

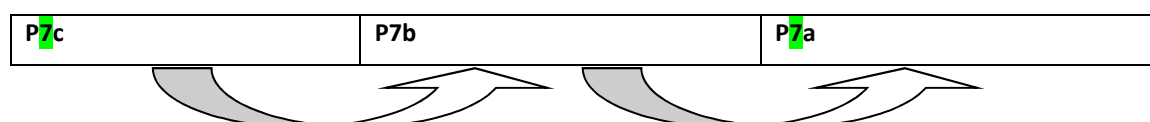
## Measuring progress at Woolgrove July '18



Assessment has changed due to the removal of National Curriculum Levels. Each school is required to determine its own method of assessment that measures pupil progress. Woolgrove School use a commercial assessment package called B Squared- (until July 2017) -to assess the pupil's understanding.

Teachers record the small steps the pupils make and use these steps to build a bigger picture of the pupils' learning and achievements. Progress is tracked mid -termly during the autumn term, then again in the spring and summer term. This is analysed in Pupil Progress meetings with a member of the Senior Leadership Team (SLT). This is to ensure that specific areas are identified and addressed.

The school takes part in external moderation meetings with other schools to ensure consistency in the levelling of children's work. Achievement and progress is measured at Woolgrove by dividing each achievement level descriptor into three smaller steps, this means **P7** is split into segments 7c, 7b, 7a. Ideally it is hoped the pupils will make two jumps p.a. see below. For pupils to make 'two or more **complete levels**' across four years, they need to be making 1.5 sub levels of progress per academic year e.g. **P5c** to **P7c**. See below. This means 6 sub-levels ideally. Not all our pupils will make this achievement whilst others will exceed 2+ levels progress per year. Every child works at different, fluctuating rates and this is given consideration as they develop. Those pupils making beyond 2+ sub-levels each year are therefore considered to be achieving above national expectations of attainment for SEN pupils.



Two thirds of a sub level of progress **per year** = Outstanding progress

- |          |           |          |           |          |           |
|----------|-----------|----------|-----------|----------|-----------|
| 1. 1/3   | level=33% | 2. 2/3   | level=66% | 3. 3/3   | level=99% |
| progress |           | progress |           | progress |           |

Those pupils making beyond 2+ sub-levels each year are therefore considered to be achieving above national expectations of attainment for SEN pupils. Please see this link for further information on P Scales.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/617033/Performance - P Scale - attainment targets for pupils with special educational needs June 2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617033/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs_June_2017.pdf)

- 'Good' progress is defined by Ofsted when outcomes are 'close to or above national figures.'
- 'Outstanding' is defined as when the proportions exceeding expected progress in English and Maths are high when compared with national figures.
- A representative from the Department for Education (DfE) explained that for the academic year 2015, pupils of all abilities, including those with special educational needs (SEN), are expected to make: Two levels of progress between Key Stage KS1 and KS2 Pupils working below level 1 are expected to make the equivalent amount of progress through the P scales. This means from end of KS1 to end of KS2. Year on Year progress could look like this;

Year 2 end (KS1)	Year 3 start	Year 3 end	Year 4 start	Year 4 end	Year 5 start	Year 5 end	Year 6 start	Year 6 end (KS2)
P5c	P5c	P5a	P5a	P6b	P6b	P7c	P7c (outstanding)	P7a

However, it is appreciated this model is limited. Some children may make less than 1.5 sub levels p.a. due to their own learning needs, whilst some children may make 2, or 3 sub levels per year; they may be gifted in a particular area of the curriculum- computing for example. This means the assessments need to be personalised for each child. Outstanding progress is between 66%-79% p.a in most cases. Some SLD children may achieve lower percentages- but it is still outstanding progress for them.

	Good progress	Outstanding progress
Sept (baseline- within 2 weeks)	0%	0%
October	12.5%	16.5%
Feb	25%	33%
June	50+%	66+%

Marking of the children’s work is used to identify next steps in order to aid progression. This information is then used to inform future planning. Over the past two years the school have revised the marking of children’s work to include more pupil voice. The pupils are encouraged to indicate their level of understanding and whether they enjoyed their lesson. Photographs using the class iPads are used for evidence as well as the paper-based work the children produce. The curriculum is reviewed on an on-going basis to ensure that it meets the needs of the children and is modified accordingly. Last academic year, the teachers have inputted progress data into BSquared (our previous assessment package.) This then generates percentages of attainment and progress to be analysed.

The school work very closely with a wide range of professionals to ensure all of the pupils’ needs are met. We liaise with a range of professionals including Visual Impairment specialists, Speech and Language Therapists, Communication Disorders Team, PALMS and the School Nurse. We also have Rebound Therapists and a Music Therapist.

**Definitions for the Levels of Achievement within B Squared**

B Squared contains different levels of achievements. Woolgrove School uses the following definitions;

**1. Participation**

The pupil is being cooperative, completing the activity with some support, which may include verbal prompting.

**2. Gaining Skills and Understanding**

The pupil attempts work independently; only minimal support and prompts are offered. They may only need a couple of prompts to get them started or to make sure they complete the task. The pupil may even achieve the task, but cannot repeat the achievement.

**3. Mastered**

The pupil can achieve the skill, they have demonstrated the skill a number of times and staff are confident they can do it.

BSquared analyses the percentages of ‘**Mastered**’ achievements that have been made by a pupil over time. P levels measure small steps in progress from P1 to P8 and beyond that are called Steps 1,2,3 etc. These are sub divided further to recognise small measures of achievement e.g.

P4c -> P4b -> P4a -> P5c -> P5b -> P5a .....etc.

One sub level progress

P4c -> P4b -> P4a -> P5c -> P5b -> P5a .....etc.

One complete level of progress (100%)

If a child makes 100% progress this is equivalent to one complete P Level of achievement e.g. a P4c to a P5c. Woolgrove is working towards personalising progress by ensuring assessment is not only based on percentages. A whole range of assessments are made, for example work in the children's books, anecdotal evidence, observational records, photographs and teacher judgements of the child's abilities are utilised. These targets maybe recorded in the Personalised Education Plans (PEPs) which are linked to the EHCPs.

A child has the potential to make more than 100% achievement in one year.

P4c -> P4b -> P4a -> P5c -> P5b -> P5a .....etc.

33% progress

(1 sub level)

66% progress (2 sub levels)

100% progress (3 sub levels)

133% progress (4 sub levels)

166% progress (5 sub levels)

SDP= School Development Plan

Following analysis of the attainment data, the SLT are able to target subject areas for the next academic year, in agreement with the Governors. This feeds into the school Performance Management process where Teachers have personalised targets set to increase attainment in the areas identified. Whole school displays in the corridors and classrooms will showcase work in these specific subjects, generating enthusiasm and conversations between staff and pupils.

There are no scaled scores to report on as the children do not take part in National Curriculum testing (SATS).

Update: Sept 18. Woolgrove school will be using a different assessment package from 2018-2019 and beyond. This is called **Classroom Monitor**.

Here is a link to find out more

<http://www.classroommonitor.co.uk/what-we-do/reporting-to-parents-online/>



This includes a short video

**Definitions:**

<b>FSM</b>	<b>Free School Meals</b>
<b>CLA</b>	<b>Child Looked After</b>
<b>PP</b>	<b>Pupil Premium</b>
<b>ASC</b>	<b>Autistic Spectrum Condition</b>
<b>MLD</b>	<b>Moderate Learning Difficulties</b>
<b>SEMH</b>	<b>Social, Emotional, Mental Health</b>
<b>SLCN</b>	<b>Speech, Language, Communication Needs</b>
<b>SLD</b>	<b>Severe Learning Difficulties</b>
<b>VI</b>	<b>Visual Impairment</b>

## Assessment Summary

September 17 to July 18



**NOR= 124**

37 girls 87 boys 43KS1 77KS2

In English the overall school progress was 86%

KS1	KS2
108%	73%

In Maths the overall school progress was 81%

KS1	KS2
89%	77%

### Summary

- Outstanding progress in all areas

### Key Stage 1 & Key Stage 2

English	Reading	Writing	Listening	Speaking	Spoken Language (above P8 only)
KS1 (43 pupils)	97%	132%	97%	94%	1%
KS2 (77 pupils)	83%	89%	63%	54%	13%

### Summary

- Outstanding progress in KS1
- Focus KS2 Speaking and Listening
- Outstanding Reading and Writing in KS2

Maths	Number	Measurement	Geometry	Statistics (above P8 only)
KS1 (43 pupils)	114%	90%	88%	0%
KS2 (77 pupils)	66%	75%	76%	23%

### Summary

- Outstanding progress in KS1
- Focus KS2 Number

**FSM**

**Report - FSM**

**Group - All Students**

**Subject - English**

**Range - 1/9/2017 -**

**1/6/2018**

FSM		English		Overall
Description	Student Count	01/09/2017	1/6/2018	
All Pupils	121	51% of P6	37% of P7	86%
<b>In Group</b>	<b>11</b>	<b>13% of P8</b>	<b>88% of P8</b>	<b>75%</b>
Not in Group	110	34% of P6	21% of P7	87%

**Summary**

- Outstanding in all areas

**Report - FSM**

**Group - All Students**

**Subject - Maths**

**Range - 1/9/2017 -**

**1/6/2018**

FSM		Maths		Overall
Description	Student Count	01/09/2017	1/6/2018	
All Pupils	121	51% of P6	37% of P7	86%
<b>In Group</b>	<b>11</b>	<b>13% of P8</b>	<b>88% of P8</b>	<b>75%</b>
Not in Group	110	34% of P6	21% of P7	87%

**Summary**

- Outstanding in all areas

**Pupil Premium**

**Report - Pupil Premium**

**Progress**

**Group - All Students**

**Subject - English**

**Range - 1/9/2017 - 1/6/2018**

Pupil Premium Progress		English		Overall
Description	Student Count	01/09/2017	1/6/2018	
All Pupils	121	51% of P6	37% of P7	86%
<b>In Group</b>	<b>29</b>	<b>100% of P6</b>	<b>95% of P7</b>	<b>95%</b>

Not in Group	92	35% of P6	18% of P7	83%
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**Summary**

- Outstanding in all areas

**Report - Pupil Premium Progress**

**Group - All Students**

**Subject - Mathematics**

**Range - 1/9/2017 - 1/6/2018**

Pupil Premium Progress		Maths		Overall
Description	Student Count	01/09/2017	1/6/2018	
All Pupils	121	71% of P6	52% of P7	81%
<b>In Group</b>	<b>29</b>	<b>26% of P7</b>	<b>10% of P8</b>	<b>84%</b>
Not in Group	92	53% of P6	34% of P7	81%

**Summary**

- Outstanding in all areas

**Report - EAL**

**Group - All Students**

**Subject - English**

**Range - 1/9/2017 - 1/6/2018**

EAL		English		Overall
Description	Student Count	01/09/2017	1/6/2018	
All Pupils	121	51% of P6	37% of P7	86%
<b>In Group</b>	<b>1</b>	<b>30% of P5</b>	<b>66% of P5</b>	<b>36%</b>
Not in Group	120	52% of P6	38% of P7	86%

**Summary**

- Tracks 1x pupil only, focus next year

**Report - EAL**

**Group - All Students**

**Subject - Maths**

**Range - 1/9/2017 - 1/6/2018**



EAL		Maths		Overall
Description	Student Count	01/09/2017	1/6/2018	
All Pupils	121	71% of P6	52% of P7	81%
<b>In Group</b>	<b>1</b>	<b>30% of P5</b>	<b>20% of P6</b>	<b>90%</b>
Not in Group	120	72% of P6	53% of P7	81%

### Summary

- Outstanding progress

SEN Type		English		Overall
Description	Student Count	01/09/2017	1/6/2018	
ASD	58	87% of P6	73% of P7	86%
MLD	30	14% of P7	88% of P7	74%
SCLN	4	91% of P5	61% of P6	69%
SEN Type		Maths		Overall
Description	Student Count	01/09/2017	1/6/2018	
ASD	58	18% of P7	92% of P7	74%
MLD	30	27% of P7	97% of P7	70%
SCLN	4	8% of P6	71% of P6	63%

### Early Years Outcomes analysis 2017-2018

Steps of progress		1 step	2 steps	3 steps	4 steps or more
Personal Social Emotional Development.	Self-confidence and self-awareness.			25%	75%
	Managing feelings and behaviour			50%	50%
	Making relationships		25%	75%	
Communication and Language	Listening and attention		25%	25%	50%
	understanding		25%	50%	25%

	Speaking	25%		25%	50%
Physical Development	Moving and handling	25%	25%	25%	25%
	Health and self care	25%		75%	
Literacy	Reading		50%		50%
	Writing			50%	50%
Mathematics	Numbers			25%	75%
	Shape, space and measure				100%
Understanding the world.	People and communities			25%	75%
	The world				
	Technology		75%		25%
Expressive art and design	Exploring and using media and materials			25%	75%
	Being imaginative			50%	50%

- 50% of the children were boys. (2 children)
- 50% of the children were girls (2 children)
- 50% of the children had a diagnosis of an ASC.
- 50% of the children had a diagnosis of a Physical, Neurological Impairment.
- The children's baselines identified that 25% were working within 8-20, 50% within 16-26, 25% within 22-36 age bands.
- Attainment at the end of the year showed 25% working within 16-26, 50% within 22-36 and 25% working with 30-50.

#### **Percentage of children meeting targets**

Met or exceeded target		
Communication and Language	Listening and attention	100%

	understanding	100%
	Speaking	100%
Literacy	Reading	75%
	Writing	100%
Mathematics	Numbers	100%
	Shape, space and measure	100%

**Strengths;**

Improvement in SSM, writing, reading and Number progress.  
Improvement on results from last year.

**Areas of Development.**

- Communication and Language in relation to lower developmental levels and in the area of speaking.
- Physical development in relation to Moving and Handling
- Technology