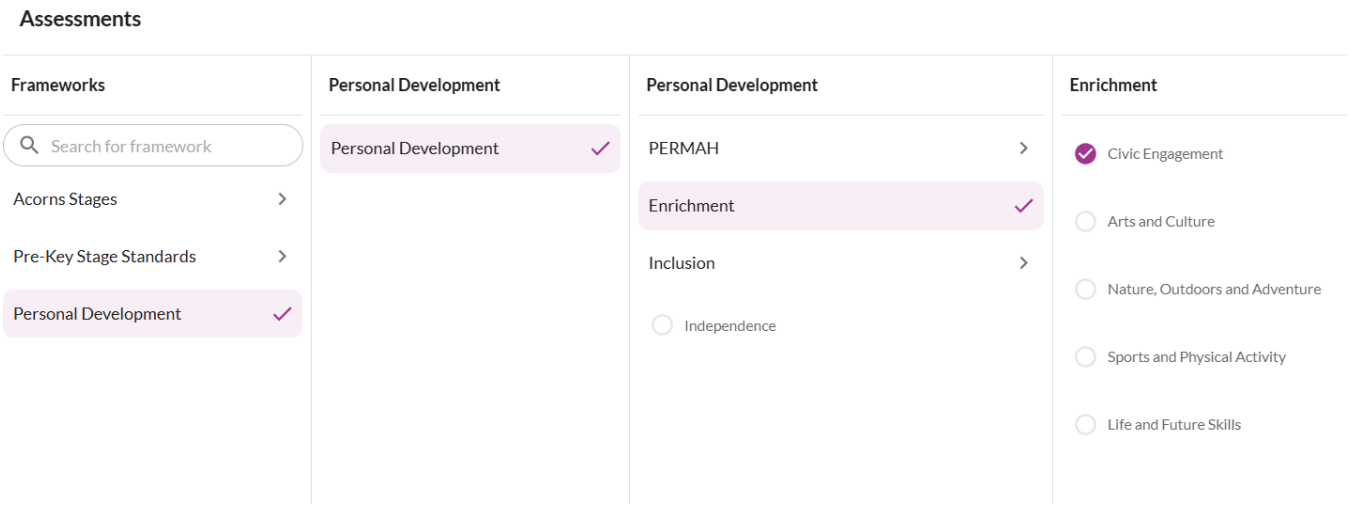
	Science						Geography						History						RE			
	Matter, Materials and Reactions	Forces	Plants and Animals	Habitats, Genes and Variation	Energy	Rock, Earth and Space	Directions, Maps and Atlases	The UK	Local and Contrasting Study	Biomes and Extreme Environments	Wild Weather and Natural Hazards	Natural Resources and Green Planet	Stone Age to Iron Age Britain	Ancient Egypt	Romans in Britain	Anglo-Saxons and Vikings	Medieval and Tudor Monarchs	World War 2	Aspects of Christianity	Aspects of Islam	Aspects of Sikhism	Aspects of Buddhism
Path A %	100%	100%	100%				100%	100%	100%				100%	90%	100%				73%	66%		
Path B %																						

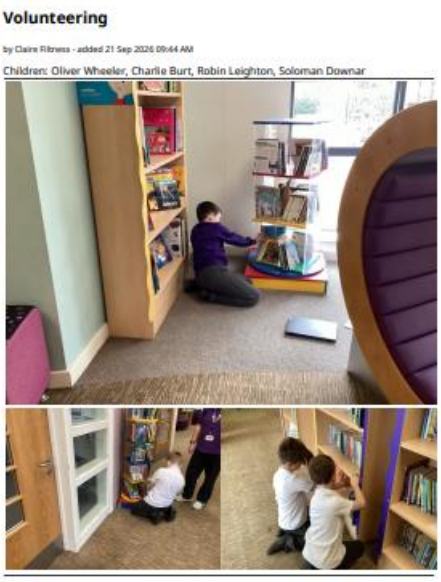
Figure 15. Annual assessment summary showing headline academic progress and foundation subject quiz scores.

Oaks Base Personal Development Assessment and Analysis

In Oaks Base, personal development opportunities are captured on Tapestry. Observations will be tagged with the appropriate Personal Development assessment. Once per half-term, Class Teachers download each pupil's Personal Development Journal from Tapestry and store it in the Child Centred Portfolio.

Figure 16. Tapestry personal development observation and assessment.







Once per term, Class Teachers record the spread of personal development flags across the strands from the Personal Development Journals.

	Tracked Personal Development Opportunities						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Total
Positive Emotions							0
Engagement							0
Relationships							0
Meaning							0
Achievement							0
Health							0
Civic Engagement							0
Arts and Culture							0
Nature, Outdoors and Adventure							0
Sports and Physical Activity							0
Life and Future Skills							0
Inclusion- Curriculum							0
Inclusion- Social							0
Inclusion- Community							0
Independence							0

Figure 17. Tracker showing the spread of personal development opportunities across strands and half terms.

This data is considered by Teachers in terms of frequency and balance across strands. Further opportunities are planned to ensure each child is accessing a broad and balanced range of opportunities over time.

Personal Development Analysis			
Name:Year Group:Class:			
Term	Strengths	Weaknesses	Actions?
Autumn			
Spring			
Summer			

Figure 18. Personal Development Analysis template for termly strengths, weaknesses and actions.

Oaks Base Wellbeing Assessment

Pupils in Oaks Base will undertake the Oaklands Centre Wellbeing Questionnaire once per term. There are two versions of the questionnaire, one more visual and accessible to younger pupils and the other aimed at more verbal pupils in KS2. The questionnaire surveys pupils across the PERMAH values (positive emotions, engagement, relationships, meaning, achievement and health). The outcomes of this are graphed to show changes over time.

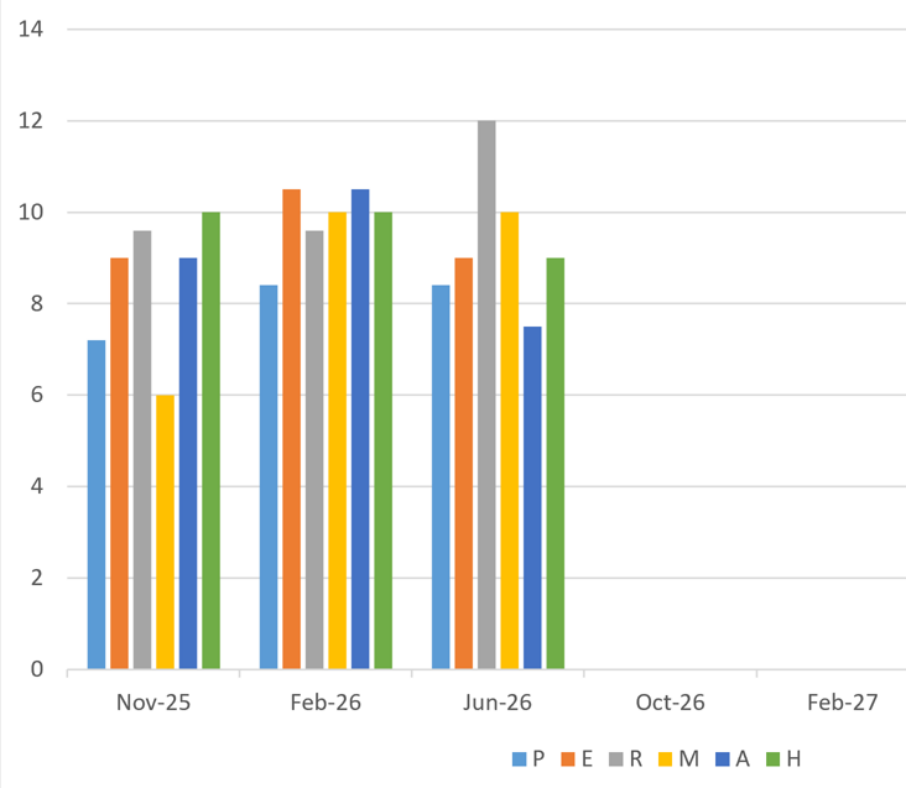


Figure 19. Wellbeing questionnaire outcomes graphed across assessment points.

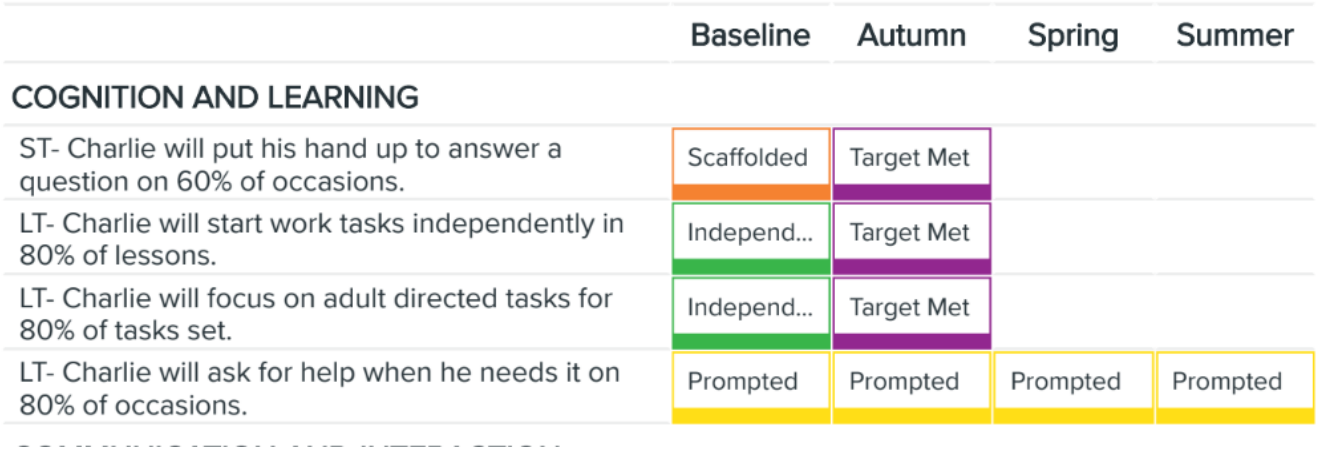
Staff consider pupils' data and plan adaptations or further support as necessary.

Wellbeing Analysis			
Name: Year Group: Class:			
Term	Strengths	Weaknesses	Actions?
Autumn			
Spring			
Summer			

Figure 20. Wellbeing Analysis template for recording strengths, weaknesses and actions.

EHCP Outcomes

Progress towards EHCP outcomes is recorded once per term by Class Teachers on Show Progress. Where targets are met or a decision is made to stop a target, this will be fed into the pupil's Annual Review. Class Teachers alongside the Inclusion Base Lead may set new targets and introduce these at Annual Review.



	Baseline	Autumn	Spring	Summer
COGNITION AND LEARNING				
ST- Charlie will put his hand up to answer a question on 60% of occasions.	Scaffolded	Target Met		
LT- Charlie will start work tasks independently in 80% of lessons.	Independ...	Target Met		
LT- Charlie will focus on adult directed tasks for 80% of tasks set.	Independ...	Target Met		
LT- Charlie will ask for help when he needs it on 80% of occasions.	Prompted	Prompted	Prompted	Prompted

Figure 21. Show Progress example showing progress towards EHCP targets across terms.

Response Tracking

It can be useful to track pupil's behavioural responses to the environment as a reflection of the provision they have in place. Where response tracking is in place, pupils are coded every 15 minutes according to certain behavioural categories and how much support they are receiving to remain regulated and on-task. The frequency of these codes are then graphed to give an overview of the pupil's day-to-day responses. Not all pupils are tracked in this way. Tracking may be used during the initial weeks of a placement or where a pupil's behaviours seem to have changed.

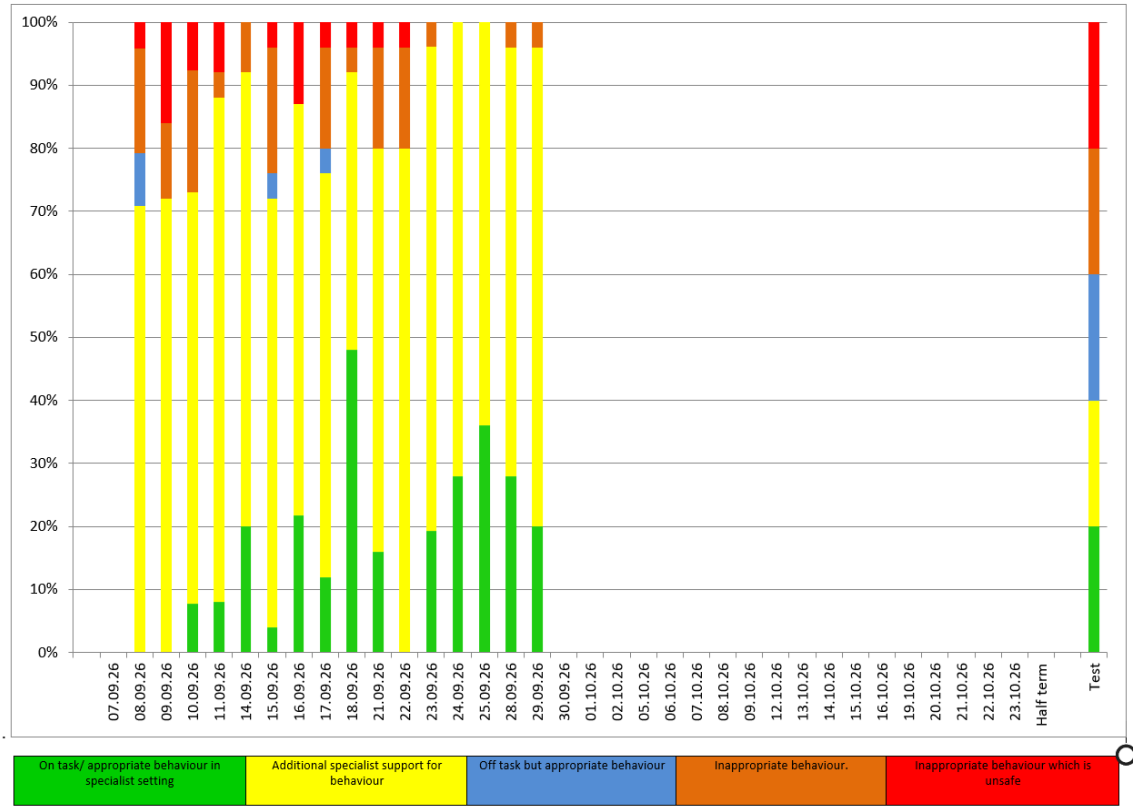


Figure 22. Response tracking graph showing the proportion of recorded behavioural categories across school days.

Pupil Progress Meetings and Targeted Intervention Plans

Once per half term, Class Teachers along with the Inclusion Base Lead will meet to review each pupil's assessment data drawn from all areas. Gaps in academic learning, personal development and/ or wellbeing will be identified and action or intervention will be planned to close those gaps and promote progress. An individual Targeted Intervention Plan will be produced to show the actions to be taken and next steps for the pupil.

Review Date:	16.9.26	
	Progress/ Concern	Intervention
Maths	Did not achieve 4-NVP-4 Absent for 4-NF-2 assessment	Build into WIN time.
Reading	Completed PKS5	
Writing	Gaps in WF-2.5 sentence structure and 2.8 punctuation. Despite daily phonics, weekly spelling practise/tests and Apples and Pears intervention, Soloman's spelling is not improving. He is not yet able to spell many of the first 100 HFW or select the right phase3-5 sounds for many words.	Reteaching further practise of these planned into literacy class teaching. Hornet precision teaching intervention.
Foundation	66% for Aspects of Islam quiz	Review Key Facts in WIN time.
PD (taught)		

Figure 23. Pupil progress review example linking concerns to planned intervention.

Targeted Intervention Plans are a pivotal part of day-to-day practise. They are working documents, available in the classroom at all times. They ensure that all staff are aware of the gaps each pupil is working on closing and mean that both planned intervention time and small pockets of incidental time can be used efficiently to provide pupils with meaningful practise. The Targeted Intervention Plans are reviewed regularly and in Pupil Progress Meetings by Class Teachers and the Inclusion Base Lead to ensure progress is being made.

The Oaklands Centre Targeted Intervention Plan 26-27

Targeted Intervention Plan					
Name: SD					
Class: P2					
Area	Concern	Intervention Plan	Start Date	End Date	Outcomes
Maths	Was absent for 4-NF-2 assessment	Recap division of 2 digit by 1 digit with remainders in WIN time.	21.9.26	23.9.26	Completed correctly
Maths	Did not achieve 4-NVP-4- finding gaps in a sequence and reading an unmarked scale.	Re-teach in WIN time.	28.9.26		
Spelling	Despite daily phonics and Apples and Pears intervention, Soloman's spelling is not improving. He is not yet able to spell the majority of the first 100 HFW or identify the correct sounds for words.	Hornet precision teaching intervention daily.	15.9.26		
RE	Not secure on Islam key facts.	Flash cards in WIN Time and repeat assessment when ready.			

Figure 24. Targeted Intervention Plan showing concerns, planned support, dates and outcomes.

Reporting

Pupil progress is reviewed and discussed:

- In half-termly pupil progress meetings between the Class Teacher and Inclusion Base Lead
- As part of pupil reviews in weekly base staff meetings
- With parents informally as matters arise
- With parents formally at autumn and spring term Parents' Evenings
- At Annual Review
- In a written report in the summer term