

Castle Hill School

Innovating, Communicating, Empowering

Progress Report

Autumn Term 2023

*This report has been compiled to provide all stakeholders with a comprehensive view of **whole school data** on a termly basis. The report includes graphs to evidence the data and a summary of the key points. Further analysis is available on request including drilled down data looking at individual progress.*

Contents

- Headlines
- EYFS – Birth to 5 Matters Baseline and Analysis
- KS1 – KS5 Castle Hill Level Baseline and Analysis
- KS1 – KS5 Castle Hill Level Target Setting, Progression Guidance and Analysis
- MAPP Analysis:
 - All pupils over time
 - Gender
 - Any Premium Ever
 - Ethnicity
- Appendices

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

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

Target setting and assessment data from previous academic years is available on request for each pupil, providing evidence of a clear learning journey.

Autumn 2023 Headlines from EYFS, Castle Hill Level, MAPP/ PiP and Target Setting Analysis

Brief Overview:

EYFS: All pupils in EYFS have been baselined using the Birth to 5 Matters areas of learning; areas for development are identified and interventions are applied.

Castle Hill Level Data: Castle Hill Levels is an assessment system for all KS1 to KS5 pupils (excluding EYFS), taking into consideration progression through Birth to 5 Matters, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels. The Castle Hill Level data provides an indicator of each pupil's Castle Hill Level achievement at the beginning of the autumn term, giving an overview of population ability.

MAPP/PiP: (Mapping and Assessing Pupil Progress) is used to record progress relating directly to long-term EHCP outcomes. The application of PiP (Progress in Provision) targets ensures the pupils progress towards the completion of MAPP targets, through the completion of small steps of progress.

Target Setting: The cycle for Target Setting begins at the start of the Key Stage when an end of year and an end of Key Stage Castle Hill Level target is set for each pupil for English and Maths skill areas. Target setting is completed in November through professional conversations with a member of the Senior Leadership Team.

Early Years (Birth to 5 Matters)

HEADLINE: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 emerging and Range 4 secure. The number of Early Years pupils has continued to increase this academic year, with a wide range of abilities. Where spikes and dips are indicated in most cases this relates to the pupils' physical, sensory or communication profile. Each stage range represents a broad band of developmental points, pupils make progress whilst remaining in the same range. A baseline for each pupil is made in October which reflects their abilities upon transition to school, which may involve a period whilst they adjust to this change. Data is obtained for all aspects of EYFS and used to report at the end of Foundation Stage progress. In order to keep in line with the whole school reporting systems this report focuses on analysing the core skills. **HEADLINE: Birth to 5 Matters gives a good indication of strengths and areas for development. Individual outcomes and graduated responses are identified and applied through pupil progress meetings** (records available upon request). **HEADLINE: Further analysis of each pupil's needs and progress is achieved through the MAPP and PiP process, which is directly linked to EHCP targets.**

Primary (Castle Hill Levels)

English:

HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, with only 1 pupil working at CHL4 and above, this is comparable to last academic year. **HEADLINE: Similarly, the Castle Hill Level baselines show that the majority of KS2 pupils are working at CHL3 or below**, however the proportion of pupils working at CHL4 and above is greater than in KS1, and comparable to last academic year, this is evidence of the accumulation of skills as pupils move through the early Key Stages. **HEADLINE: Attainment in the four skill areas of English is comparable, as it was the previous academic year.**

Maths:

HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, with only 1 pupil working at CHL4 and above, this is comparable to last academic year. **HEADLINE: Similarly, in KS2, most pupils are working at the early developmental levels, (between CHL1 and CHL3).** The proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages. **HEADLINE: Attainment in the three skill areas of Maths is comparable, as it was the previous academic year.**

Secondary (Castle Hill Levels)

English:

HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils (61-69% depending on the skill area) are working at CHL3 and below, whereas last year, approximately half of KS3 pupils were working at CHL4 and above. The difference in attainment between the two academic years reflects the changing profiles of pupils as they move through the Key Stages. The majority of KS4 pupils (70-80% depending on the skill area) are working at CHL4 and above, which is in contrast to KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4. **In KS3 and KS4 attainment in all four skill areas of English is comparable.** Last year, more pupils achieved CHL8 and above in Reading compared to the other skill areas, which may have been related to the whole-school Phonics focus.

Maths:

HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils (64%) are working at CHL3 and below, whereas last year, slightly over half of KS3 pupils were working at CHL4 and above. The difference in attainment between the two academic

years reflects the changing profiles of pupils as they move through the Key Stages. The majority of KS4 pupils (80%) are working at CHL4 and above, which is higher than KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4. In KS3 and KS4 attainment in all three skill areas of Maths is comparable, as it was last academic year.

Sixth Form (Castle Hill Levels)

English:

HEADLINE: The majority of KS5 pupils are working at the early developmental levels (53%) which is similar to last academic year (55%). Attainment in all four skill areas is comparable. Last academic year attainment was slightly higher in Reading which may have been related to the whole-school Phonics focus.

Maths:

HEADLINE: The majority by a slight margin (53%) of Sixth Form pupils are working at CHL4 and above, which is higher than last academic year, whereby 45% were working at CH4 and above. Attainment in all three skill areas of Maths is comparable, as it was last academic year.

Target Setting and Progression Guidance

The CHL baselines for all pupils for all skill areas in English and Maths have been analysed over the most recent two academic years (2021-2022 and 2022-2023) to determine the average number of sub-level moves. **HEADLINE: The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year.**

In addition, through the assessment cycle, we are able to develop averages for the numbers of pupils who achieve their targets on a yearly basis. **HEADLINE: In English on average 79% of pupils met their end of year targets in 2023, compared with 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average of 71% of pupils met their end of year targets in Maths, compared to 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019.**

Reporting of Data

Castle Hill School reports at the end of Y2 and Y6 (statutory) and Y9 and Y11 (non-statutory), using Pre-Key Stage Standards for those pupils who are engaging in subject-specific learning. As the Pre-Key Stage Standards are amalgamated into Castle Hill School Levels, teachers are adept at assessing using both means. Teachers also participate in Pre-Key Stage Standards moderation and have provided their own moderation material.

MAPP Breakdowns

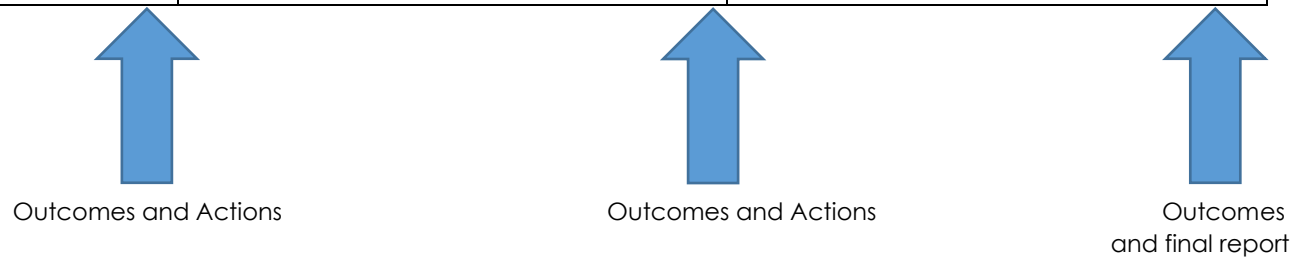
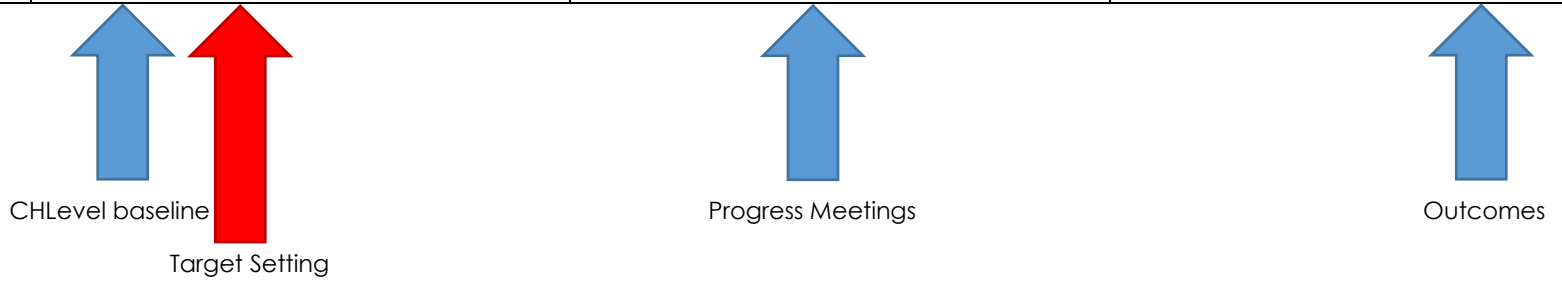
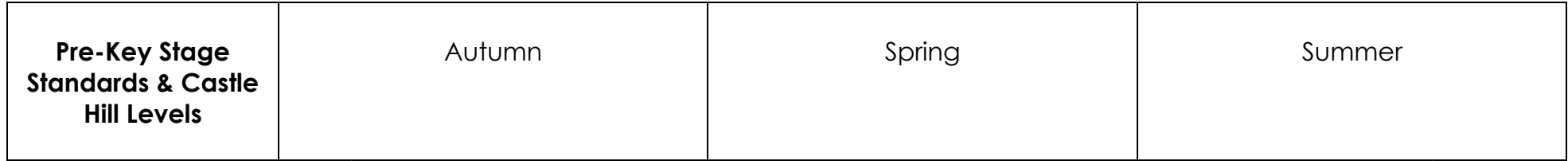
Pupil specific: Termly individualised MAPP outcomes are analysed in professional discussion, as part of the ongoing assessment process. This ensures the SLT and teachers have a clear understanding as to the learning pathway for each pupil (outcomes are available on request).

HEADLINE: Progress in the Autumn term 2023 has increased slightly when compared to the Autumn term 2022 progress. Progress has returned to, and slightly exceeded, pre-pandemic results (see previous Assessment Reports, available upon request). **HEADLINE: There is little difference in progress across gender. There is little difference in progress dependent upon receipt of any Premium. There is a negligible difference in attainment across ethnicity.**

Autumn Assessment Report 2023 CHIP Outcomes:

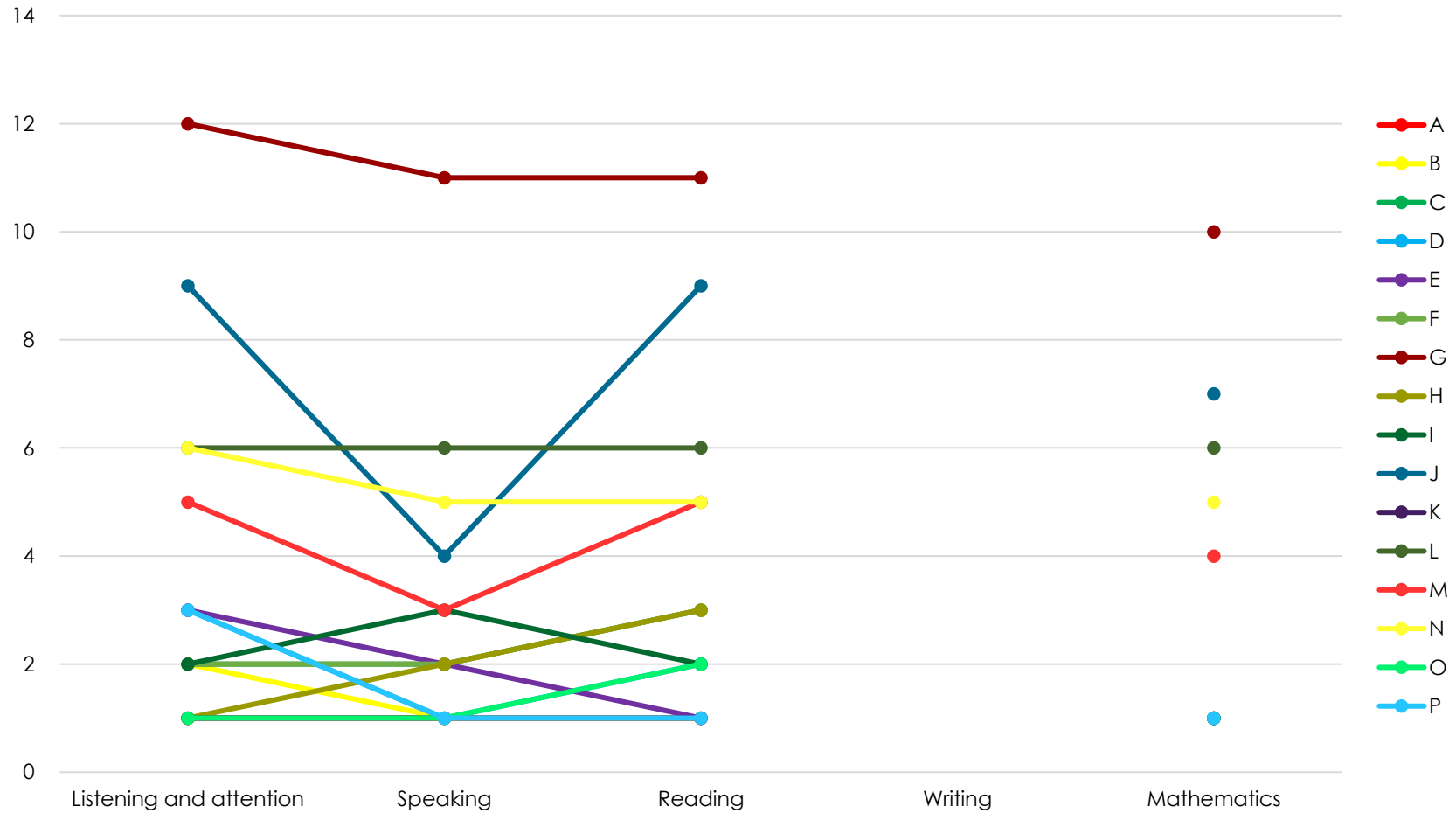
1. Priority: To apply headlines from the Summer 2023 Assessment Report																			
Intent: Raising performance outcomes and improving assessment processes through: <ul style="list-style-type: none"> - the application and quality assurance of Key Skill Pathways - PiP quality assurance and moderation - the development of progression guidance 																			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through																
- Key Skill Pathways application to be quality assured for pupils engaged in subject-specific study. Case studies will track Pathways – Curriculum Guides - MTP – PiP documents – Evidence of work to provide evidence of application.	Existing Case Studies will continue. New Case Studies in development for 23-24 beginning with EYFS pupils Key skill pathways to be updated on a regular basis	KD / JA / CW	Collated case studies and tracking evidence PiP documents																
- PiP/Pathway/CHL Moderation PiP/Pathway/CHL Moderation will provide an ongoing forum for discussion regarding the setting of PiP targets, use of Key Skill Pathways, and Castle Hill Level Assessment, including dedicated time within Teachers Meetings. Moderation will track targets from EHCP, to MAPP, to PiP and provide support to teachers.	PiP/Pathway/CHL moderation sessions completed with teachers: <table border="1"> <tr> <td>21.10.20</td> <td>19.01.22</td> </tr> <tr> <td>24.02.21</td> <td>02.03.22</td> </tr> <tr> <td>13.01.21</td> <td>17.05.23</td> </tr> <tr> <td>24.02.21</td> <td>27.09.23</td> </tr> <tr> <td>28.04.21</td> <td>18.10.23</td> </tr> <tr> <td>09.06.21</td> <td>24.01.24</td> </tr> <tr> <td>29.09.21</td> <td>28.02.24</td> </tr> <tr> <td>20.10.21</td> <td></td> </tr> </table>	21.10.20	19.01.22	24.02.21	02.03.22	13.01.21	17.05.23	24.02.21	27.09.23	28.04.21	18.10.23	09.06.21	24.01.24	29.09.21	28.02.24	20.10.21		KD / SB	Minutes of Working Party meetings Minutes of Teachers Meetings Amendment to practice for example differentiating PiP focus and context. Collated case studies and tracking evidence
21.10.20	19.01.22																		
24.02.21	02.03.22																		
13.01.21	17.05.23																		
24.02.21	27.09.23																		
28.04.21	18.10.23																		
09.06.21	24.01.24																		
29.09.21	28.02.24																		
20.10.21																			
- The development Castle Hill Level Progression Guidance To develop progression guidance, apply it to the summer 2023 Castle Hill Level attainment data and extend its application to summer 2024 CHL attainment data, making the process more refined. To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework.	Application of Progression Guidance to assist in target setting process in autumn 2022 and spring 2023 progress towards targets meeting. Data shows the Progression Guidance Graph may have assisted in increasing challenge within the target setting process for 2022-2023. Application of Progression Guidance to assist in target setting process autumn 2024.	PH / SB / Phase Leads / Maths Lead (KD), English Lead (JA), in partnership with CW	Monitoring of Pupil Progress Documents Monitoring through the Summer 2023 Assessment Report and subsequent reports																
Impact: Improved assessment processes and increased opportunities for learning																			

Assessment Timeline

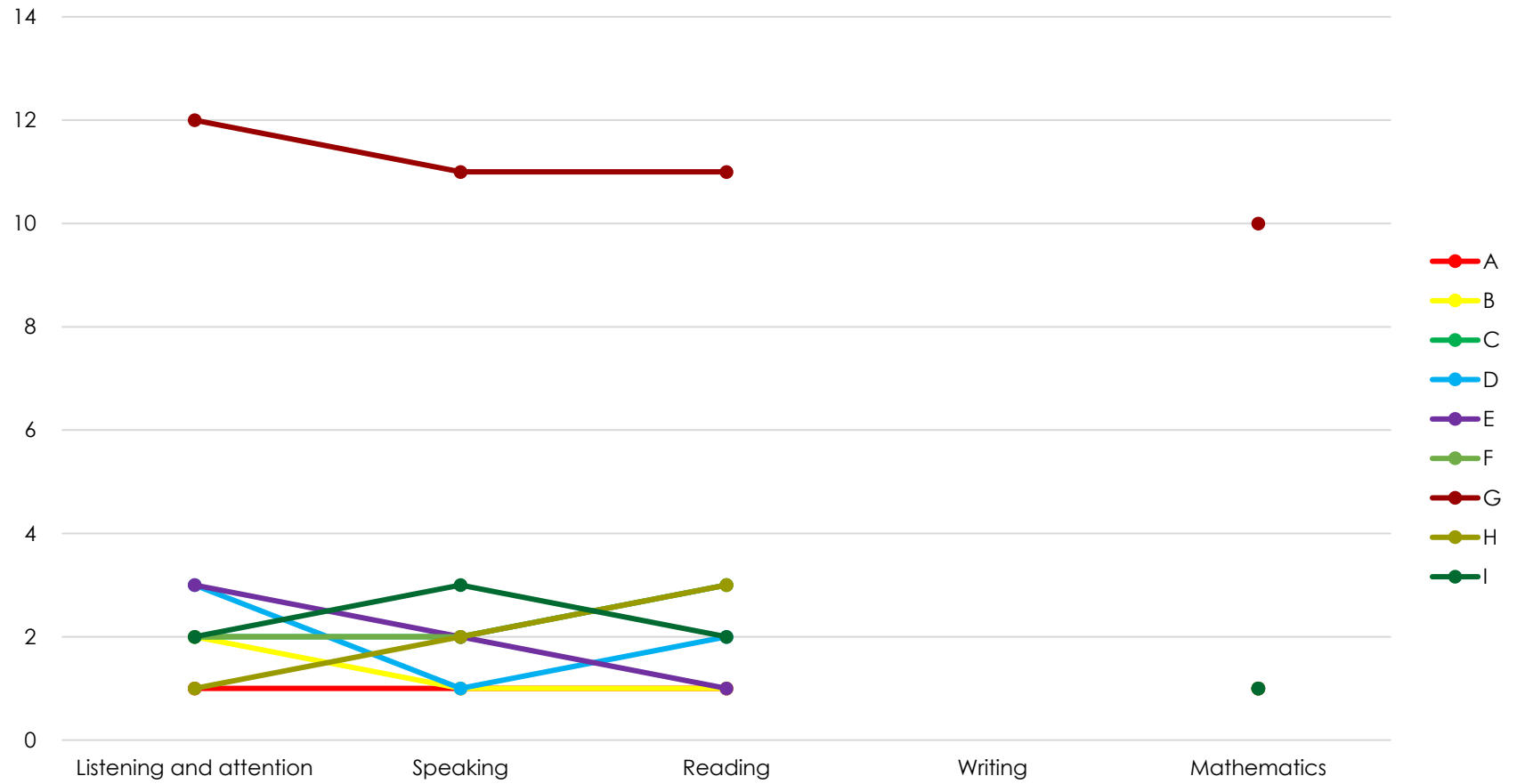


EYFS Birth to 5 Matters Baseline October 2023

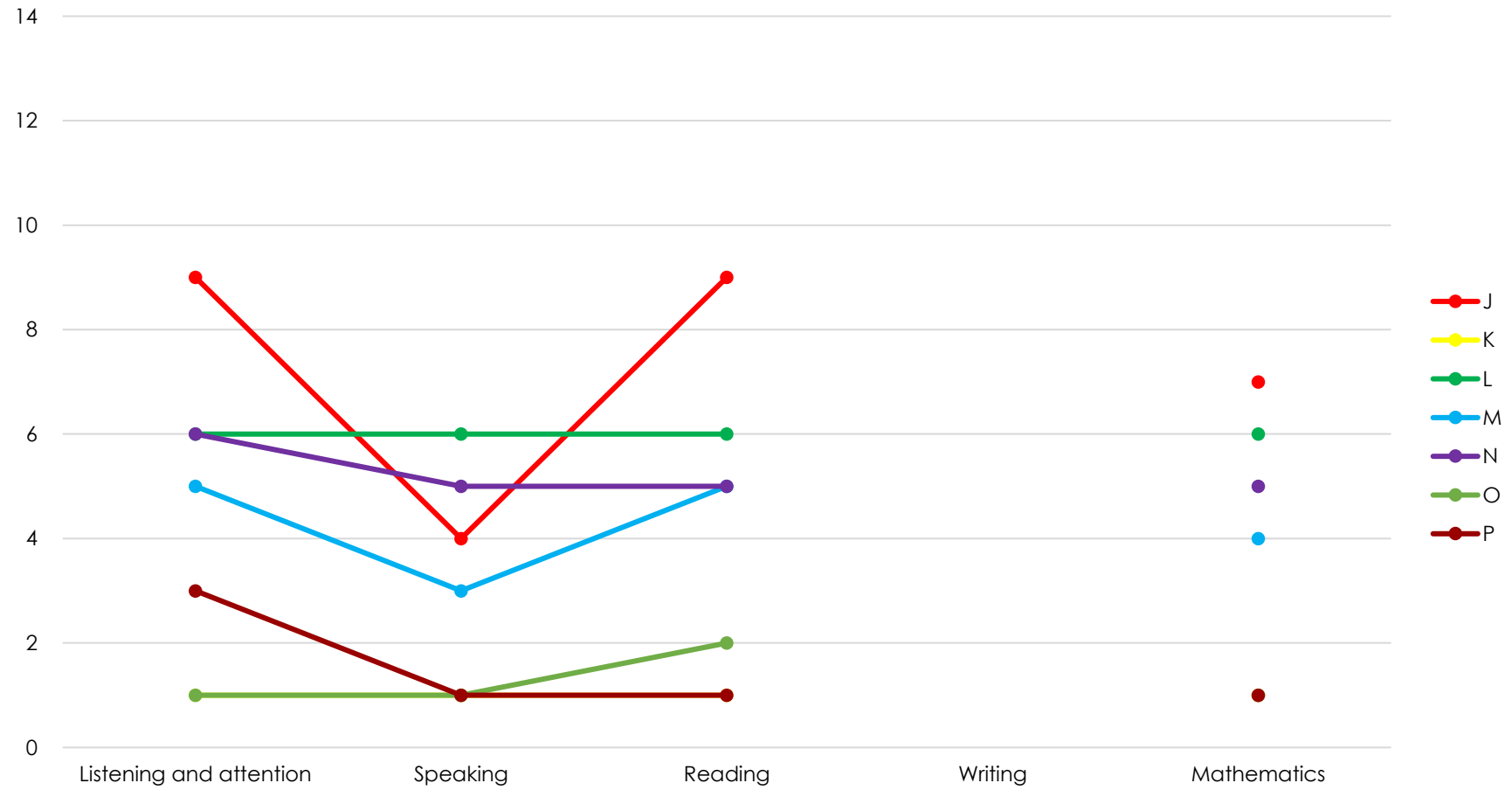
EYFS Birth to 5 Matters Baseline Assessment 2023-24



EY1 Birth to 5 Matters Baseline Assessment 2023-24



EY2 Birth to 5 Matters Baseline Assessment 2023-24

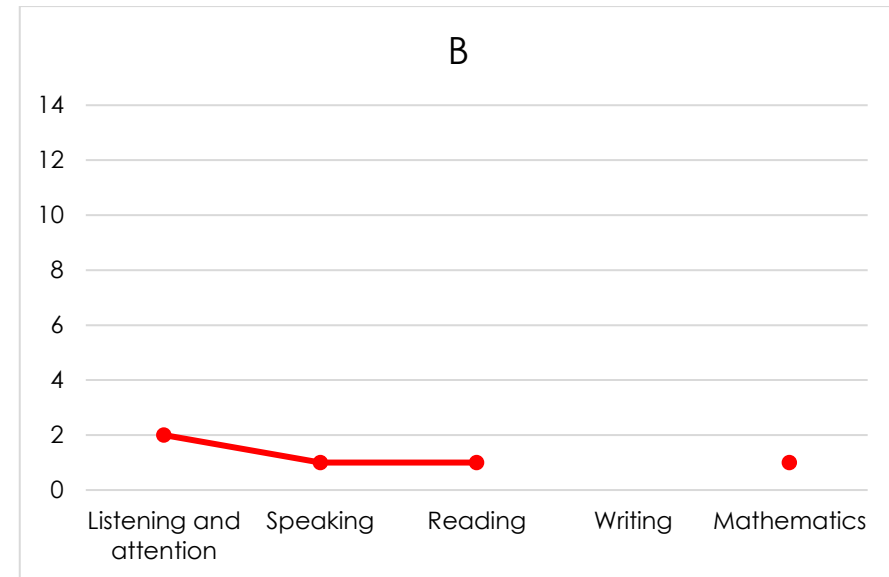
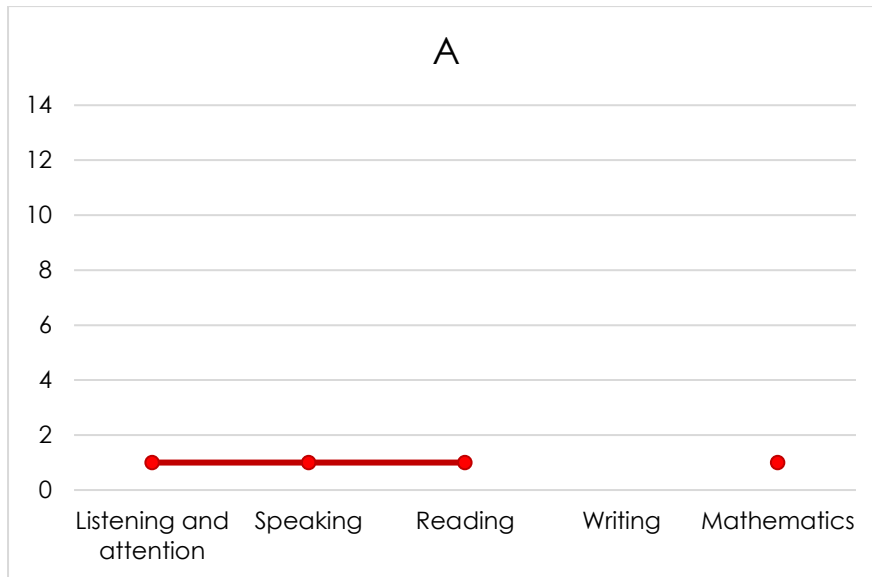


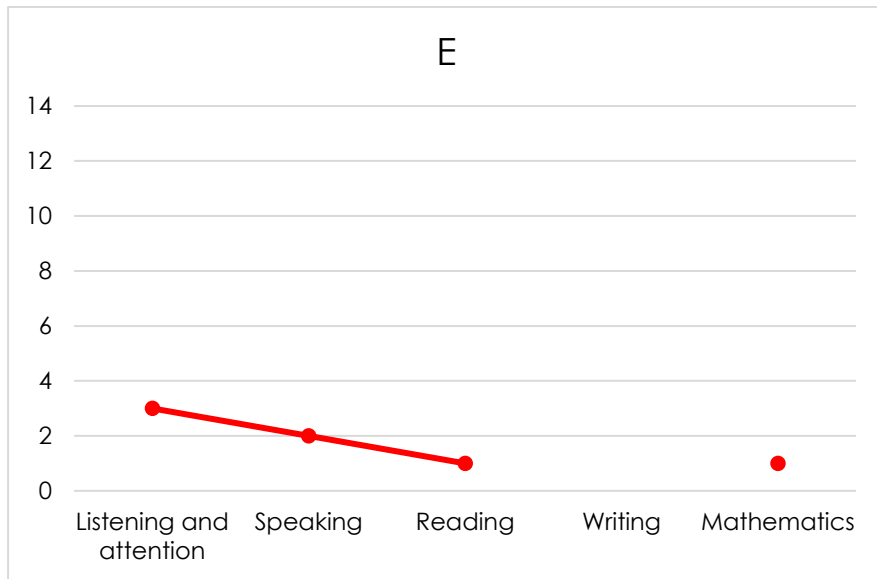
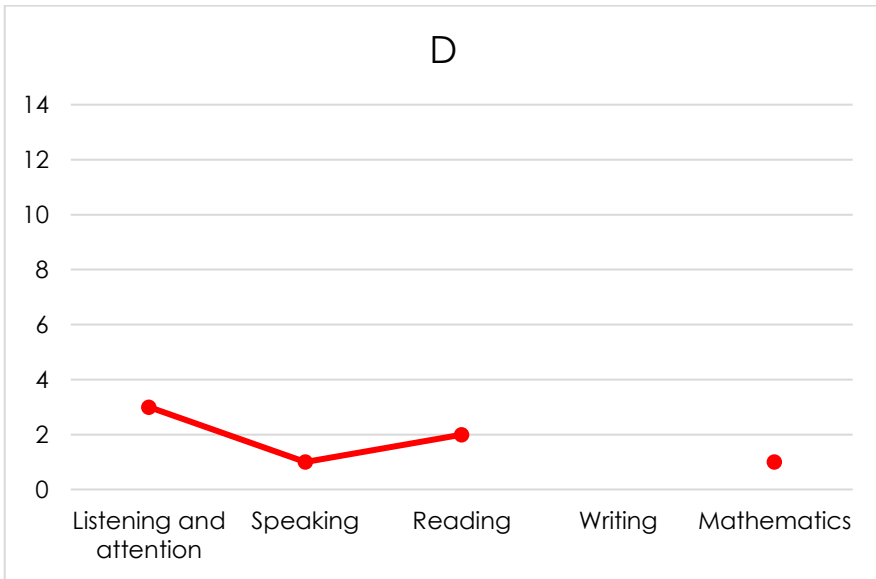
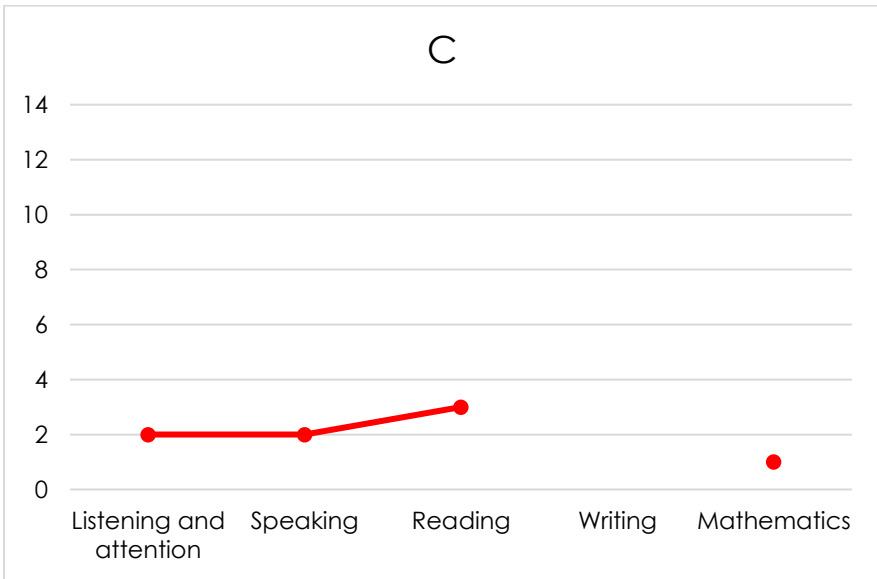
EYFS

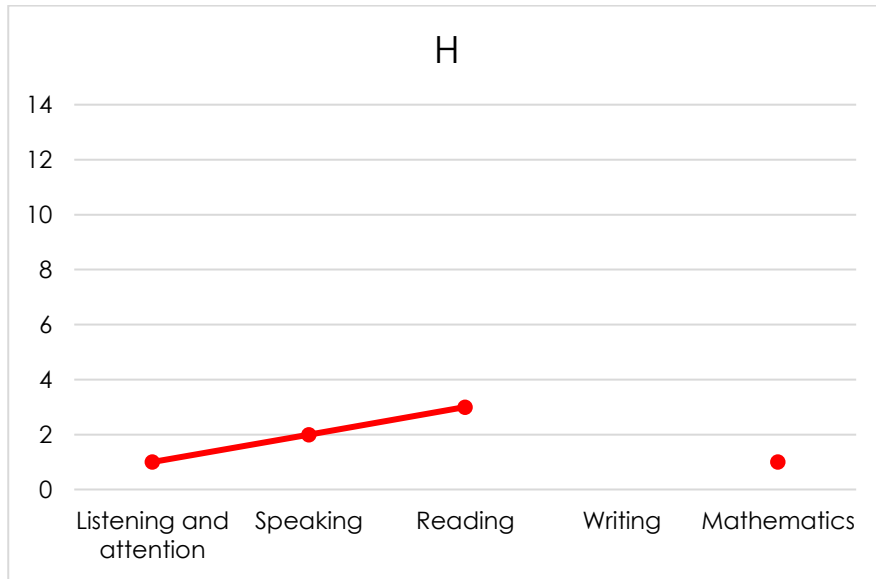
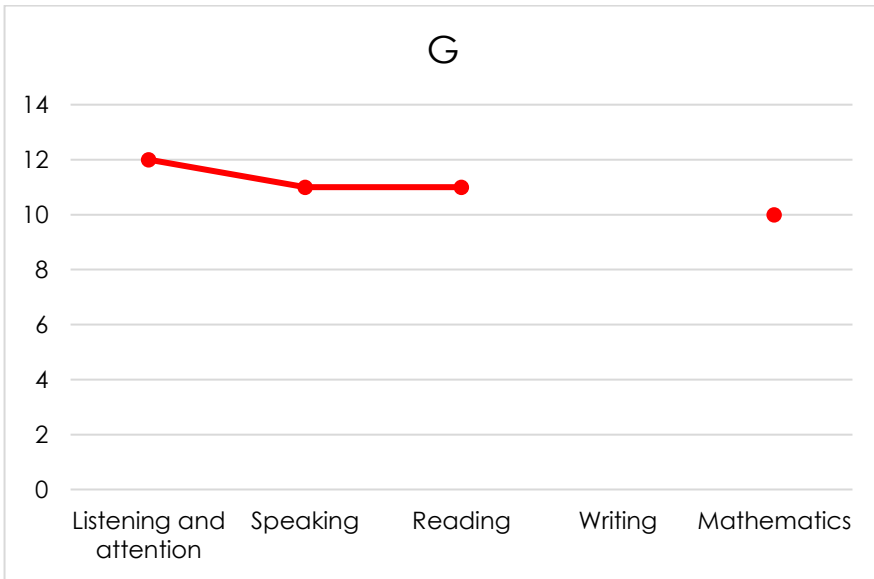
All pupils in the EYFS have been baselined using the Birth to 5 Matters areas of learning. All pupils have a spikey profile and across the 16 pupils there is a range of ability. For the purpose of data analysis, the following areas are included within each graph; Communication and Language, Literacy and Mathematics. All pupils are assessed against the whole profile on a half-termly basis. Further data regarding Personal, Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design is available upon request.

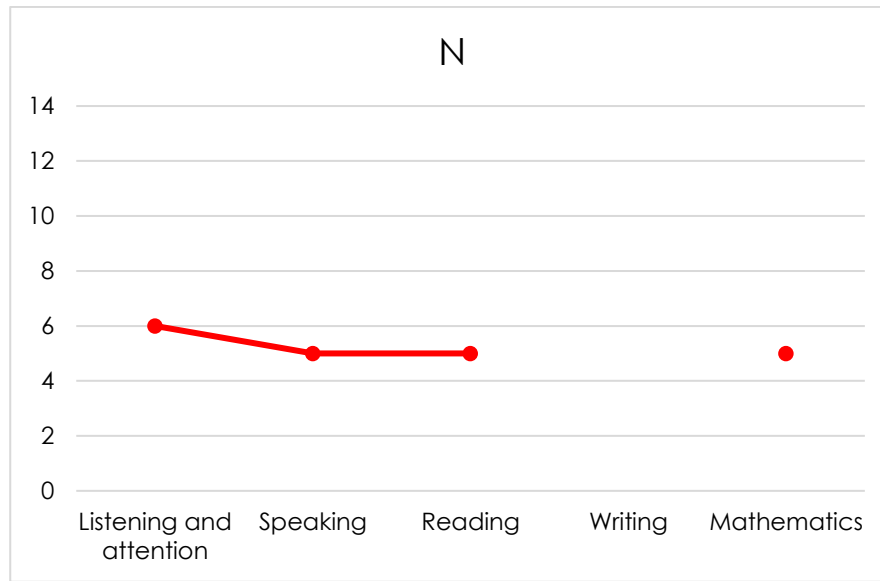
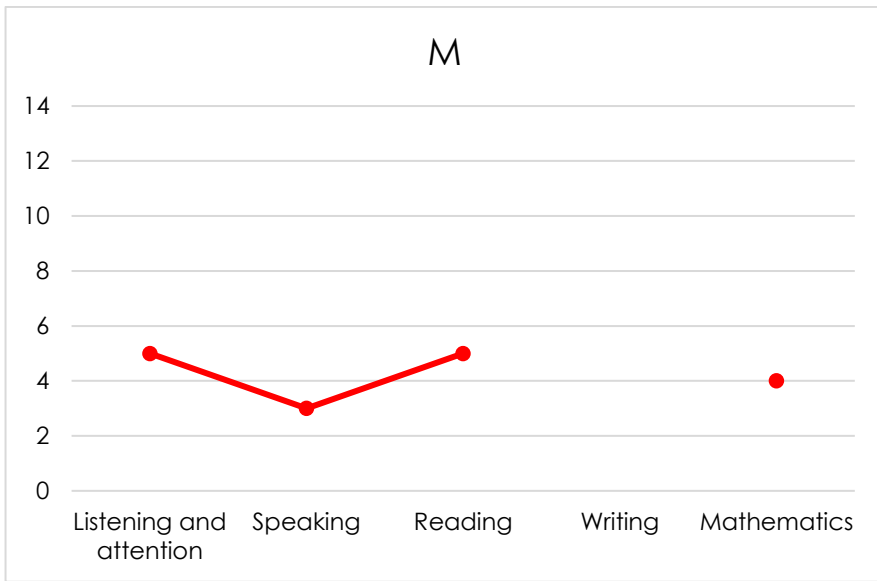
There is a general convergence for most pupils around the Writing strand. This is because writing is first exemplified through mark-making, which is not assessed until Range 3 (7-9 on the graphs below) and therefore has not been included.

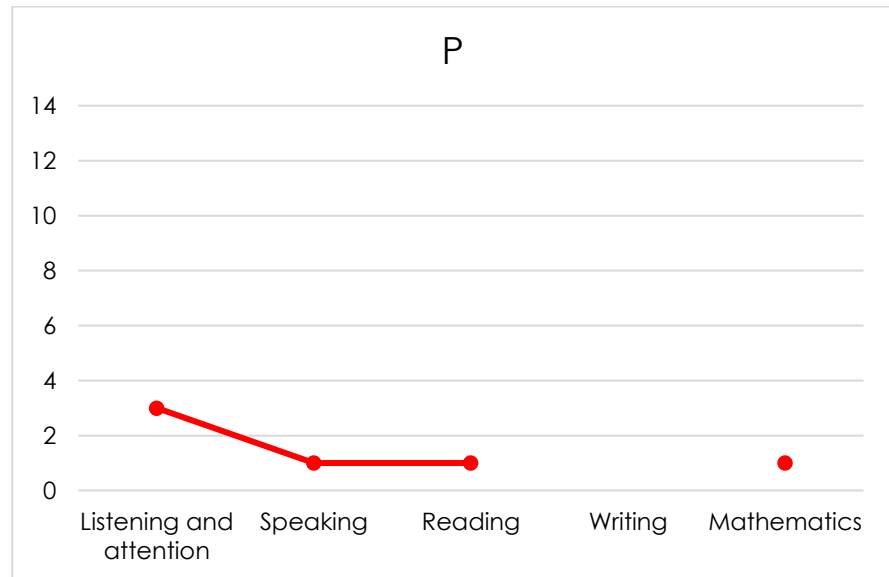
The following graphs show in detail the individual profiles of pupils:











Outcomes: HEADLINE: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 emerging and Range 4 secure. The number of Early Years pupils has increased this academic year, with a wide range of abilities. Where spikes and dips are indicated, in most cases this relates to the pupils' physical, sensory or communication profile.

Birth to 5 Matters is focussed on language based and physical skills progression. For some our pupils this can present as a barrier to demonstrating progress. Some of the developmental steps in specific areas are more challenging than others to achieve.

MAPP targets are put in place and progress is measured through the PiP process; pupil profiles determine approaches for learning. Individual outcomes and graduated responses are identified and applied through pupil progress meetings (records available upon request).

KS1-KS2 Castle Hill Level English Baseline Overview Autumn 2023

This data provides an indicator of each pupil's Castle Hill Level achievement at the beginning of the autumn term. The data collection for Castle Hill Levels will take place again during the summer term. The summer assessment report will be able to indicate the general progress of each Key Stage over the academic year.

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 (11)		5	3	3		1	3	4	2	1	1	2	5	2	1	1	3	6		1
5 (9)	2	4	1	2		1	5	1	1	1	2	4	1	1	1	2	4	1	2	
6 (8)	1	4	1	2		1	4	1	1	1	2	3	1	2		1	4	1	2	

Outcomes: There are five Y1 pupils, seven Y2 pupils and one Y3 pupil who are assessed using Birth to 5 Matters, rather than Castle Hill Levels as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data (please refer to EYFS data, p.9-16). KS1 is a small cohort of five pupils, which needs to be taken into consideration when making comparisons. **HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, with only 1 pupil working at CHL4 and above, this is comparable to last academic year.**

HEADLINE: Similarly, the Castle Hill Level baselines show that the majority of KS2 pupils are working at CHL3 or below, however the proportion of pupils working at CHL4 and above is greater than in KS1, and comparable to last academic year, this is evidence of the accumulation of skills as pupils move through the early Key Stages. Attainment in the four skill areas of English is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level English Baseline Overview Autumn 2023

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)	5	12	7	1	3	4	15	5	1	3	6	12	6	2	2	6	12	6	3	1
7 (11)	2	5	3		1	1	7	2		1	2	5	3	1		2	5	3	1	
8 (10)	2	3	3	1	1	2	4	2	1	1	2	4	2	1	1	2	4	2	2	
9 (7)	1	4	1		1	1	4	1		1	2	3	1		1	2	3	1		1
KS4 (20)	1	3	10	5	1	1	3	9	6	1	1	3	10	4	2	1	5	9	3	2
10 (9)		1	5	3			1	5	3			1	5	2	1		3	3	3	
11 (11)	1	2	5	2	1	1	2	4	3	1	1	2	5	2	1	1	2	6		2

Outcomes: HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils (61-69% depending on the skill area) are working at CHL3 and below, whereas last year, approximately half of KS3 pupils were working at CHL4 and above. The difference in attainment between the two academic years reflects the changing profiles of pupils as they move through the Key Stages.

HEADLINE: The majority of KS4 pupils (70-80% depending on the skill area) are working at CHL4 and above, which is in contrast to KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4.

HEADLINE: In KS3 and KS4 attainment in all four skill areas of English is comparable. Last year, more pupils achieved CHL8 and above in Reading compared to the other skill areas, which may have been related to the whole-school Phonics focus.

Sixth Form Castle Hill Level English Baseline Overview Autumn 2023

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

Outcomes: HEADLINE: The majority of KS5 pupils are working at the early developmental levels (53%) which is similar to last academic year (55%). Attainment in all four skill areas is comparable. Last academic year attainment was slightly higher in Reading which may have been related to the whole-school Phonics focus.

KS1-KS2 Castle Hill Level Maths Baseline Overview Autumn 2023

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

Outcomes: HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, with only 1 pupil working at CHL4 and above, this is comparable to last academic year.

HEADLINE: Similarly, in KS2, most pupils are working at the early developmental levels, (between CHL1 and CHL3). The proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages.

HEADLINE: Attainment in the three skill areas of Maths is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level Maths Baseline Overview Autumn 2023

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 (28)	4	14	6	2	2	4	14	6	2	2	8	10	6	2	2
7 (11)	1	6	3	1		1	6	3	1		4	3	3	1	
8 (10)	2	4	2	1	1	2	4	2	1	1	2	4	2	1	1
9 (7)	1	4	1		1	1	4	1		1	2	3	1		1
KS4 (20)	1	3	9	7		1	3	10	6		2	2	9	5	2
10 (9)		1	5	3			1	5	3		1		5	2	1
11 (11)	1	2	4	4		1	2	5	3		1	2	4	3	1

Outcomes: HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils (64%) are working at CHL3 and below, whereas last year, slightly over half of KS3 pupils were working at CHL4 and above. The difference in attainment between the two academic years reflects the changing profiles of pupils as they move through the Key Stages.

HEADLINE: The majority of KS4 pupils (80%) are working at CHL4 and above, which is higher than KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4.

HEADLINE: In KS3 and KS4 attainment in all three skill areas of Maths is comparable, as it was last academic year.

Sixth Form Castle Hill Level Maths Baseline Overview Autumn 2023

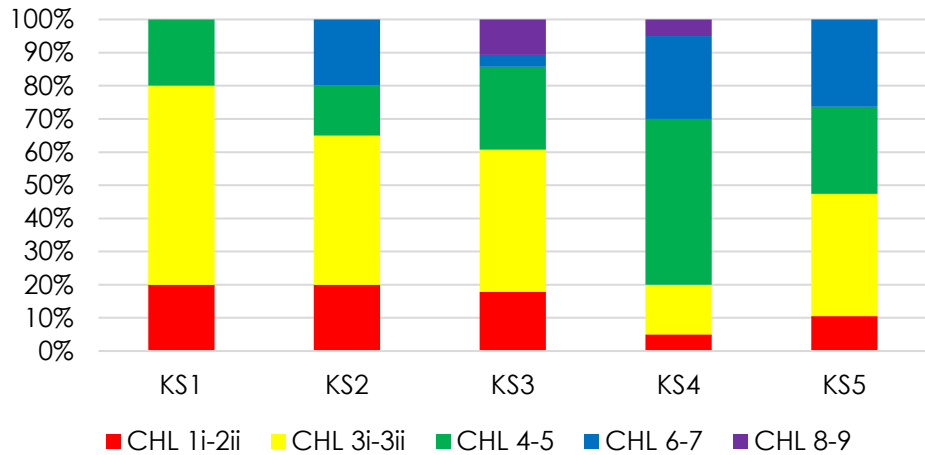
Key Stage	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS5 (19)	2	6	6	5		2	8	3	6		3	6	4	6	
12 (8)	1	3	1	3		1	4		3		1	3	1	3	
13 (6)		1	4	1			2	2	2		1	1	2	2	
14 (5)	1	2	1	1		1	2	1	1		1	2	1	1	

Outcomes: HEADLINE: The majority by a slight margin (53%) of Sixth Form pupils are working at CHL4 and above, which is higher than last academic year, whereby 45% were working at CH4 and above.

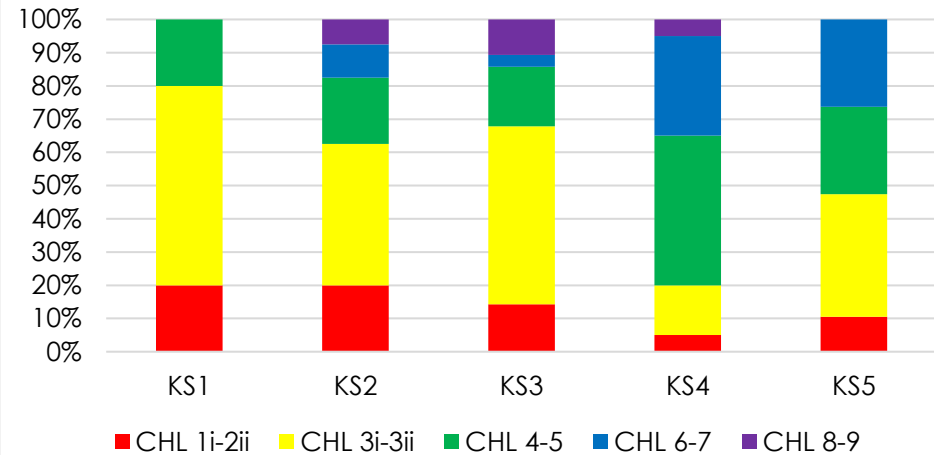
HEADLINE: Attainment in all three skill areas of Maths is comparable, as it was last academic year.

Castle Hill Level Baseline Overview Autumn 2023-2024

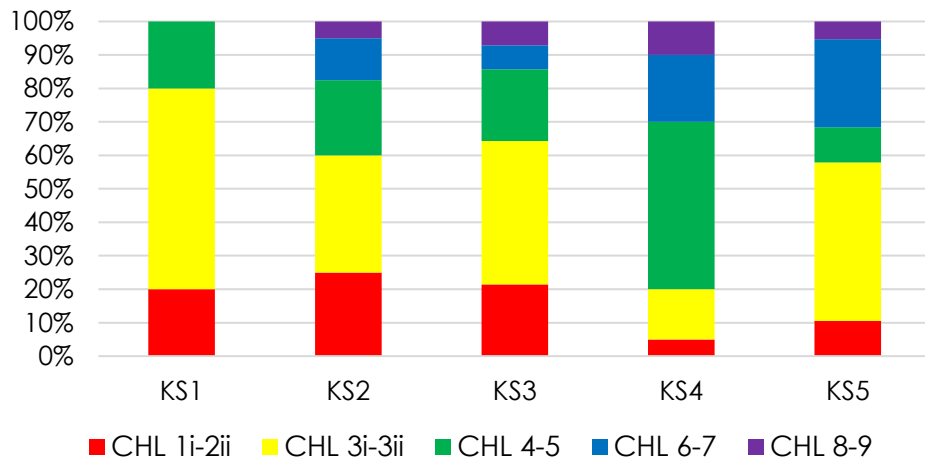
Speaking Baseline Overview



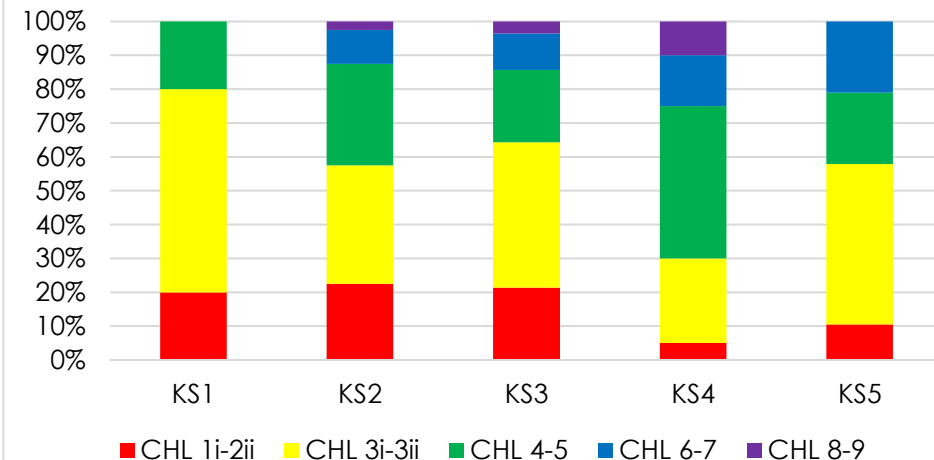
Listening Baseline Overview



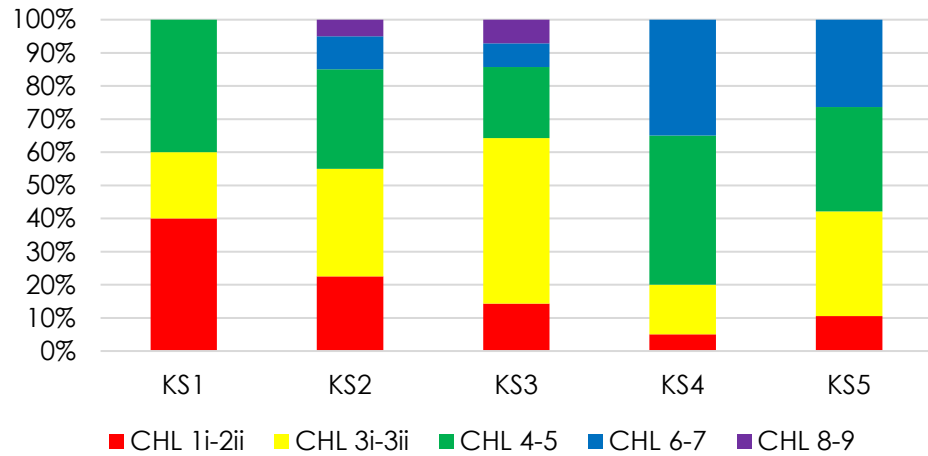
Reading Baseline Overview



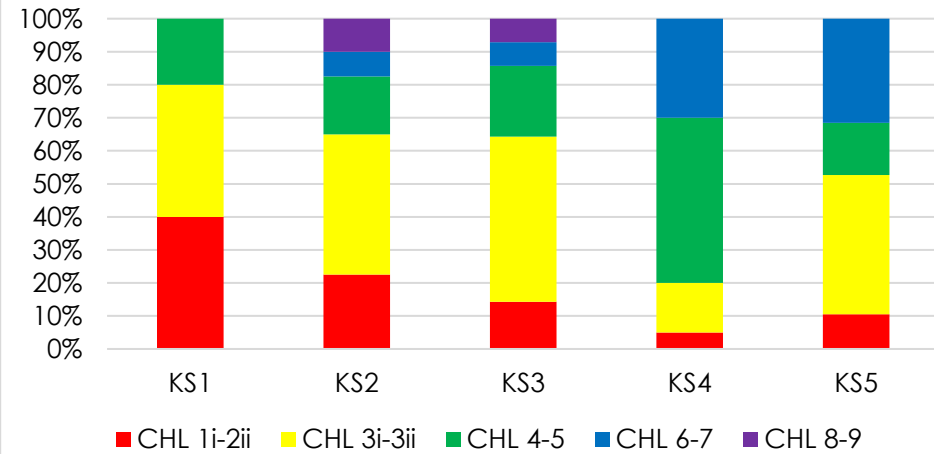
Writing Baseline Overview



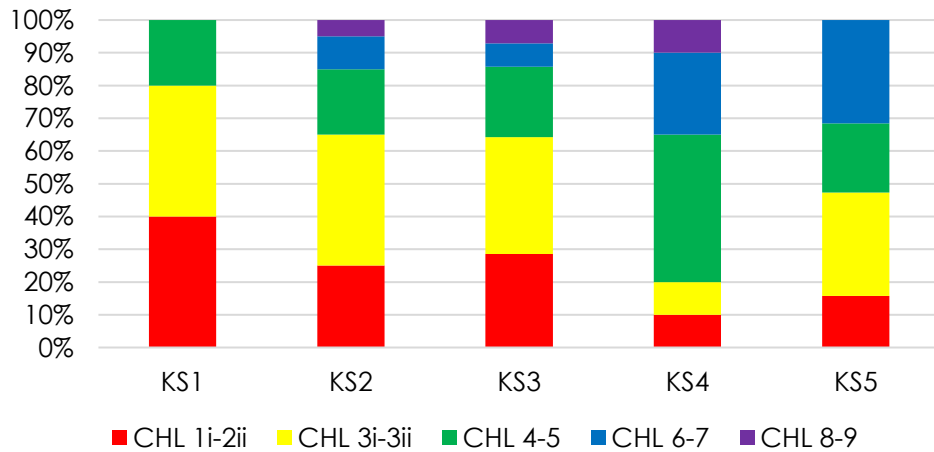
SSM Baseline Overview



U&A Baseline Overview



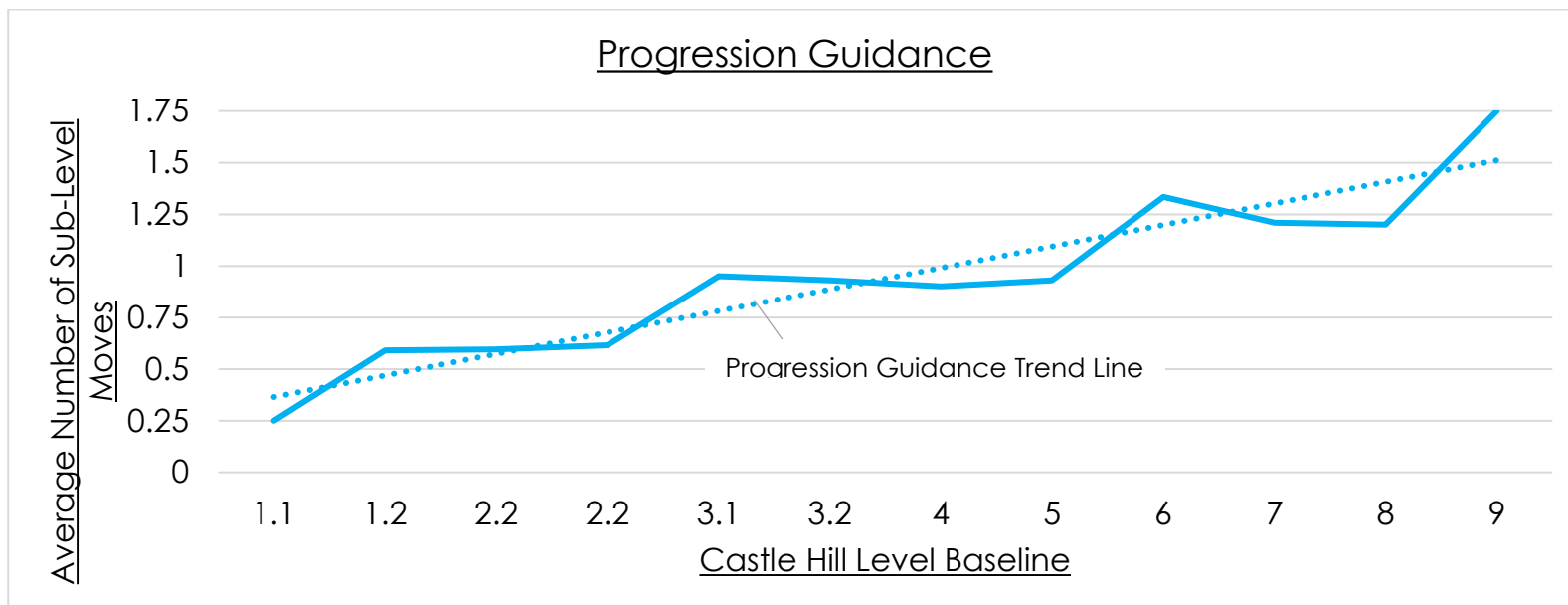
Nu Baseline Overview



Target Setting

In response to the Rochford Review (October 2016) and the resulting recommendations regarding the use of P levels and Progression Guidance, Castle Hill School's target setting process was reviewed in 2017. 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 Birth to 5 Matters, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels.

The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate and challenging targets. For all pupils, target setting is completed in November and is quality assured through a professional and structured meeting with a member of the Senior Leadership Team to ensure challenging and aspirational targets (see Appendix 1 – Pupil Progress Document Template). The CHL baselines for all pupils for all skill areas in English and Maths have been analysed over the most recent two academic years (2021-2022 and 2022-2023) to determine the average number of sub-level moves. **HEADLINE: The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year.** The Progression Guidance graph informs but does 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. The Progression Guidance graph develops on an annual basis, as new data becomes available, to become further refined.



In addition, through the assessment cycle, we are able to develop averages for the numbers of pupils who achieve their targets on a yearly basis. **HEADLINE: In English on average 79% of pupils met their end of year targets in 2023, compared with 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average of 71% of pupils met their end of year targets in Maths, compared to 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019** (see Progress Report Summer 2023, available upon request). The expected range of progress is 75%-79% which demonstrates challenge in the target setting. The data from previous academic years will be compared with the data for this academic year to review 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, Orange Observation Books, as well as in MAPP assessments and PiP documents.

Progression and challenge 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:

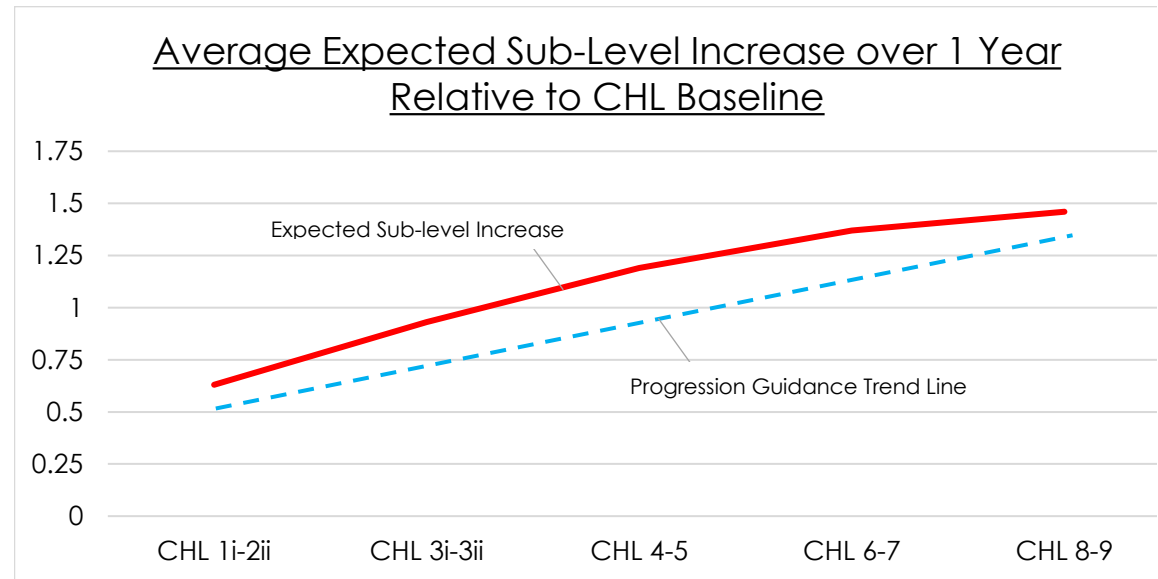
<https://castlehillschool.org.uk/learning/assessment-planning-and-progress>

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

Castle Hill Level End of Year Target Setting 2023-2024

English

		CHL Baseline				
		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
Average Expected Sub-Level Increase	Speaking	0.50	0.80	1.10	1.42	1.50
	Listening	0.53	0.86	1.07	1.44	1.43
	Reading	0.60	0.89	1.25	1.44	1.29
	Writing	0.48	0.92	0.95	1.36	1.50



Maths

		CHL Baseline				
		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
Average Expected Sub-Level Increase	SSM	0.52	0.85	1.31	1.33	1.50
	U&A	0.57	0.93	1.37	1.30	1.50
	Number	0.54	0.91	1.29	1.31	1.50

Outcomes: The red line on the graph shows that the higher the CHL baseline, the greater the expected sub-level increase. The blue dashed line shows the Progression Guidance trend line based on the results for 2021-22 and 2022-23 combined. **HEADLINE: As the target setting line (red) is above the Progression Guidance trend line (blue dashed), it demonstrates that there is challenge within the target setting process.** In autumn 2022, the target setting for pupils at the very early developmental levels (CHL1-2) was disproportionately challenging compared to those working at higher Castle Hill Levels (see Appendix 2), as can be seen from the graph above this is no longer an issue, as a result of the Progression Guidance Graph being used within the target setting process, to inform, but not direct, target setting. Pupils at the higher Castle Hill Levels (8-9) have greater assessment criteria to master in order to progress through sub-levels, many also have spikey profiles, excelling in certain areas of learning in relation to others, where they are able to generalise skills this is achieved through Entry Level accreditation schemes.

MAPP – Autumn Term 2022 Summary

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 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.			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

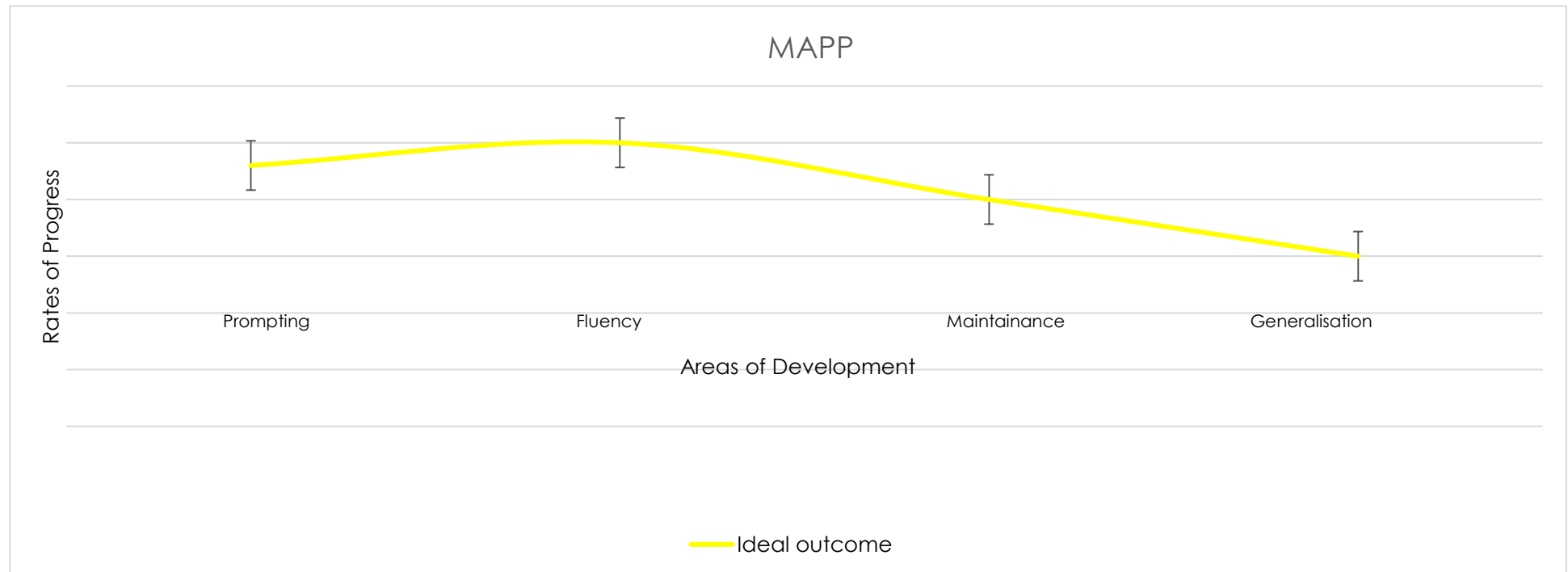
from approximate Fluency to accurate									
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, 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.			The skill is smooth, swift and accurate. No further refinement is needed.	
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.			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 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.			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.



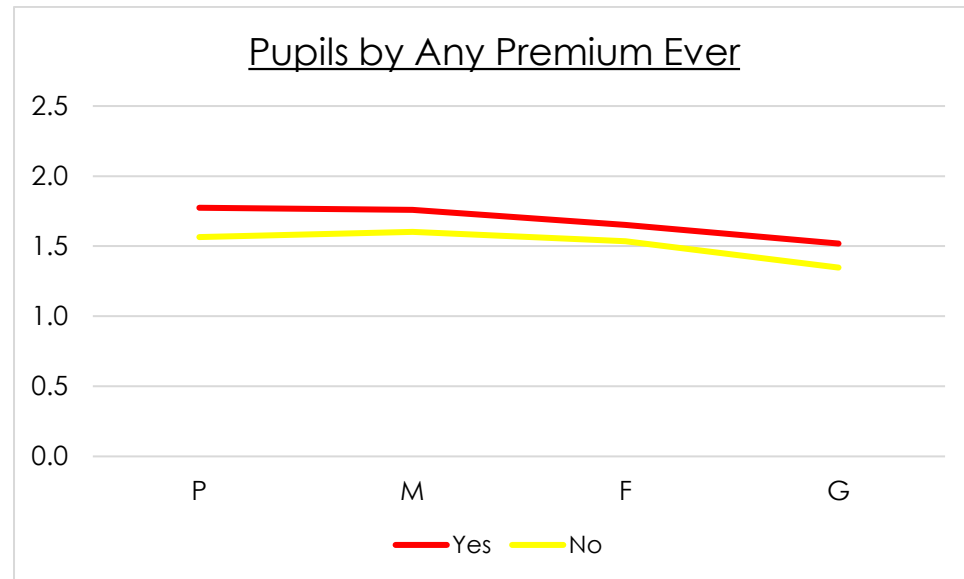
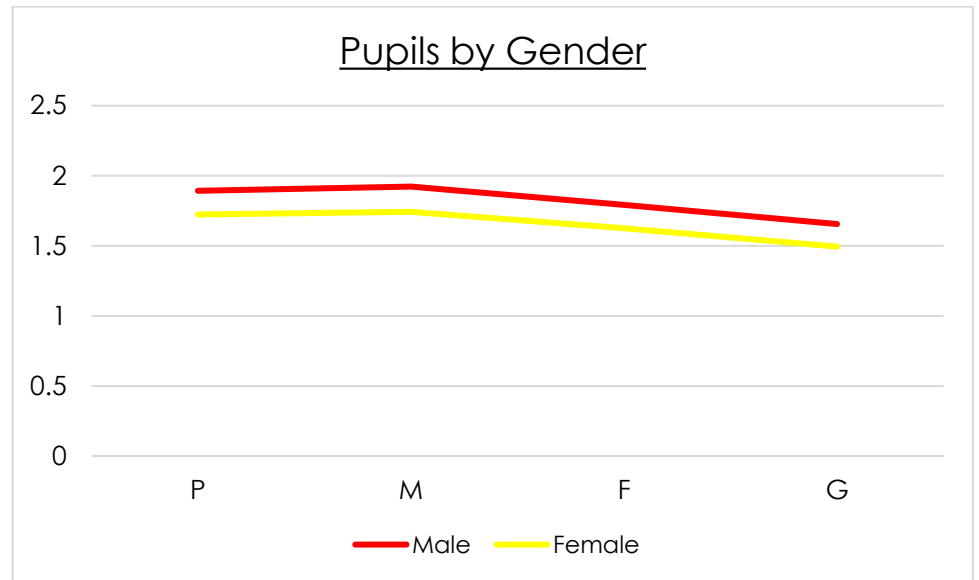
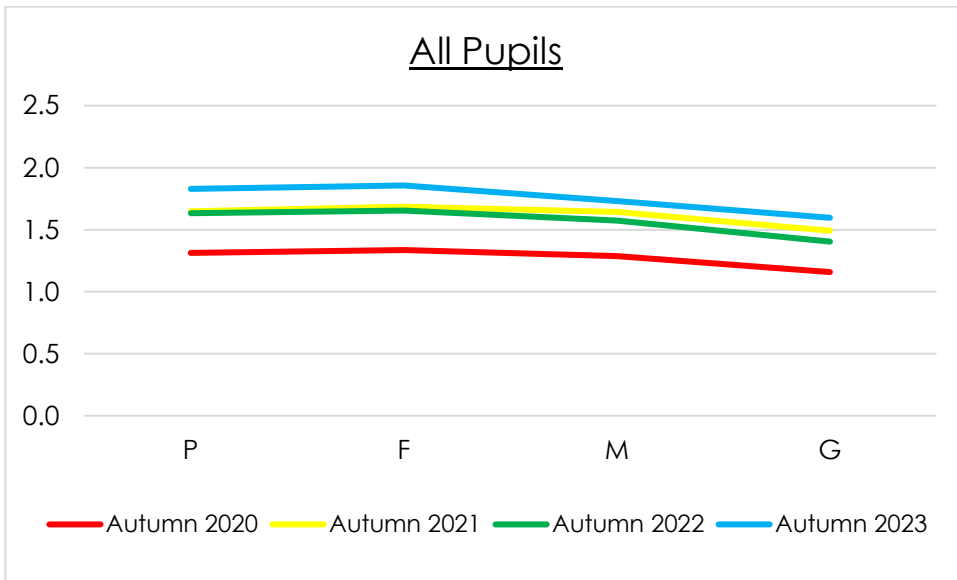
Prompting – the higher the line the greater the independence

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.



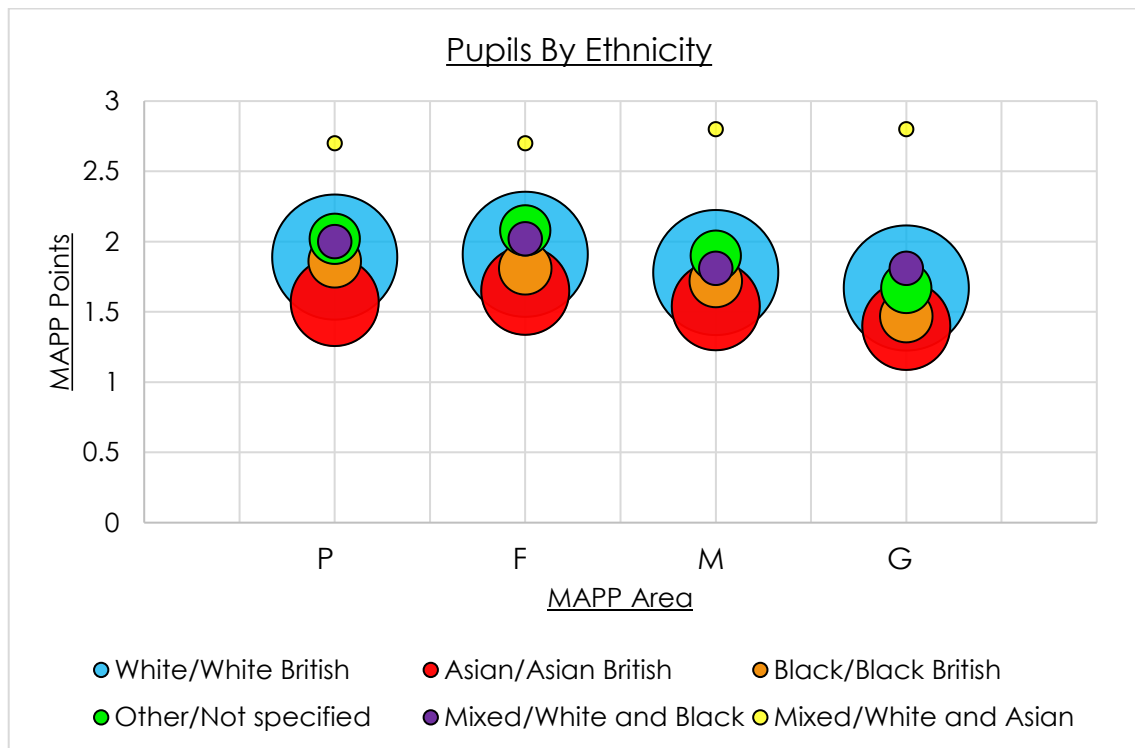
The first graph shows progress made in the Autumn term 2023 compared against the same term for the previous three academic years. The second graph shows a comparison of the progress made by male and female pupils. The third graph compares pupils who have been in receipt of any premium ever (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: Progress in the Autumn term 2023 has increased slightly when compared to the Autumn term 2022 progress. Progress, on average, has increased by approximately 0.15 MAPP points when compared to the same period in the last academic year. Progress has returned to, and slightly exceeded, pre-pandemic results (see previous Assessment Reports, available upon request).

HEADLINE: There is little difference in progress across gender. Boys are achieving slightly more than girls by approximately 0.17 MAPP points. There is a recognised 'gender gap' in education where girls achieve higher than boys. The document [Gender in education](#) gives an overview of these historic issues.

HEADLINE: There is little difference in progress dependent upon receipt of any Premium. Pupils in receipt of a Premium are achieving slightly more than others by approximately 0.12-0.20 MAPP points. This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets.



This graph shows a comparison of the amount of progress made by broad ethnic groups.

Outcomes:

The breakdown of progress in relation to ethnicity indicates that there is very little difference between most groups. When compared to the most populous group (White/White British – 66 pupils), most smaller groups fit around these with Mixed/White and Black (5 pupils), Black/Black British (12 pupils), and Other/Not specified (11 pupils) working closely around the same rate of progress. The second most populous group (Asian/Asian British – 33 pupils) show slightly lower progress, and a single pupil of Mixed/White and Asian heritage shows higher progress. **HEADLINE: There is a negligible difference in attainment across ethnicity.**

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:

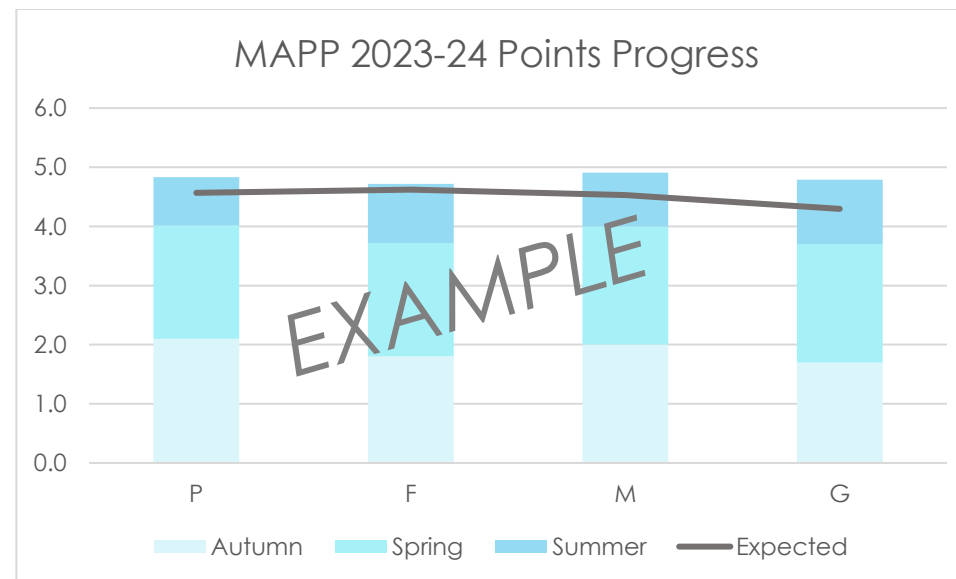
Start of the year

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
Speaking							
Listening							
Reading							
Writing							

Shape, Space & Measure							
Using & Applying							
Number							

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

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

Summer	

Subject Intervention Monitoring

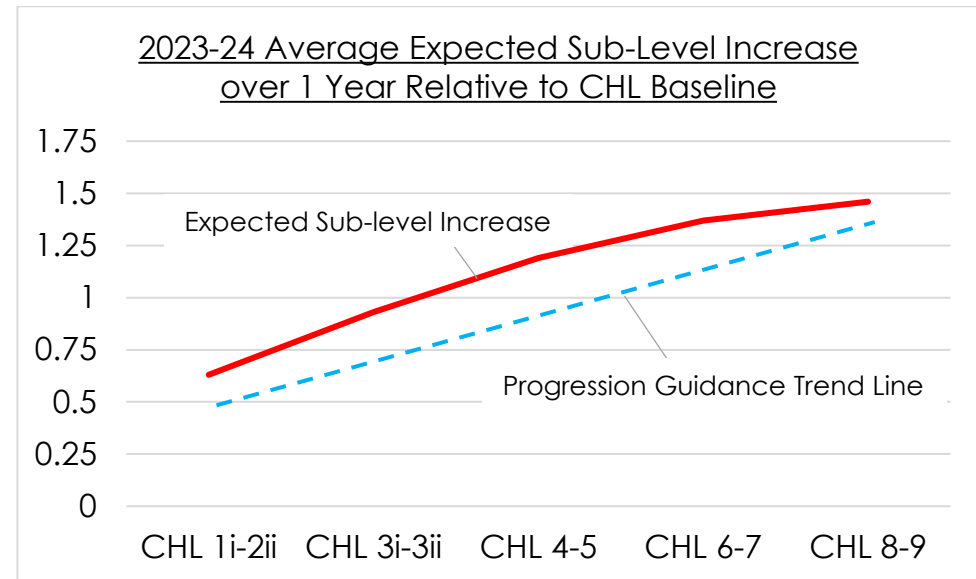
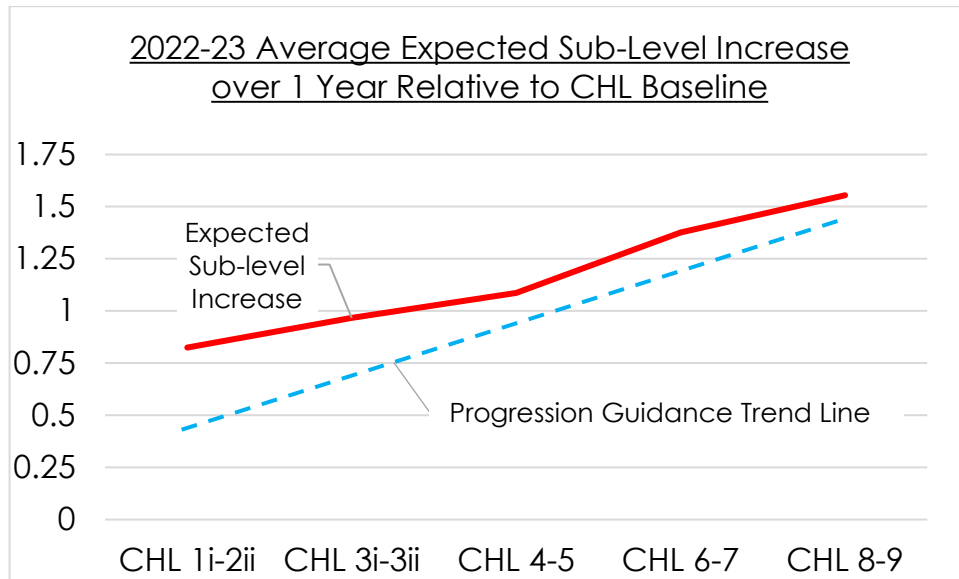
Are there any indicators that progress in a particular subject area is slow or challenged? Please highlight in the table below which subject area(s) this is related to. Indicators may include: CHL data, PiP turnover/direction, observation etc.

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

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

Yes	No
Comment:	Comment:

Appendix 2 – Progression Guidance and Target Setting 2022-23 in comparison to 2023-24



The red line on the graphs shows the expected sub-level increase. The blue dashed line shows the Progression Guidance trend line, which is refined on a year-by-year basis as new data is included. In autumn 2022, the target setting for pupils at the very early developmental levels (CHL1-2) was disproportionately challenging compared to those working at higher Castle Hill Levels, as can be seen from the graph for 2023-24 this is no longer an issue, as a result of the Progression Guidance Graph being used within the target setting process, to inform, but not direct, target setting. Pupils at the higher Castle Hill Levels (8-9) have greater assessment criteria to master in order to progress through sub-levels, many also have spikey profiles, excelling in certain areas of learning in relation to others, where they are able to generalise skills this is achieved through Entry Level accreditation schemes.