Progress, Attainment and Achievement Policy- Data Collection, Analysis and Target Setting

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This policy statement and associated procedures is designed to give a clear picture of Linwood's approach to Progress, Attainment and Achievement, Data Collection, Analysis and Target Setting.

What does progress mean at Linwood?

Progress is the extent to which pupils have moved forward in their learning from their starting point.

What does the term attainment mean at Linwood?

Attainment is the standard of academic performance usually demonstrated by tests, examinations or through teacher assessment.

What does the term achievement mean at Linwood?

Achievement takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards.

At Linwood we believe that high expectations are the key to securing good progress, accurate assessment is essential to securing and measuring pupil progress and that age and prior attainment are the starting points for developing expectations of pupil progress.

We acknowledge that it is important to understand how the nature of learners' needs have shaped their progress to date, how well are they progressing and how effectively barriers to progress have been identified. We believe that an understanding of the pupil's needs is critical to high-quality teaching and learning and is critical when setting challenging targets for individuals.

The apposite use of data and analysis allows us to ask the right questions about whether progress is good enough.

At Linwood we do not base our judgements about progress on numerical data alone but consideration is given to the wider well-being outcomes as we believe that these are essential to a child's /young person's development, progress and achievement. The data, as always, is only the beginning of the story…..It's how we use it to inform teaching and learning to ensure achievement for each individual and achievement for all.

Following the abolition of National Curriculum levels and the introduction of the new National Curriculum 2014 we have revised our policy and practice when assessing pupil progress, attainment and achievement.

Early Years

Assessment is carried out through observation, the majority of which will be of child-initiated tasks.
All staff team members will contribute to observations and record these on pupil response sheets/learning stories.

These observations will provide evidence of the progress made against the EYFS areas of learning.
Each pupil has an electronic Early Years Learning Journal in Tapestry.

Pupils are assessed on the EYFS/Primary Phase Assessment document or EYFS Developmental Journal (which breaks down the early bands of Development Matters to smaller targets) in their first term at Linwood. This is then updated throughout the year and in the summer term statements are collated and compared against Linwood's judging progress and attainment criteria.

If a child attends Linwood when they are 2 yrs old a progress check will be completed and copies given to parents and health visitors.

Judgements from the EYFS profile are submitted to the L.A. at the end of a pupil's reception year.

ALMA Curriculum

Pupil progress is assessed within the 8 domains:

- Social relationships and emotional development
- Communication
- Conceptual development
- Sensory responses
- Understanding of time and place
- Orientation of movement and mobility
- Ownership of learning
- Responses to routines and changes

Three levels of mastery are recorded:

Aware	the pupil shows signs of being ready to learn the ability
Achieved in specific contexts	the pupil consistently uses the ability in some, but not all, relevant situations
Generalised	the pupil consistently uses the ability in all appropriate situations

A percentage baseline is recorded and progress against the baseline is analysed at the end of each academic year.

P Level /Step 'I can' statements

'I can' statements have been written in English, Maths, ICT, Science and PSHE/Citizenship. These statements cover all the attainment targets as set out by the National Curriculum 2014. In English, Maths and ICT, two additional levels, P9 and P10, have been added that bridge the gap between P8 and Step 1.
'I can' statements inform planning and identify gaps in knowledge as well as recording pupil achievement. Each 'I can' statement covers one aspect of learning.
If a pupil has achieved the aspect of the statement on one occasion it will be said that the pupil is 'emerging', if the pupil has achieved this on more than one occasion but is not yet consistent the pupil will be said to be 'developing' and when the aspect of learning covered by the statement is secure, the pupil is said to have 'achieved' it. These criteria apply to each statement.

Classroom Monitor

Classroom Monitor (electronic assessment system) is used to record, track and analyse progress for students accessing the I Can Curriculums, GCSE's and Chi Programmes of study. A baseline is completed on entry to the school and recorded in terms of percentage of statements achieved within each level/step. e.g. 40% of Number P9 achieved, 50% P10 Measures, etc.
Classroom Monitor is updated on a termly basis by class teachers.

Progress of pupils will be measured in percentage terms – difference between baseline and end point, in each attainment area within each subject.

Post 16 The Link and Springwood

All students entering Post 16 are baseline assessed on their personal and social skills using the Pathways to Independence Assessment Tool. Reading Age and Comprehension Age is assessed annually and progression against accreditation outcomes.

These students are assessed on their progress using Functional Skills Maths & English (if appropriate) and the OCR curriculum of Life & Living Skills which operates from Entry Level 1-3. Students are encourages to progress through the levels.

A small percentage of post 16 students will be following the ALMA curriculum if their identified learning profile is PMLD or CLDD

Assessment at CHI

All Students at CHI will be baseline assessed for their employability skills using that Employability Skills Framework.

Academic progress is included in their EHCP outcomes to ensure that the targets set are SMART and the long and short term targets are measured.

Students at CHI are assessed on their progress using Functional Skills Maths and English Targets. The students will also take a variety of other qualifications at Entry 3 Level or Level 1, or 2 depending on their abilities.

BTEC – Introduction to Hospitality
Preparation for Working Life
Health and Safety at Work
Food Health and Hygiene.
Learning Profiles

Definitions of different Learning Profiles:

Students will be placed in their "best fit" learning profile which is defined as their main need within the context of Linwood School. The learning profiles will be attributed to each student by the Phase Leaders.

PMLD (Profound and Multiple Learning Difficulties)

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).
(Ref DFE 2010)

CLDD (Complex learning difficulties and disabilities)

These students will be working at any level of the national curriculum including P scales and communicating using a range of strategies. They will have conditions which co-exist with one or more special educational needs that overlap creating a complex profile of learning need. The co-occurring and

compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive.
(Ref B Carpenter 2011)

CSLD (Complex & Severe Learning difficulty)
Pupils with a significant intellectual or cognitive impairment co-existing with another significant profile of need. They will need support in all areas of the curriculum and significant support in self-help, social and independence skills. Students may be non-verbal or have a very limited vocabulary. Their attainment would be the equivalent of the low to mid P scale range for much of their school career and may present a flat profile in some subject areas once they have grasped the skills.

SLD (Severe learning difficulty)
Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers.
(Ref: DFE 2010)

ASD (Autistic Spectrum Disorder)
Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning disabilities or other difficulties, making identification difficult.
ASD recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

● understand and use non-verbal and verbal communication
● understand social behaviour, which affects their ability to interact with children and adults
● think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.
(Ref DFE 2010)

MLD (Moderate Learning Difficulties)
Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions.
(Ref DFE 2003)

SEMH (Social, Emotional & Mental Health Difficulty)
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical

symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
(Ref DFE 2015)

Table of targets by "learning profile"

P LEVEL / STEP / ALMA DOMAIN	(Alma)	ASD/PMLD	CLDD (Curri)	CSLD	ASD/SLD	SLD (Curric)	ASD/MLD	MLD (Curric)	Asper/MLD	Asper/Comp	Aspergers	(Alma)	ASD/PMLD	CLDD (Curri)	CSLD	ASD/SLD	SLD (Curric)	ASD/MLD	MLD (Curric)	Asper/MLD	Asper/Comp	Aspergers
	% Good											% Outstanding										
PHASE 1 (Alma) Equals 1-10	5	5			10							10	10			20						
P4-6 (I Can) PHASE 2 (Alma)	5	5	15		10	20	20	20				10	10	25		10	30	30	35			
P7-8 (I Can) PHASE 3 (Alma)	10		17		10	30	20	40				15		25		20	40	30	60			
P9-10 (I Can) PHASE 4 (Alma)					10		20		30	30	40					20		30		40	40	50
STEP 1			25		10	30	20	45	30	30	40			30		10	40	30	60	40	40	50
STEP 2					10		20	45	30	30	40					10		30	60	40	40	50
STEP 3							20	40	30	30	40							30	55	40	40	50
STEP 4							20	35	30	30	40							30	50	40	40	50
STEP 5							20	35	30	30	40							30	50	40	40	50
STEP 6							20	35	30	30	40							30	45	40	40	50
Semi-Formal Curriculum			10	15	20	20	30	30						20	25	30	30	40	40			
Entry Level 1-3							40		50	50	60							50		60	60	70
GCSE 1-5 (g-c)							15		30	40	50							20		30	50	60
GCSE 6-9 (b-a*)									30	40											40	50

Some students, in particular those based at Springwood would have a combined Learning profile of ASD and an additional learning need which contributes to their learning profile and therefore affects their anticipated level of progress.

Judgments about pupil progress and target setting
Judgements on pupil progress will be made under two categories; good and outstanding.
Targets will be set according to the expectation of outstanding or good progress for each pupil for each attainment area of each subject by their learning profile.

What do we do to track progress and attainment?

Baseline- At point of entry and throughout year - Class teacher
All new pupils are base lined on entry to Nursery/Reception against the Early Support Developmental Journal/ Early Years Assessment Documents.
The Early Years Profile will be completed upon exit from Reception and forwarded to the LA.
Years 1 – 11 are baselined against the P Level/ Step I can statements or ALMA potential achievement and progress statements
All students entering Post 16 are baseline assessed on their personal and social skills using the Pathways to Independence Assessment tool. All students entering CHI are also based on their employability skills.

Termly
EYFS assessment /P Level/ Step I can statements or ALMA potential achievement and progress statements are updated as part of ongoing assessment.
For all other subjects end of key stage descriptors are annotated and dated.

Annually
End of KS 1, 2 and 3 data is submitted to the LA as outlined in the SATS guidance.
Early Years Profile is submitted to LA end of Reception year.
Salford Reading Assessments are completed in the Autumn Term and recorded and month increase is analysed using an excel spreadsheet

Analysis
This takes place at the end of the summer and beginning of the Autumn Term.
Data is analysed at individual level, cohort and school level
Vulnerable groups are tracked e.g. EAL, EM, LAC, Pupil Premium, FSM
As a starting point data is analysed against age and prior attainment and then analysed considering primary need and other contextual information e.g. safeguarding, health
Entry and exit to a KS is analysed and year on year
Salford results are analysed by the assessor and suggested areas for development are provided; results are analysed by months increased for reading age and comprehension.
External Accreditation results are analysed in the autumn term.

Other
Completion of Progress and Attainment O2E takes place in the autumn term
PLP and PAP Map targets are reviewed half termly by the class teacher and TAs
Physiotherapy targets –GAS (Goal Attainment Scale) are analysed by the physiotherapist where o = expected, 1= good, 2+=outstanding.
SALT targets are included within PLPs and PAP Maps (potential achievement and progress statements)

Target Setting at Linwood
- A target is what the pupil could achieve if the school has high aspirations and puts in place the right conditions for learning.
- Target setting is central to school improvement.

- Aim is to improve outcomes and help to narrow the gap.
- Annual targets are set for all pupils to maximise outcomes
- Target = prediction + challenge.
- A prediction is the outcome the pupil is likely to achieve based on their prior performance.
- A prediction is generated from prior attainment data.
- It is important to have knowledge of how the leaner has been progressing and how effectively barriers to progress have been identified, minimised or removed.
- When setting targets the school begins with the prediction and then considers all the other factors that they are aware of, in order to determine an appropriate level of challenge.

PLP/PAP Map targets are set in conjunction with the pupil, support staff and parents and are reviewed half termly.
P/Step/ALMA targets are set annually in the autumn term in English and Maths /ALMA 8 Domains
Targets are revisited during the year/key stage and may be changed/modified as necessary
It is expected that all teachers and TAs have access to the targets.

Moderation
Why do we moderate?
- To establish a process whereby staff share and discuss pupils' work
- To support teachers in making judgements about pupils
- To develop a shared understanding of p levels and I can steps
- To provide consistency
- To facilitate monitoring by subject leaders
- To assist in the process of self-evaluation
- To ensure students work for accreditation is of an appropriate standard

Judgements about levels are made through the scrutiny of work and results through a range of moderation processes:

- P Scale Moderation groups for mainstream and special schools take place
- Moderation takes place through Phase Meetings
- P Level/ Step I can statements or ALMA potential achievement and progress statements are used to support best fit judgements
- Half term books are kept for writing and number for pupils P4 and above up to the end of Year 11
- Progress and Achievement Books are kept for pupils working within the ALMA Curriculum , a new book is started at the beginning of the academic year and then completed books are sent home the following Spring Term (February half term)
- Early Years Foundation Stage Assessment Documents
- Early Years Development Matters Assessment Document
- Class records e.g. key word check lists, spelling test records are kept to provide evidence of a best fit picture

Intervention

If less than expected progress is identified then pupils have opportunity for additional intervention e.g. 1:1/small group intervention groups led by a teacher, self-esteem groups led by the School Nurse and TAs, Turnabout, FFT .(see Intervention Programme Guidelines – DOCS Policy and Guidelines)

Evidence trail

- PLPs
- Progress and Achievement Books
- Appraisal- targets to support teacher's own professional development
- Learning Journals /Records of Achievement /Progress Files -work is annotated with levels achieved for single pieces of work
- Planning – differentiated to support a personalised learning approach
- Pupils' work including half termly books used to show progress within writing and number
- Marking of pupils work which identifies improvement prompts where appropriate
- Records of significant pupil's responses are recorded on response sheets for pupils working within P1-3.
- Post 16 students have assessment folders which contain all of their work for accreditation, an overview of their achievement to date, their Pathways to Independence Assessments and any reading / additional assessments.
- Individual class records e.g. key sound/word check lists
- Lesson Observations- is learning matched to pupil's abilities
- External accreditation routes e.g. Entry Level, Level 1, BTEC, Preparatory Awards etc
- SATS results
- PAPs (Potential Achievement & Progress) records

Parent Partnership

Progress is reported to parents at Annual Reviews and Parent Consultations.

End of Key Stage data is reported to parents and form part of the Annual Report

Graphs are selected where appropriate as a visual tool to show parents the progress their child is making.

Parents have the opportunity to contribute to their child's PLP targets

Parent consultations and annual reviews provide parents with the opportunity to raise questions or any concerns that they may have.