

Data and progress tracking- Earwig Rationale

Holistic Data Collection Across Diverse Curriculum Strands

Oak Tree School delivers a range of curriculum strands designed to meet the varied and complex needs of pupils with Autism Spectrum Disorder (ASD). These strands differ in structure, pathways, and expected outcomes, making a single linear assessment system insufficient. Earwig provides a flexible platform that enables staff to capture evidence of learning across multiple curriculum frameworks in a consistent and organised manner. Its adaptability ensures that progress can be represented meaningfully for pupils working at different levels and within different developmental domains.

Capturing Individualised and Non-Linear Progress

Students with ASD often demonstrate “spiky” or highly uneven profiles of attainment, where strengths and progress in one area may not align with development in another. Traditional data systems can struggle to represent this non-linear progress accurately. Earwig enables the collection of qualitative evidence- photos, videos, annotations, and professional observations—which offers a more accurate reflection of each pupil’s individual learning journey. This method ensures that all forms of progress, however subtle, are recognised and recorded.

Supporting Evidence-Informed Planning and Review

The ability to collate detailed evidence over time supports robust teacher assessment and informs next steps in learning. Earwig allows staff to link each piece of evidence directly to curriculum outcomes or personalised targets, creating a clear picture of progress that can guide planning, interventions, and resource allocation. This systematic approach strengthens the accuracy and reliability of termly progress reviews and pupil progress meetings.

Enhancing Consistency and Accountability Across the School

As a developing school with multiple curriculum pathways, ensuring consistency in assessment practice is essential. Earwig provides a unified platform that all staff can use, supporting standardisation in how progress is recorded, interpreted, and communicated. The system maintains an accessible audit trail of evidence and judgements, thereby promoting transparency and professional accountability.

Facilitating Communication With Parents and External Professionals

For pupils with ASD, clear communication with parents, carers, and external agencies is critical. Earwig enables the secure sharing of evidence that highlights achievements, emerging skills, and significant milestones. This provides families with a comprehensive understanding of their child's progress and strengthens collaborative working with therapists, educational psychologists, and other specialists involved in each pupil's provision.

Supporting Long-Term School Development

As Oak Tree School continues to refine its curriculum and assessment practices, Earwig serves as an essential tool for building a longitudinal record of learner outcomes. Over time, this evidence will support strategic decision-making, curriculum development, and the evaluation of school-wide effectiveness. The system provides a data foundation from which trends can be identified and inform improvements.

Core data and departure points

Earwig is used to collect both qualitative and quantitative data. Together, these data points inform pathway decisions, which are reviewed regularly to ensure that pupils remain on the pathway that best meets their needs.

Throughout Years 1–2, students are assessed against the EYFS framework. Before transitioning into Year 3, each student is placed onto a pathway that reflects their individual level of need:

Departure Point | Curriculum Label

Working within Birth–3 Years | *Meadow Curriculum*

Working within 3–4 Years | *Emerald Curriculum*

Completed Early Learning Goals | *Forest Curriculum*

Student progress is measured using a series of bands, beginning at Band 1 and progressing upward as students develop skills and acquire knowledge in the core subjects. These bands are adapted from National Curriculum targets and are calibrated to each student's cognitive profile, with additional input from our therapy team to ensure that individual needs remain central to our approach.

The rate at which a student moves through the bands varies and is determined by their needs, cognitive ability, and individual learning priorities.

MAPP data in Earwig

Earwig is also used to capture progress towards EHCP (Education, Health and Care Plan) targets through defined yearly objectives. These targets are monitored using the MAPP (Mapping and Assessing Personal Progress) scoring system, which provides a structured and sensitive method for measuring the small but significant steps students make towards their EHCP outcomes.

MAPP evaluates progress across four key dimensions:

- Independence – the degree to which a pupil requires less support over time.
- Fluency – the pupil’s confidence, accuracy, and consistency when demonstrating the skill.
- Maintenance – the pupil’s ability to retain and apply the skill over time.
- Generalisation – how effectively the pupil can transfer the skill to different contexts, environments, or situations.

For students working within the Emerald Curriculum in Key Stage 2, additional targets from the EQUALS curriculum are also embedded into their learning programmes. These may include areas such as:

- *My Play and Leisure*
- *My Creativity*
- *My Personal Development*
- *My ICT*

These targets are worked on continuously throughout the year and are reviewed using the MAPP framework to track progression across all four dimensions. MAPP assessments for Emerald students are updated every half term, enabling the school to build a holistic and

detailed picture of each pupil's overall development—not only towards their EHCP outcomes but also across broader personal, social, creative, and functional areas.

All progress information is shared with parents and carers and forms an integral part of the annual EHCP review process, ensuring targets remain meaningful, appropriate, and responsive to each pupil's evolving needs.

Monitoring Progress at Oak Tree School

Context: A Developing School with Limited Historic Data

As Oak Tree School enters its third year, we continue to refine and embed a curriculum that is responsive to the changing needs of our cohort. At this stage in the school's development, we do not yet have extensive historic data to reliably predict long-term progress for individual pupils or groups. This year, we have welcomed 50 new students, many of whom are still in the early stages of settling into a new school environment. For these reasons, fixed or forecasted expectations of progress are not currently appropriate or meaningful.

Considerations for Students with Autism Spectrum Disorder

It is essential that our assessment progress takes into account the profile of students with ASD and the challenges or strengths around their specific needs. Many autistic students may initially struggle with unfamiliar routines, changes in environment, new staff relationships, sensory differences, communication demands, or increased social expectations. Transitions into a new SEN setting can take considerable time, during which a child's presentation, engagement, and learning readiness may fluctuate. In addition, autistic pupils often have "spiky profiles," where progress varies noticeably across different areas of learning and development. This variation reinforces the need for more individualised assessment and a careful, informed understanding of each learner's strengths, barriers, and needs.

Rationale for an Individualised Approach to Assessment

Given this context, Oak Tree School has introduced Pupil Progress Meetings as a structured and responsive approach to assessment. Each phase leader meets with class teachers once every half term to review progress on an individual pupil basis. During the first half term, we focus on understanding each pupil's baseline, identifying emerging patterns, and gathering qualitative and quantitative evidence of learning. Following this review, ambitious yet realistic end-of-year targets are set, taking into account each pupil's needs, starting points, the priorities in their learning for that period and the time they may require to settle into the school environment.

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|----------|----------|----------|----------|----------|----------|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|

| | |
|------------------------------------|--------------------------------------|
| Actions from last meeting : | How these have been addressed |
| | |
| Highlights: | |
| Concerns: | |
| Actions for next half term: | |

Monitoring, Accountability, and Adjustments Over Time

Where progress is limited or not evident, this is explored carefully and constructively within the pupil progress meetings. Clear actions are identified, interventions or support strategies are agreed upon, and phase leaders ensure timely follow-up. As the year progresses and students become more settled, these meetings allow for ongoing adjustments, ensuring that progress targets remain challenging yet considerate of individual needs and context.

Below is an example of progress that is reviewed each term and the year end expectation updated during the pupil progress meeting

| Subject | Score | | | | | | Total Progress this Year | Year End Expectation |
|---------------------------|-------|-------|-------|-------|-------|-------|--------------------------|----------------------|
| | Aut % | Spr % | Sum % | Aut % | Spr % | Sum % | | |
| Oak Tree: Emerald Pathway | 8.0% | | | 0% | | | 0% | |

| | | | | | | | | |
|-------------|-------|--|--|----|--|--|----|--|
| MATHEMATICS | 3.0% | | | 0% | | | 0% | |
| LITERACY | 19.0% | | | 0% | | | 0% | |
| SCIENCE | 11.0% | | | 0% | | | 0% | |
| COMPUTING | 0.0% | | | 0% | | | 0% | |

Conclusion: A Responsive, High-Expectation Framework

Overall, Pupil Progress Meetings provide a rigorous, child-centered, and adaptive framework for monitoring learning within a developing school environment. This process ensures we maintain high aspirations for every learner while remaining responsive to their unique profiles and the evolving nature of our curriculum and cohort.

