

Castle Hill School

Innovating, Communicating, Empowering

# Progress Report

## Summer Term 2024

*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 2024 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.

**English:** In KS1, progress in all four skill areas in English is comparable. The small cohort of five pupils needs to be taken into consideration when making comparisons. In KS2, progress in Listening is slightly higher than in the other skill areas in English. In KS3, progress in all four skill areas in English is comparable. In KS4, progress in Reading and Writing is slightly higher than in Speaking and listening. In KS5, progress in Speaking, Listening and Writing is comparable. There is slightly lower progress in Reading, however, it should be noted that the baselines for pupils in Reading were slightly higher at the start of the year than the other skill areas, with six pupils already working at CHL 6 and above in autumn 2023.

**Maths:** In KS1, KS2 and KS3 progress in all three skill areas in Maths is comparable. In KS4, progress is slightly higher in Space, Shape and Measure and Using and Applying, than Number. However, it should be noted that the baselines for pupils in Number were slightly higher at the start of the year than the other skill areas, with two pupils already working at CHL 8-9 and above in autumn 2023. In KS5, progress in Space, Shape, and Measure and Using and Applying is slightly higher than in Number.

All pupils, aside from one pupil who has a degenerative health condition and one pupil who has complex and progressing Epilepsy, have made either progress within target set range or progress beyond target set range.

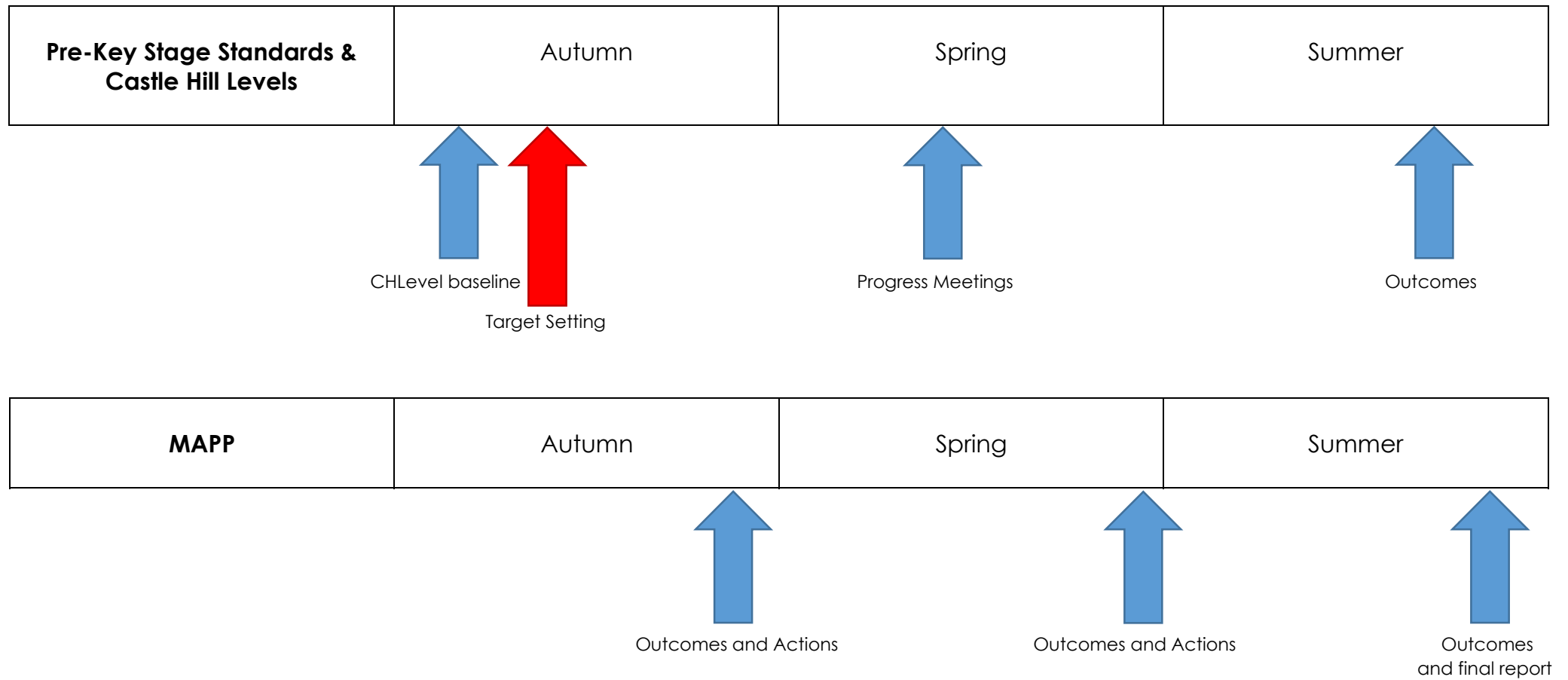
**Target Setting:** In English on average 85% of pupils met their end of year targets in 2024, compared with 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 84% of pupils met their end of year targets in 2024, compared with 71% in 2023, 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019. The expected range of progress is 75%-79% which demonstrates that further challenge will need to be a focus in the target setting process. The application of Progression Guidance will be an essential part of this process.

**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 ensure 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 down from the last three years. This is caused by low marking of a couple of Secondary classes and will be addressed through 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 2024 CHIP Outcomes

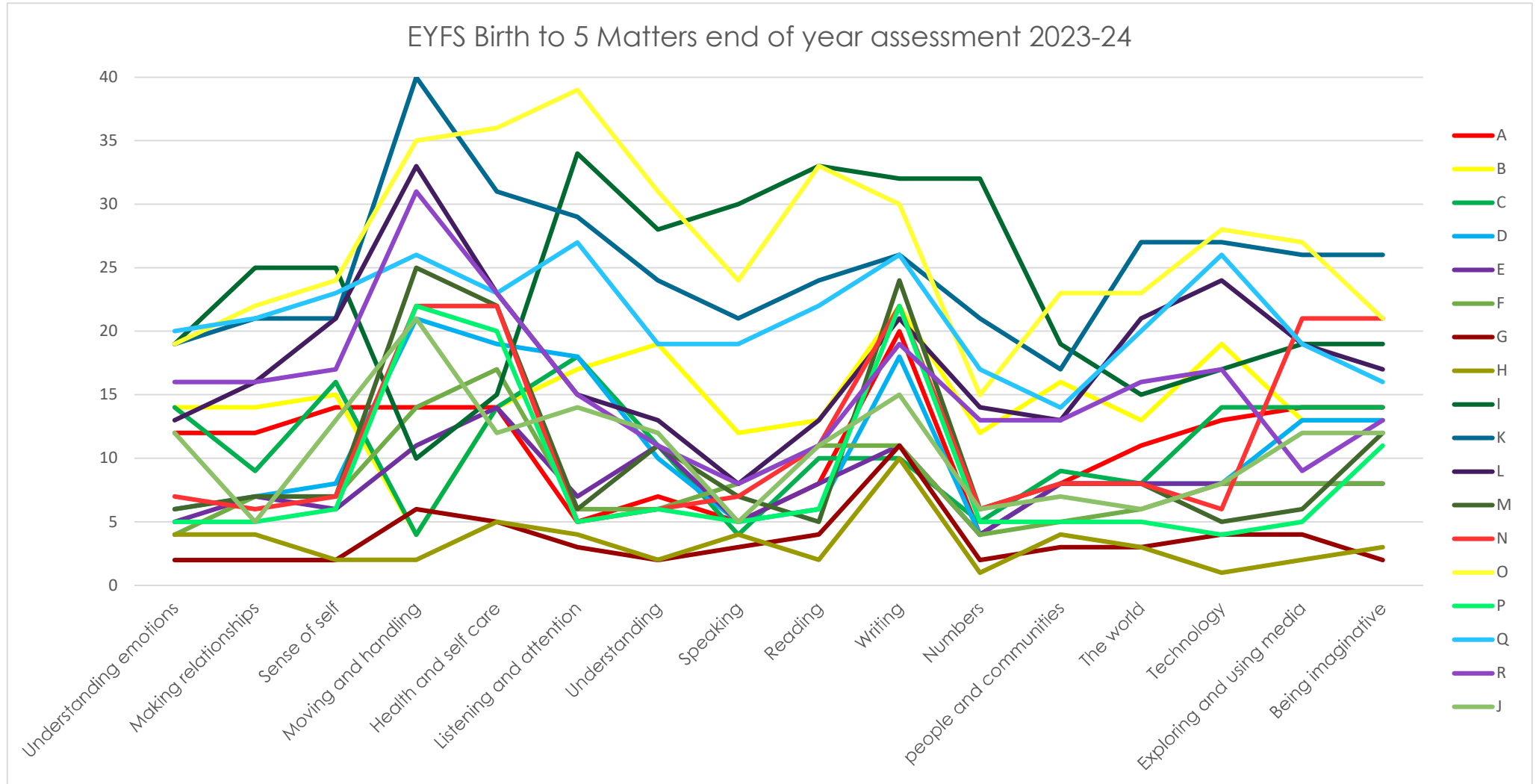
1. Priority: To apply lessons learnt from previous Assessment Reports			
<b>Intent:</b> Improving assessment processes through: <ul style="list-style-type: none"> <li>- The gathering of qualitative data (case studies) to support quantitative data outcomes</li> <li>- Moderation to quality assure descriptors of progress</li> <li>- the development of progression guidance</li> <li>-the development of Birth to 5 Matters assessment</li> </ul>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<b>Case studies</b> will track and support outcomes	Ongoing collation of long and short term case studies	PH / JA	Collated Case Studies
<b>CHL Moderation</b> To provide an ongoing forum for discussion regarding the setting of targets through dedicated time within Teachers Meetings	Moderation dates to be confirmed for the Autumn term 2024-25	KD / VL	Minutes of Teachers Meetings
<b>The development Castle Hill Level Progression Guidance</b> 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 successful outcomes from the target setting process
<b>Birth to 5 Matters framework</b> To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework	Further understanding of small steps of progression	KD	More effective Birth to 5 Matters assessment
<b>Impact:</b> Improved assessment processes and increased opportunities for learning			

## Assessment Timeline

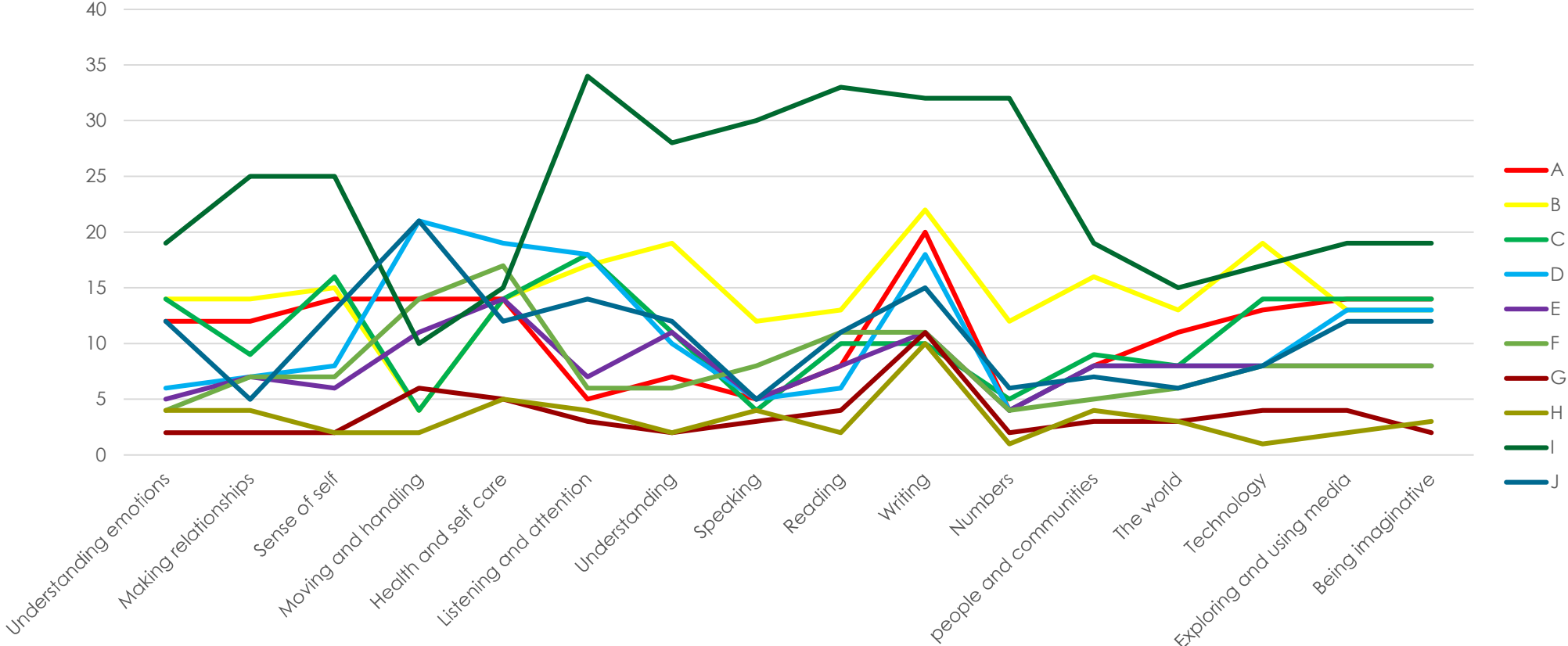


## EYFS Birth to 5 Matters end of year assessment 2023-24

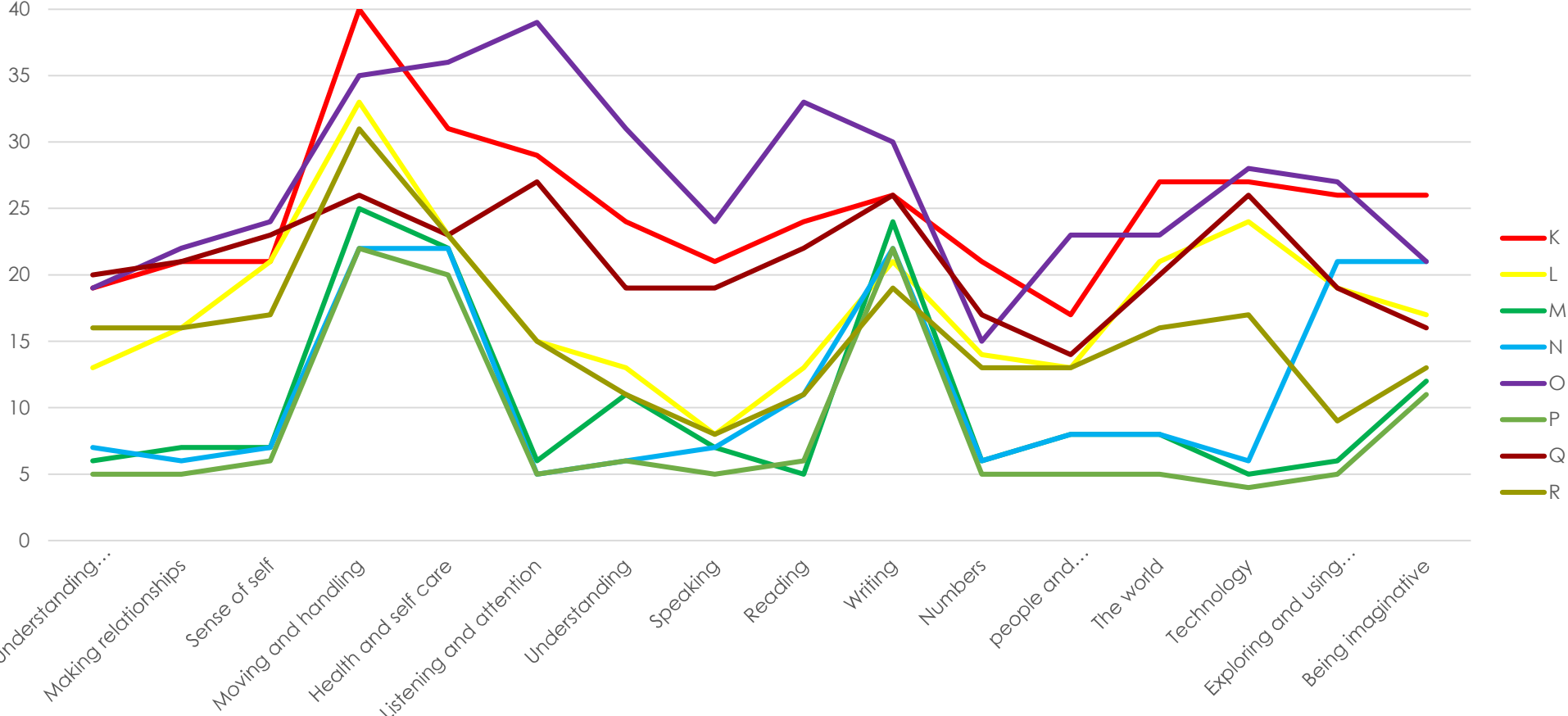
All pupils in the EYFS have been baselined using the Birth to 5 Matters areas of learning. All pupils, in both Early Years classes (EY1 and EY2) have a spiky profile, as shown in the two graphs below. Across the 18 pupils there is also a range of abilities - pupils in EY1 access a Sensory Curriculum,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



EY1 Birth to 5 Matters end of year assessment 2023-24

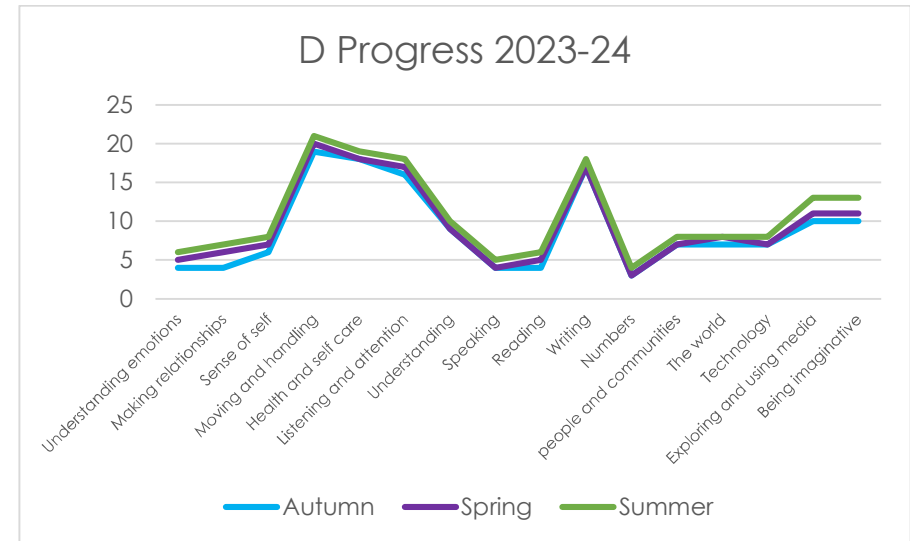
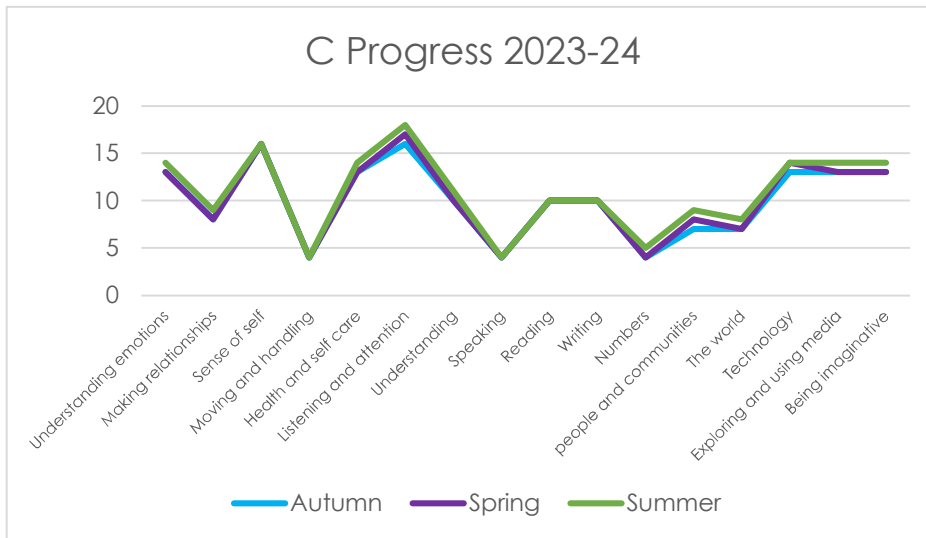
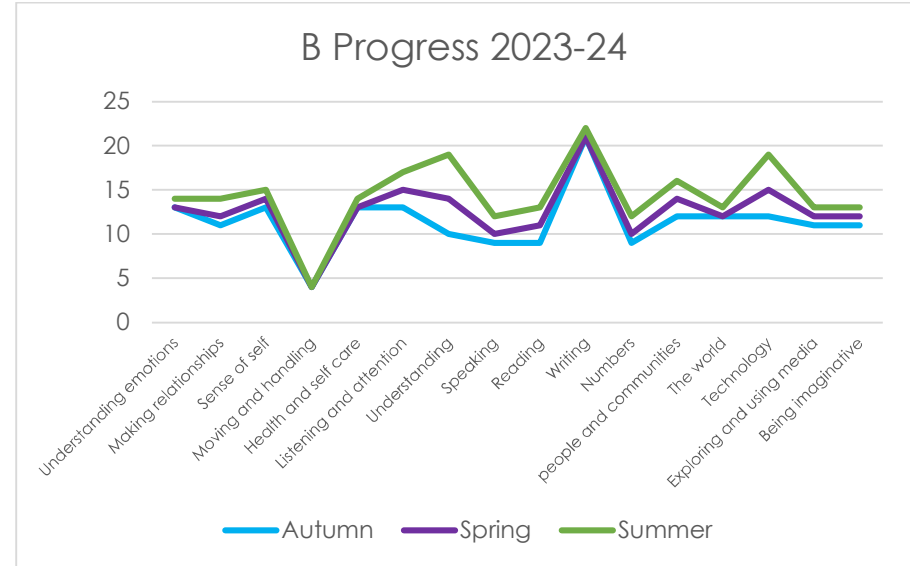
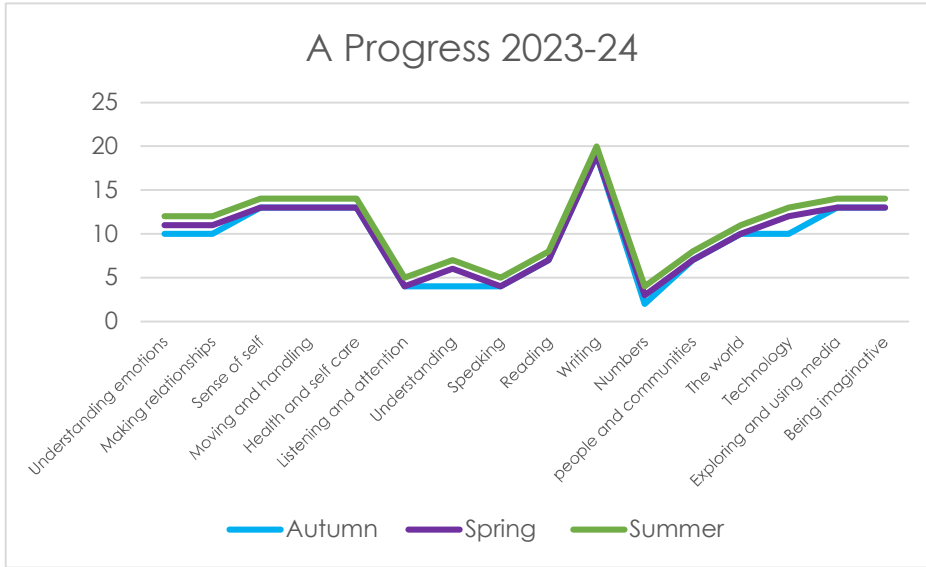


EY2 Birth to 5 Matters end of year assessment 2023-24

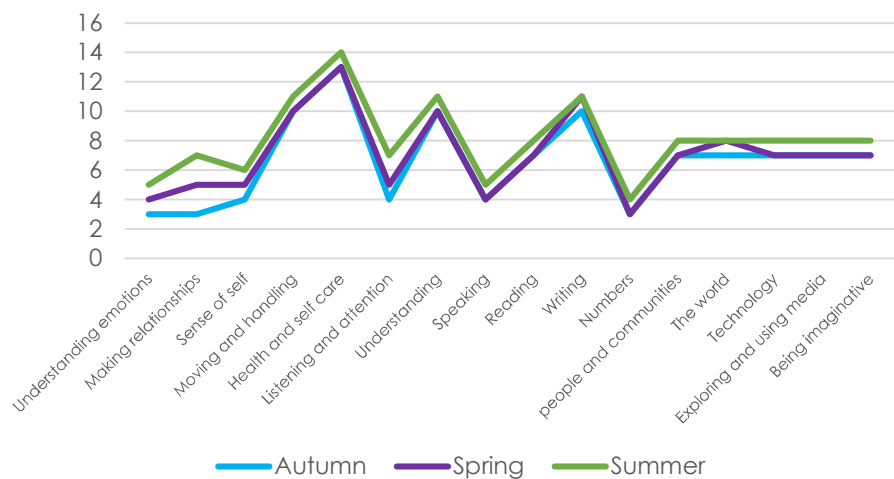




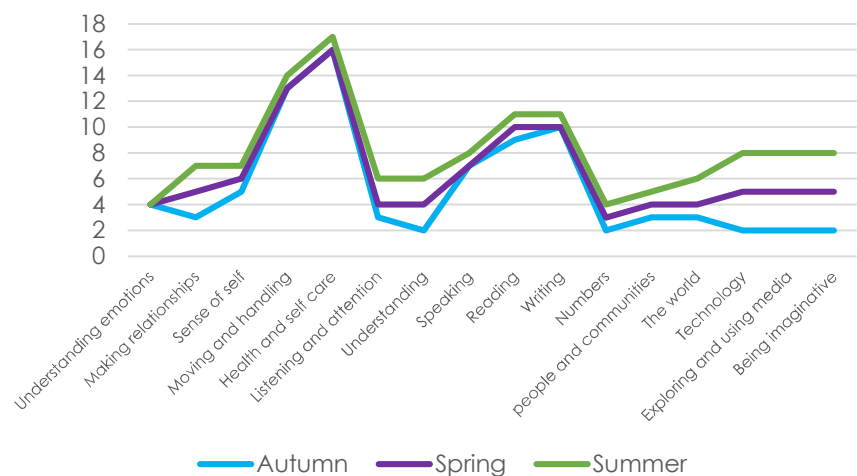
The following graphs show in detail the individual pupil profiles. Some of the developmental steps in specific areas are more challenging than others to achieve. It should be noted there are significant drops in levels that cannot be explained through sensory/communication needs of the individual pupils,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



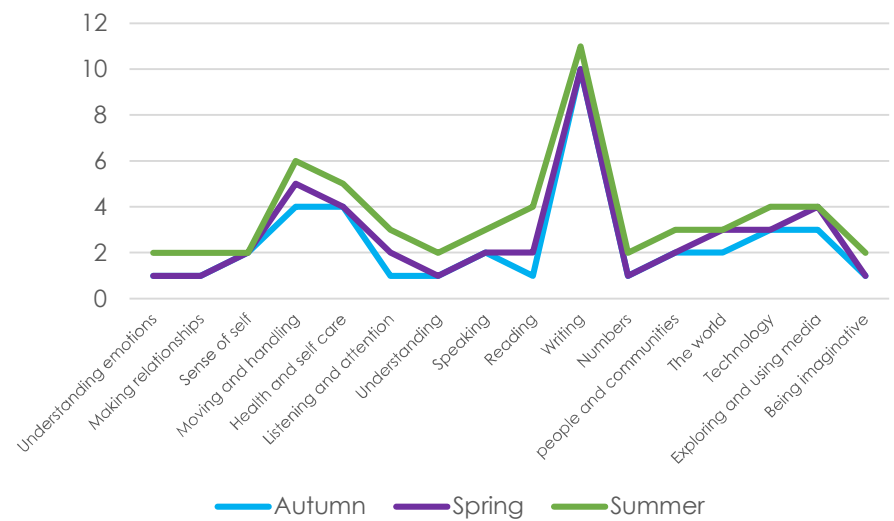
### E Progress 2023-24



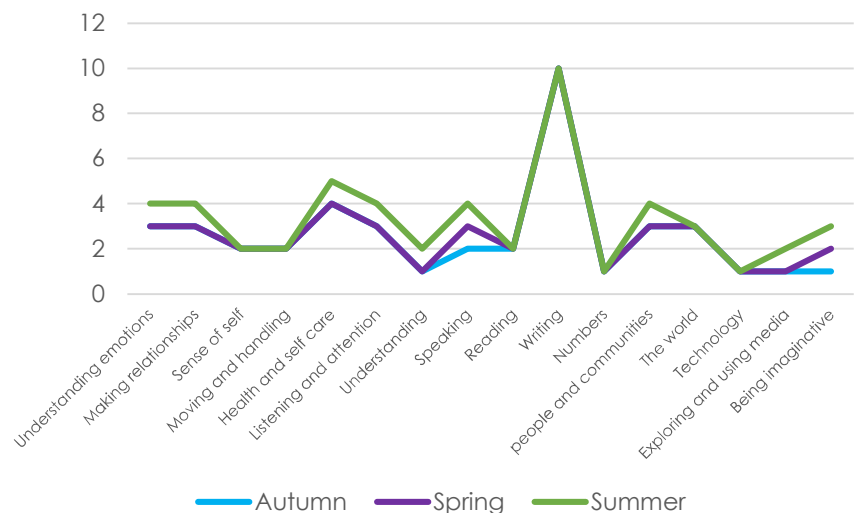
### F Progress 2023-24



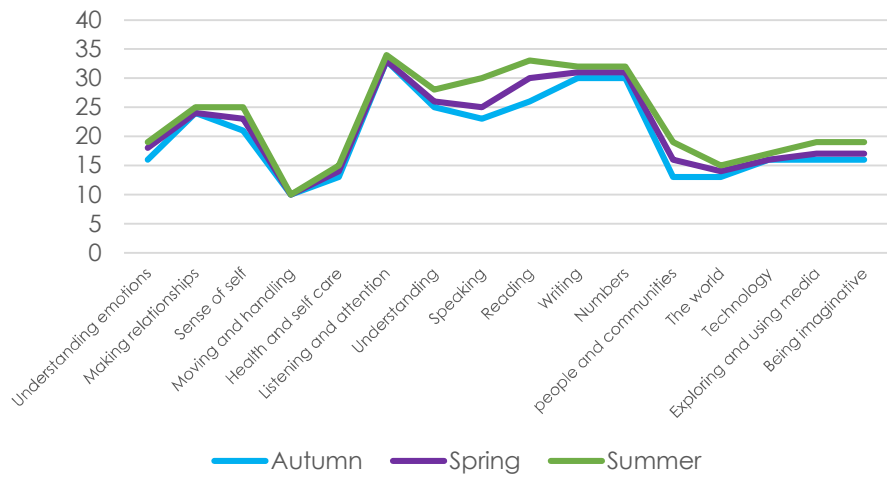
### G Progress 2023-24



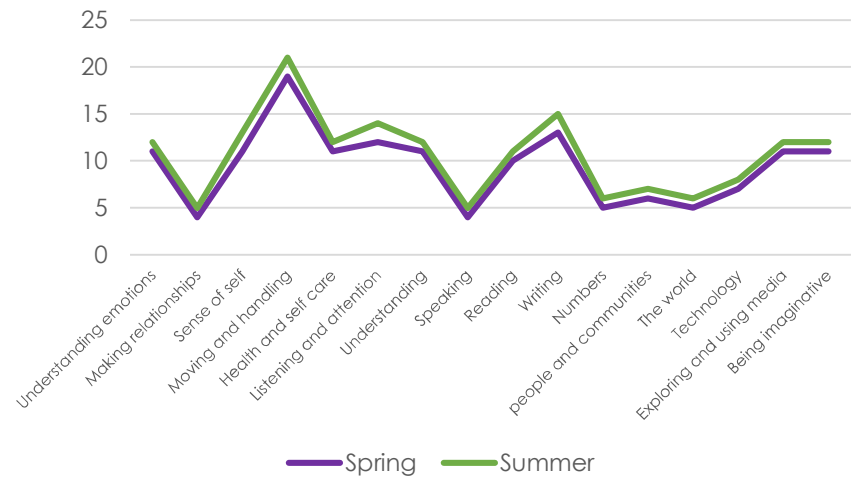
### H Progress 2023-24



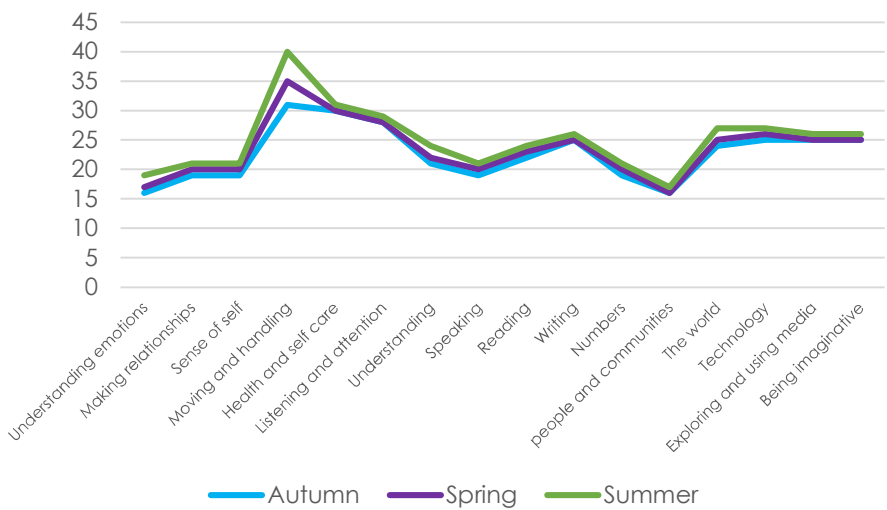
### I Progress 2023-24



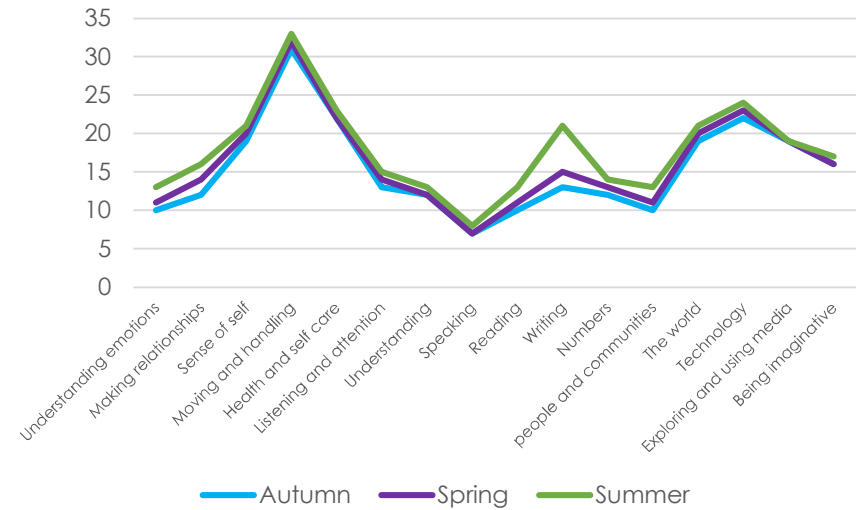
### J Progress 2023-24



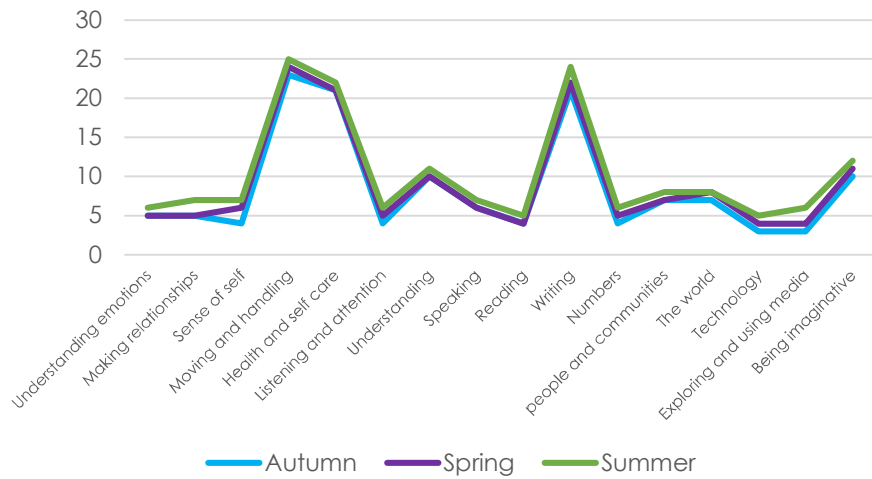
### K Progress 2023-24



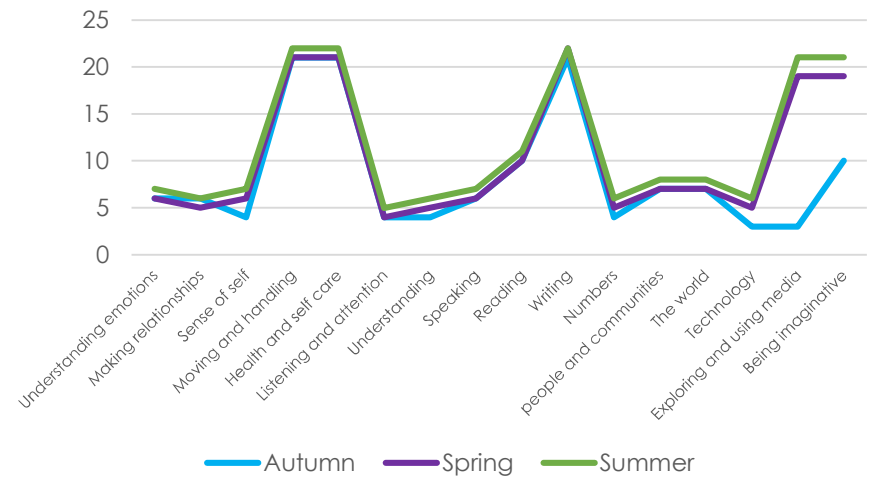
### L Progress 2023-24



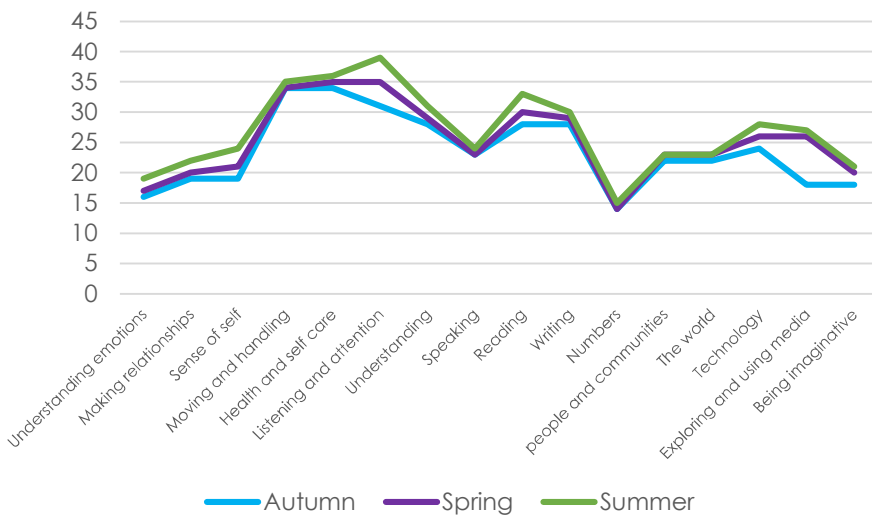
M Progress 2023-24



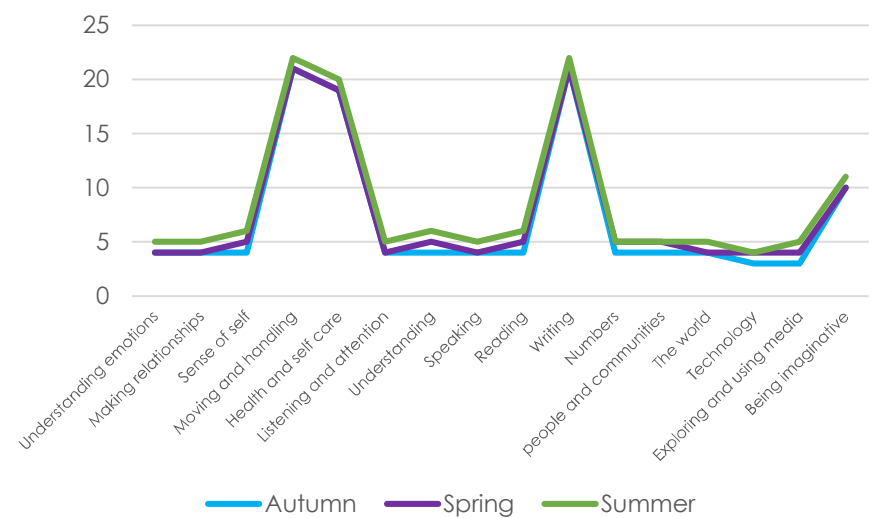
N Progress 2023-24



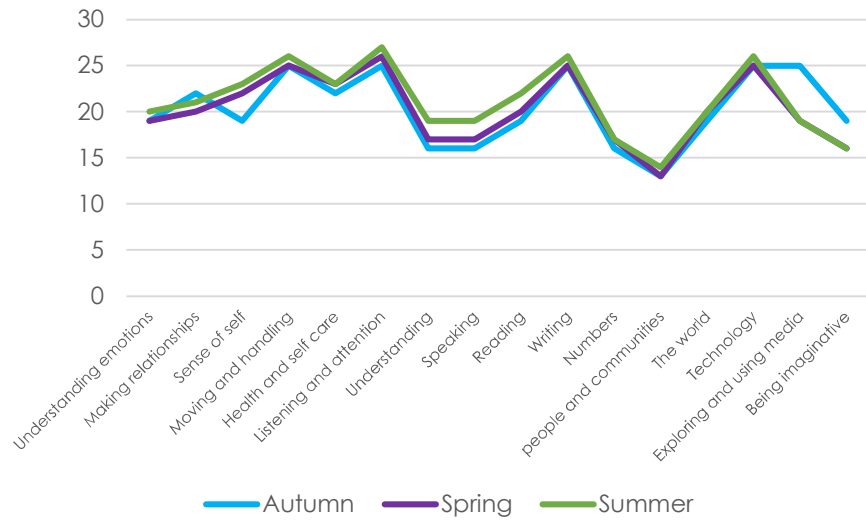
O Progress 2023-24



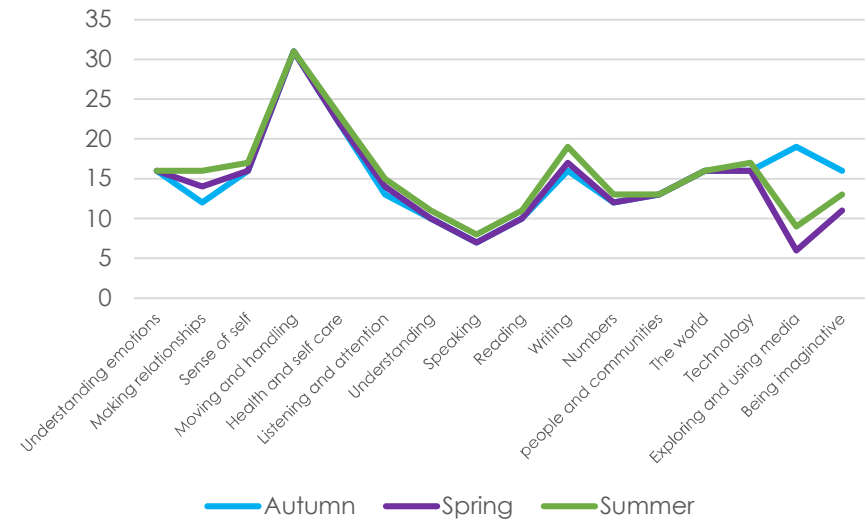
P Progress 2023-24



Q Progress 2023-24



R Progress 2023-24



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 2023-2024

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. As a point of reference, please see the Castle Hill Level to P Level Conversion Chart below.

<b>Castle Hill Level</b>	<b>P Level</b>
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 2023-2024

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
KS1 (5)	1	3	1			1	3	1			1	3	1			1	3	1		
2 (5)	1	3	1			1	3	1			1	3	1			1	3	1		
KS2 (40)	8	18	6	8		8	17	8	4	3	10	14	9	5	2	9	14	12	4	1
3 (12)	5	5	1	1		5	5	2			5	5	2			5	3	4		
4 (10)		5	3	2		1	3	4	2		1	2	5	2		1	3	6		
5 (10)	2	4	1	3		1	5	1	1	2	2	4	1	1	2	2	4	1	2	1
6 (8)	1	4	1	2		1	4	1	1	1	2	3	1	2		1	4	1	2	

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. Autumn baselines may have been amended for a small number of pupils, following reassessment by English and Maths Leads. **HEADLINE: All pupils, aside from one pupil who has a degenerative health condition and one pupil who has complex and progressing Epilepsy, have made either progress within target set range or progress beyond target set range.**

Key		
Red	= Negative change	Black text = Autumn 2023
Amber	= Progress within range	Red text = Summer 2024
Green	= Positive change beyond range	



Outcomes:

There are five Y1 pupils, eight Y2 pupils and one Y3 pupil who are assessed using The Birth to 5 Matters framework, rather than Castle Hill Levels, as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data. 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.

**HEADLINE: In KS1, progress in all four skill areas in English is comparable**, whereas in the previous academic year, progress in Reading and Writing was slightly higher than in Speaking and Listening. The small cohort of five pupils needs to be taken into consideration when making comparisons.

**HEADLINE: In KS2, progress in Listening is slightly higher than in the other skill areas in English**, which is the same as the previous academic year.

## KS3-KS4 English Castle Hill Level Progress 2023-2024

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 (28)	7 7	10 10	7 6	1 2	3 3	7 7	12 11	5 4	1 3	3 3	8 8	10 10	6 4	2 3	2 3	8 8	10 10	6 6	3 2	1 2
7 (11)	2 2	5 5	3 3		1 1	2 2	6 5	2 2		1 1	2 2	5 5	3 2	1 1		2 2	5 5	3 3	1 1	
8 (10)	2 2	3 3	3 2	1 2	1 1	2 2	4 4	2 1	1 2	1 1	2 2	4 4	2 1	1 2	1 1	2 2	4 4	2 2	2 1	1 1
9 (7)	3 3	2 2	1 1		1 1	3 3	2 2	1 1		1 1	4 4	1 1	1 1		1 1	4 4	1 1	1 1		1 1
KS4 (20)	2 2	2 2	10 10	5 5	1 1	2 2	2 2	9 9	6 6	1 1	2 2	2 2	10 10	4 3	2 3	2 2	4 4	9 8	4 4	1 2
10 (9)	1 1		5 5	3 3		1 1		5 5	3 3		1 1		5 5	2 2	1 1	1 1	2 2	3 3	3 2	1 1
11 (11)	1 1	2 2	5 5	2 2	1 1	1 1	2 2	4 4	3 3	1 1	1 1	2 2	5 5	2 1	1 2	1 1	2 2	6 5	1 2	1 1

### Outcomes:

**HEADLINE: In KS3, progress in all four skill areas in English is comparable**, whereas in the previous academic year, there was slightly lower progress in Reading.

**HEADLINE In KS4, progress in Reading and Writing is slightly higher than in Speaking and Listening**, whereas in the previous academic year, progress in Speaking and Writing was slightly higher than in Listening and Reading.

## KS5 English Castle Hill Level Progress 2023-2024

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 (19) *(18)	2 1	7 6	5 5	5 5	1	2 2	7 5	5 5	5 5	1	2 2	9 8	2 2	5 4	1 2	2 2	9 7	4 3	4 5	1
12 (8)	1 1	4 3	1	3 2	1	1 1	4 3	1	3 2	1	1 1	4 4		2 1	1 2	1 1	4 4		3 2	1
13 (6) *(5)		1	4 3	1 2			1	4 3	1 2			3 2	1 1	2 2			3 1	2 2	1 2	
14 (5)	1 1	2 3	1 1	1 1		1 1	2 2	1 1	1 1		1 1	2 2	1 1	1 1		1 1	2 2	2 1	1 1	

### Outcomes:

\*There is a decrease in the number of KS5 pupils, as sadly one Y15 pupil passed away.

**HEADLINE: In KS5, progress in Speaking, Listening and Writing is comparable. There is slightly lower progress in Reading, which is the same as the previous academic year, however, it should be noted that the baselines for pupils in Reading were slightly higher at the start of the year than the other skill areas, with six pupils already working at CHL 6 and above in autumn 2023.** This reflects challenge within the target setting process in the area of Reading, following a whole school focus on Phonics, targets set may have been ambitious.

## KS1-KS2 Maths Castle Hill Level Progress 2023-2024

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
KS1 (5)	2 1	1 1	2 3			2 1	2 1	1 3			2 1	2 1	1 3		
2 (5)	2 1	1 1	2 3			2 1	2 1	1 3			2 1	2 1	1 3		
KS2 (40)	9 8	13 13	12 11	4 5	2 3	9 8	17 12	7 12	3 4	4 4	10 9	16 14	8 10	4 3	2 4
3 (12)	5 5	3 3	4 4			5 5	5 3	2 4			5 5	5 4	2 3		
4 (10)	1	4 4	4 4	1 2		1	4 3	3 4	2 3		1 1	4 3	4 4	1 2	
5 (10)	2 2	3 3	2 2	2 1	1 2	2 2	4 3	1 2		3 3	2 2	4 3	1 2	2 1	1 3
6 (8)	1 1	3 3	2 1	1 2	1 1	1 1	4 3	1 2	1 1	1 1	2 1	3 4	1 1	1 1	1 1

### Outcomes:

There are five Y1 pupils, eight Y2 pupils and one Y3 pupil who are assessed using The Birth to 5 Matters framework, rather than Castle Hill Levels, as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data. 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.

**HEADLINE: In KS1, progress in all three skill areas in Maths is comparable**, whereas in the previous academic year, progress was slightly higher in Using and Applying and Number, than Space, Shape, and Measure. The small cohort of five pupils needs to be taken into consideration when making comparisons.

**HEADLINE: In KS2, progress in all three skill areas in Maths is comparable**, whereas in the previous academic year, progress was slightly higher in Space, Shape, and Measure and Using and Applying, than in Number.

## KS3-KS4 Maths Castle Hill Level Progress 2023-2024

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
<b>KS3 (28)</b>	7 7	11 11	6 4	2 3	2 3	7 7	11 11	6 4	2 4	2 2	10 9	8 9	6 5	2 3	2 2
7 (11)	2 2	5 5	3 3	1	1	2 2	5 5	3 3	1 1		4 3	3 4	3 3	1 1	
8 (10)	2 2	4 4	2 1	1 2	1 1	2 2	4 4	2 1	1 2	1 1	2 2	4 4	2 1	1 2	1 1
9 (7)	3 3	2 2	1	1	1	3 3	2 2	1	1	1	4 4	1 1	1 1		1 1
<b>KS4 (20)</b>	2 1	2 3	9 9	7 6	1	2 2	2 2	10 9	6 7		2 2	2 2	9 9	5 5	2 2
10 (9)	1	1	5 5	3 3		1 1		5 5	3 3		1 1		5 5	2 2	1 1
11 (11)	1 1	2 2	4 4	4 3	1	1 1	2 2	5 4	3 4		1 1	2 2	4 4	3 3	1 1

### Outcomes:

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

**HEADLINE:** In KS4, progress is slightly higher in Space, Shape and Measure and Using and Applying, than Number. However, it should be noted that the baselines for pupils in Number were slightly higher at the start of the academic year than the other skill areas, with two pupils already working at CHL 8-9 and above in autumn 2023. In the previous academic year, progress was slightly higher in Space, Shape and Measure than Using and Applying and Number.

## KS5 Maths Castle Hill Level Progress 2023-2024

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 (19) *(18)	2 2	6 5	6 5	5 5	1	2 2	8 7	3 3	6 5	1	3 2	6 6	4 4	6 6	
12 (8)	1 1	3 3	1 1	3 2	1	1 1	4 4		3 2	1	1 1	3 3	1 1	3 3	
13 (6) *(5)		1	4 3	1 2			2 1	2 2	2 2		1 1	1 1	2 2	2 2	
14 (5)	1 1	2 2	1 1	1 1		1 1	2 2	1 1	1 1		1 1	2 2	1 1	1 1	

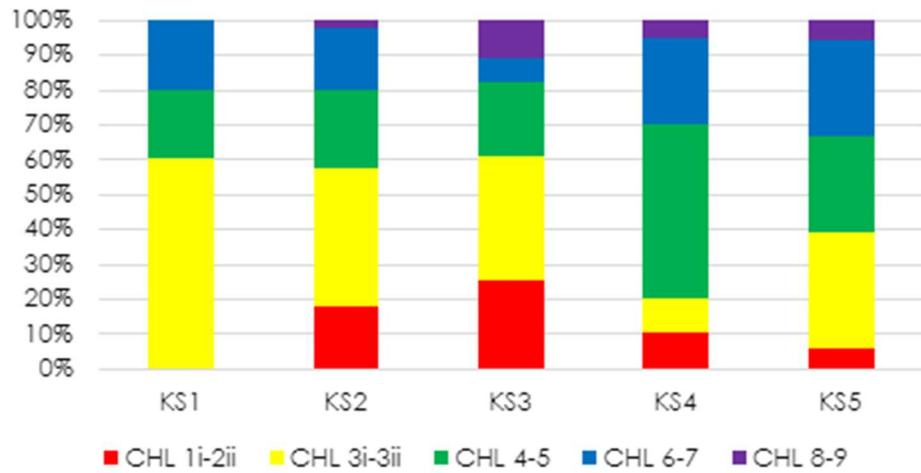
### Outcomes:

\*There is a decrease in the number of KS5 pupils, as sadly one Y15 pupil passed away.

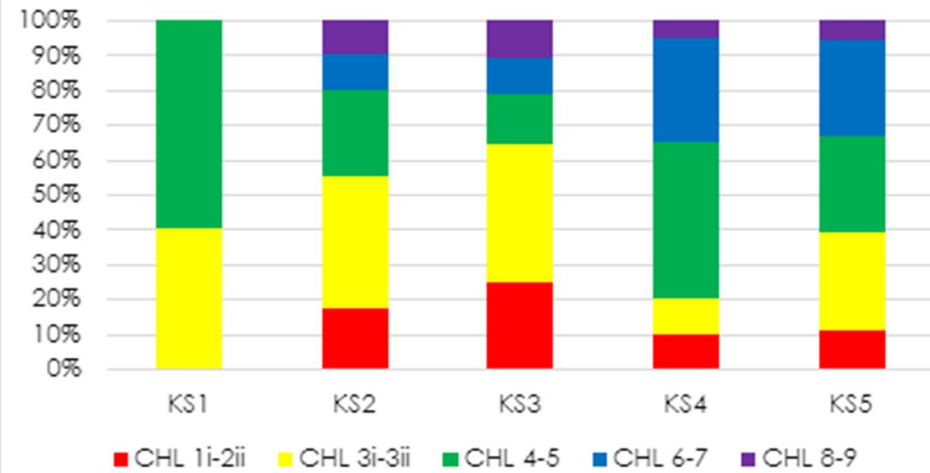
**HEADLINE: In KS5, progress in Space, Shape, and Measure and Using and Applying is slightly higher than in Number,** which is the same as the previous academic year.

## Castle Hill Level Attainment Overview Summer 2024

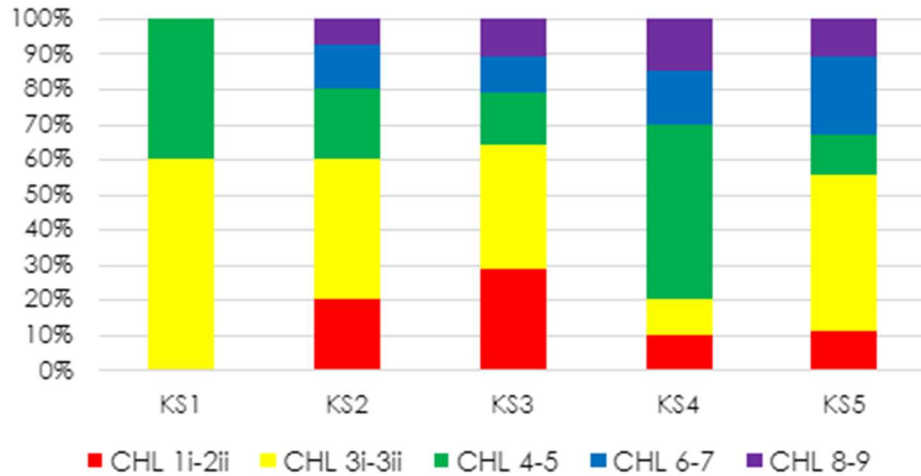
### Speaking Baseline Overview



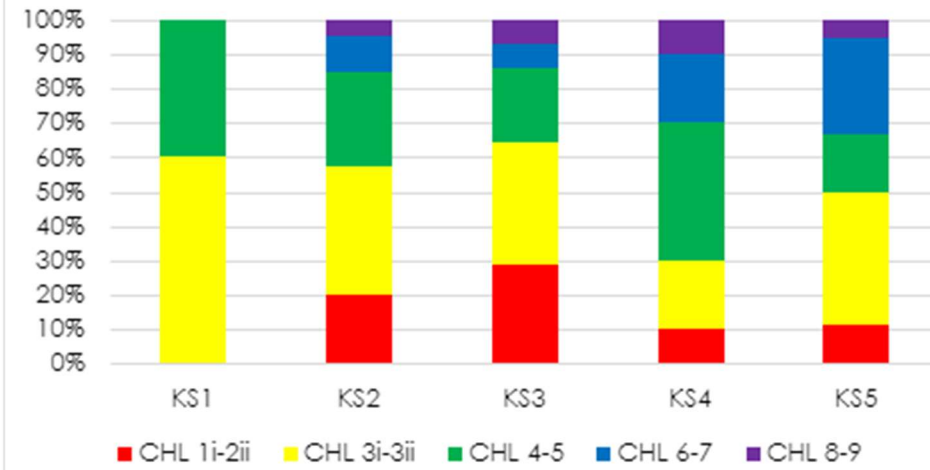
### Listening Baseline Overview



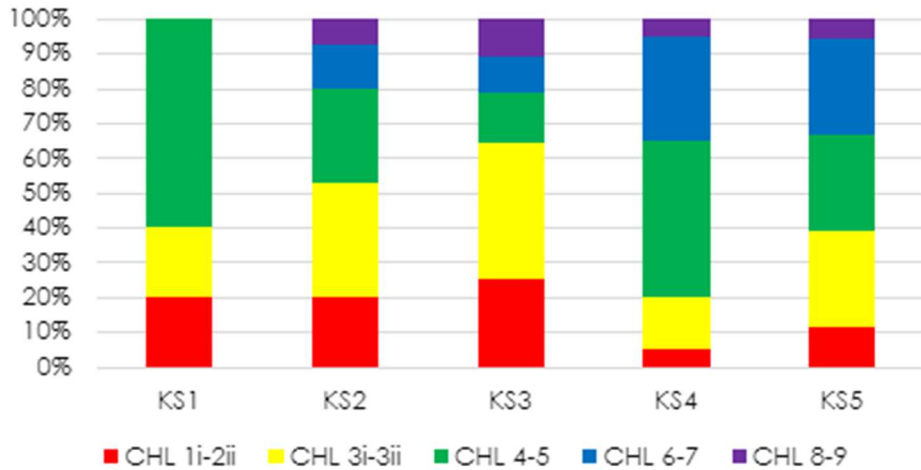
### Reading Baseline Overview



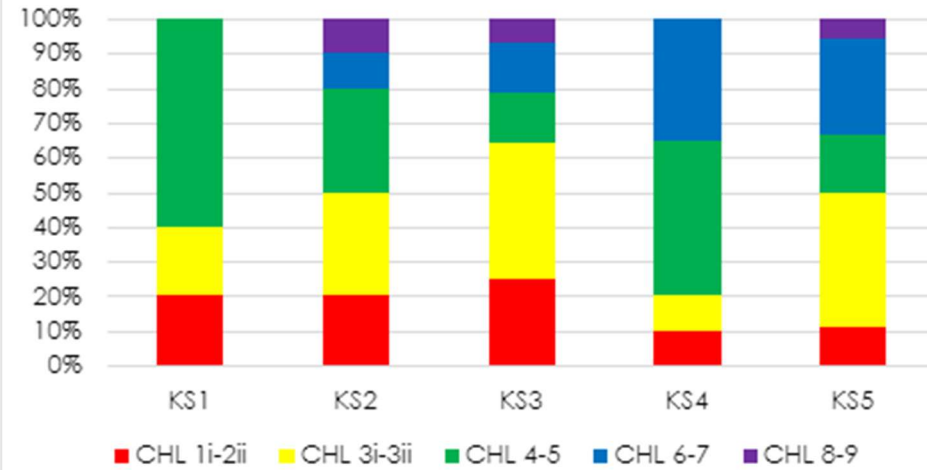
### Writing Baseline Overview



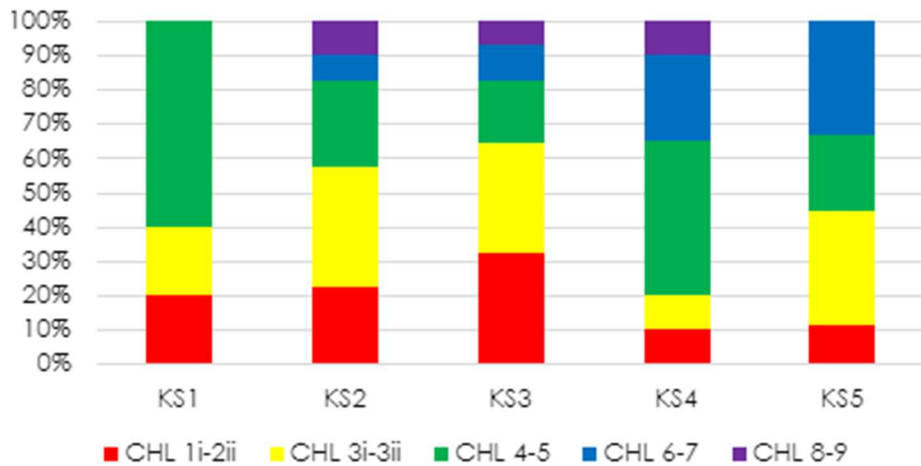
### SSM Baseline Overview



### U&A Baseline Overview



### Nu Baseline Overview



### Attainment Overview Analysis

There are five Y1 pupils, eight Y2 pupils and one Y3 pupil who are assessed using The Birth to 5 Matters framework, rather than Castle Hill Levels, as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data. 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.

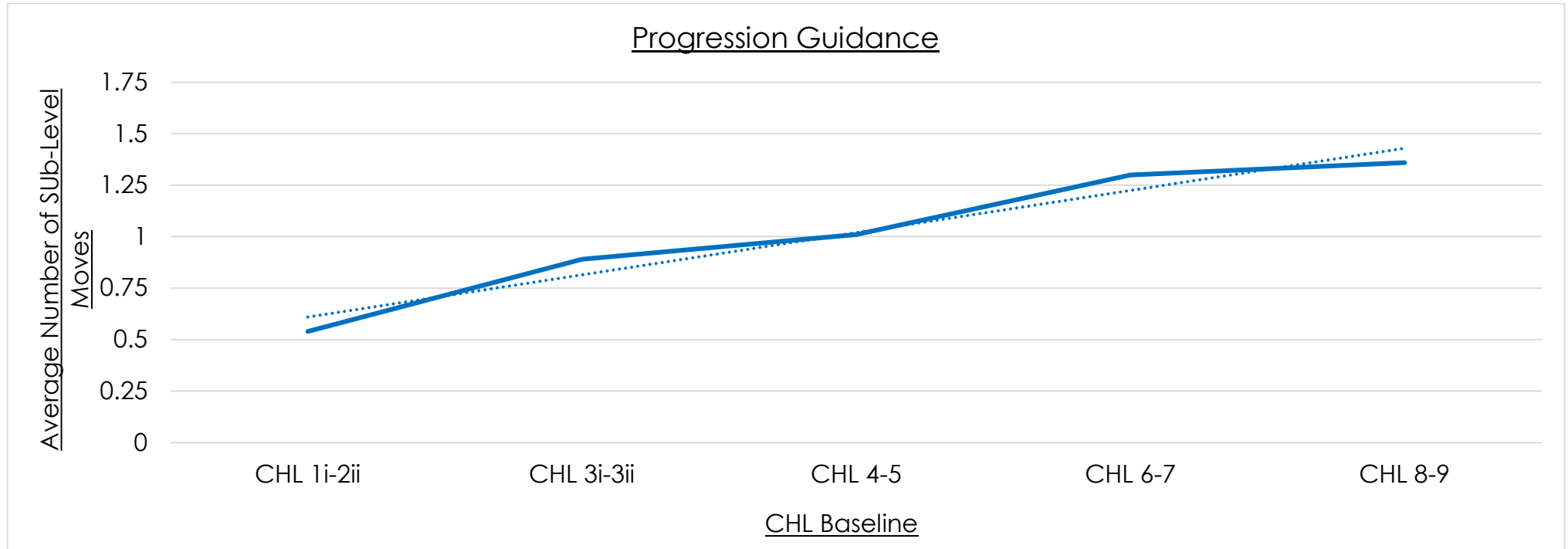
As pupils move through the Key Stages, the number of pupils working at CHL 6 and above generally increases, this demonstrates the cumulative acquisition of skills made through school.

In KS3, there is the greatest range of ability, which reflects the diverse needs of this cohort.

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 three academic years (2021-2022, 2022-2023, and 2023-2024) to determine the average number of sub-level moves. It can be seen from the trend line (dashed line) that 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.

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 progress guidance progress will be further refined.

Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels as a point of reference for teachers.

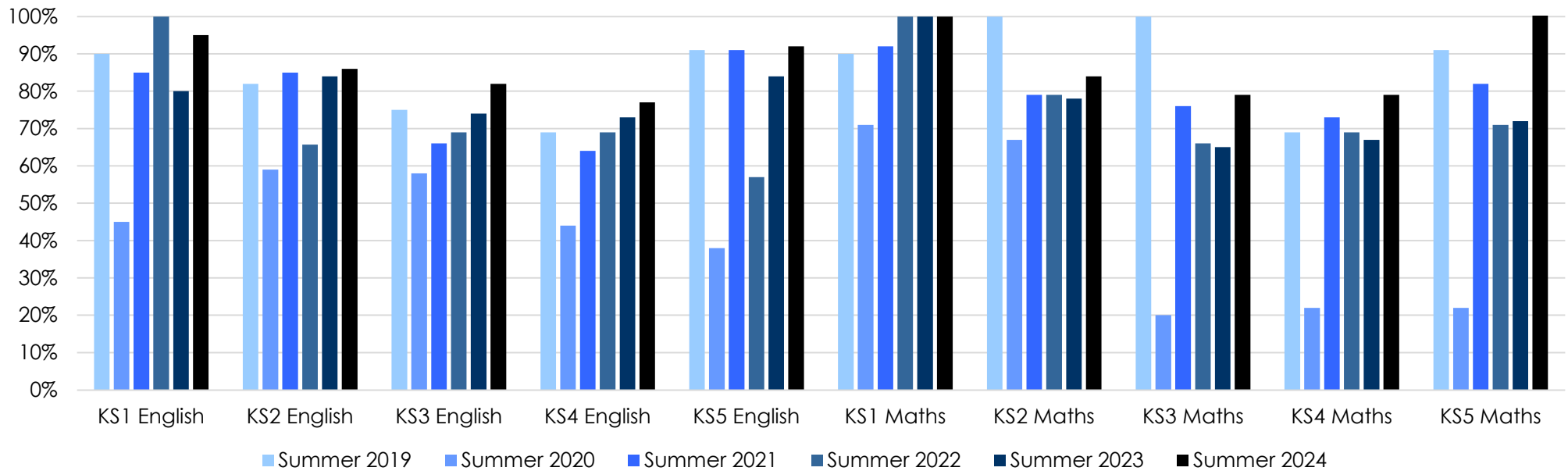
As a result, end of year and end of Key Stage targets for Primary, Secondary and Post 16 pupils are set using Castle Hill Levels. The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate challenging targets. For all pupils, target 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.

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.

Targets Met 6-Year Comparison



Outcomes:

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

KS1 is a small cohort of five pupils which needs to be taken into consideration when making comparisons.

**The expected range of progress is 75%-79% which demonstrates that further challenge will be a focus in the target setting process. The application of Progression Guidance will be an essential part of this process.**

## MAPP – Outcomes 2023-24

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-terminly 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 <b>Prompting</b> 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.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
1	2	3	4	5	6	7	8	9	10

from approximate <b>Fluency</b> 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.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

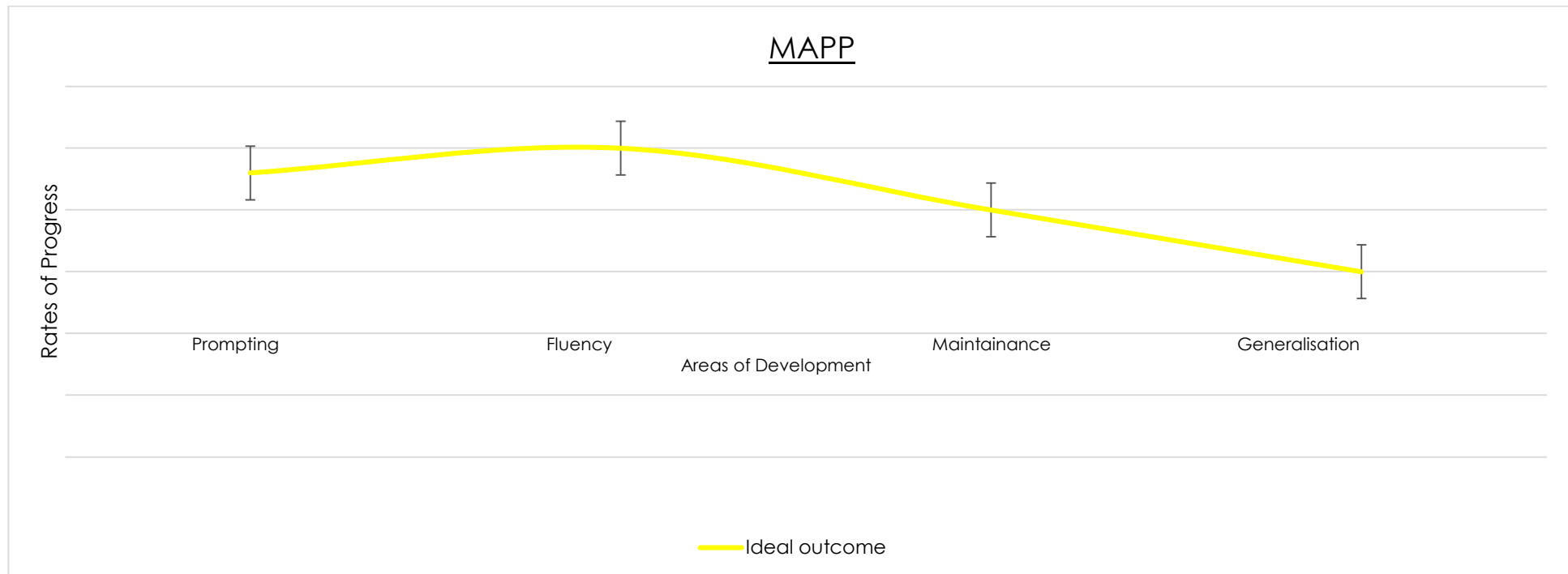
from inconsistent <b>Maintenance</b> to consistent									
Learners maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
1	2	3	4	5	6	7	8	9	10

from single context <b>Generalisation</b> 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.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and 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.

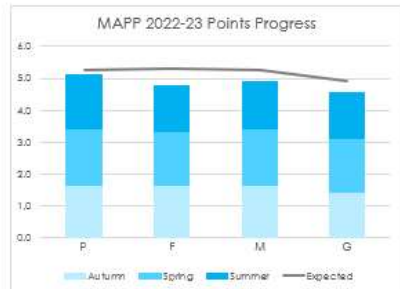
Pupil Progress Document 2022-2023



Pupil	Class	Year	Key Stage
Pupil X	P2	5	KS2

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
---	---	----------

<b>Autumn</b>	Pupil X made good progress in all areas of his learning. He has developed key relationships with familiar staff and is demonstrating realisation that he can communicate effectively his wants and needs through gesture. He has recently demonstrated realisation for photos representing transitions and is carrying out corresponding actions as a result.	Staff are conscious of assessing his regulation levels and readiness to engage, through his Total Communication Approach to express his wants and needs. He benefits from processing time and therefore class will continue to provide processing time when engaging in an activity.	Repetition of sessions and opportunities to process information continues to support Pupil X to develop further.
<b>Spring</b>	Pupil X is making great progress in all areas of development. His increased regulation has meant that he is demonstrating an increased readiness to engage in learning. He has developed secure positive relationships with staff and this shows in his readiness to engage and initiating of interactions.	Modelled learning and repeated sessions with opportunities for Pupil X to process the activity is beneficial to promote development in all areas.	Repeated sessions with predictable outcomes with plenty of processing time has enabled Pupil X to engage in a variety of activities such as parachute games.
<b>Summer</b>	Pupil X is making great progress in all areas. There has been times where regulation has been the focus but on most occasions, Pupil X is regulated and ready to engage with processing time. He is demonstrating understanding	Repeated sessions based on Pupil X's interests. Provide opportunities to anticipate and request 'more'.	

	that pictures represent destination, carrying out corresponding action. He continues to initiate interactions with staff.		
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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	3.1b	3.1a	3.2c				
Listening	2.2a	3.1c	3.1b				
Reading	2.2b	2.2a	3.1c				
Writing	3.1c	3.1b	3.1a				
Shape, Space & Measure	2.2a	3.2c	3.2b				
Using & Applying	2.2a	3.1c	3.2b				
Number	2.2b	2.2a	3.1c				

	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.
<b>Autumn</b>	Pupil X is on track to meet his targets. Please see PIP document for reference.
<b>Spring</b>	Pupil X continues to be on track to meet his targets. Please see PIP document for reference.
<b>Summer</b>	Pupil X is on track to meet his targets. Please see PIP document for reference.

	Does the pupil receive additional support and is this effective? Is there support that could be requested? E.g. use of therapy room
<b>Autumn</b>	Pupil X benefits from repeated sessions and a familiar routine with a range of cues to support his understanding of what's happening next including photos and songs. He is going to start attending swimming at KAL due to his love for water and support with regulation.
<b>Spring</b>	Pupil X continues to benefit from repeated sessions with plenty of processing time. Pupil X demonstrates a clear interest in swimming and staff are careful to assess his regulation levels to ensure that he is regulated on the day.
<b>Summer</b>	Pupil X is still accessing hydro, however, within school, as the water is warmer. He continues to benefit from repeated sessions with plenty of processing time.

Subject Intervention Monitoring

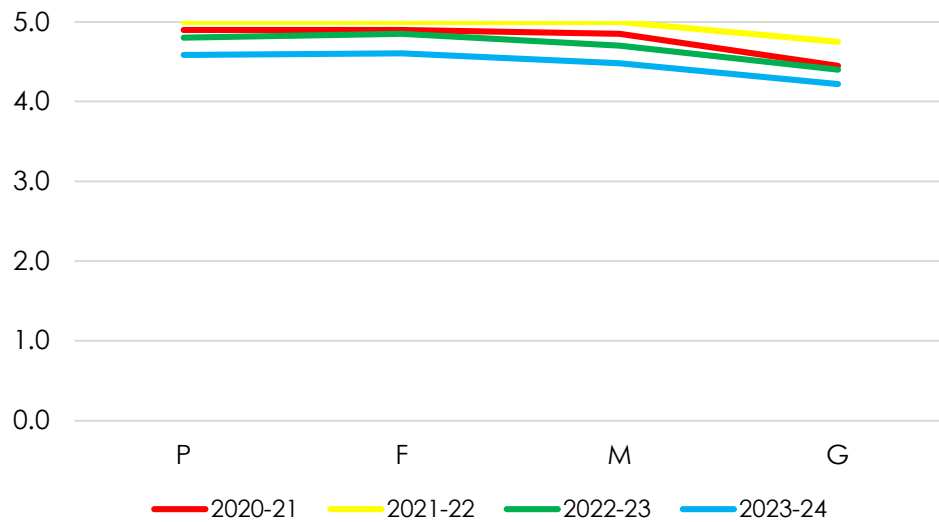
Are there any indicators that progress in a particular subject area is slow or challenged? Please highlight in the table below which subject area(s) this is related to. Indicators may include: CHL data, PIP turnover/direction, observation etc.

<b>English</b> (including Community Languages): Jayne, Catherine	<b>RE/Collective Worship:</b> Sophia	<b>Geography/History:</b> Dom
<b>Maths:</b> Kiersti	<b>Science:</b> Michael	<b>Art, Drama and Dance:</b> Kate, Katrina
<b>PE:</b> Alistair	<b>ICT:</b> Victoria	<b>Music:</b> Robyn
<b>PSHE:</b> Dan	<b>Sensory:</b> Zoe, Pippa	<b>DT:</b> Leanne

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

Yes	No
Comment:	Comment: Pupil X is still settling and developing engagement across all areas.

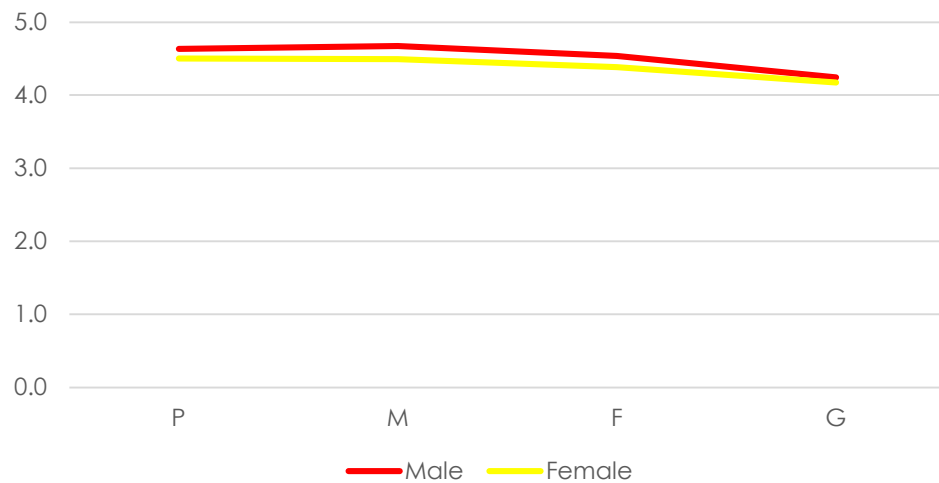
### All Pupils - Academic Year



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

**HEADLINE: MAPP progress is slightly down from the last three years. This is caused by low marking of a couple of Secondary classes and will be addressed through Phase lead support. All pupils' individual MAPP learning journeys provide some evidence of progress.**

### Pupils by Gender - Academic Year

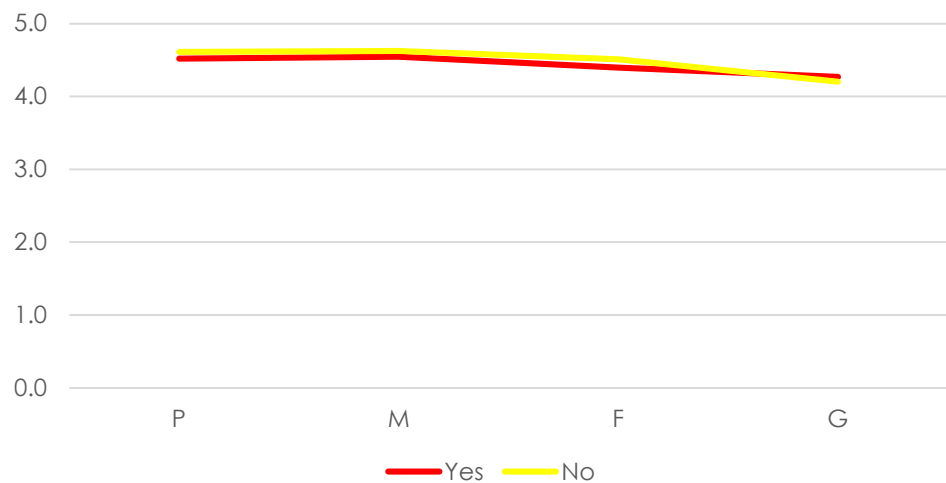


The graph to the left shows the yearly MAPP progress by gender.

**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

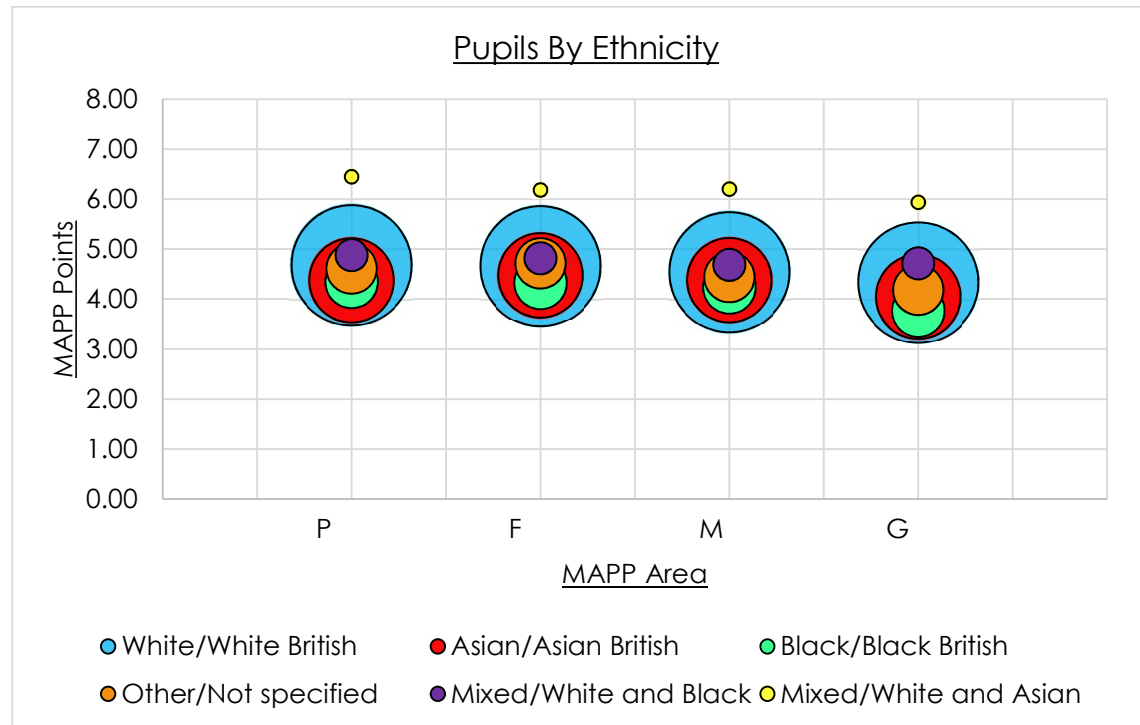


The graph to the left shows the yearly MAPP progress by pupils who have been in receipt of any premium (Pupil Premium, Pupil Premium Plus, Child Looked After funding), compared against the rest of the school population.

**HEADLINE: There is a negligible 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 (66 pupils), Asian/Asian British (33 pupils), Black/Black British (13 pupils), Mixed/White and Black (5 pupils) and Other/Not specified category (12 pupils). The group Mixed/White and Asian consists of 1 pupil, so the result is unreliable in terms of making comparisons. All the groups follow similar patterns of progress and are within a range of 0-0.95 points of each other across all areas, showing that there is a negligible difference 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**

45 pupils achieved accreditation for AQA units across the year.

A total of 296 units were achieved in total.

### **ASDAN Personal Progress - Year 11**

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

### **ASDAN Personal Progress - Year 14**

7 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:

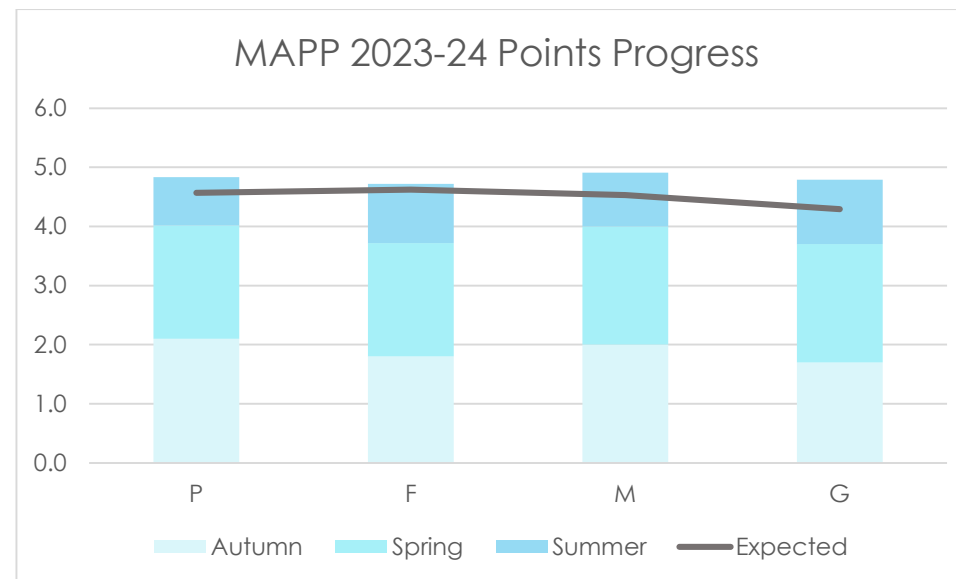
Start of the year

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							

	<p><b>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.</b></p> <p><b>* Complete this section with reference to the progress within the PiP document.</b></p>
<b>Autumn</b>	
<b>Spring</b>	
<b>Summer</b>	

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

### 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.

<b>English</b> (including Community Languages): Jayne, Catherine	<b>RE/Collective Worship:</b> Sophia	<b>Geography:</b> Dom
<b>Maths:</b> Kiersti	<b>Science:</b> Michael	<b>History:</b> Hannah
<b>PE:</b> Alistair	<b>ICT:</b> Victoria	<b>Art, Drama and Dance:</b> Polly
<b>PSHE:</b> Dan	<b>Sensory:</b> Pippa	<b>Music:</b> Robyn
<b>DT:</b> Drew		

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

Yes	No
Comment:	Comment: