Castle Hill School

Progress Report

Autumn Term 2022

*This report has been complied 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.*

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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 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 2022 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)

The baseline data taken from Birth to 5 Matters indicates that the Early Years cohort are working between Range 1 emerging and Range 4 emerging criteria (p.10). Each stage range represents a broad band of developmental points, and the 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. 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. In order to keep in line with the whole school reporting systems Early Years will be focusing on analysing the core skills. **HEADLINE: Individual outcomes and graduated responses are identified and applied through pupil progress meetings** (records available upon request). Data is obtained for all aspects of EYFS and used to report at the end of Foundation Stage progress. **HEADLINE: Birth to 5 Matters gives a good indication of strengths and areas for development. 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 CHL3ii or below, with only two pupils working at CHL4 and above, this is comparable to last year's population. **HEADLINE: Similarly, the Castle Hill Level baselines show that the majority of KS2 pupils are working at CHL3ii or below, however the number of pupils working at CHL4 and above is greater than in KS1, and greater than last academic year. In addition, the proportion of pupils who are working at the very early developmental levels (between CHL1i and CHL2ii) is lower at KS2, than KS1, which is evidence of the development of skills as pupils progress through early Key Stages. Progress between the four skill areas in 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 CHL3ii or below, a small number are working at CHL4 and above, this is comparable to last year's population. **HEADLINE: Similarly, in KS2, most pupils are working at the early developmental levels (between CHL1i and CHL3ii). The proportion of pupils who are working at the very early developmental levels (between CHL1i and CHL2ii) is lower at KS2, than KS1, which is evidence of the development of skills as pupils progress through the early Key Stages.**

Secondary (Castle Hill Levels)

English: HEADLINE: The Castle Hill Level baselines show that approximately half of KS3 pupils are working at CHL4 and above, with the remainder working below, whereas last academic year, the majority (by a slight margin) were working at CHL4 and above, the difference is attainment between the two academic years is negligible. In KS3 and KS4 more pupils are achieving CHL8 and above in Reading compared to the other skill areas, as was the case last academic year for KS3, however, last year in KS4 progress between all four skill areas was comparable. **HEADLINE: The increase in the number of pupils achieving CHL8 and above in Reading compared to the other skill areas could be related to the whole-school Phonics approach.**

Maths: HEADLINE: The Castle Hill Level baselines show that in KS3, slightly more pupils are working at CHL4 and above, than below, as was the case in the previous academic year. In KS3, seven pupils are working at the very early developmental levels (CHL1i-2ii) in all three skill areas of Maths and there are only two at KS4. Year 9 is the most able year group in KS3. **HEADLINE: Progress between the three skill areas in Maths is comparable, as it was last academic year.**

Sixth Form (Castle Hill Levels)

HEADLINE: The overall profile of Sixth Form has changed in the last two academic years; this year the PMLD/MSI cohort makes up 68% of pupils, whereas in 2021-2022 it was 60%, and in 2020-2021 it was 40%. This is due to the higher ability pupils who graduated in Summer 2021, and the PMLD pupils who have transitioned from Secondary to Sixth Form.

English: HEADLINE: The majority (55%) of Sixth Form pupils are working at the early developmental levels (CHL1i-3ii), which is the same as last academic year. Progress in Reading is slightly higher than in the other skill areas, which is the same as in KS3 and KS4. In the previous academic year, progress between all four skill areas was comparable.

Maths: HEADLINE: The majority (55%) of Sixth Form pupils are working at the early developmental levels (CHL1i-3ii) in Maths, which is the same as last academic year. Progress between the three skill areas in Maths is comparable, as it was last academic year.

Target Setting

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. Progression Guidance was developed in 2021-2022 by analysing the average number of sub-level moves, relative to the CHL baselines for all pupils for all skill areas in both English and Maths. **HEADLINE: The Progression Guidance data showed 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 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. The Progression Guidance graph will develop on an annual basis, as new data becomes available, to become further refined (see p.29 for further information).

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 70% of pupils met their end of year targets in 2022, compared to 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 74% of pupils met their end of year targets in 2022, compared to 80% in 2021, 40% in 2020 and 90% in 2019.** The decrease in the average number of pupils meeting their end of year targets in 2022, compared to 2021 could be due to the Target Setting Process being made more challenging through enhanced questioning built into the Pupil Progress Documents (see Appendix 1). These figures are being developed on a year-by-year basis, to form a guide in terms of

expectations for target achievement. The percentage of pupils who meet their end of year target is expected to be around 75%, to demonstrate sufficient challenge within the target setting process.

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).

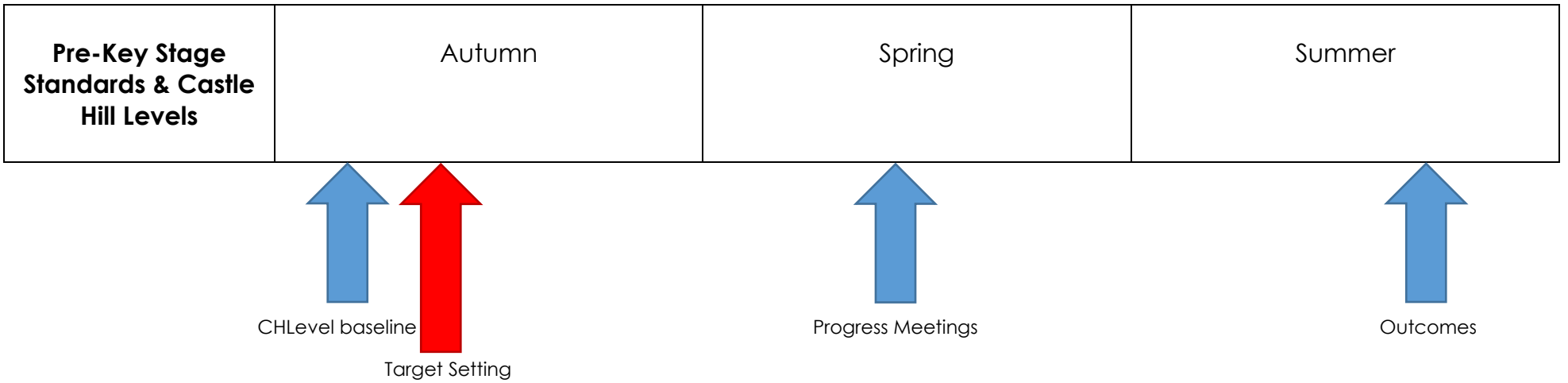
HEADLINE: **There is a negligible difference in the MAPP progress in the autumn term 2022 compared to the autumn term 2021 progress** (p.32). In contrast, in autumn 2021, progress dipped slightly due to the COVID-19 pandemic and the resulting sporadic non-attendance of some pupils due to self-isolation, medical vulnerability, bubble closures and extended transitions back to school. Progress has now returned to, and slightly exceeded pre-pandemic results (see previous Assessment Reports, available upon request). **HEADLINE: There is a near to no difference in progress across gender** (p.32). There is a recognised 'gender gap' in education where girls achieve higher than boys. **HEADLINE: There is a negligible difference in progress dependent upon receipt of any Premium** (p.32)**.** This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets. **HEADLINE: There is negligible difference in attainment across ethnicity** (p.33)**.**

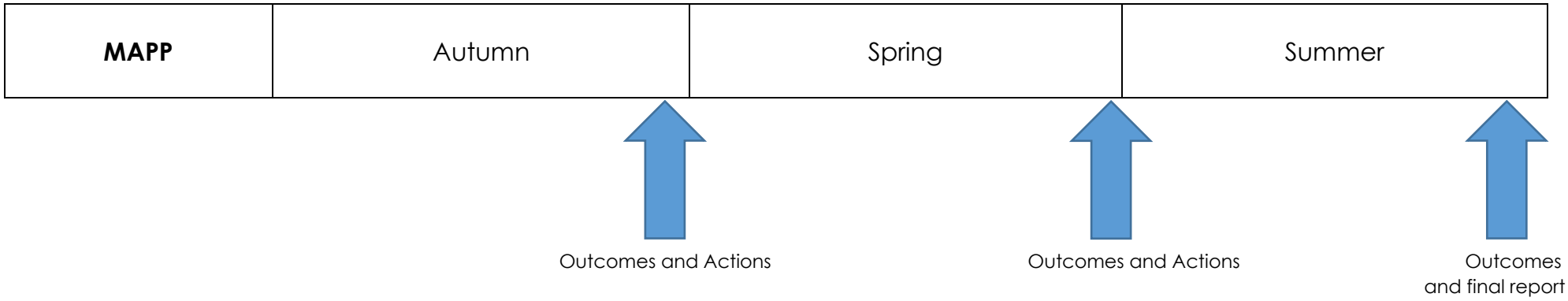
Autumn Assessment Report 2022 CHIP Outcomes:

1. Priority: To apply headlines from the Summer 21 Assessment Report			
Success criteria: Raising performance outcomes and improving assessment processes through: - the application and quality assurance of Key Skill Pathways - PiP quality assurance and moderation - the development of progression guidance			
Activity	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.	Lesson observations completed in Autumn 2020-21 based on application of key skill pathways Tracking evidence outcomes 12.03.21 - Case studies completed in Reading, Writing, Speaking, and nearly completed in Listening. 14.05.21 – Case Studies completed in Number, Space, Shape, and Measure and Using and Applying 21.05.21 – Case Studies completed in Listening Existing Case Studies will continue. New Case Studies will now be developed for 22-23 Key skill pathways to be updated on a regular basis	KD/JA	Collated case studies and tracking evidence PiP documents
- **PiP/Pathway/CHL Moderation** The PiP Moderation Working Party will provide an ongoing forum for discussion regarding the setting of PiP targets, as well as dedicated time within Teachers Meetings. The Working Party will quality assure the process through the tracking of targets from EHCP, to MAPP, to PiP, as well as act as clinic to provide support to teachers.	PiP moderation sessions completed with teachers: 21.10.20 29.09.21 24.02.21 20.10.21 13.01.21 19.01.22 24.02.21 02.03.22 28.04.21 09.06.21	SB/KD and Working Party	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

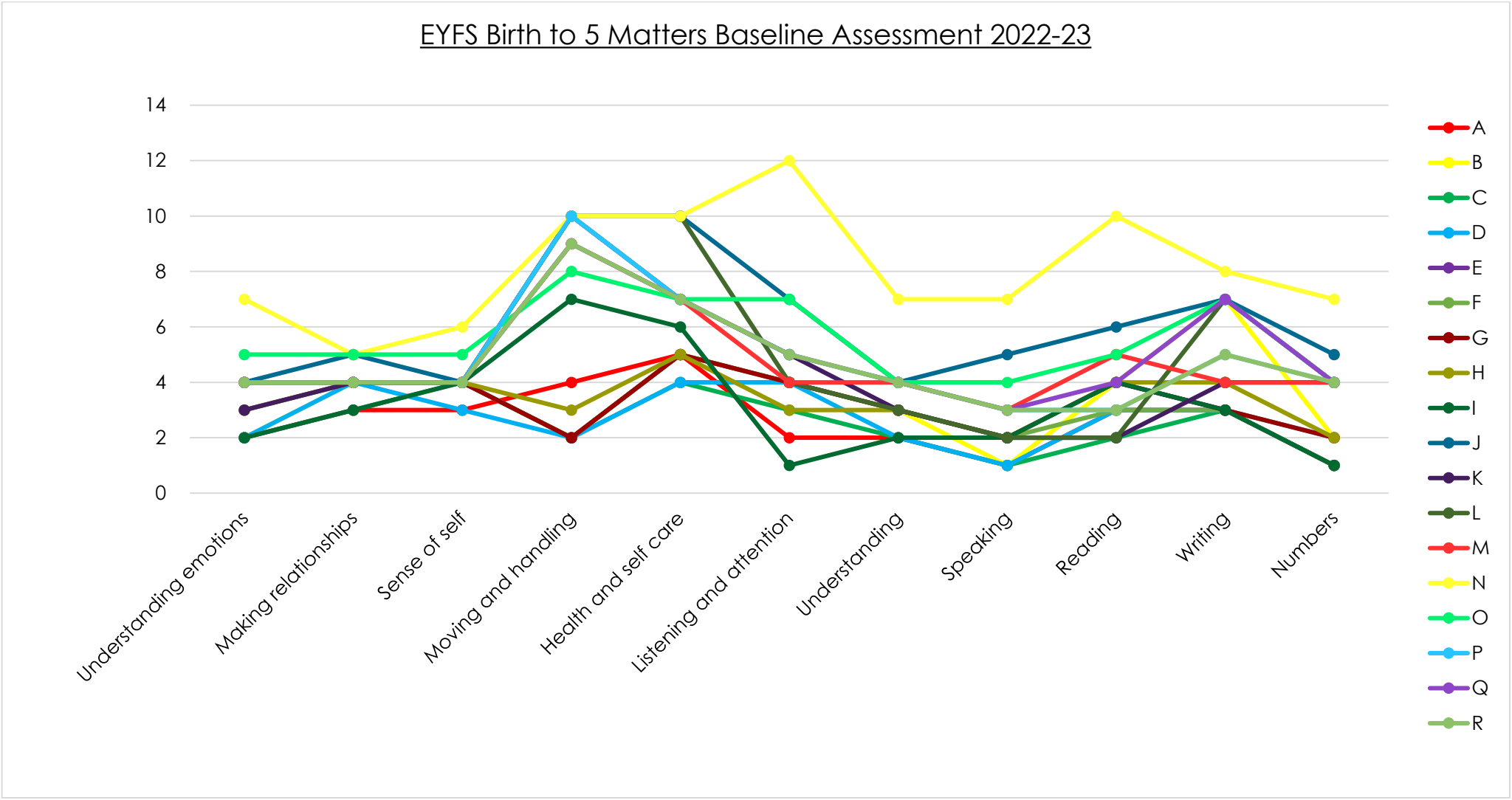
- **The development Castle Hill Level Progression Guidance** To extend the progression guidance process and apply it to the summer 2022 Castle Hill Level Attainment data.	Application of Progression Guidance to assist in target setting process Nov. 2022 and Spring progress towards targets meeting	PH/SB	Monitoring of Pupil Progress Documents Monitoring through the Summer 2023 Assessment Report
Impact: Improved assessment processes and increased opportunities for learning			

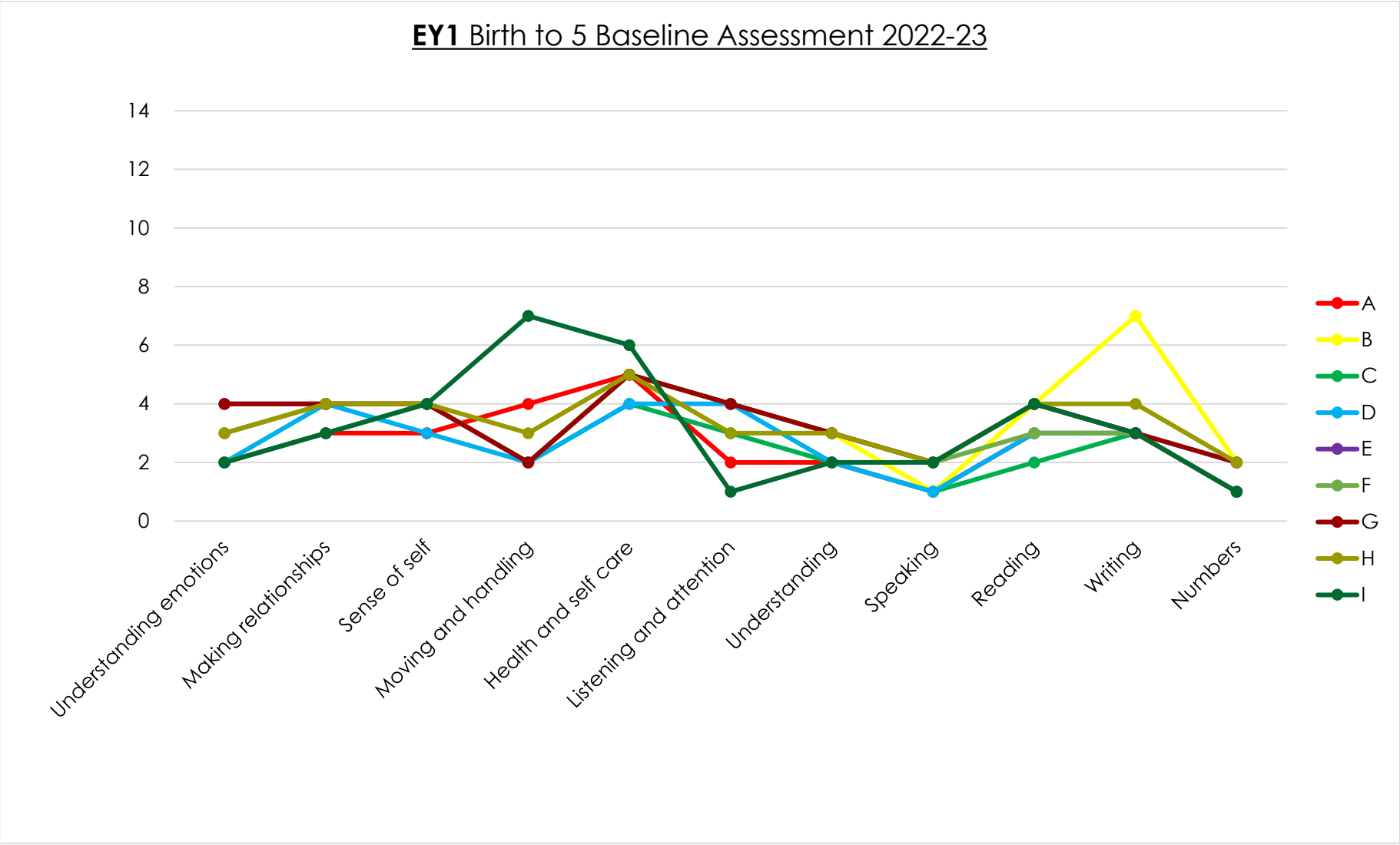
Assessment Timeline





EYFS Birth to 5 Matters Baseline October 2022

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Sense of self
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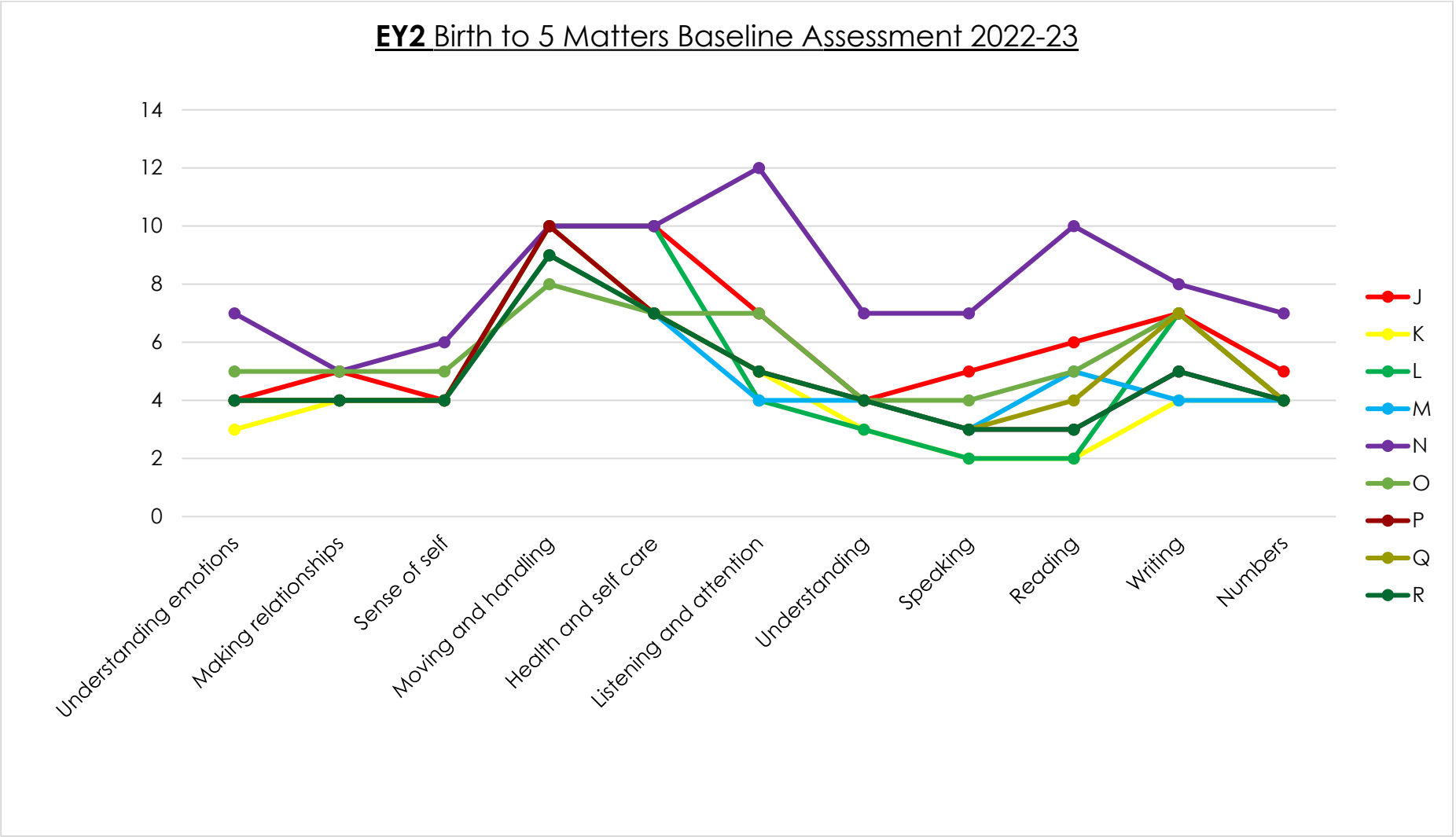
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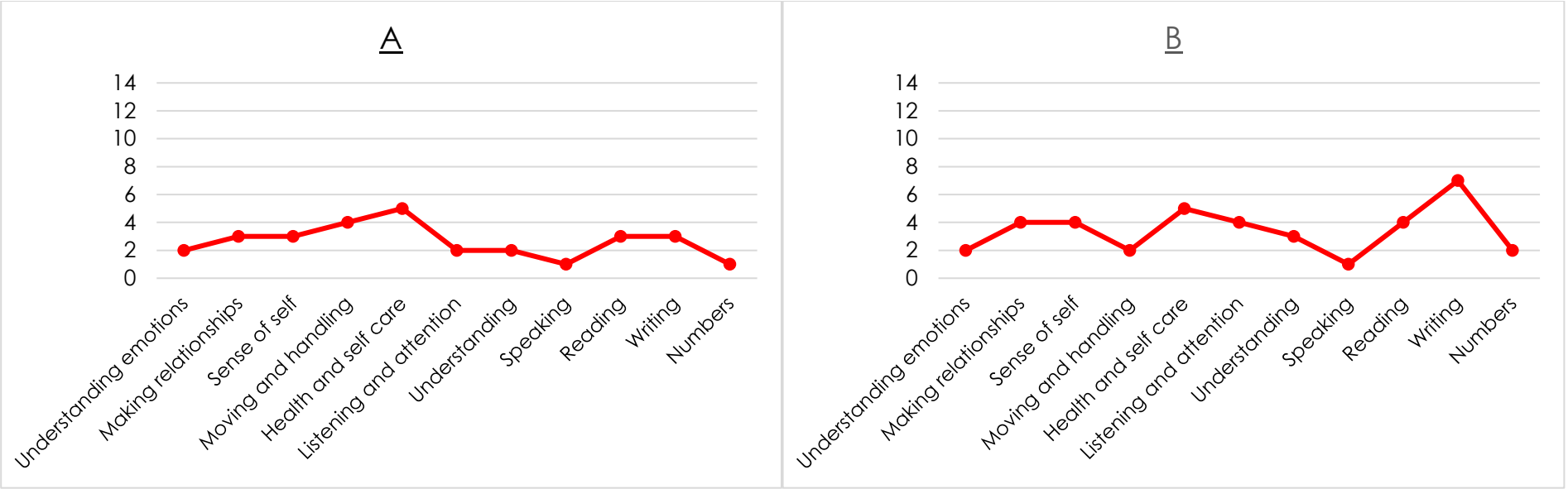
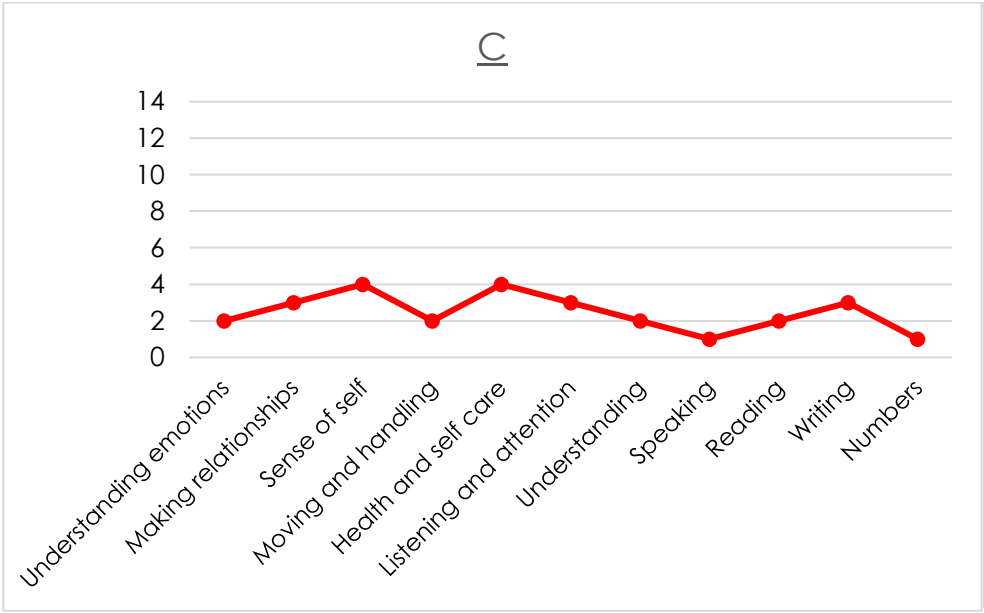
EYFS

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 18 pupils there is a range of ability. For the purpose of data analysis, the following areas are included within each graph; Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics. All pupils are assessed against the whole profile on a half-termly basis. Further data regarding Understanding the World and Expressive Arts and Design is available upon request.

There is a general spike for most pupils in EY2 and one pupil in EY1 around the Moving and Handling strand. This is because this group of pupils have complex needs but are physically able.

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

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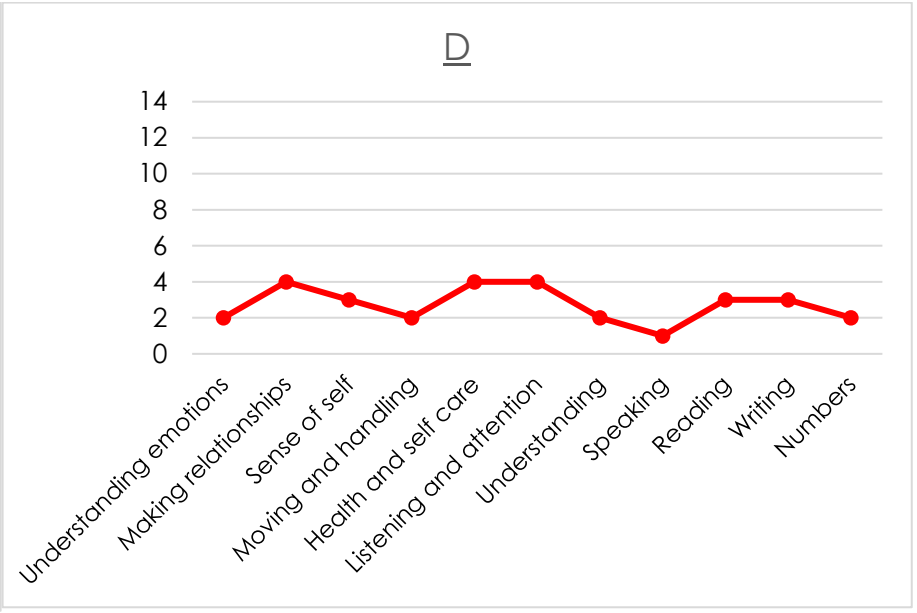
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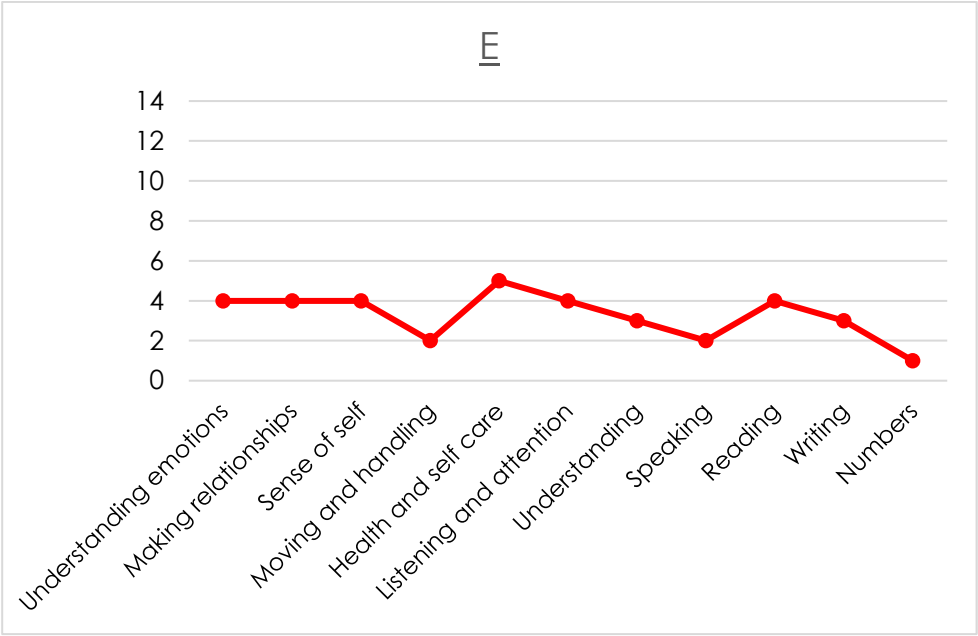
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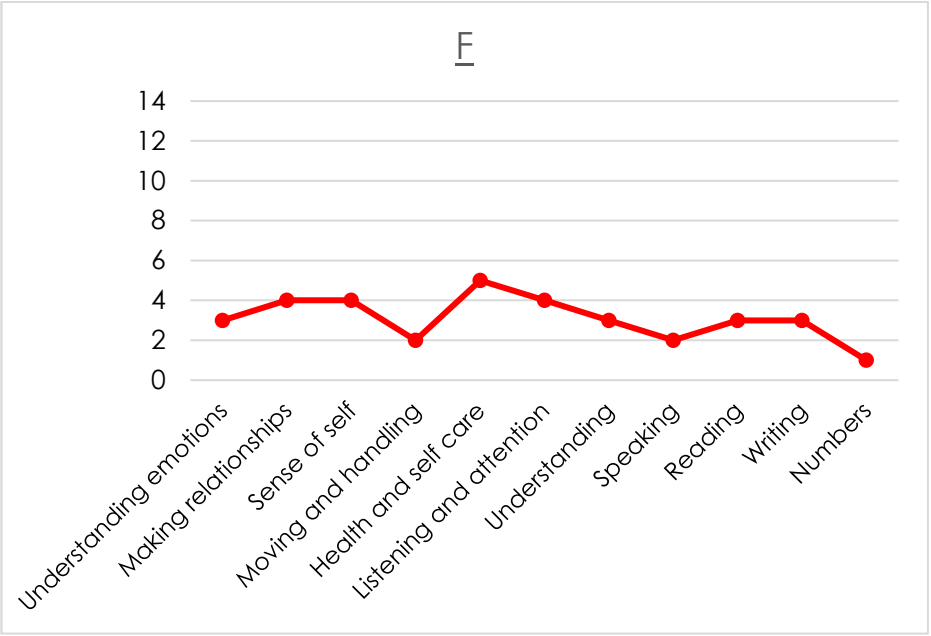
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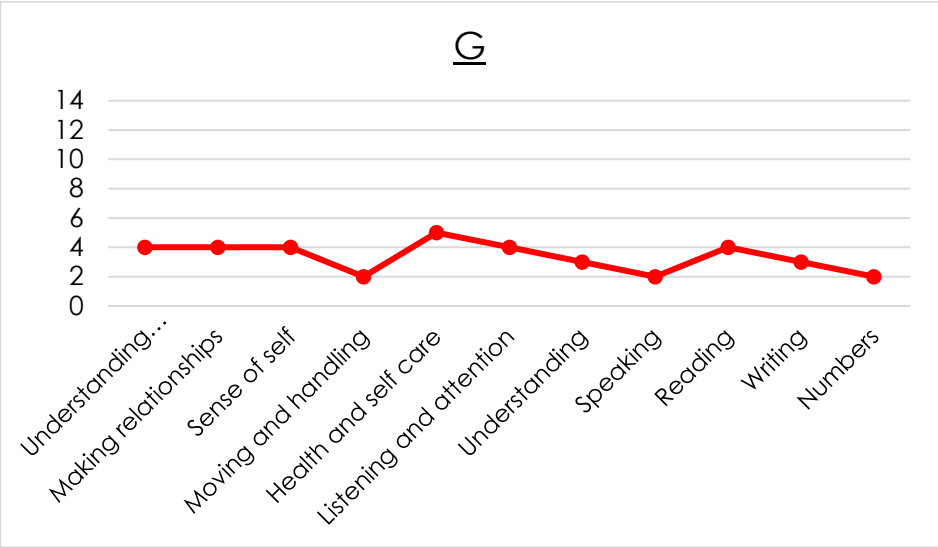
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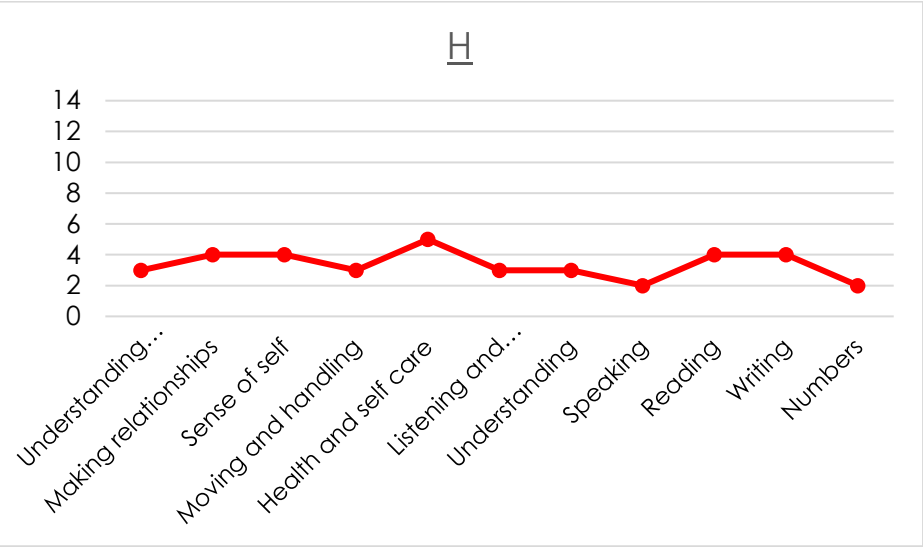
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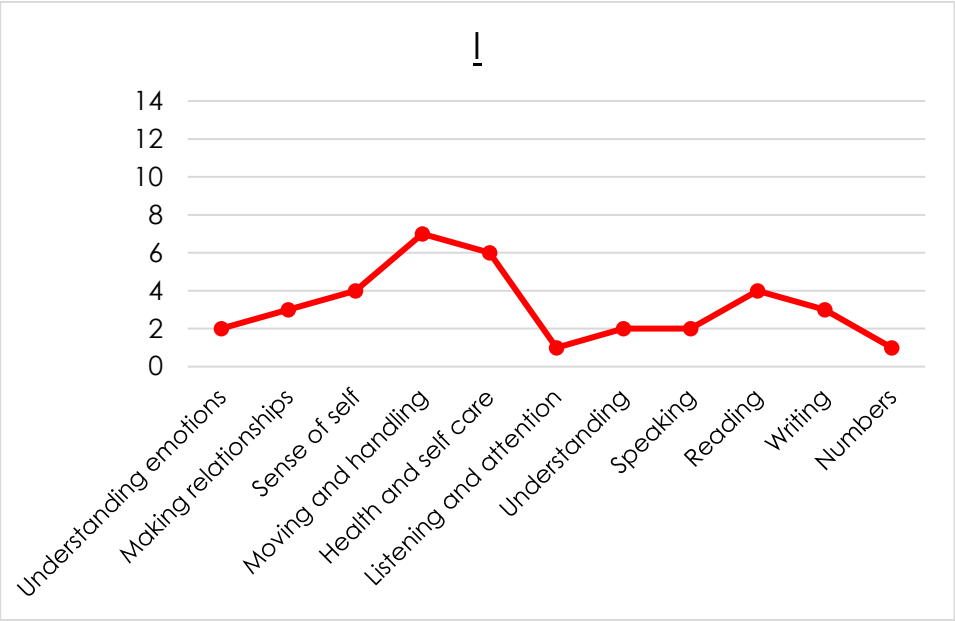
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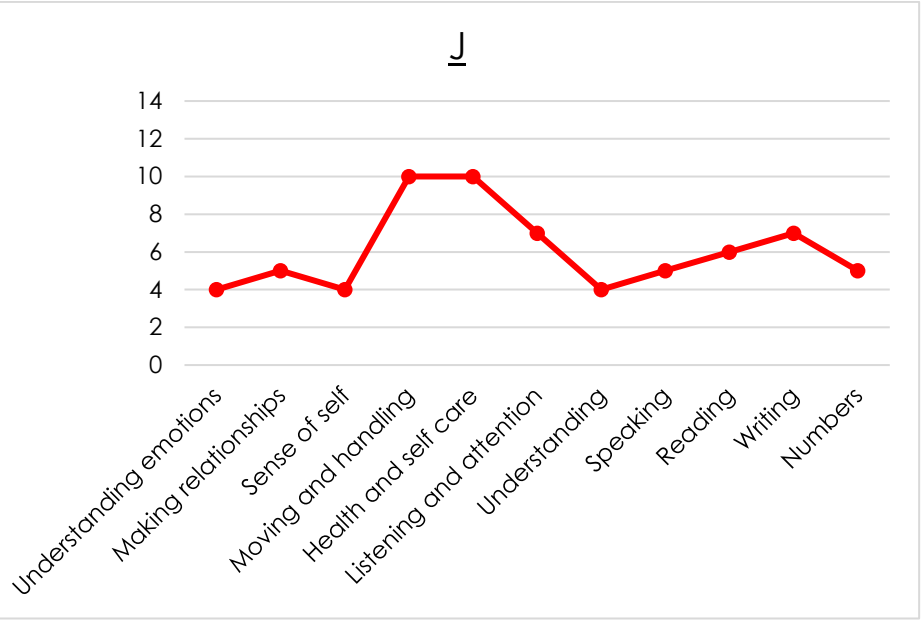
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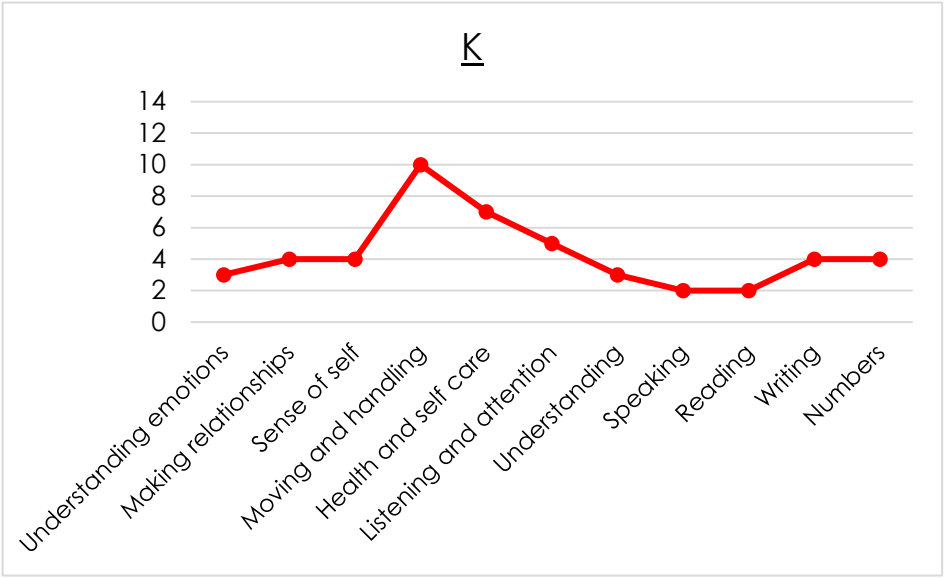
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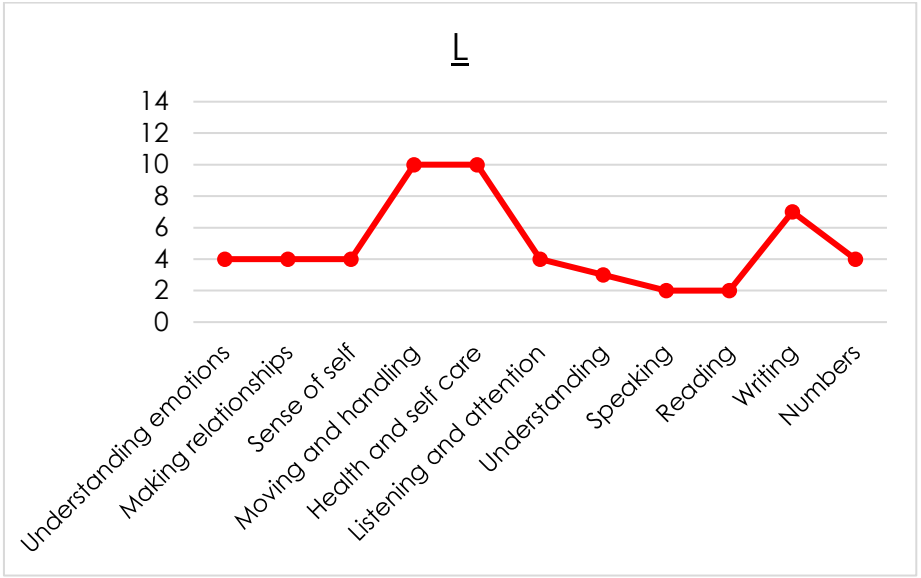
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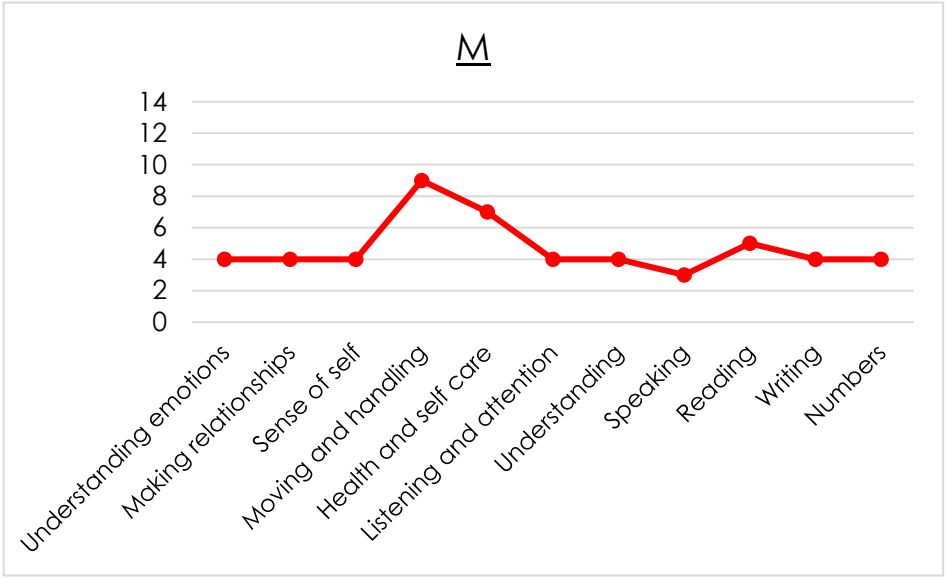
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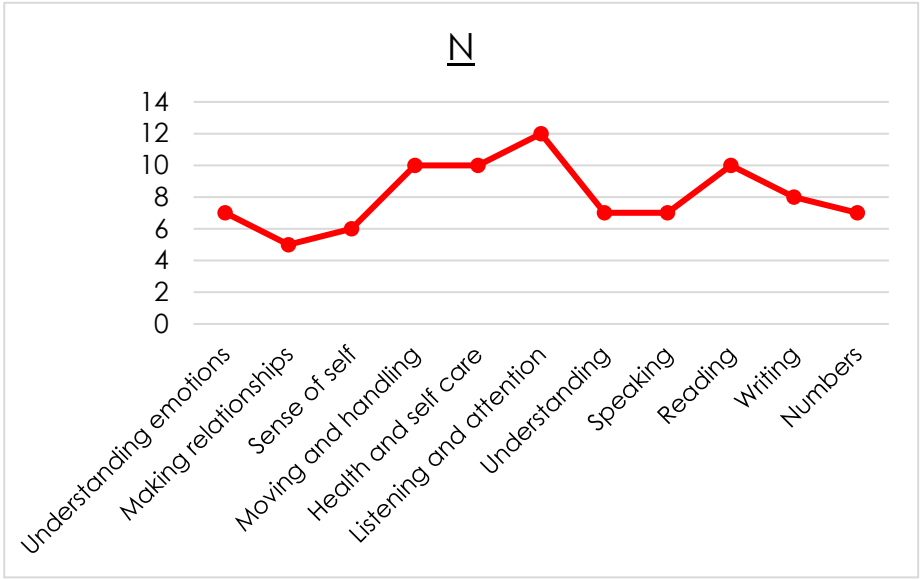
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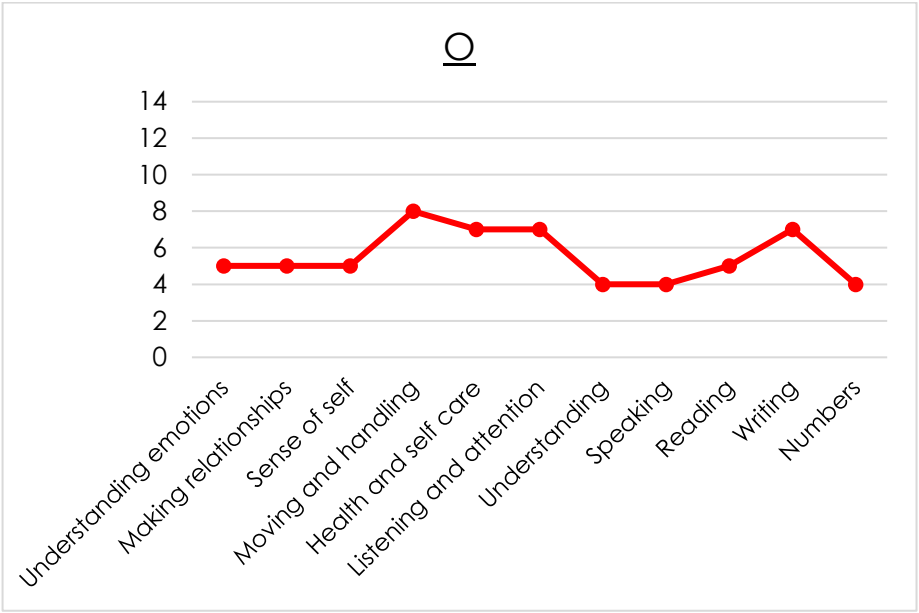
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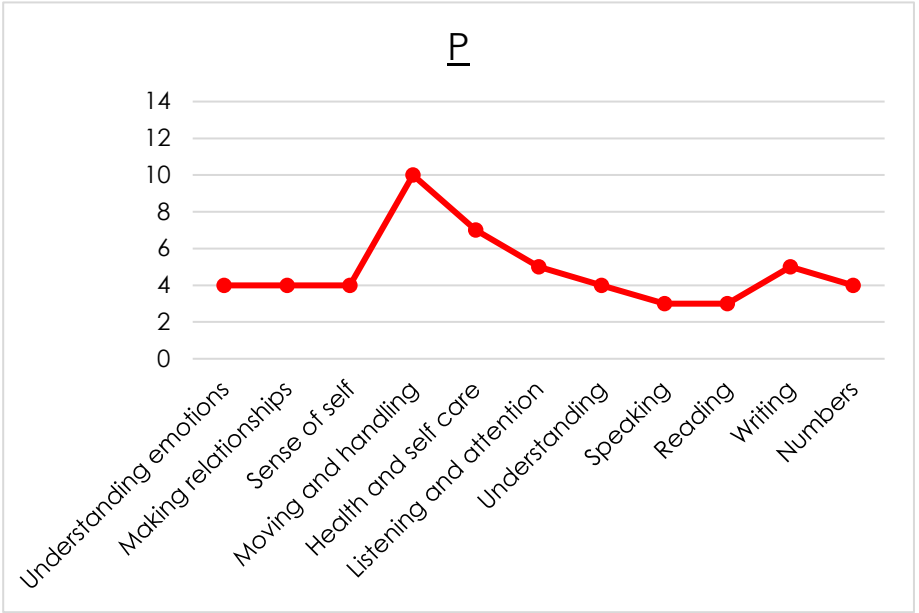
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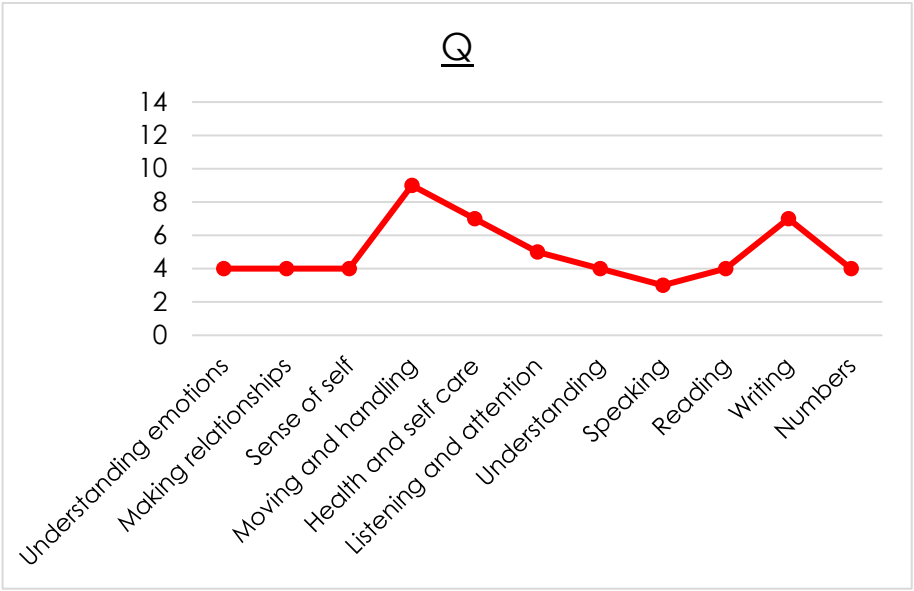
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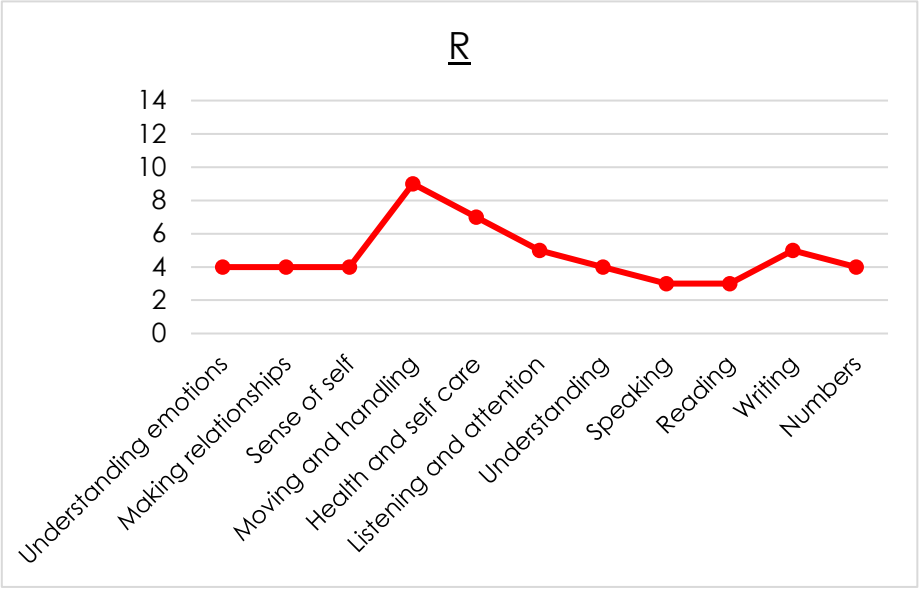
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Outcomes: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 emerging and Range 4 emerging. The number of Early Years pupils has increased this academic year, with a wide range of abilities. 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 2022

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)		**3**	**1**	**1**			**3**	**2**			**2**	**1**	**2**			**1**	**3**	**1**		
2 (5)		3	1	1			3	2			2	1	2			1	3	1		
KS2 (34)	**3**	**16**	**8**	**6**	**1**	**4**	**15**	**8**	**4**	**3**	**6**	**12**	**9**	**5**	**2**	**3**	**15**	**9**	**7**	
3 (9)	1	3	3	2		1	3	4	1		1	2	5	1		1	3	4	1	
4 (9)	1	4	2	2			5	2	1	1	1	4	1	1	2	1	4	1	3	
5 (7)	1	3	2	1		2	2	1	1	1	2	2	1	2		1	2	2	2	
6 (9)		6	1	1	1	1	5	1	1	1	2	4	2	1			6	2	1	

Outcomes: There are seven Y1 pupils and eight Y2 pupils 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. 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 CHL3ii or below, with only two students working at CHL4 and above, this is comparable to last year's population.**

HEADLINE: Similarly, the Castle Hill Level baselines show that the majority of KS2 pupils are working at CHL3ii or below, however the number of pupils working at CHL4 and above is greater than in KS1, and greater than last academic year. In addition, the proportion of pupils who are working at the very early developmental levels (between CHL1i and CHL2ii) is lower at KS2, than KS1, which is evidence of the development of skills as pupils progress through early Key Stages. Progress between the four skill areas in English is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level English Baseline Overview Autumn 2022

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)	**6**	**8**	**9**	**5**		**7**	**7**	**10**	**2**	**2**	**8**	**7**	**7**	**3**	**3**	**7**	**8**	**8**	**5**	
7 (11)	2	5	2	2		2	5	2	1	1	2	5	2	1	1	2	5	2	2	
8 (7)	3	2	1	1		3	2	1		1	4	1	1		1	4	1	1	1	
9 (10)	1	1	6	2		2		7	1		2	1	4	2	1	1	2	5	2	
KS4 (19)	**2**	**6**	**5**	**5**	**1**	**2**	**6**	**3**	**6**	**2**	**2**	**6**	**4**	**3**	**4**	**2**	**8**	**3**	**4**	**2**
10 (11)	1	2	5	2	1	1	2	3	3	2	1	2	4	1	3	1	4	3	2	1
11 (8)	1	4		3		1	4		3		1	4		2	1	1	4		2	1

Outcomes: **HEADLINE: The Castle Hill Level baselines show that approximately half of KS3 pupils are working at CHL4 and above, with the remainder working below, whereas last academic year, the majority (by a slight margin) were working at CHL4 and above, the difference is attainment between the two academic years is negligible.**

In KS3 and KS4 more pupils are achieving CHL8 and above in Reading compared to the other skill areas, as was the case last academic year for KS3, however, last year in KS4 progress between all four skill areas was comparable. **HEADLINE: The increase in attainment in Reading could be related to the whole-school Phonics approach.**

Sixth Form Castle Hill Level English Baseline Overview Autumn 2022

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

Outcomes: HEADLINE: The overall profile of Sixth Form has changed in the last two academic years; this year the PMLD/MSI cohort makes up 68% of pupils, whereas in 2021-2022 it was 60%, and in 2020-2021 it was 40%. This is due to the higher ability pupils who graduated in Summer 2021, and the PMLD pupils who have transitioned from Secondary to Sixth Form.

HEADLINE: The majority (55%) of Sixth Form pupils are working at the early developmental levels (CHL1i-3ii) in English, which is the same as last academic year. Progress in Reading is slightly higher than in the other skill areas, which is the same as in KS3 and KS4. In the previous academic year, progress between all four skill areas was comparable.

KS1-KS2 Castle Hill Level Maths Baseline Overview Autumn 2022

	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)	**3**		**2**			**3**	**1**	**1**			**3**	**1**	**1**		
2 (5)	3		2			3	1	1			3	1	1		
KS2 (34)	**4**	**15**	**7**	**6**	**2**	**4**	**15**	**7**	**5**	**3**	**4**	**16**	**5**	**6**	**3**
3 (9)	1	4	3	1		1	4	3	1		1	4	2	2	
4 (9)	1	4	1	2	1	1	4	1	1	2	1	4	1	2	1
5 (7)	2	1	2	1	1	2	1	2	1	1	2	2	1	1	1
6 (9)		6	1	2			6	1	2			6	1	1	1

Outcomes: There are seven Y1 pupils and eight Y2 pupils 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. KS1 is a small cohort of 5 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 CHL3ii or below,** a small number are working at CHL4 and above, this is comparable to last year's population.

HEADLINE: Similarly, in KS2, most pupils are working at the early developmental levels, (between CHL1i and CHL3ii). The proportion of pupils who are working at the very early developmental levels (between CHL1i and CHL2ii) is lower at KS2, than KS1, which is evidence of the development of skills as pupils progress through the early Key Stages.

Progress between the three skill areas in Maths is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level Maths Baseline Overview Autumn 2022

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)	**7**	**6**	**9**	**4**	**2**	**7**	**6**	**9**	**5**	**1**	**8**	**5**	**9**	**3**	**3**
7 (11)	2	4	3	1	1	2	4	3	1	1	2	4	3	1	1
8 (7)	3	2	1		1	3	2	1	1		4	1	1		1
9 (10)	2		5	3		2		5	3		2		5	2	1
KS4 (19)	**2**	**5**	**5**	**5**	**2**	**2**	**6**	**4**	**4**	**3**	**2**	**5**	**5**	**5**	**2**
10 (11)	1	2	4	4		1	2	4	3	1	1	2	4	3	1
11 (8)	1	3	1	1	2	1	4		1	2	1	3	1	2	1

Outcomes:
HEADLINE: In KS3, slightly more pupils are working at CHL4 and above, than below, as was the case in the previous academic year. In KS3, seven pupils are working at the very early developmental levels (CHL1i-2ii) in all three skill areas of Maths and there are only two at KS4. Year 9 is the most able year group in KS3.

HEADLINE: Progress between the three skill areas in Maths is comparable, as it was last academic year.

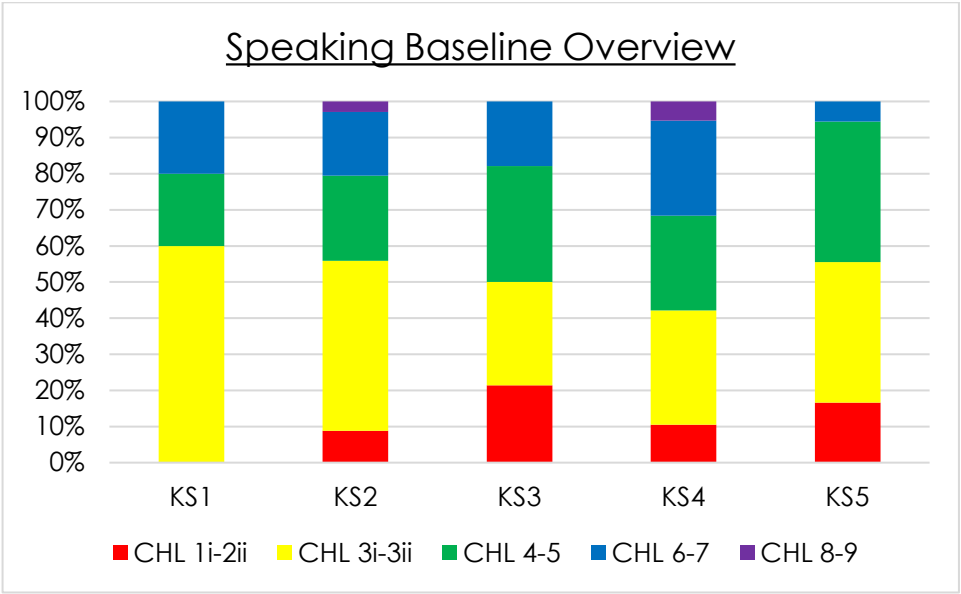
Sixth Form Castle Hill Level Maths Baseline Overview Autumn 2022

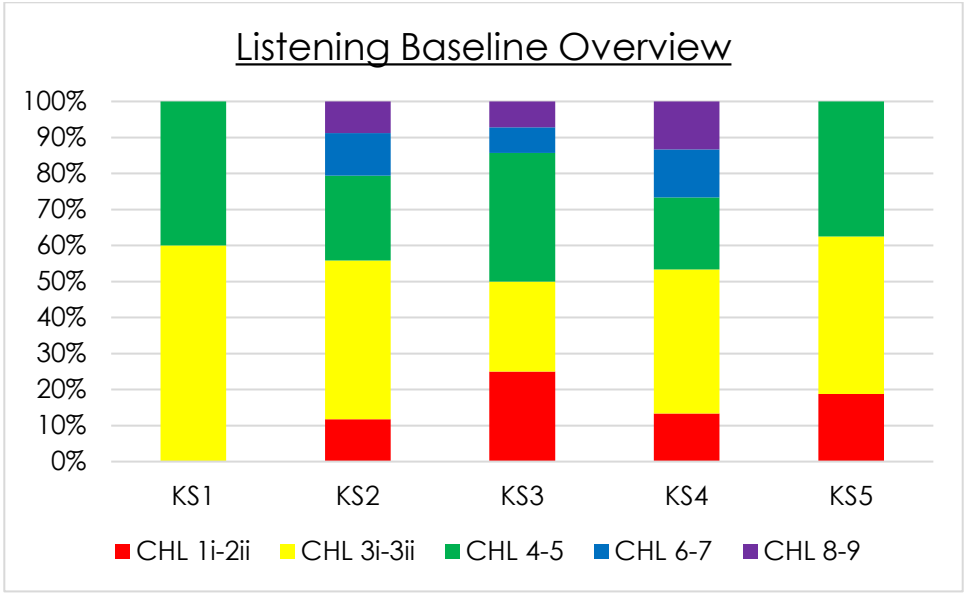
Key Stage	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS5 (18)	**3**	**7**	**6**	**2**		**3**	**7**	**6**	**2**		**4**	**6**	**5**	**3**	
12 (7)		3	3	1			3	3	1		1	2	2	2	
13 (5)	1	2	1	1		1	2	1	1		1	2	1	1	
14 (6)	2	2	2			2	2	2			2	2	2		

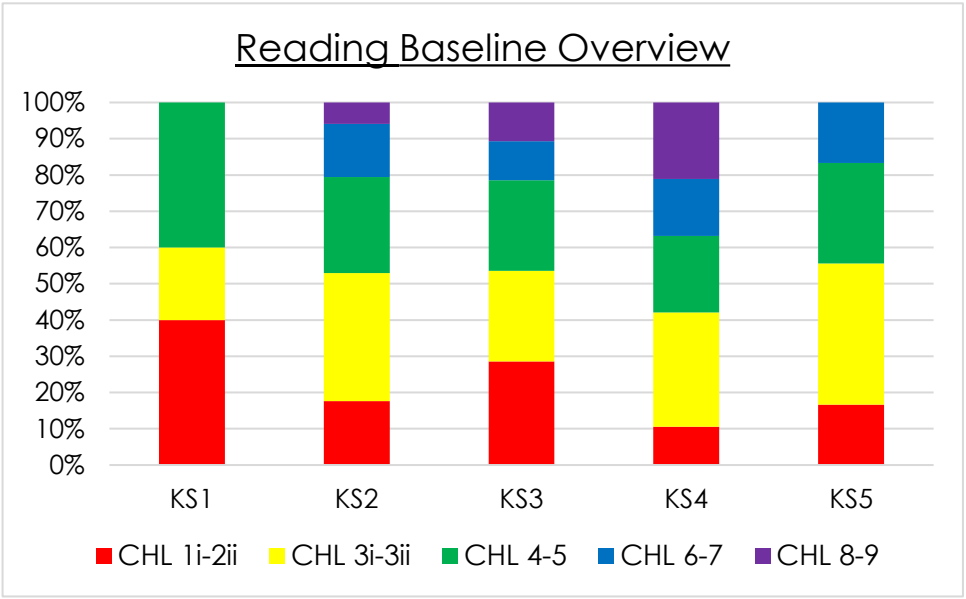
Outcomes: HEADLINE: The majority (55%) of Sixth Form pupils are working at the early developmental levels (CHL1i-3ii) in Maths, which is the same as last academic year.

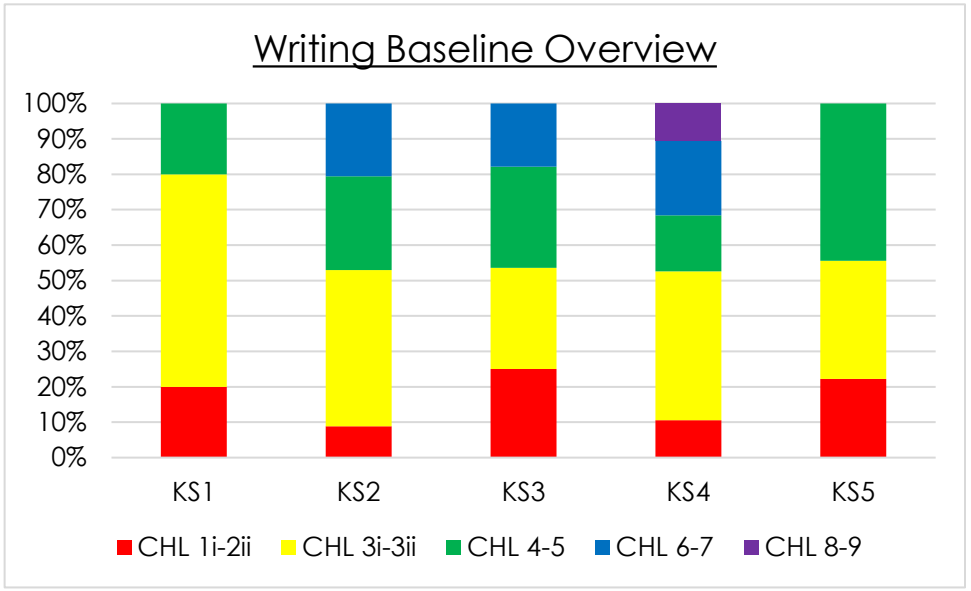
HEADLINE: Progress between the three skill areas in Maths is comparable, as it was last academic year.

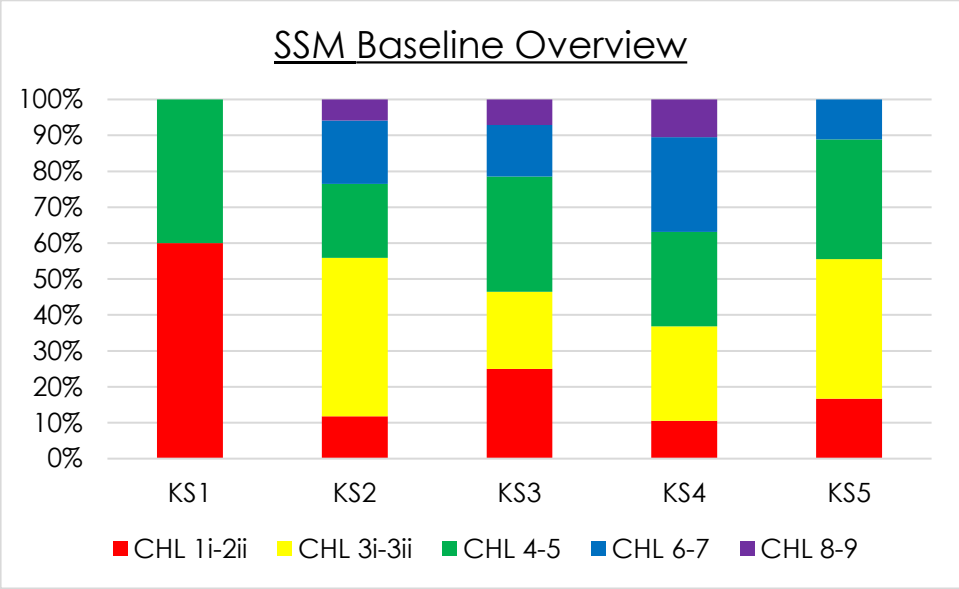
Castle Hill Level Baseline Overview Autumn 2022-2023










SSM Baseline Overview
100%
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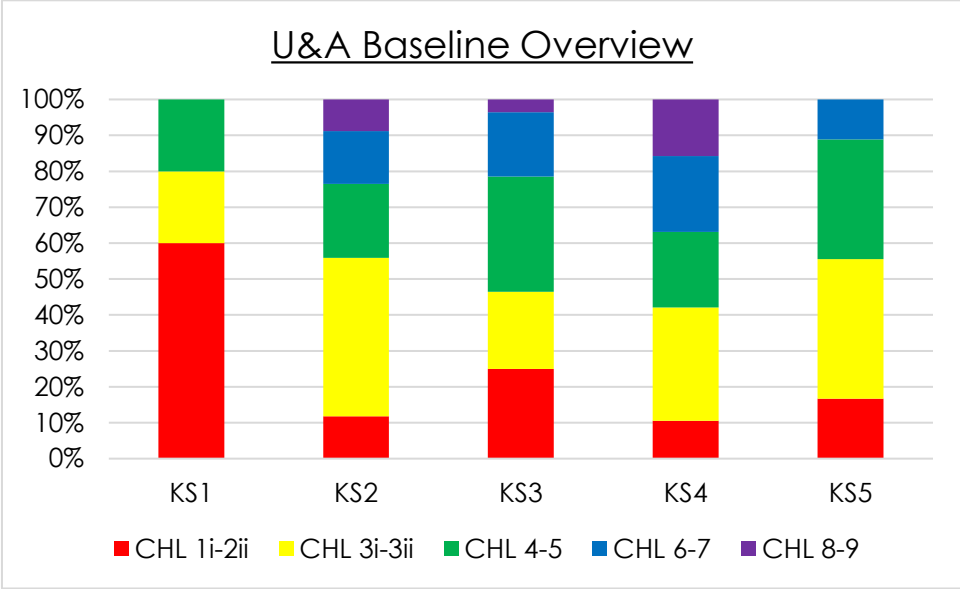
70%
60%
50%
40%
30%
20%
10%
0%
KS1
KS2
KS3
KS4
KS5
CHL 1i-2ii
CHL 3i-3ii
CHL 4-5
CHL 6-7
CHL 8-9


U&A Baseline Overview
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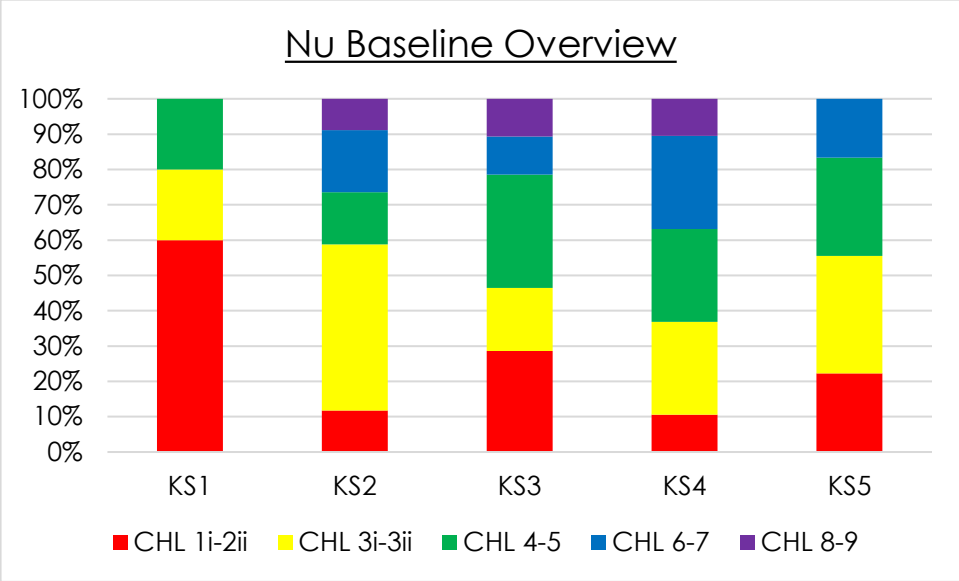
0%
KS1
KS2
KS3
KS4
KS5
CHL 1i-2ii
CHL 3i-3ii
CHL 4-5
CHL 6-7
CHL 8-9


Nu Baseline Overview
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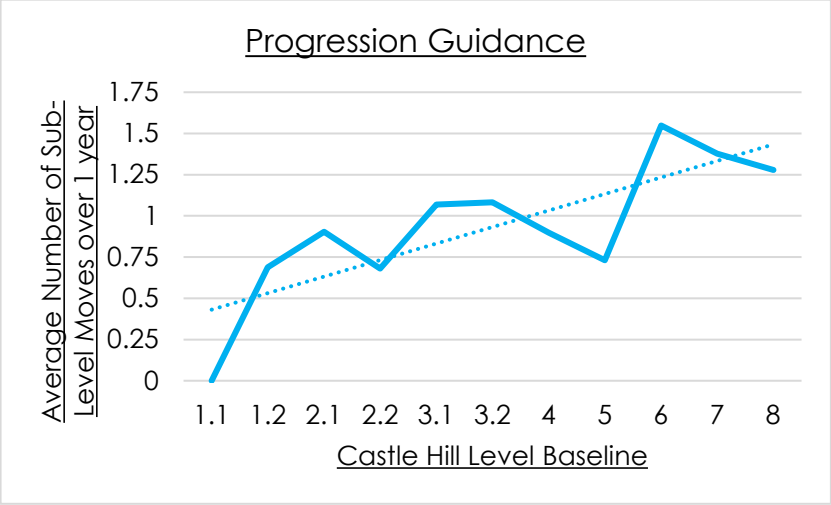
KS1
KS2
KS3
KS4
KS5
CHL 1i-2ii
CHL 3i-3ii
CHL 4-5
CHL 6-7
CHL 8-9

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. In Summer 2020, the Castle Hill Levels were brought in line with P levels to support collaborative practice and moderation with other schools.

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. Progression Guidance was developed in 2021-2022 by analysing the average number of sub-level moves, relative to the CHL baselines for all pupils for all skill areas in both English and Maths. **HEADLINE: The Progression Guidance data showed 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 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. The Progression Guidance graph will develop 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 70% of pupils met their end of year targets in 2022, compared to 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 74% of pupils met their end of year targets in 2022, compared to 80% in 2021, 40% in 2020 and 90% in 2019** (see Progress Report Summer 2022, available upon request). The decrease in the average number of pupils meeting their end of year targets in 2022, compared to 2021 could be due to the Target Setting Process being made more challenging through enhanced questioning built into the Pupil Progress Documents (see Appendix 1). These figures are being developed on a year-by-year basis, to form a guide in terms of expectations for target achievement. The percentage of pupils who meet their end of year target is expected to be around 75%, to demonstrate sufficient challenge within 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 the MAPP assessments and PiP documents.

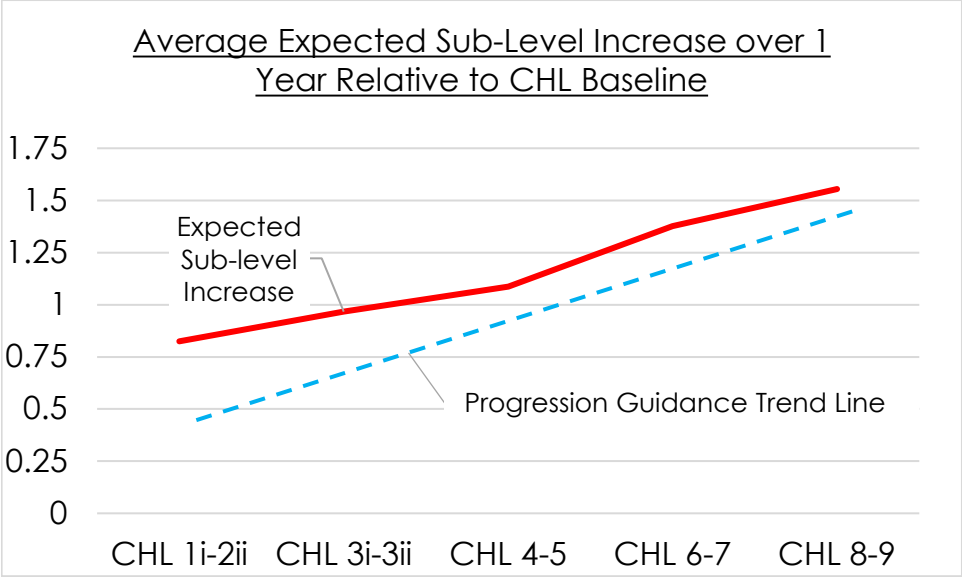
Progression and challenge towards these targets is evidenced through the recording of MAPP and PiP outcomes. For further guidance on this process please refer to the school website: Assessment, Progress and Planning page: https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/

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

Castle Hill Level End of Year Target Setting 2022-2023

English

		CHL Baseline				
		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
Average Expected Sub-Level Increase	Speaking	0.80	1.00	1.26	1.44	2.00
	Listening	0.95	0.96	1.32	1.31	1.43
	Reading	0.79	0.92	1.14	1.38	1.22
	Writing	0.71	0.92	1.07	1.63	1.00



Maths

		CHL Baseline				
		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
Average Expected Sub-Level Increase	SSM	0.96	1.00	1.00	1.41	1.67
	U&A	0.80	1.00	1.04	1.29	1.67
	Number	0.75	0.95	0.89	1.24	1.75

Outcomes: The red line above shows that the higher the CHL baseline, generally, the greater the expected sub-level increase. The blue dashed line shows the Progression Guidance trend line based on the 2021-2022 results. 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. It could also be interpreted that targets for pupils at the very early developmental levels (CHL1i-2ii) are higher than should be anticipated, which will be reviewed in the spring term progress meetings. Please note, there are a small number of pupils (9 or under depending on the skill area), who have baselines at CHL 8-9 therefore comparisons are less meaningful at this level.

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**

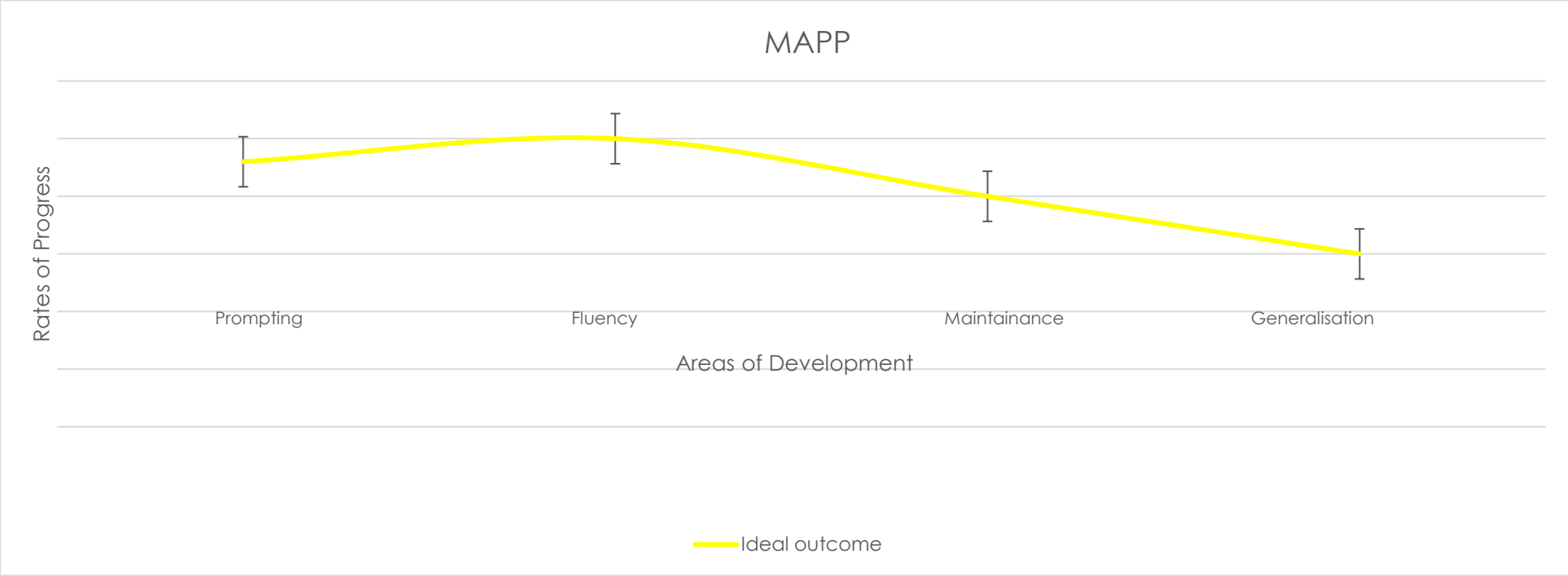
from approximate	**Fluency**	*to accurate*	
Learners reach a level of mastery combining speed and accuracy.			
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it 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.



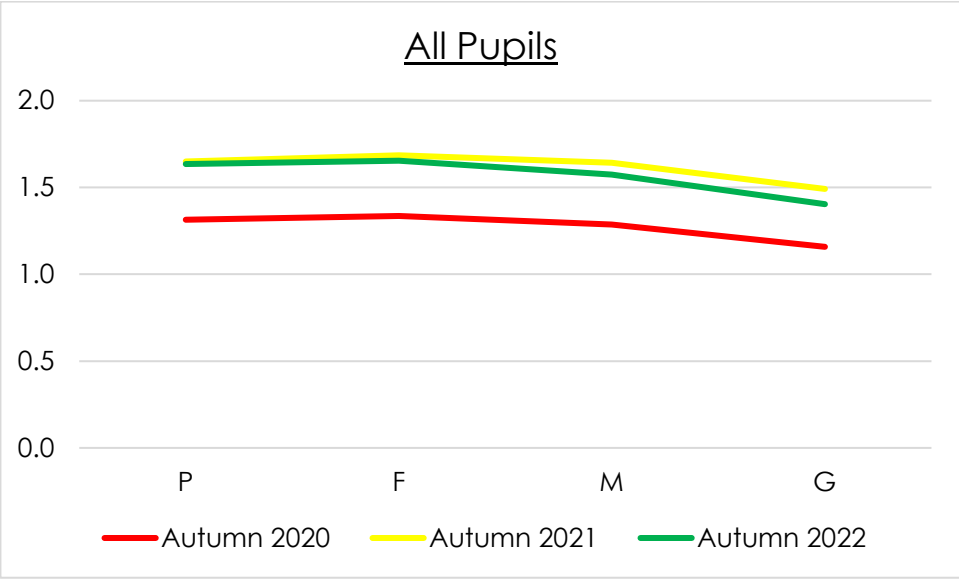
Prompting – the higher the line the greater the independence

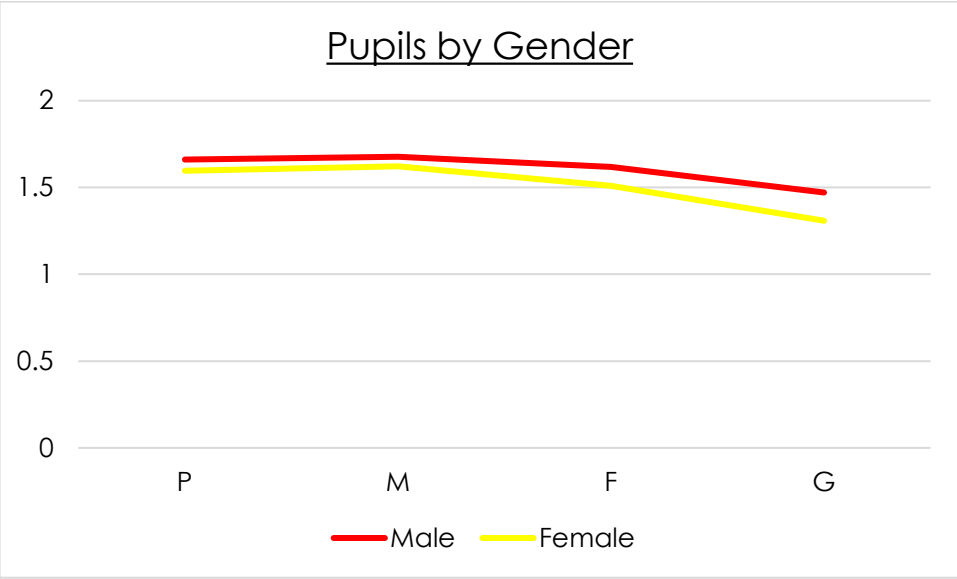
Fluency – higher than the other 3 indicators would indicate initial understanding

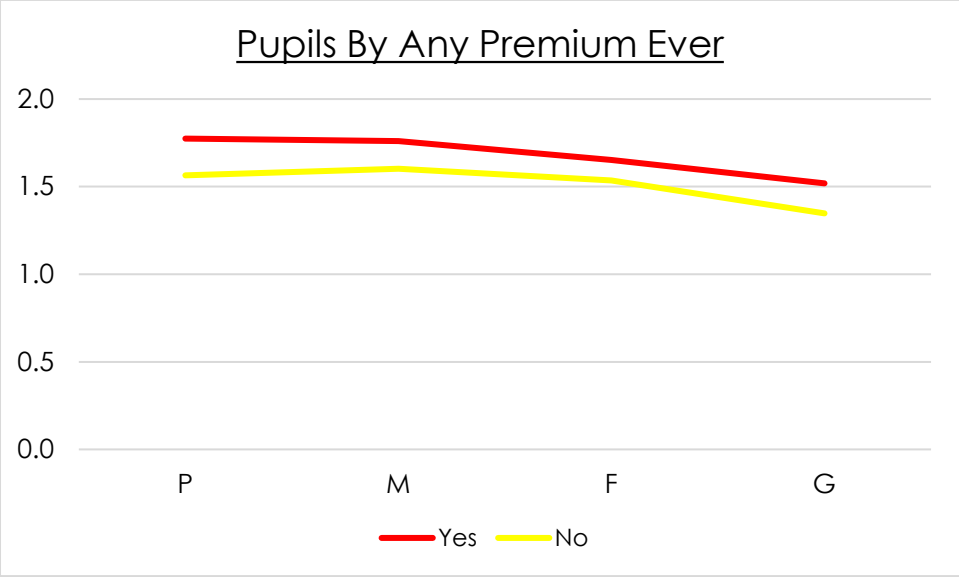
Maintenance – slightly lower than fluency as the next step in progress would be to retain the skill

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.







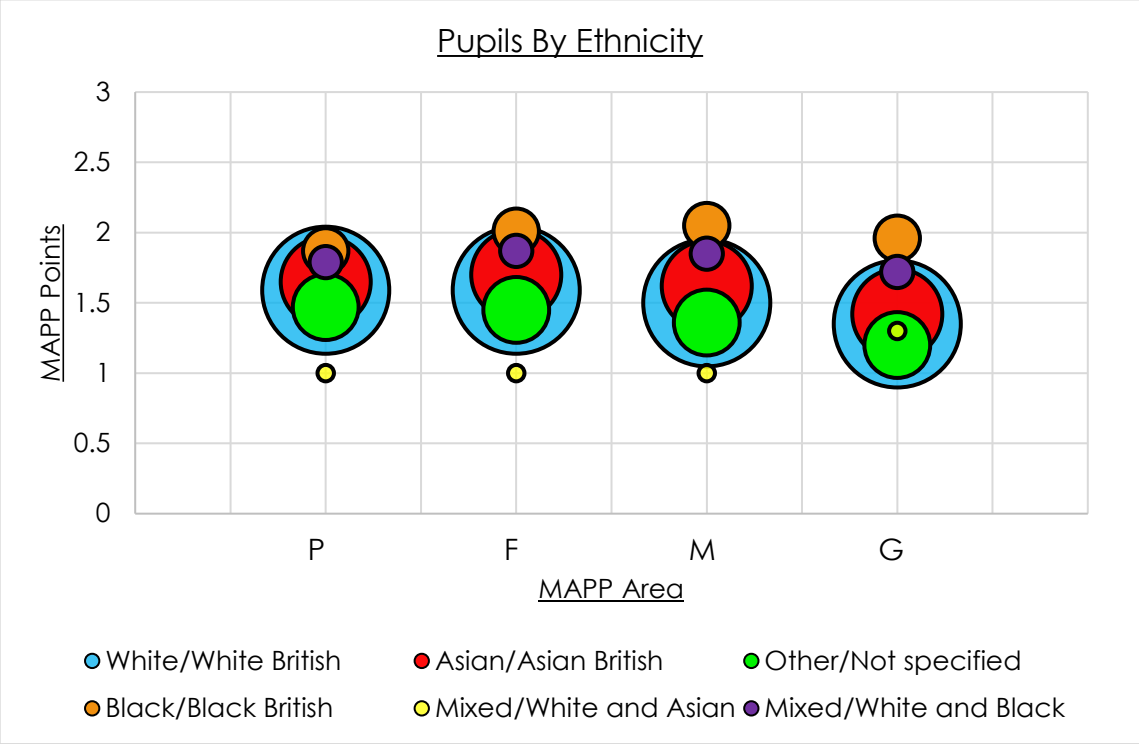
The first graph shows progress made in the autumn term 2022 compared against the same term for the previous two academic years. The second graph shows a comparison of the progress made by male and female pupils. The third graph compares pupils who have been in receipt of any premium ever (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: **There is a negligible difference in progress in the autumn term 2022 compared to the autumn term 2021 progress. In** contrast, in autumn 2021, progress dipped slightly due to the COVID-19 pandemic and the resulting sporadic non-attendance of some pupils due to self-isolation, medical vulnerability, bubble closures and extended transitions back to school. Progress has now returned to, and slightly exceeded pre-pandemic results (see previous Assessment Reports, available upon request).

HEADLINE: There is a near to no difference in progress across gender. 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 a negligible difference in 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 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, especially for the three most populous (White/White British – 64 pupils, Asian/Asian British – 32 pupils, and Other/Not specified category -17 pupils). Smaller groups fit around these with Mixed/White and Black (4 pupils) and Black/Black British (8 pupils) working slightly above, and Mixed/White and Asian (1 pupil) working slightly below. These smaller groups follow similar patterns of progress and are within 0.4 to 1.05 points of each other across all areas.

HEADLINE: There is a negligible difference in attainment across ethnicity.

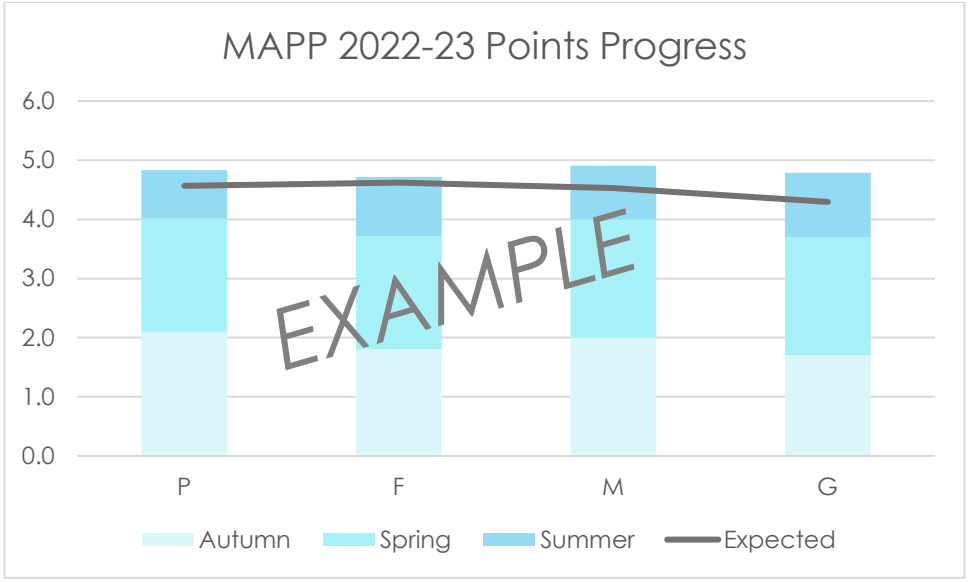
Appendices

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							

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

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

Yes	No
Comment:	Comment: