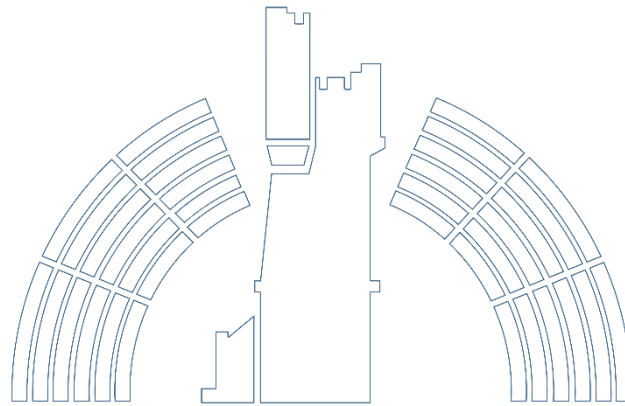




Castle Hill School
Innovating, Communicating, Empowering

Progress Report Summer Term 2026

*This report has been compiled to provide all stakeholders with a comprehensive view of **whole school data** on a termly basis. The report includes charts to evidence the data and a summary of the key points. Further analysis is available on request including analysis of individual pupil progress and assessment data from previous years, providing evidence of a clear learning journey.*

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The termly Progress Reports, when compared over the academic year, show the progress of the pupils at Castle Hill School. The Progress Reports follow the cycle:

- Autumn – Baselines and target setting
- Spring – Progress towards targets and interventions required
- Summer – Achievements and conclusions

Summer 2026 Headlines from EYFS, Castle Hill Level, Target Setting and MAPP/PiP Analysis

EYFS: The end of year data taken from Birth to 5 Matters reflects the varying needs of the pupils in EYFS. Pupil progress across all areas of Birth to 5 Matters indicates steady progression. Many of the pupils have spiky profiles. Where spikes and dips are indicated this directly relates to the pupils' physical, sensory or communication needs, MAPP targets are put in place to address these issues. As all KS1 pupils are in EYFS classes this academic year they have been assessed using Birth to 5 Matters. This assessment tool is used for pupils learning in EYFS as it reflects a holistic view of early child development appropriate to the needs of pupils at this stage. However, due to increased numbers of KS1 pupils in EYFS, for the academic year 2026-27 all KS1 pupils will be assessed against Castle Hill Levels, irrespective of their class group.

English: In KS2-4 progress in all four skill areas in English is comparable. In KS5, progress in all four skills areas in English is generally comparable, with slightly higher attainment in Reading at CHL 8-9, compared to the other skill areas.

Maths: In KS2-5 progress in all three skill areas in Maths is comparable.

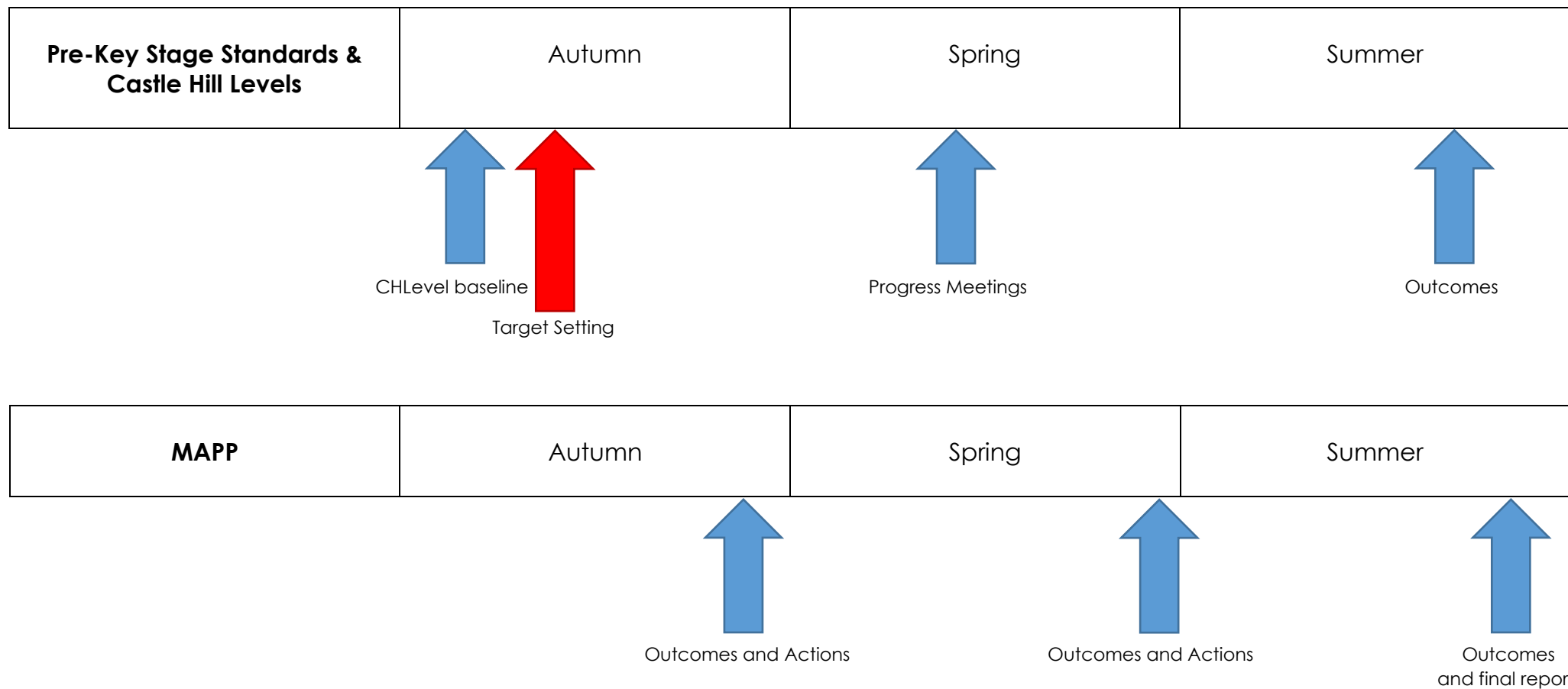
Target Setting: In English, 77% of pupils met their end of year targets in 2026. In Maths, 75% of pupils met their end of year targets. The expected range of achievement of targets is 75%-79% which demonstrates that challenge is effectively integrated into the target setting process. The application of Progression Guidance remains essential. Where Key Stages sit outside of the expected range, this will be addressed through further analysis by the English / Maths Leads, in collaboration with Phases Leads, to ensure sufficient challenge and appropriate English / Maths interventions.

MAPP/PiP: (Mapping and Assessing Pupil Progress) is used to record progress relating directly to long-term EHCP outcomes. The use of PiP (Progress in Provision) targets ensures pupils progress towards the completion of MAPP targets, through small steps of progress. Termly individualised MAPP outcomes are analysed in a professional discussion with SLT as part of the ongoing assessment process. MAPP progress is slightly up from the last two years. All pupils' individual MAPP learning journeys provide some evidence of progress. Where there are individual dips, this will be supported and addressed through moderation and Phase lead support. All pupils' individual MAPP learning journeys provide some evidence of progress. There is a negligible difference in progress dependent on gender, receipt of any Premium ever, or ethnicity.

Summer Assessment Report 2026 CHIP Outcomes

Priority: To improve our assessment process, through moderation and the development and application of new progression guidance.			
Intent: Improving assessment processes through the gathering of qualitative data (case studies) to support quantitative data outcomes, moderation to quality assure descriptors of progress and the development of progression guidance			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Progress Over Time Case studies will track and support outcomes	Ongoing collation of long- and short-term case studies	PH	Collated Case Studies
CHL Moderation 25-26 To provide an ongoing forum for discussion regarding assessment outcomes through dedicated time within Teachers Meetings Moderation sessions include CHS levels, PiP targets and also discussions with other schools.	Application of lessons learnt by the teachers within assessment processes	KD / VL	Minutes of Teachers Meetings
The development Castle Hill Level Progression Guidance To develop progression guidance, to inform the target setting process	Application of Progression Guidance to assist in target setting process	PH / DP / RW	Analysis of outcomes from the target setting process within the Summer Assessment Report on an annual basis
The Assessment of all pupils in Year 1 and above using Castle Hill Levels, including those in Early Years. (All Early Years pupils will be assessed using Birth to 5 Matters in addition to this.)	The inclusion of Year 1 and above data in Castle Hill Level assessments for Early Years Pupils from September 2026	PH	Assessment Reports Pupil Progress Documents
To identify and support classes where MAPP progress is below expectations	Increased frequency of assessment for identified classes	DP	Assessment Reports MAPP assessment
To develop a horizontal progression element within Individual Pupil Progress Document to support identified pupils for whom it is appropriate to be challenged to make progress within range	To identify pupils for whom it is appropriate to have a horizontal progression element within Individual Pupil Progress Documents (13 pupils in total) – 24.02.26 Update the Teachers /Class Leads re: planned changes to Pupil Progress Documents – 04.03.26 To launch the new horizontal progression element for Progress Towards Targets meetings Summer 2026	PH	Pupil Progress Documents Whole School Assessment Report Summer 2026
Impact: Improved assessment processes and increased opportunities for learning			

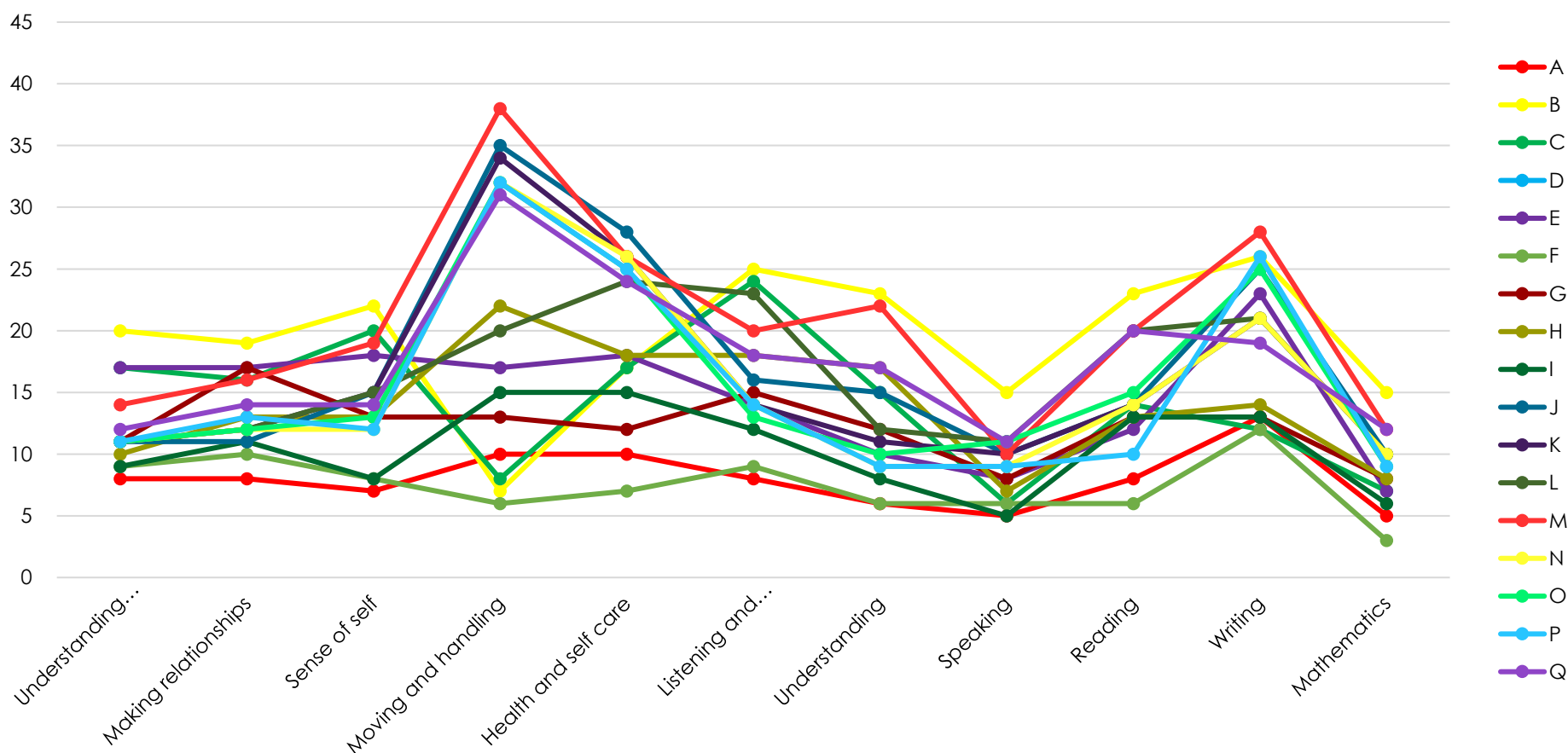
Assessment Timeline



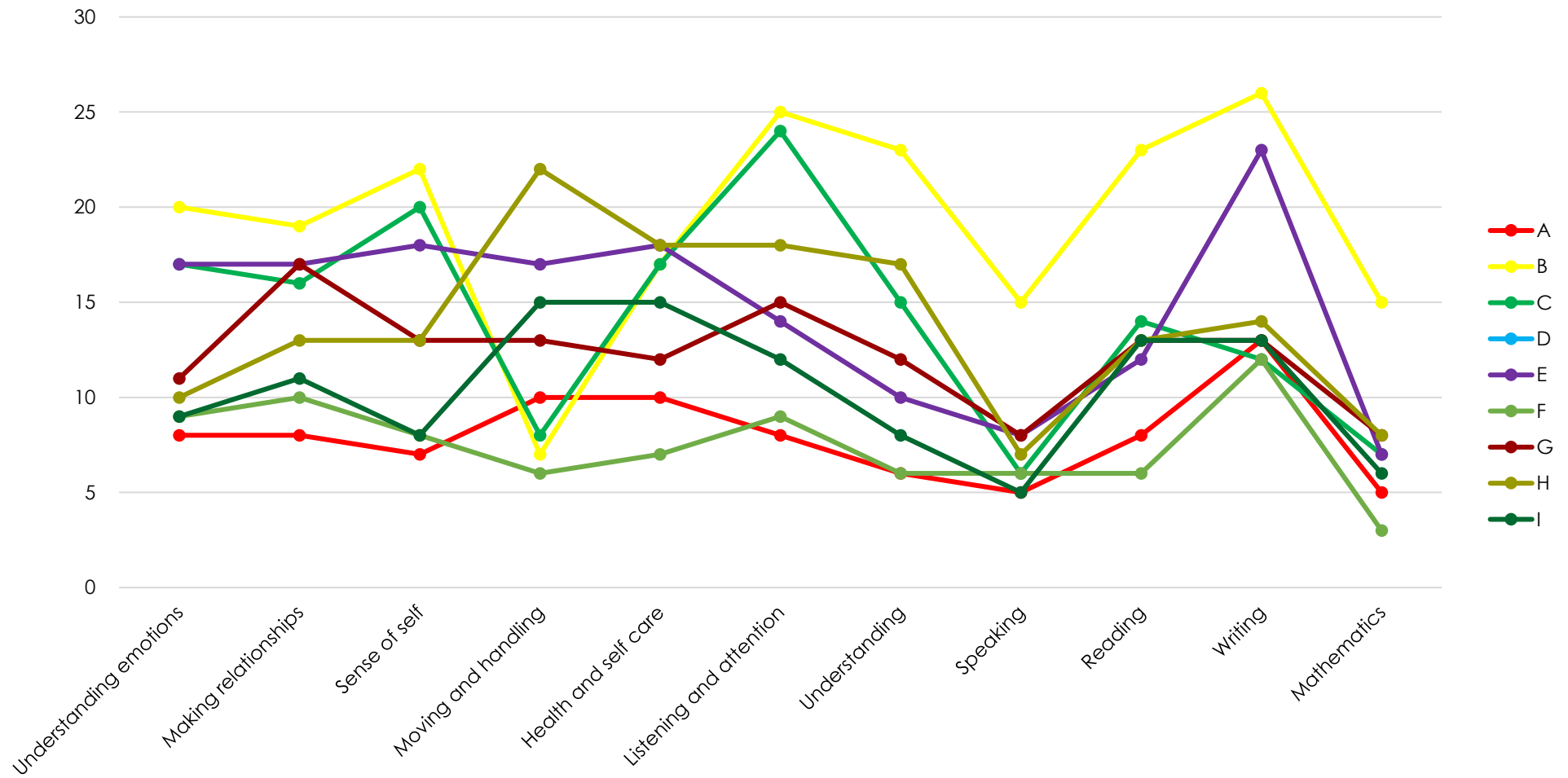
EYFS Birth to 5 Matters end of year assessment 2025-26

All pupils in the EYFS have been baselined using the Birth to 5 Matters areas of learning. All pupils, in both Early Years classes (EY1 and EY2) have a spikey profile, as shown in the two graphs below. Across the 18 pupils there is also a range of abilities - pupils in EY1 access a Sensory Curriculum, whilst pupils in EY2 predominantly have a diagnosis of Autism, therefore Communication and Interaction is their primary need.

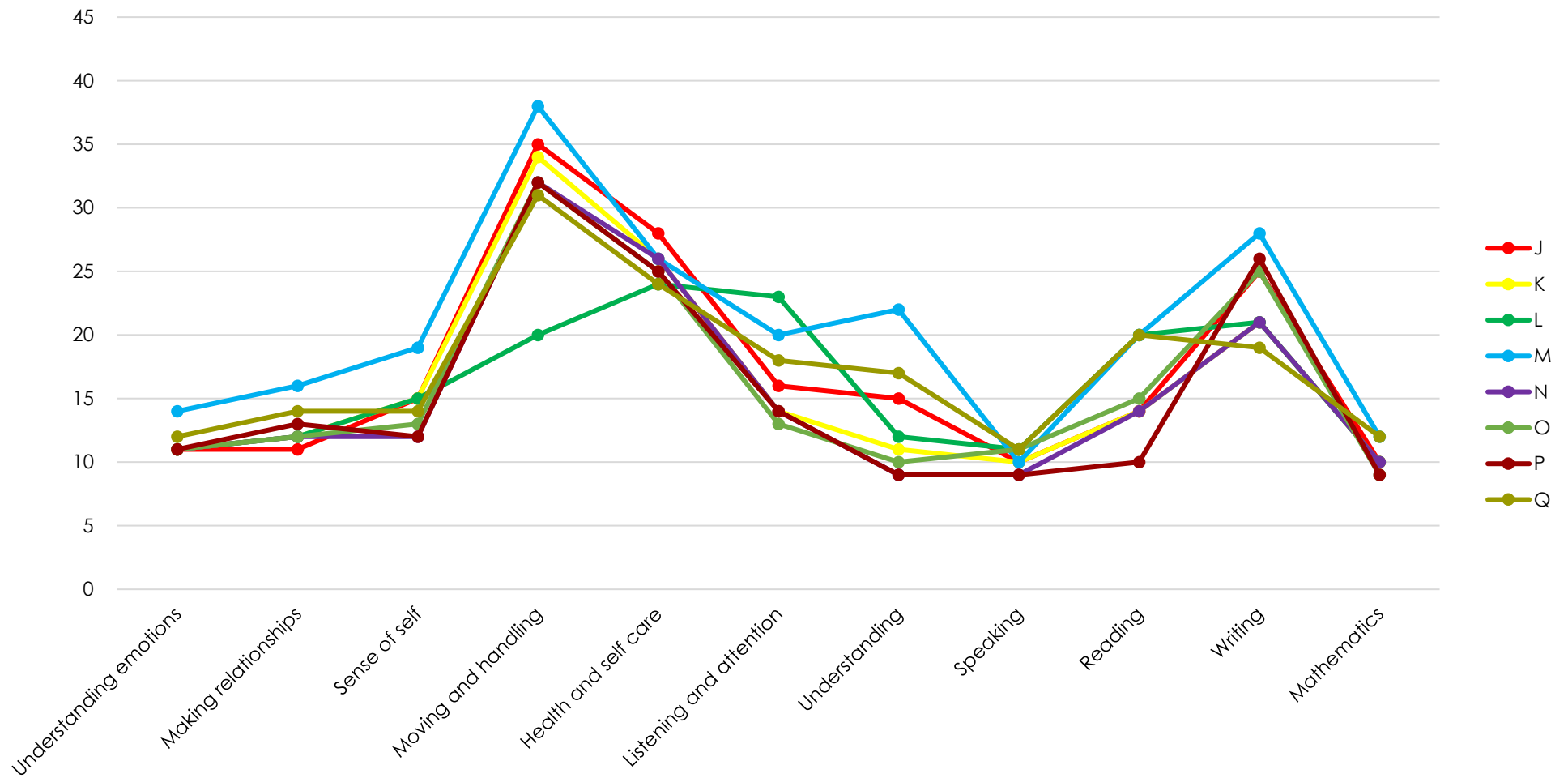
EYFS Birth to 5 Matters End of Year Assessment 2025-26



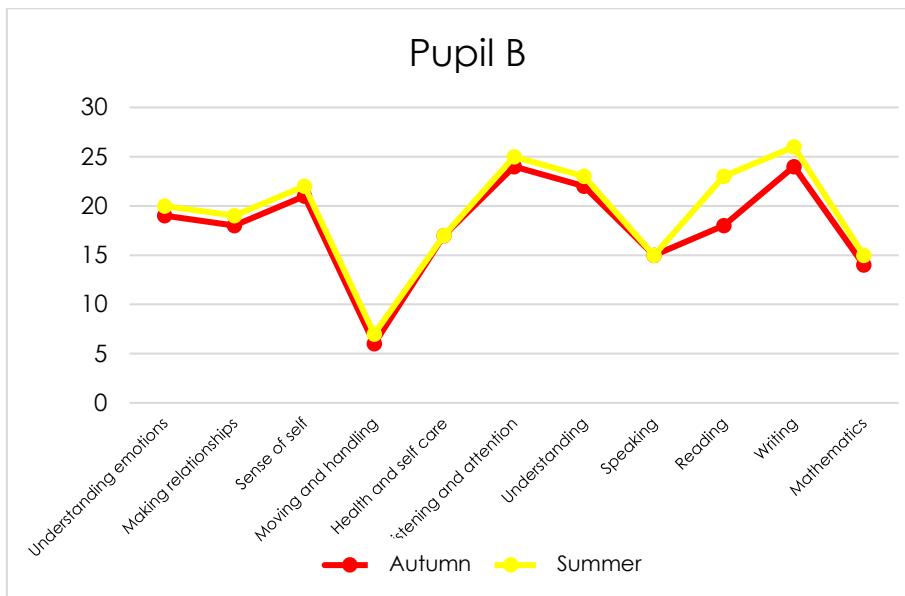
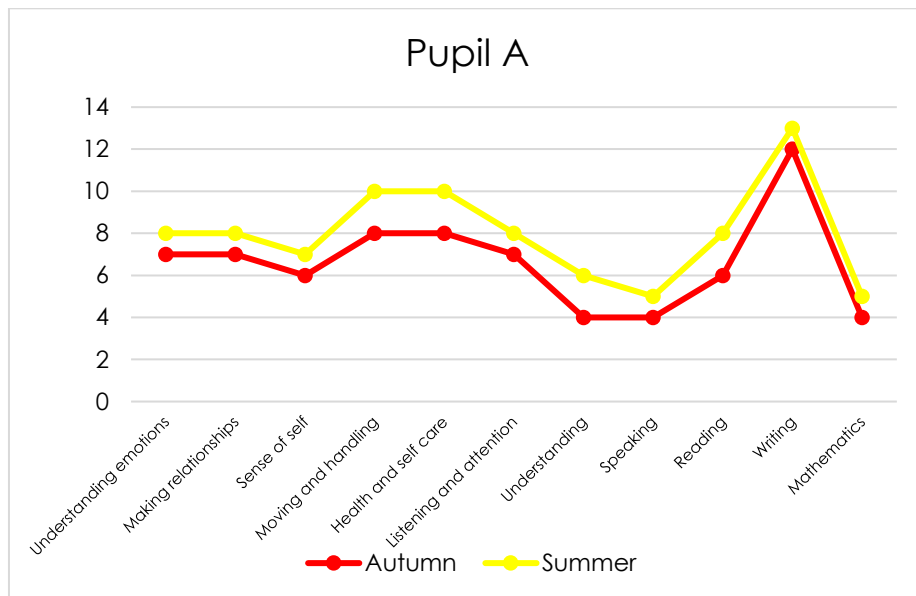
EY1 Birth to 5 Matters End of Year Assessment 2025-26

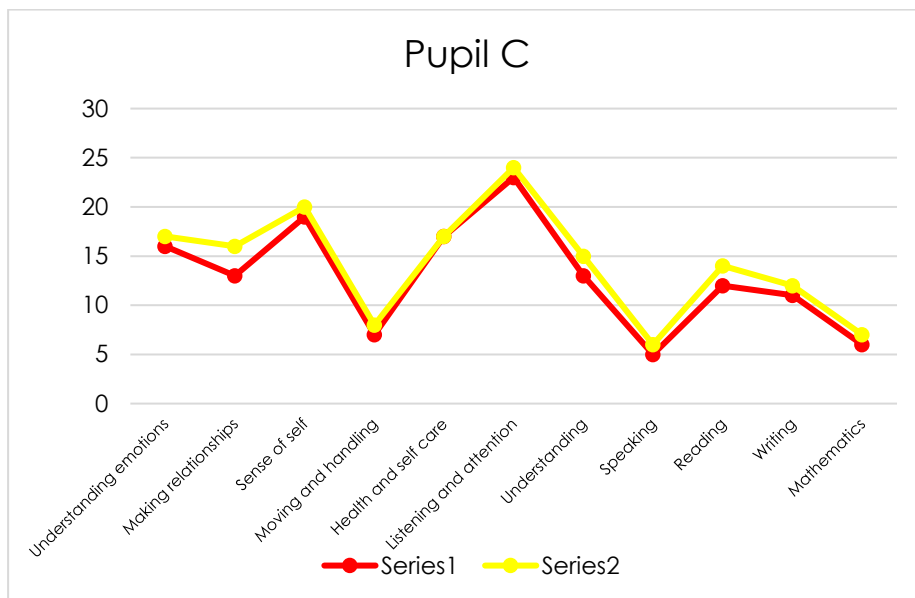


EY2 Birth to 5 Matters End of Year Assessment 2025-26

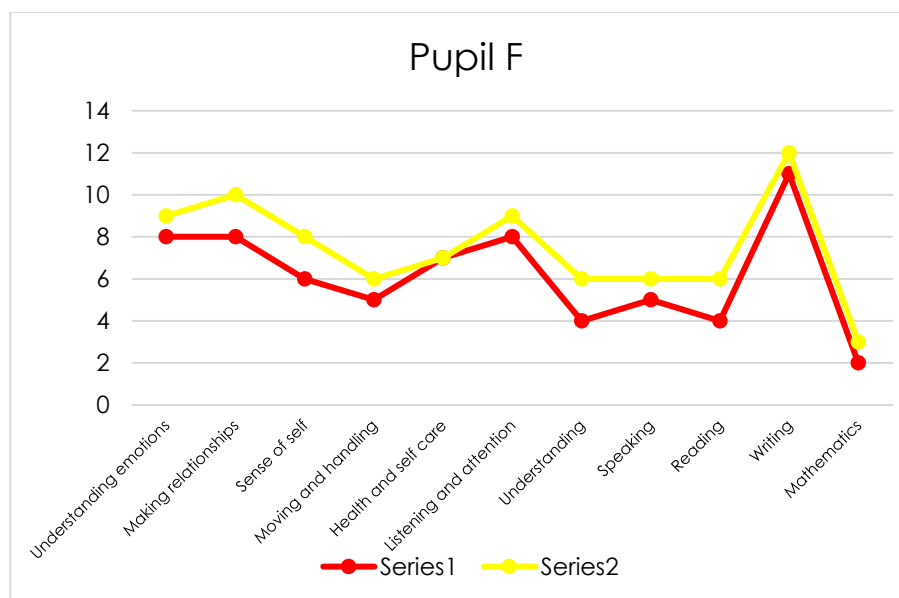
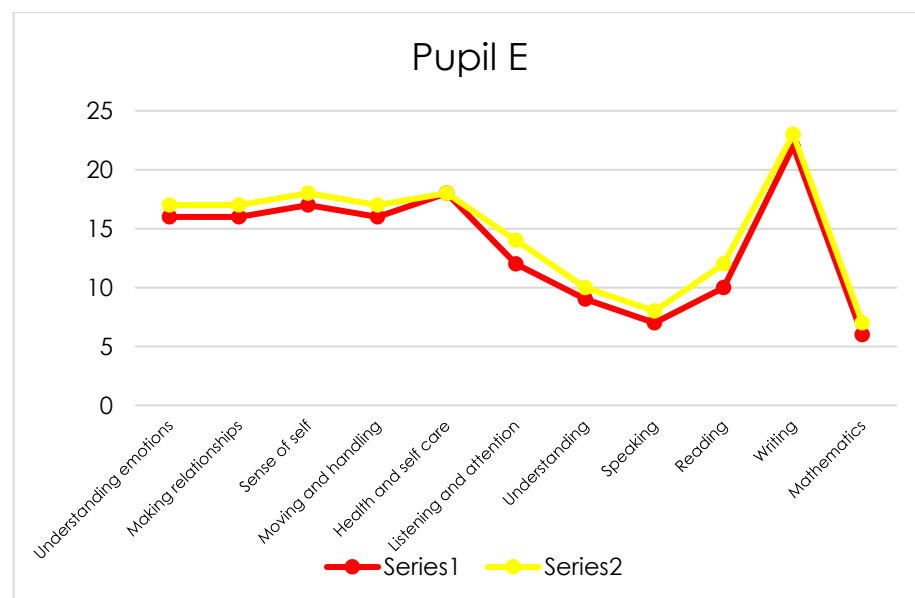


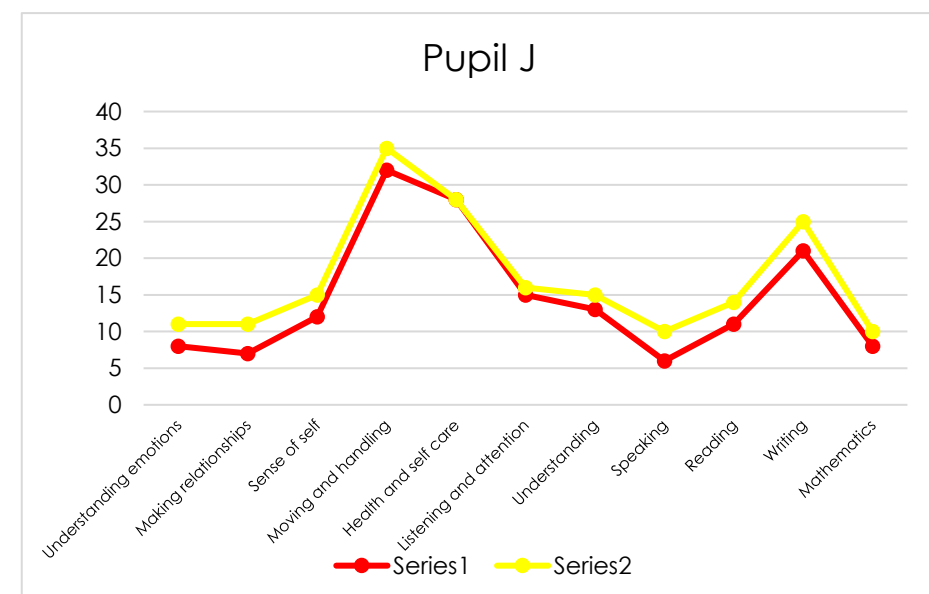
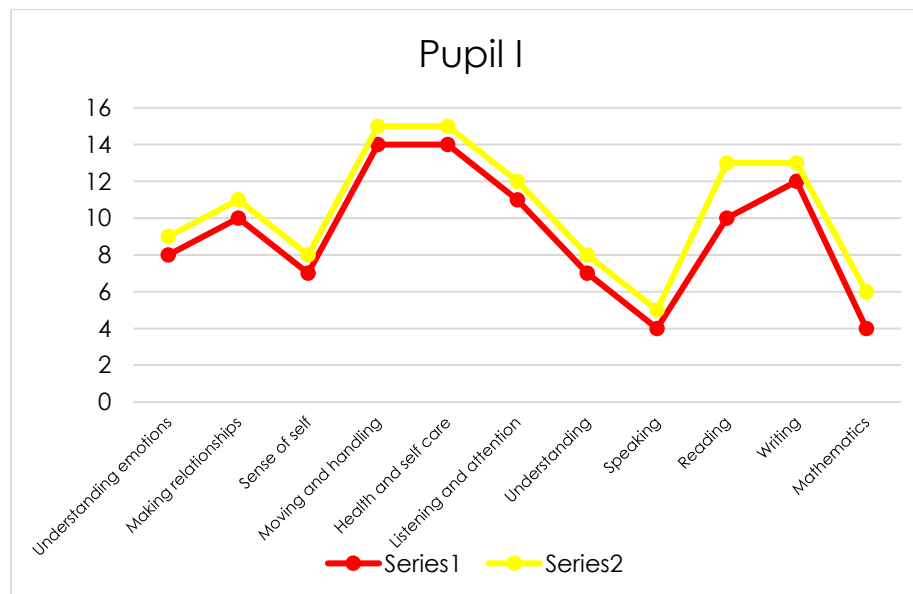
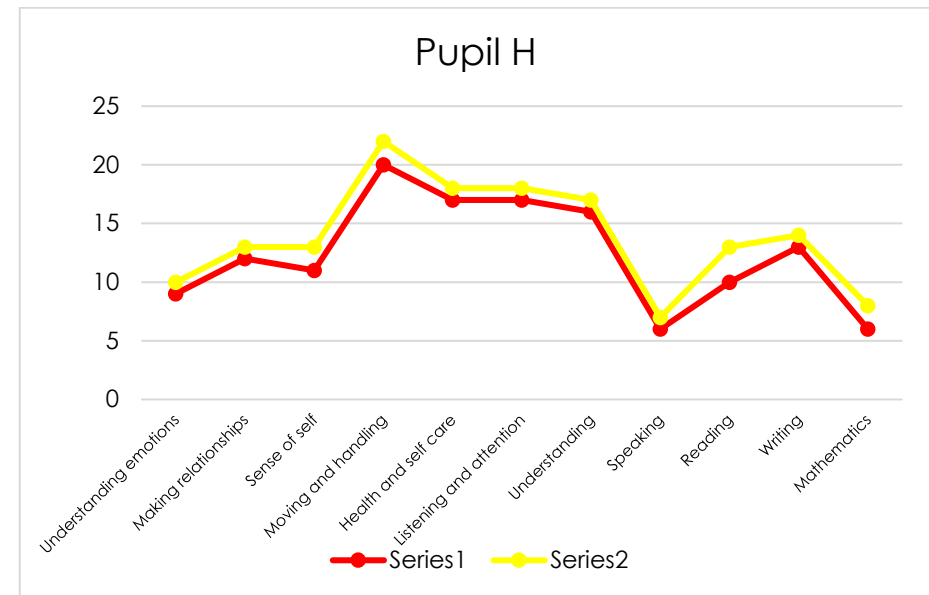
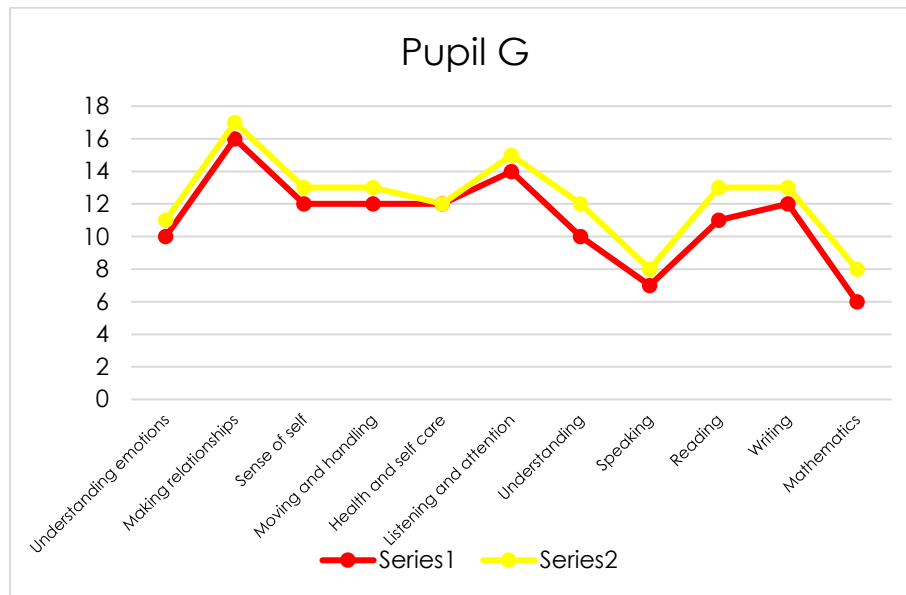
The following graphs show in detail the individual pupil profiles. Some of the developmental steps in specific areas are more challenging than others to achieve. It should be noted there are significant drops in levels that cannot be explained through sensory/communication needs of the individual pupils - where this is the case MAPP targets are in place to support further development.



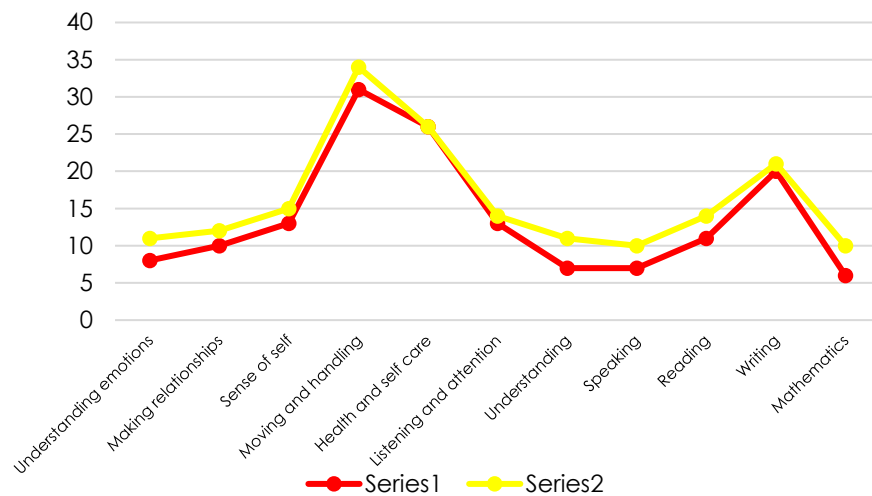


Note: Pupil D has moved to Primary

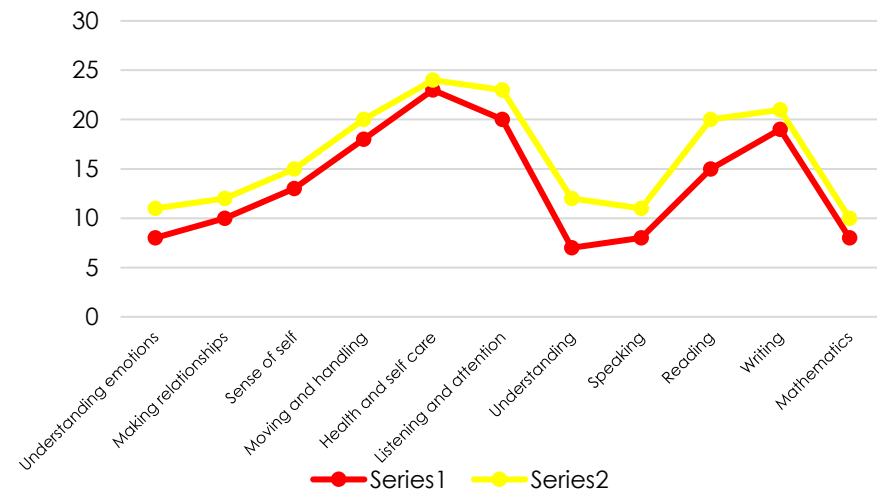




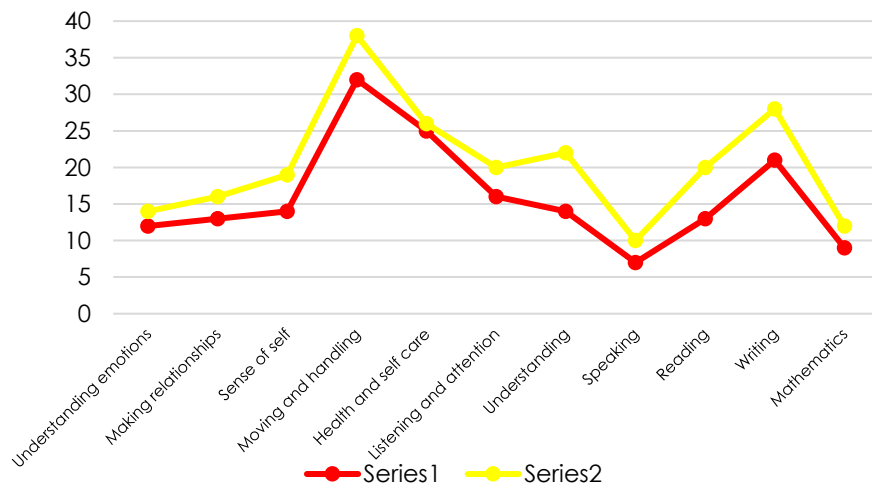
Pupil K



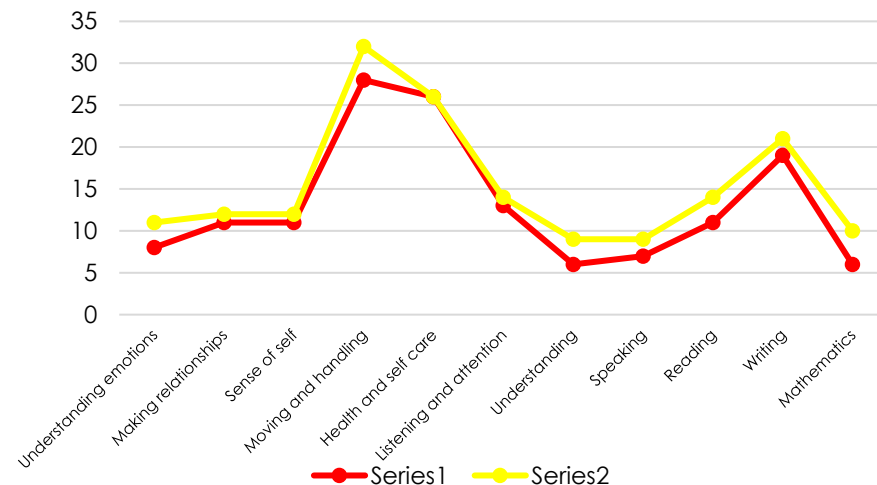
Pupil L

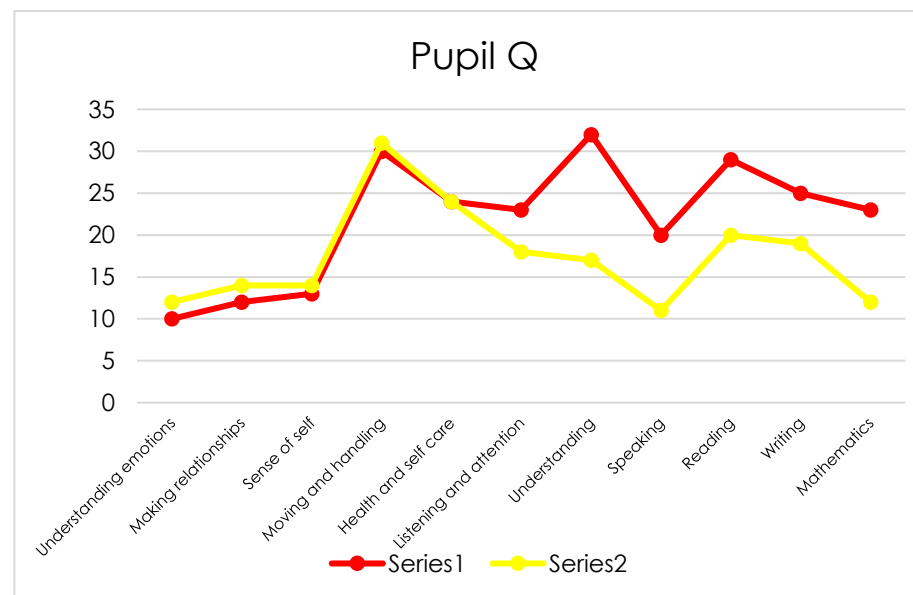
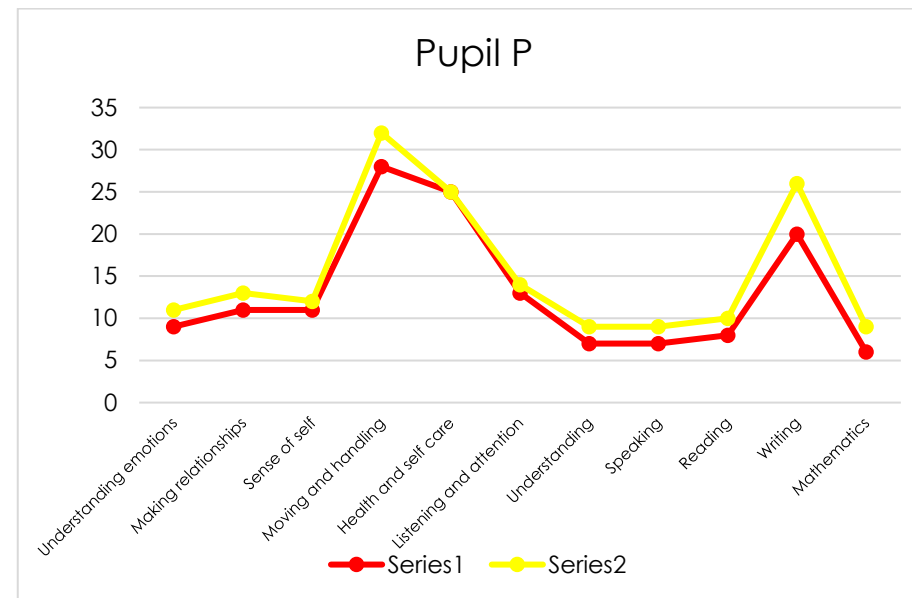
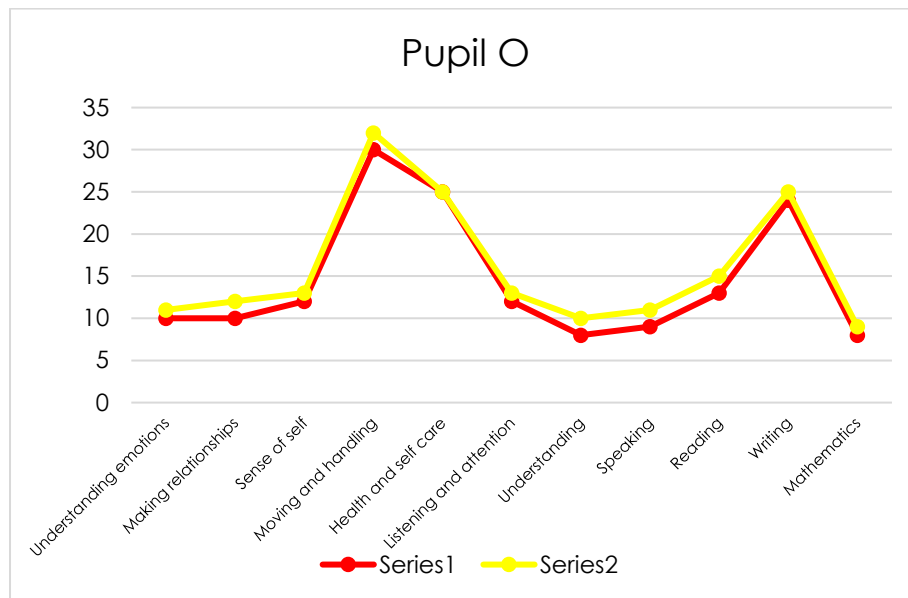


Pupil M



Pupil N





Outcomes:

HEADLINE: The end of year data taken from Birth to 5 Matters reflects the varying needs of the pupils in EYFS and demonstrates all EYFS pupils are making progress; EY1 pupils predominantly access a Sensory Curriculum, whereas EY2 pupils predominantly have a diagnosis of Autism, their primary need being communication and interaction skills. Where spikes and dips are indicated this directly relates to the pupils' physical, sensory or communication needs, however MAPP targets are put in place to address these issues. Progress is then measured through the PiPs (Progress in Provision) documents. Individual outcomes and graduated responses are identified and applied through termly meetings with SLT (records available upon request).

Birth to 5 Matters is focused on progression in language and physical skills. For our EYFS pupils this can, at times, present as a barrier to demonstrating progress, as some of the developmental steps in specific areas are more challenging than others to achieve. This year we have sub-divided each level providing opportunities to measure smaller rates of progress. **HEADLINE: The application of the Birth to 5 Matters framework has been reviewed, creating sub-levels of attainment within each range, mirroring those found in the Castle Hill Pathways.**

Castle Hill Level Progress 2025-2026

The data on the subsequent pages details each pupil's Castle Hill Level achievement at the beginning of the Autumn term and at the end of the Summer term (**Autumn Summer**). The data indicates the general progress of each Key Stage over the academic year. Further analysis and information on interventions can be found in the individual Pupil Progress documents. Castle Hill Levels is a developmental pathway for all pupils up to KS5, taking into consideration progression through The Birth to 5 Matters framework, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels as a point of reference for teachers. Please see the Castle Hill Level to P Level Conversion Chart below for your information.

Castle Hill Level	P Level
CHL1i – 2ii	P1i - P2ii (the very early developmental levels)
CHL 3i – 3ii	P3i - P3ii (the early developmental levels)
CHL 4 - 5	P4 - P5
CHL 6 - 7	P6 - P7
CHL 8+	P8+

KS1-KS2 English Castle Hill Level Progress 2025-26

Key Stage	Speaking					Listening					Reading					Writing				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS2 (43) (44)	6 5	19 20	15 12	3 6	1	6 6	20 19	14 13	3 6		7 7	18 18	14 12	4 7		9 7	18 19	14 12	2 6	
3 (10)	1 1	5 5	3 3	1 1		1 1	6 5	2 2	1 2		1 1	5 5	3 2	1 2		1 1	6 6	3 2	1 1	
4 (11) (12)	2 2	6 6	3 4			2 3	6 5	3 4			2 2	6 6	3 4			2 2	6 6	3 4		
5 (14)	3 2	6 7	4 3	1 1	1	3 2	6 7	4 3	1 2		4 4	5 5	4 3	1 2		5 4	4 5	5 3	2 2	
6 (8)		2 2	5 2	1 4			2 2	5 4	1 2			2 2	4 3	2 3		1	2 2	3 3	2 3	

It is important to note that these tables demonstrate large steps of progress only, such as, when a pupil moves from one range of levels to another, for example, CHL 5-6 to CHL 7-8. The tables do not demonstrate each level move, for example, CHL 5 to CHL 6 nor each sub-level move, for example, CHL 5c to CHL 5a. For progress through the sub-levels refer to individual Pupil Progress documents, MAPP, and PiP documents.

Outcomes:

There are no KS1 pupils listed in the data above, as all KS1 pupils are in EYFS classes this academic year, and have therefore been assessed using Birth to 5 Matters. This assessment tool is used for pupils learning in EYFS as it reflects a holistic view of early child development appropriate to the needs of pupils at this stage. However, due to increased numbers of KS1 pupils in EYFS, for the academic year 2026-27 all KS1 pupils will be assessed against Castle Hill Levels, irrespective of their class group. Note there is one additional pupil in Year 4 due to move mid-year from EYFS.

HEADLINE: In KS2, progress in all four skill areas in English is comparable, which is the same as the previous academic year.

KS3-KS4 English Castle Hill Level Progress 2025-26

Key Stage	Speaking					Listening					Reading					Writing				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS3 (27)	5 4	10 10	7 7	3 4	2 2	5 4	12 11	5 6	1 2	4 4	5 4	11 11	6 6	3 3	2 3	5 4	12 13	5 4	4 4	1 2
7 (8)	2 2	2 2	2 2	1 1	1 1	2 2	2 2	2 2	1 1	1 1	2 2	2 2	2 2	1 1	1 2	2 2	3 3	1 1	1 1	1 2
8 (8)	1 1	3 2	2 2	2 3		1 1	4 2	1 2		2 2	1 1	4 3	1 1	1 2	1 1	1 1	4 4		2 3	
9 (11)	2 1	5 6	3 3		1 1	2 1	6 7	2 2		1 1	2 1	5 6	3 3	1 1		2 1	5 6	3 3	1 1	
KS4 (16)	5 5	4 4	3 3	2 2	2 2	5 5	5 5	2 2	2 2	2 2	5 5	5 5	2 2	2 2	2 2	6 5	4 5	3 3	1 1	2 2
10 (10)	3 3	2 2	2 2	2 2	1 1	3 3	3 3	1 1	2 2	1 1	3 3	3 3	1 1	2 2	1 1	4 3	2 3	2 2	1 1	1 1
11 (6)	2 2	2 2	1 1		1 1	2 2	2 2	1 1		1 1	2 2	2 2	1 1		1 1	2 2	2 2	1 1		1 1

Outcomes:

HEADLINE: In KS3 and KS4 progress in all four skill areas in English is comparable, which is the same as the previous academic year.

KS5 English Castle Hill Level Progress 2025-26

Key Stage	Speaking					Listening					Reading					Writing				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS5 (28) (26)	3 2	6 5	10 8	8 9	1 2	3 2	6 5	10 8	8 9	1 2	3 2	7 6	9 9	6 5	3 4	4 3	8 6	8 9	6 6	2 2
12 (10)	1 1	1 1	5 4	3 4		1 1	1 1	5 4	3 4		1 1	1 1	5 5	2 2	1 1	2 2	2 1	4 5	1 1	1 1
13 (11)	1 1	2 2	4 3	4 4	1	1 1	2 2	4 3	4 5		1 1	2 2	4 4	3 3	1 1	1 1	2 2	4 4	4 4	
14 (7) (5)	1	3 2	1 1	1 1	1 1	1	3 2	1 1	1 1	1 2	1	4 3		1	1 2	1	4 3		1 1	1 1

Outcomes:

HEADLINE: In KS5, progress in all four skills areas in English is generally comparable, with slightly higher attainment in Reading at CHL 8-9, compared to the other skill areas. Last academic year progress across all four skills areas in English was comparable.

Please note, the number of pupils in Y14 reduced due to one pupil relocating and sadly another Year 14 pupil who passed away.

KS1-KS2 Maths Castle Hill Level Progress 2025-26

	Maths SSM						Maths U&A						Maths Nu					
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	
KS2 (43) (44)	7 8	17 17	17 13	2 6			10 9	14 16	16 14	3 4			8 9	17 15	15 14	3 6		
3 (10)	1 1	5 5	3 3	1 1			1 1	5 5	3 3	1 1			1 1	5 5	3 3	1 1		
4 (11) (12)	2 3	5 5	4 4				2 3	5 5	4 4				2 3	6 5	3 3		1	
5 (14)	4 4	5 5	5 3				6 5	3 4	5 4		1		5 5	4 3	5 6			
6 (8)		2 2	5 3	1 3			1	1 2	4 3	2 2		1		2 2	4 2	2 4		

Outcomes:

There are no KS1 pupils listed in the data above, as all KS1 pupils are in EYFS classes this academic year, and have therefore been assessed using Birth to 5 Matters. This assessment tool is used for pupils learning in EYFS as it reflects a holistic view of early child development appropriate to the needs of pupils at this stage. However, due to increased numbers of KS1 pupils in EYFS, for the academic year 2026-27 all KS1 pupils will be assessed against Castle Hill Levels, irrespective of their class group. Note there is one additional pupil in Year 4 due to move mid-year from EYFS.

HEADLINE: In KS2, progress in all three skill areas in Maths is comparable, which is the same as the previous academic year.

KS3-KS4 Maths Castle Hill Level Progress 2025-26

Key Stage	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS3 (27)	5 4	11 11	5 6	2 1	4 5	5 4	11 11	5 6	2 1	4 5	5 4	11 10	6 7	2 3	3 3
7 (8)	2 2	2 2	2 2	1	1 2	2 2	2 2	2 2	1	1 2	2 2	2 2	2		2 2
8 (8)	1 1	4 3		1 1	2 2	1 1	4 3		1 1	2 2	1 1	4 2	1 2	1 2	1 1
9 (11)	2 1	5 6	3 3		1 1	2 1	5 6	3 3		1 1	2 1	5 6	3 3	1 1	
KS4 (16)	5 5	5 5	1 1	3 3	2 2	5 5	5 5	1 1	3 3	2 2	5 5	5 5	1 1	3 3	2 2
10 (10)	3 3	3 3	1 1	2 2	1 1	3 3	3 3	1 1	2 2	1 1	3 3	3 3	1 1	2 2	1 1
11 (6)	2 2	2 2		1 1	1 1	2 2	2 2		1 1	1 1	2 2	2 2		1 1	1 1

Outcomes:

HEADLINE: In KS3 and KS4 progress in all three skill areas in Maths is comparable, whereas in the previous year in KS4 progress was slightly higher in in Number, than in Space, Shape and Measure and Using and Applying.

KS5 Maths Castle Hill Level Progress 2025-26

Key Stage	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS5 (28) (26)	3 2	6 6	8 7	7 6	4 5	4 3	6 5	7 7	9 8	2 3	4 3	6 5	9 8	6 7	3 3
12 (10)	1 1	1 1	5 5	1 1	2 2	2 2		5 5	3 3		2 2		5 5	2 2	1 1
13 (11)	1 1	2 2	2 2	5 4	1 2	1 1	2 2	2 2	5 4	1 2	1 1	2 2	4 3	2 3	2 2
14 (7) (5)	1	3 3	1	1 1	1 1	1	4 3		1 1	1 1	1	4 3		2 2	

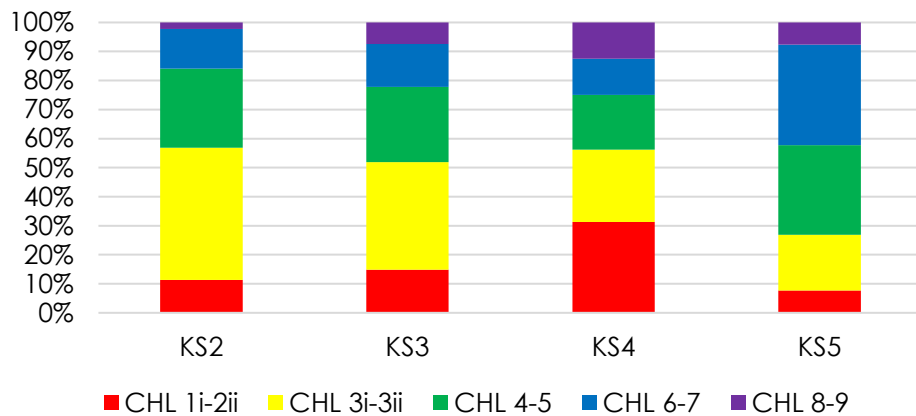
Outcomes:

HEADLINE: In KS5, progress in all three skill areas in Maths is comparable, whereas in the previous academic year, progress in Space, Shape, and Measure and Using and Applying was slightly higher than in Number.

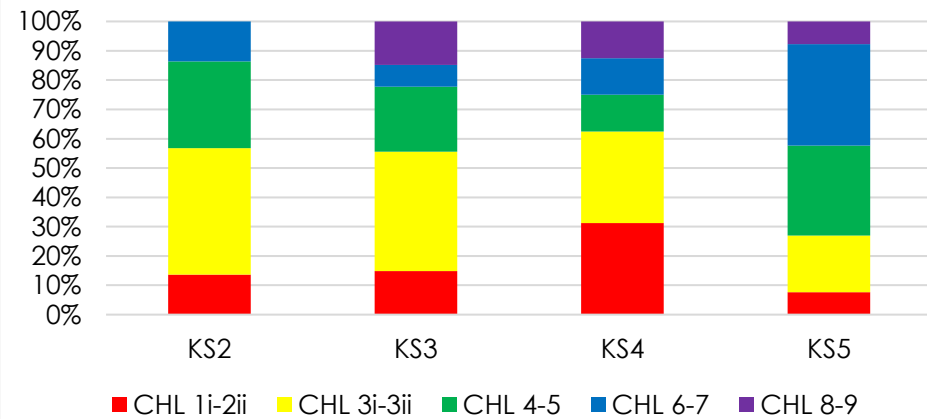
Please note, the number of pupils in Y14 reduced due to one pupil relocating and sadly another Year 14 pupil who passed away.

Castle Hill Level Attainment Overview Summer 2026

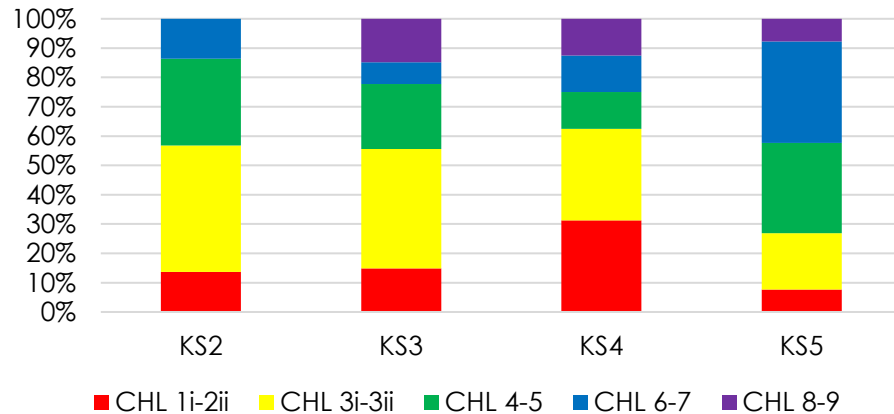
Speaking Overview



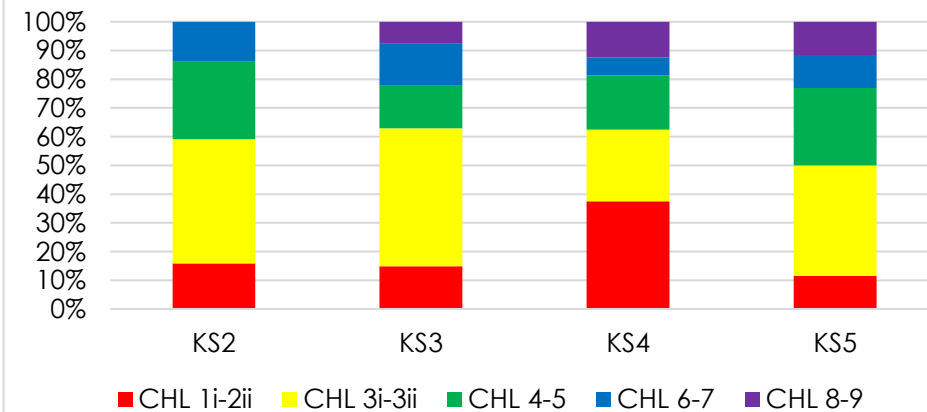
Listening Overview



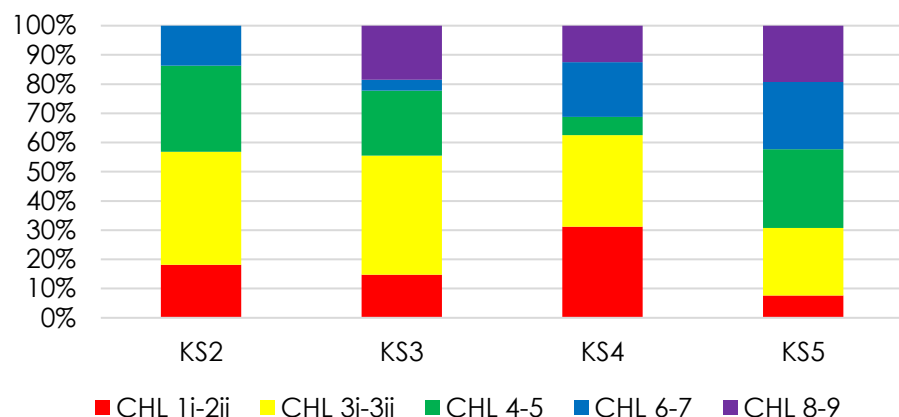
Reading Overview



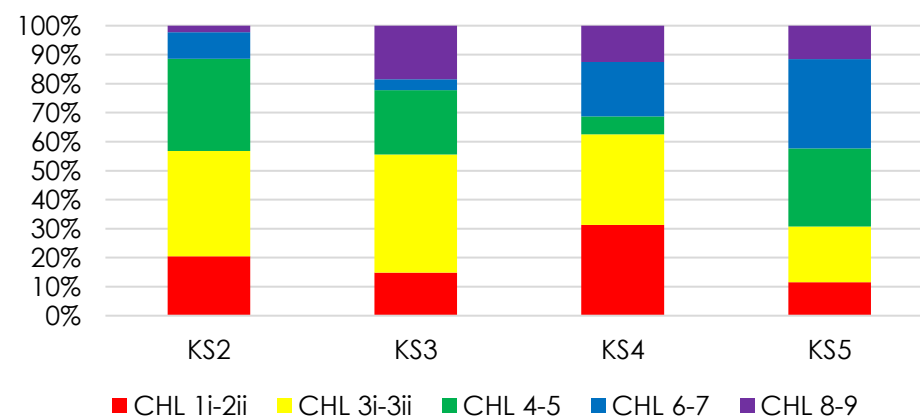
Writing Overview



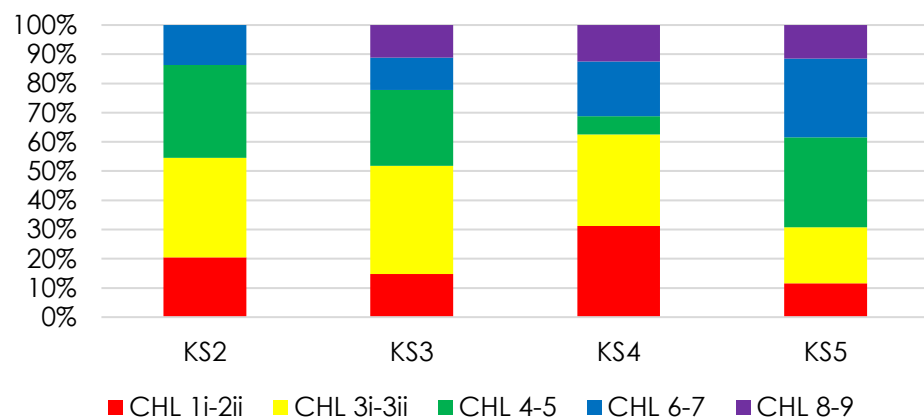
SSM Overview



U&A Overview



Nu Overview



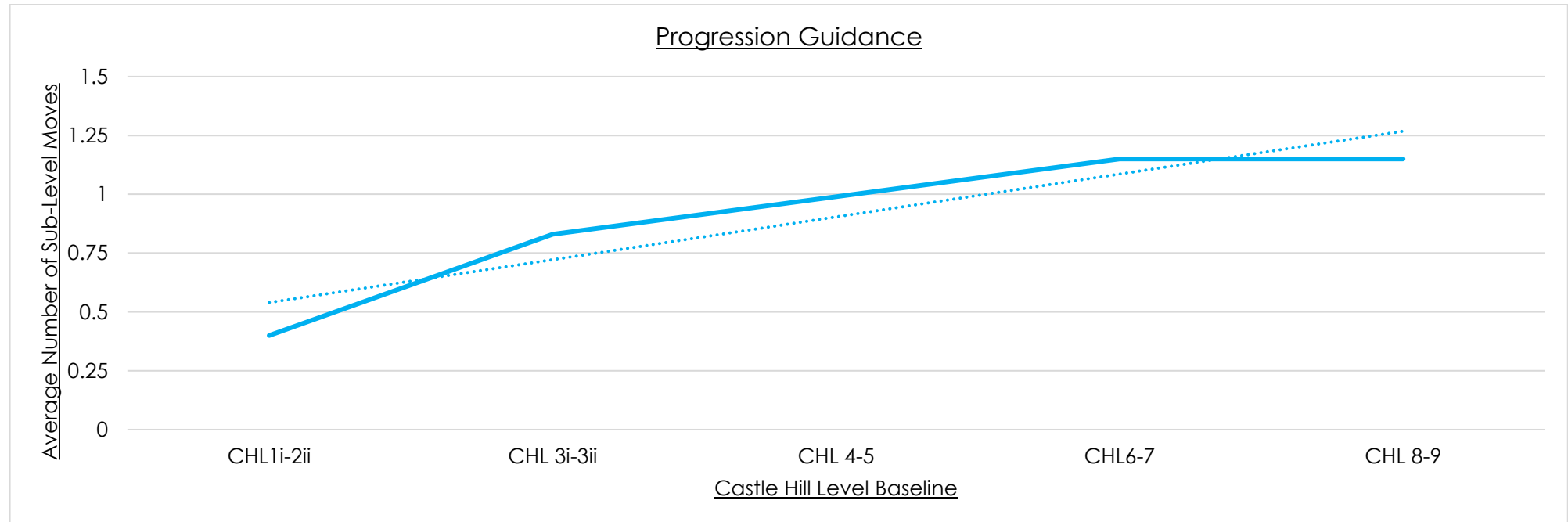
Attainment Overview Analysis

There are no KS1 pupils listed in the data above, as all KS1 pupils are in EYFS classes this academic year, and have therefore been assessed using Birth to 5 Matters. This assessment tool is used for pupils learning in EYFS as it reflects a holistic view of early child development appropriate to the needs of pupils at this stage. However, due to increased numbers of KS1 pupils in EYFS, for the academic year 2026-27 all KS1 pupils will be assessed against Castle Hill Levels, irrespective of their class group.

The percentage of pupils working at CHL6+ increases as pupils throughout school, demonstrating the acquisition of skills as pupils move through the Key Stages.

The ability range within school fluctuates as pupils move through the Key Stages, which reflects the ever-changing profile of cohorts.

Progression Guidance



The CHL baselines for all pupils for all skill areas in both English and Maths have been analysed over the most recent five academic years, from 2021-2022 onwards, to determine the average number of sub-level moves. It can be seen from the trend line (dashed line) that generally the higher the Castle Hill Level baseline, the higher the average number of sub-level moves pupils make over the course of an academic year, with expectation being at CHL 8-9, possibly attributed to the increase in demand at this level.

The graph above acts as progression guidance to inform but not direct the target setting process that each teacher completes with SLT, to ensure sufficient challenge. Individual pupil strengths and areas for development ultimately lead the target setting process.

As more data becomes available, the progression guidance progress becomes further refined.

Targets Met Summer 2026

In response to the Rochford Review and the resulting recommendations regarding the use of P levels and Progression Guidance, Castle Hill School's target setting process was reviewed. A new assessment system of Castle Hill Levels was devised which is a developmental pathway for all pupils up to KS5, taking into consideration progression through The Birth to 5 Matters framework, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels as a point of reference for teachers.

As a result, end of year and end of Key Stage targets for Primary, Secondary and Post 16 pupils are set using Castle Hill Levels. The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate challenging targets. For all pupils, target setting is completed in October, and it is quality ensured through a professional and structured meeting with a member of the Senior Leadership Team to ensure challenging and aspirational targets. The Progression Guidance Graph (p.25) is used to inform but not direct the target setting process that each teacher completes with SLT, to ensure sufficient challenge. Individual pupil strengths and areas for development ultimately lead the target setting process.

In spring 2025, following analysis of assessment data, it was determined that there were a group of 13 pupils for whom it was no longer deemed appropriate to set an end-of-year target, owing to these pupils having remained on the same sub-level for at least 2 years and a number of these pupils have degenerative health conditions. Therefore, for this group of pupils, maintaining their current attainment was indeed the challenge. Adapted Pupil Progress documents were designed for this group of pupils to outline how they were being challenged within their Castle Hill Level.

During the EHCP review process, end of Key Stage, long-term targets are set for each pupil, in conjunction with families and other professionals. From these targets medium-term MAPP targets are developed, which form part of the assessment process. From the MAPP targets, short, smart, PiP (Progress in Provision) targets are derived, which are updated on a frequent basis. Further evidence of progress can be found in the Evidence of Learning Files, Medium-Term Plans, Orange Observation Books, as well as in the MAPP assessments and PiP documents.

Progression towards these targets is evidenced through the recording of MAPP and PiP outcomes. For further guidance on this process please refer to the school website: Assessment, Progress and Planning page:

<https://www.castlehillschool.org.uk/learning/assessment-planning-and-progress>

Case studies evidencing progress towards EHCP targets are available on request.

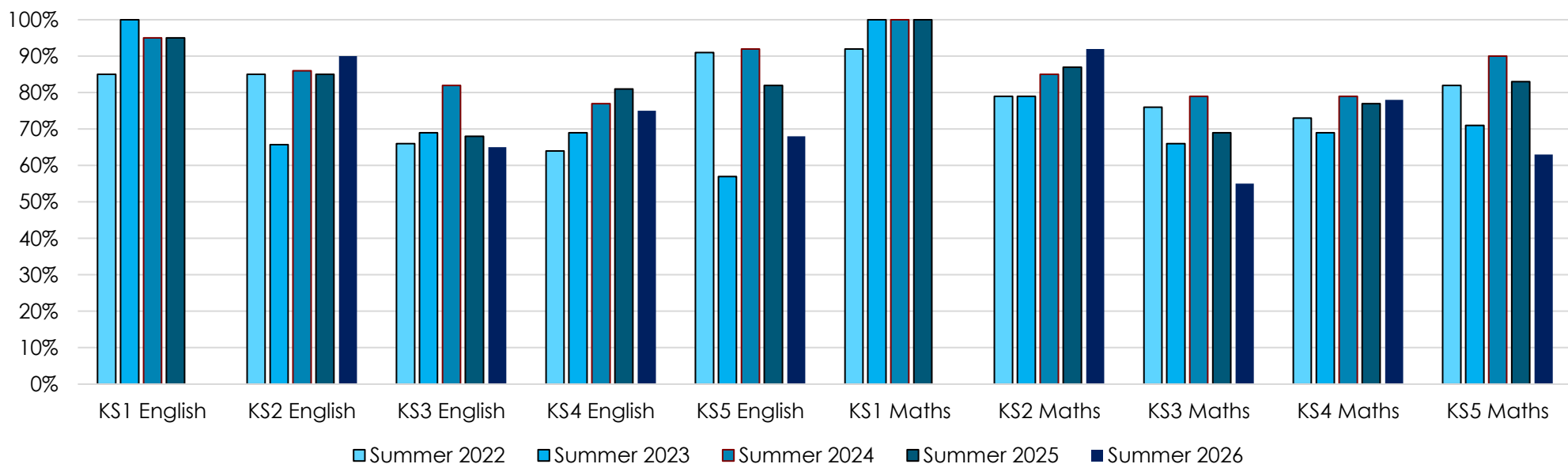
Outcomes:

HEADLINE: In English 77% of pupils met their end of year targets in 2026, compared with 79% in 2025, 85% in 2024, 79% in 2023, 70% in 2022, (78% in 2021, 49% in 2020 and 81% in 2019). In Maths 75% of pupils met their end of year targets, compared with 79% in 2025, 84% in 2024, 71% in 2023, 74% in 2022, (80% in 2021, 40% in 2020 and 90% in 2019).

The figures above are inclusive of all pupils, including the group of 13 pupils for whom an end of year target has not been set (see p.26 for the rationale). These pupils are classed as having met their target if they have been able to maintain their CHL.

Headline: The expected range of achievement of targets is 75%-79% which demonstrates that challenge is effectively integrated into the target setting process. The application of Progression Guidance remains essential. Where Key Stages sit outside of the expected range, this will be addressed through further analysis by the English / Maths Leads, in collaboration with Phases Leads, to ensure sufficient challenge and appropriate English / Maths interventions.

Targets Met 5-Year Comparison



MAPP – Outcomes 2025-26

MAPP targets are set in line with the EHCP objectives. Targets are set for Communication and Interaction, Cognition and Learning, Social and Emotional, Physical / Sensory, and Transition. Each target is given a baseline score of between 1-10 on the Continuum of Skill Development. The scores are updated half-termly to show progression. Progress is collated in Evidence of Work Files and Learning Journals. In addition, observation notes are also recorded in the orange books and used to inform progress.

Below is the Continuum of Skill Development.

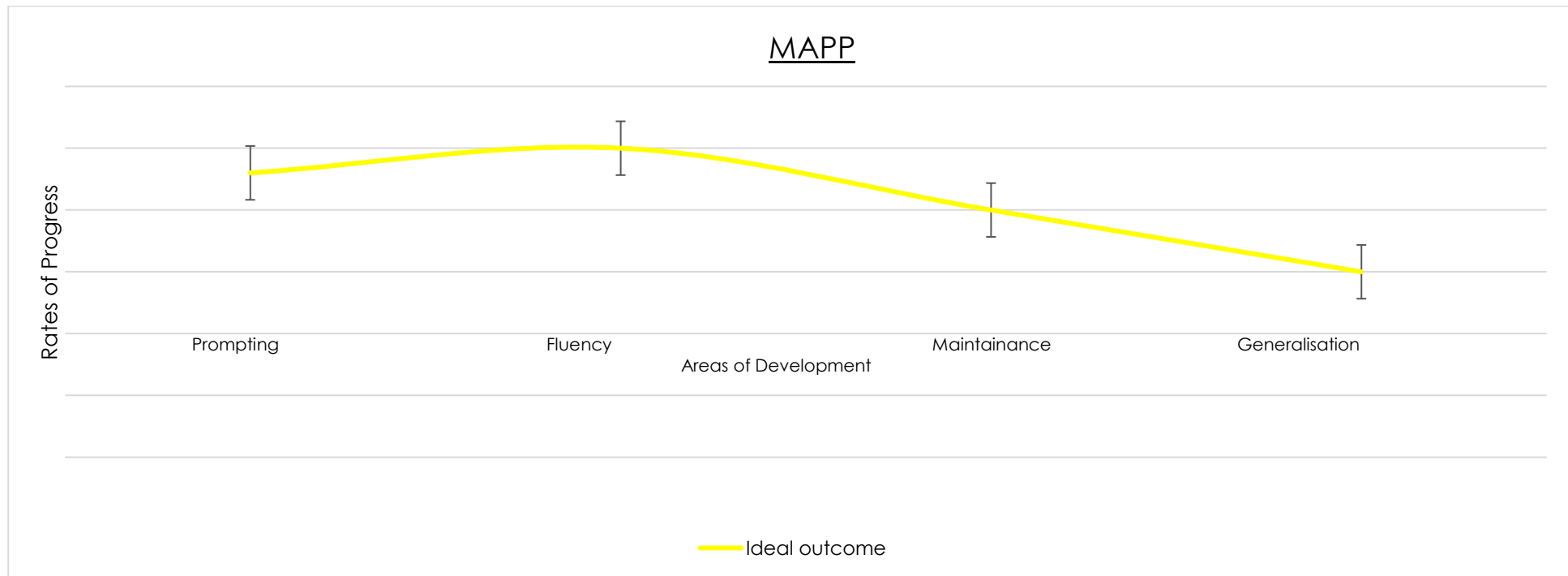
CONTINUUM OF SKILL DEVELOPMENT



from dependent		Prompting		to independent	
Learners complete tasks independently					
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.		The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	
1 2		3 4 5		6 7 8 9 10	
□ □ →					
from approximate		Fluency		to accurate	
Learners reach a level of mastery combining speed and accuracy.					
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.		The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.	
1 2		3 4 5		6 7 8 9 10	
□ □ →					
from inconsistent		Maintenance		to consistent	
Learners maintain competency over time through repetition. They remember how to do a task after a break.					
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.		The skill is reliably repeated but may need refreshing after a break.	
1 2		3 4 5		6 7 8 9 10	
□ □ →					
from single context		Generalisation		to many contexts	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.					
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.		The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.	
1 2		3 4 5		6 7 8 9 10	

MAPP Ideal Curve – this has been taken from end of year data for all types of learner

Although there will be variations in the rates of progress across each of the different types of learner the graph below is an example of the ideal curve that we would expect to see.



Prompting – the higher the line the greater the independence

Fluency – higher than the other 3 indicators would indicate initial understanding

Maintenance – slightly lower than fluency as the next step in progress would be to retain the skill

Generalisation – lower than fluency and maintenance, as the skill would need to be mastered in different environments

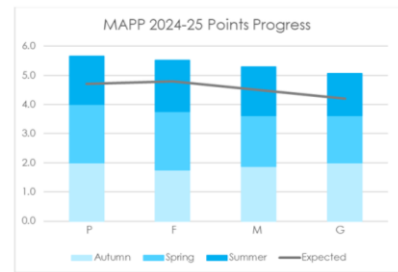
Data presented here assumes that the rate and frequency of MAPP target change is an indicator of progress.

Termly individualised MAPP outcomes are analysed in a professional discussion with SLT as part of the ongoing assessment process. The discussion focuses on each individual's Pupil Progress Document. This document includes their cumulative MAPP progress graph and progress towards end of year Castle Hill Levels, alongside a record of actions, interventions, and recommendations. An example Pupil Progress document is presented below, see also Appendix 1 (page 34) Pupil Progress Document Template.

Pupil	Class	Year	Key Stage
Child X	P3	5	2

To be completed: Start of the year End of Autumn End of Spring End of Summer

Current cumulative MAPP graph



The above graph shows an **average** of pupil progress towards their MAPP targets. As a result, there may be areas of strength and areas for improvement for the pupil that the graph does not show. Please record below areas of strengths and areas for improvement, along with any actions put in place.

	Highlighted areas of strength and for improvement	Responses, actions and interventions put in place	Outcomes
Autumn	Child X continues to make great progress towards his development so far, this academic year. He is persisting in communicating as well as extending his exploration with initial modelling. Generalisation may be slightly lower due to Child X finding transitions challenging.	Continue to provide processing time and support Child X through a Total Communication Approach to support with transitions, such as use of picture of his taxi or bus to support him to understand what he is accessing after school. Continue to support Child X with developing his independence skills with reducing prompting.	Child X still finds transitions challenging, particularly so at the end of the day. However, with the support of a buggy and photos to support his understanding of where he's going, Child X can make these transitions. His independence continues to develop.
Spring	Child X is still making great progress in all areas of his development. He is developing in confidence and often initiates interactions as well as persisting in making requests. Child X will often imitate modelled actions and request 'more' through a Total Communication Approach.	Continue to provide processing time and support Child X through a Total Communication Approach to support with transitions, such as use of picture of his taxi or bus to support him to understand what he is accessing after school. Continue to support Child X with developing his independence skills with reducing prompting.	Child X is doing well with transitions. At times when becomes stuck, staff have waited until he is ready to transition or supported him with a buggy. The pictures of the afterschool club transport and bus are working well to support him to understand where he is going at the end of the day. Child X is developing his independence skills, such as pulling his strap over his shoes and pulling his trousers up.
Summer	Child X has made excellent progress towards all his targets this academic year. He continues to develop in confidence and express his wants and needs with increasing effectiveness. Child X has been an active participant in most structured sessions and will accept support to regulate.	Continue to provide processing time and support Child X through a Total Communication Approach to support with transitions, such as use of picture of his taxi or bus to support him to understand what he is accessing after school. Continue to support Child X with developing his independence skills with reducing prompting.	

Current progress towards end of Key Stage targets

Please complete the table below using Castle Hill Levels and **RAG** rate the termly progress.

Subject	Current attainment	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Speaking	3.2b	3.2a	4c				
Listening	3.2b	3.2a	4c				
Reading	3.2b	3.2a	4c				
Writing	3.2b	3.2a	4c				
Shape, Space & Measure	3.2b	3.2a	4c				
Using & Applying	3.2b	3.2a	4c				
Number	3.2b	3.2a	4c				

	Is the pupil on track to meet targets? If not, please detail actions and interventions that have and can be put in place. E.g. engagement profiling, discussions with family, attendance intervention. * Complete this section with reference to the progress within the PIP document.
Autumn	Child X is on track to meet all targets so far this academic year. Please see PIP tracker for further evidence.
Spring	Child X continues to be on track to meet all targets so far this academic year. Please see PIP tracker for further evidence.
Summer	Child X has met all of his targets this academic year. Please see PIP tracker for further evidence.

	Does the pupil receive additional support and is this effective? Is there support that could be requested? E.g. use of therapy room
Autumn	Swimming at Kirklees Active Leisure. Music with Richard and Dance with Jamie.
Spring	Swimming at Kirklees Active Leisure. Music with Richard and Dance with Jamie.
Summer	Swimming at Kirklees Active Leisure. Music with Richard and Dance with Jamie.

Subject Intervention Monitoring

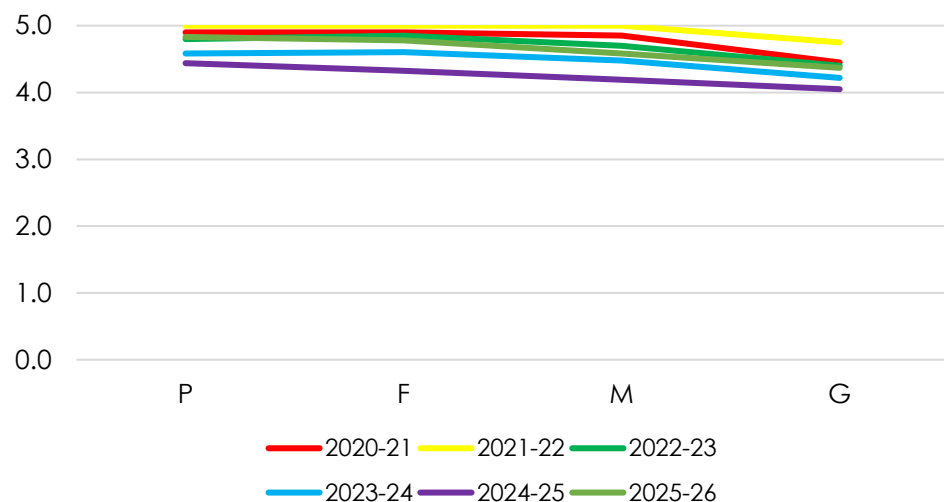
Are there any indicators that progress in a particular subject area is slow or challenged? Please **highlight** in the table below which subject area(s) this is related to. Indicators may include: CHL data, PIP turnover/direction, observation etc.

English (inc. Community Languages): Jayne, Beth	RE/Collective Worship: Rory	Geography/History: Dom
Maths: Kiersti	Science: Catherine	DT: Drew
PE: Alistair	ICT: Ali	Art, Drama and Dance: Eleanor
PSHE: Dan, Victoria	Sensory: Pippa	Music: Robyn

Do you require any advice and guidance from the Subject Leads regarding interventions for this student?

Yes	No

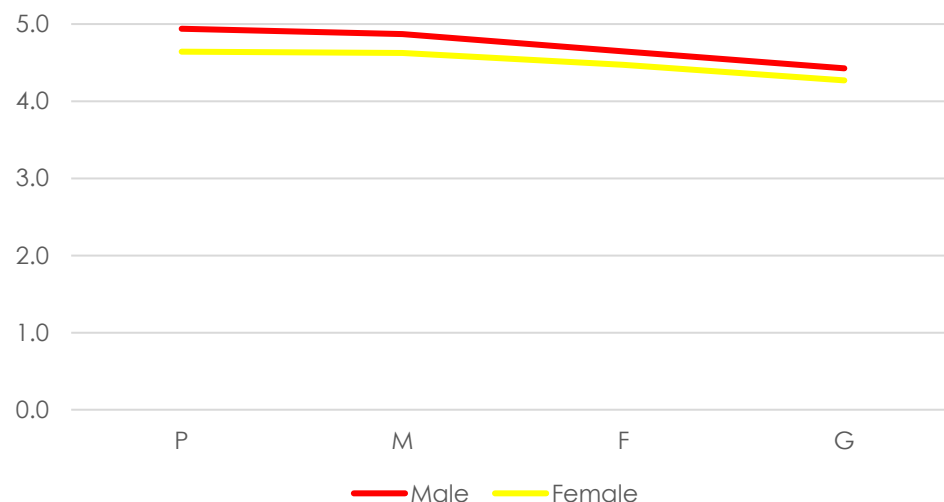
All Pupils - Academic Year



The graph to the left shows the MAPP progress compared over the past six academic years.

HEADLINE: MAPP progress is slightly up from the last two years. All pupils' individual MAPP learning journeys provide some evidence of progress. Where there are individual dips, this will be supported and addressed through moderation and Phase lead support.

Pupils by Gender - Academic Year

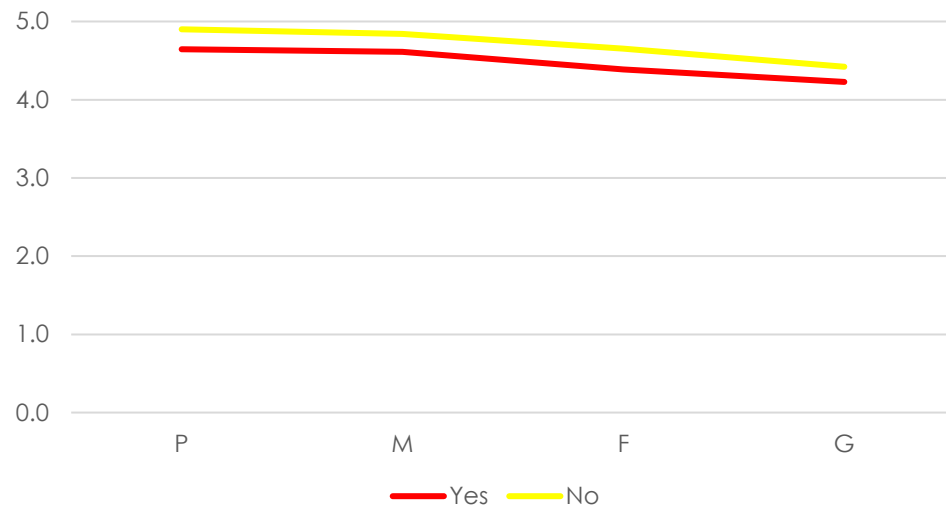


The graph to the left shows the yearly MAPP progress by gender.

HEADLINE: There is a negligible difference in MAPP progress dependent on gender.

The gender split in the data shows that both groups share near identical MAPP curves. There is a recognised 'gender gap' in education where females achieve higher than males. The document [Gender in education](#) gives an overview of these historic issues.

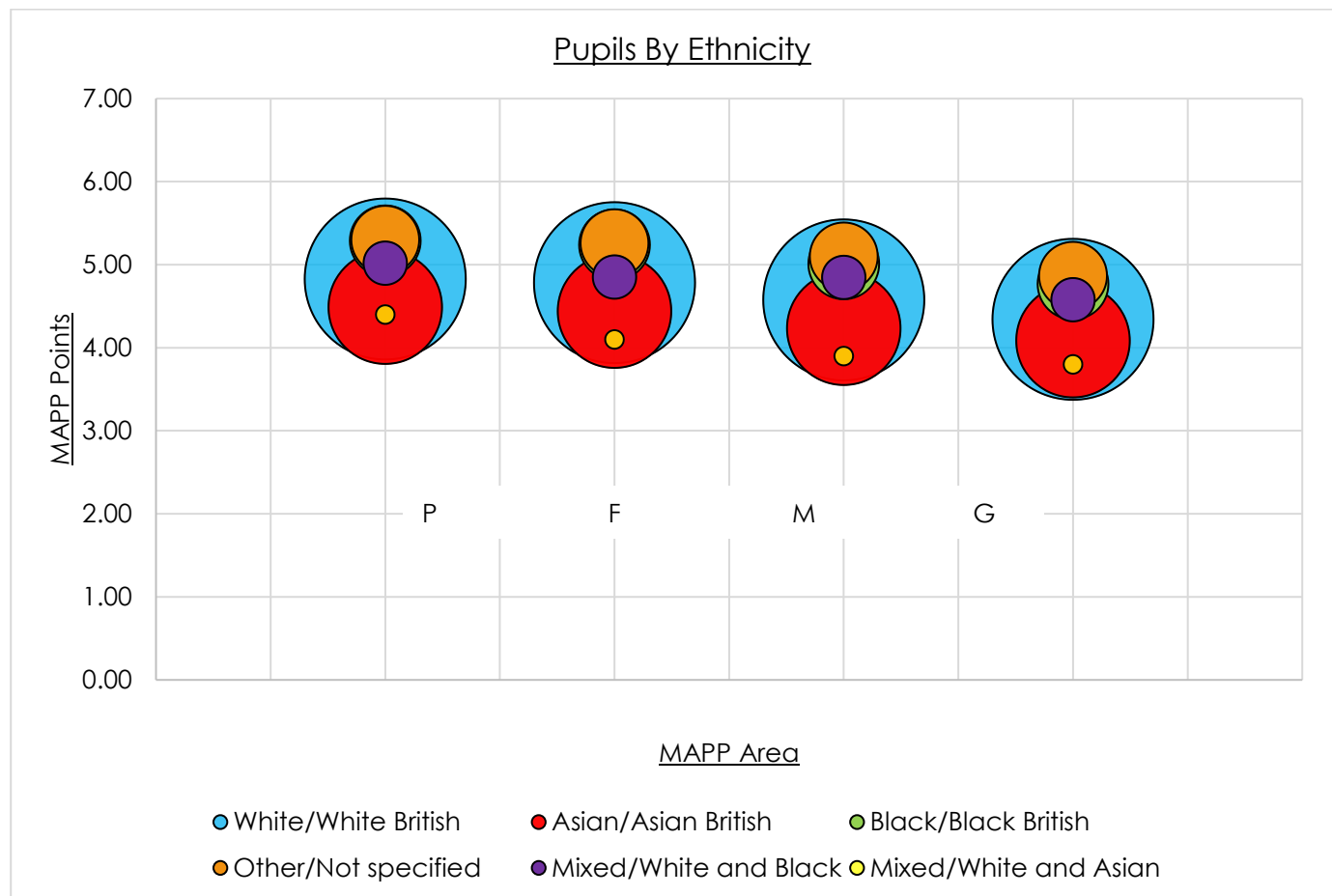
Pupils by any Premium Ever - Academic
Year



The graph to the left shows the yearly MAPP progress by pupils who have been in receipt of any premium (Pupil Premium, Pupil Premium Plus, Child Looked After funding), compared against the rest of the school population.

HEADLINE: There is little difference in MAPP progress dependent upon receipt of any premium.

This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets.



The above graph shows a comparison of yearly MAPP progress made by broad ethnic groups.

Outcomes:

The breakdown of progress in relation to ethnicity indicates that there is very little difference between all groups, White/White British (67 pupils), Asian/Asian British (33 pupils), Black/Black British (12 pupils), Mixed/White and Black (3 pupils) and Other/Not specified category (13 pupils). All the groups follow similar patterns of progress and are within a range of 0-1.16 points of each other across all areas, showing that there is little in attainment across ethnicity.

HEADLINE: There is a negligible difference in MAPP progress across ethnicity.

Accreditation Summary:

AQA Unit Award Scheme - Year 6, KS3 & KS4

48 pupils achieved accreditation for AQA units across the year.

A total of 258 units were achieved in total.

ASDAN Personal Progress - Year 11

6 pupils achieved accreditation for ASDAN Personal Progress units recognising two years of work.

ASDAN Personal Progress - Year 14

6 pupils achieved accreditation for ASDAN Personal Progress units recognising three years of work.

Appendices

Appendix 1 – Pupil Progress Document Template

Pupil	Class	Year	Key Stage
<Insert Name>	<Insert Class>	<Insert Year Group>	<Insert Key Stage>

To be completed:

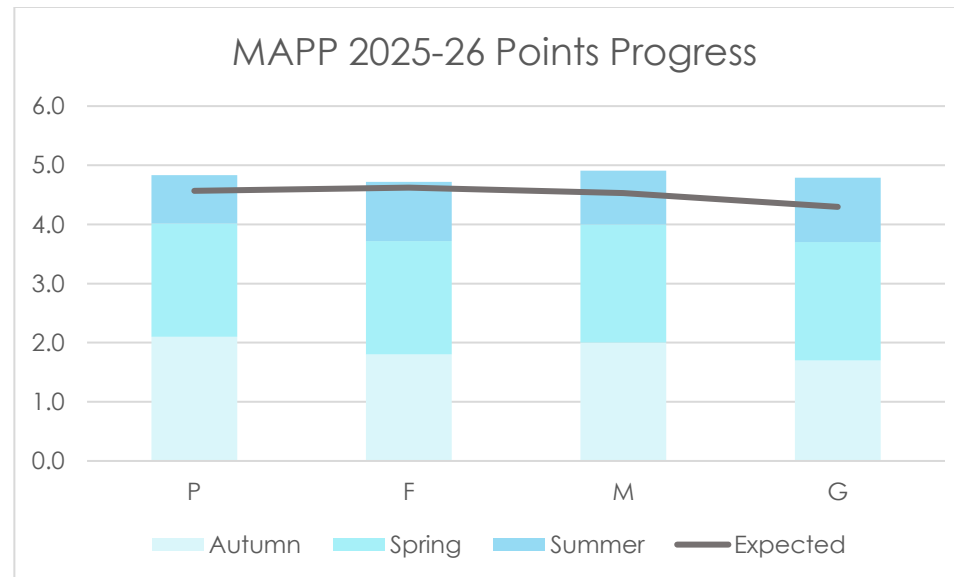
Start of the year

End of Autumn

End of Spring

End of Summer

Current cumulative MAPP graph



The above graph shows an **average** of pupil progress towards their MAPP targets. As a result, there may be areas of strength and areas for improvement for the pupil that the graph does not show. Please record below areas of strengths and areas for improvement, along with any actions put in place.

	Highlighted areas of strength and for improvement	Responses, actions and interventions put in place	Outcomes
Autumn			
Spring			
Summer			

Current progress towards end of Key Stage targets

Please complete the table below using Castle Hill Levels and **RAG** rate the termly progress.

Subject	Current attainment	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Reading							
Writing							
Speaking							

Listening							
Number							
Shape, Space & Measure							
Using & Applying							

	Is the pupil on track to meet targets? If not, please detail actions and interventions that have and can be put in place. E.g., engagement profiling, discussions with family, attendance intervention. * Complete this section with reference to the progress within the PiP document.
Autumn	
Spring	
Summer	

	Does the pupil receive additional support and is this effective? Is there support that could be requested? E.g., use of therapy room
Autumn	
Spring	
Summer	

Subject Intervention Monitoring

Are there any indicators that progress in a particular subject area is slow or challenged? Please highlight in the table below which subject area(s) this is related to. Indicators may include: CHL data, PiP turnover/direction, observation etc.

English (inc. Community Languages): Jayne, Beth	RE/Collective Worship: Rory	Geography/History: Dom
Maths: Kiersti	Science: Catherine	DT: Drew
PE: Alistair	ICT: Ali	Art, Drama and Dance: Eleanor
PSHE: Dan, Victoria	Sensory: Pippa	Music: Robyn

Do you require any advice and guidance from the Subject Leads regarding interventions for this student?

Yes	No
Comment:	Comment: