



GRANGE SCHOOL

PROGRESSION GUIDANCE

THE
Know and Remember
CURRICULUM

Our Journey
Oneness | Understanding | Respect

Cultural
CAPITAL

Data &
Outcomes

sensay
SUPPORT FOR LEARNING





Data & Outcomes

ASSESSMENT, MODERATION AND PUPIL OUTCOMES

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ASSESSMENT, MODERATION, AND PUPIL OUTCOMES

AIMS:

Assessment at Grange school plays a vital role in ensuring that accurate data is collected and moderated, leading to accurate measures of progress. Assessment at Grange School ensures the following:

- That all teaching and learning is accurate and appropriately targeted.
- That teaching builds on what pupils have learned.
- That feedback to students on what they have learned so far and what they need to do to improve is highly effective and focused on next steps.

RATIONAL OF PROGRESS MEASUREMENT:

Grange school's measurement of attainment and progress is based on a bespoke assessment system. This is designed to:

- Accurately support a pupil's development through the securing of specific outcomes.
- Have outcomes that are based upon longitudinal moderated targets at different levels which can be measured accurately, and assessed through classroom observations by class teachers.

P Scale Level	Grange Assessment Level
P1	AL01
P2	AL02
P3	AL03
P4	AL04
P5	AL05
P6	AL06
P7	AL07
P8	AL08
P9	AL09
NCL1	AL09
NCL2	AL10
NCL3	AL11
NCL4	AL12

For example:

Jake has achieved 47/120 outcomes in reading = **60% of AL05 in Reading.**

Pupils can also be assessed as **emerging** or **developing** towards a target.

Although these outcomes have been developed to produce a highly effective custom-built assessment system, there can be broad comparisons made to the previous P scale and previous national curriculum levels of assessment.

Within each level there are 10 outcomes which can be achieved at that level of each area of learning/subject so a pupil will be assessed as working at a percentage of that level.

ASSESSMENT PROCEDURE

Pupils are baselined upon entry to the school. This assessment takes place over the first half term of the pupil's first year, with class teachers using the outcomes of different areas of learning/subjects by class teachers.

For each outcome the pupils will be assessed as either:



Emerging



Developing



Secure

For example:

“The pupil shows interest in playing with shapes in sand/water”
- Emily is **secure in this outcome.**

“The pupil can make/find specific shapes upon request in the sand/water”
- Emily is **developing in this outcome.**

The teachers will assess the pupil on progress they have made against any other outcomes in that area too.

Based upon the outcomes the pupil is yet to secure, the teacher will set a target. This will be developed by teachers and session leaders building opportunities for summative and formative assessment into their teaching on a day-to-day basis.

Emily will make/find specific shapes upon request in sand or water.

At the end of each term the teacher will reassess the pupil against their target and input their progress into the data system. For each target the child secures, their overall assessed level will increase by 10%.

Emily now can make and find specific shapes upon request in sand/water.

Assessed Level:

Autumn Term – 50% of AL05

Spring Term – 60% of AL05

When assessment of a pupil's progress against each outcome is inputted into Grange's school's data system and a score in that area is produced.

Emily is working at 50% of AL05 in shape, space, and measure.

PROGRESSION GUIDELINES

For each group of learners there will be a specific number of outcomes to be achieved to meet expected progress. This will consider a learners age, key stage, starting point and previous levels of achievement.

ABOVE EXPECTED PROGRESS	Student has exceeded the expected number of descriptors
EXPECTED PROGRESS	Student has achieved the expected number of descriptors
BELOW EXPECTED PROGRESS	Student has made some progress; however, they have not achieved the expected number of descriptors
NO ADDITIONAL PROGRESS ASSESSMENT ACHIEVED	Student has not secured any additional assessment progress during the assessment period

EARLY YEARS FOUNDATION STAGE (2 YEARS) - NURSERY AND RECEPTION

Number of outcomes to be secured per subject/ strand of subject per year EYFS curriculum (S1-S7)

Pupils Working between S1-S3	
ABOVE EXPECTED	4+ secured
EXPECTED	3 secured
BELOW EXPECTED	2 or less secured
NO PROGRESS	No Progress

Pupils Working between S4 and above	
ABOVE EXPECTED	6+ secured
EXPECTED	5 secured
BELOW EXPECTED	4 or less secured
NO PROGRESS	No Progress

KEY STAGE 1 (2 YEARS) - YEARS 1 & 2

Number of outcomes to be secured per subject/ strand of subject per year

Pupils Working between AL01-AL05	
ABOVE EXPECTED	4+ secured
EXPECTED	3 secured
BELOW EXPECTED	2 or less secured
NO PROGRESS	No Progress

Pupils Working between AL06 an above	
ABOVE EXPECTED	6+ secured
EXPECTED	5 secured
BELOW EXPECTED	4 or less secured
NO PROGRESS	No Progress

KEY STAGE 2 (4 YEARS) – YEAR 3 TO YEAR 6

Number of outcomes to be secured per subject/ strand of subject per year

Pupils Working between AL01-AL05	
ABOVE EXPECTED	3+ secured
EXPECTED	2 secured
BELOW EXPECTED	1 or less secured
NO PROGRESS	No Progress

Pupils Working between AL06 an above	
ABOVE EXPECTED	4+ secured
EXPECTED	3 secured
BELOW EXPECTED	2 or less secured
NO PROGRESS	No Progress

KEY STAGE 3 (3 YEARS) – YEAR 7 TO YEAR 9

Number of outcomes to be secured per subject/ strand of subject per year

Pupils Working between AL01-AL05	
ABOVE EXPECTED	3+ secured
EXPECTED	2 secured
BELOW EXPECTED	1 or less secured
NO PROGRESS	No Progress

Pupils Working between AL06 an above	
ABOVE EXPECTED	4+ secured
EXPECTED	3 secured
BELOW EXPECTED	2 or less secured
NO PROGRESS	No Progress

KEY STAGE 4 (2 YEARS) – YEARS 10 & 11

Number of outcomes to be secured per subject/ strand of subject per year

Pupils Working between AL01-AL05	
ABOVE EXPECTED	3+ secured
EXPECTED	2 secured
BELOW EXPECTED	1 or less secured
NO PROGRESS	No Progress

Pupils Working between AL06 an above	
ABOVE EXPECTED	4+ secured
EXPECTED	3 secured
BELOW EXPECTED	2 or less secured
NO PROGRESS	No Progress