

## Student Progress Data 2016/17

### Context

In response to school self-evaluation and amendments to the National Curriculum the school reviewed the curriculum offer for all students. Consequently, there are 4 curricula threads running through school. New curricula were introduced for Group 1 (ASD) and Group 2 (PMLD) students in September 2016 supported by our "Progress Walls". Our more independent learners - Group 3 and Group 4 students follow a NC curriculum supported by our Progress Walls whilst Key Stage 5 students all undertake ASDAN accredited diplomas and, for some, OCR Functional Skills.

Student outcomes prior to September 2016 were supported by B Squared and CASPA with Progression Materials shaping end of Key Stage aspirations. From September 2015 progress and achievement has been increasingly personalised / student specific with 2016 / 17 outcomes being presented as follows:

#### **Group 1 (ASD) students:**

ASD Progress Wall objectives assessed by MAPP – (Mapping and Assessing Personal Progress) and progress supported by SOLAR.

#### **Group 2 (PMLD) students:**

PMLD Progress Walls supported by SOLAR.

#### **Group 3 and 4 (KS 3 and 4) students:**

National Curriculum subject Progress Walls supported by SOLAR.

#### **Key Stage 5 students:**

ASDAN and Functional Skills accreditation. Progress assessed by MAPP and a Progress Wall supported by SOLAR.

### From September 2016:

.Our **Assessment and Achievement Framework** provides a clear insight into our increasingly personalised approach to student progress and achievement.

. **SOLAR** (Special On-Line Assessment Records) contains our **Progress Walls** to track, record and report personalised progress and achievement.

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. Progress descriptor supported by our **Student Progress Profile** that rates the potential impact of factors influencing learning.

. Teachers identify aspirational targets for progression based on our **Target Setting Framework**, historical data, their detailed knowledge of the student and identification of priority areas for improvement.

## Provision Map

An electronic Provision Map records termly Individual Student Progress against NC Core Subjects and Group 1 and 2 Progress Walls.

Teachers provide target progress information that is then RAG rated to identify trends. The Provision Map also records student progress against the Student Progress Profile to identify intervention priorities.

Class teams, led by the class teacher, meet formally each term to discuss student progress against set targets.

## Class Groupings

It is important progress outcomes are considered in light of our class groups, as follows:

### Class Groupings

**Group 1 students:** Learners who are significantly influenced by autism.

**Group 2 students:** Learners who have complex cognition and health needs.

**Group 3 students:** Learners who have severe learning difficulties.

**Group 4 students:** Learners who have more moderate learning needs.

The progress outcomes provided is **Group Data** comprised of individual outcomes recorded on our Provision Map.

Progress is also considered for different groups of students to ensure **equality of learning opportunity**. Progress comparison is made for:

- Girls
- Boys
- Students *Looked After*
- Student receiving Free School Meals (FSM)

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**Group progress outcomes for academic year 2016/17 are as follows:**

***Expected = Aspirational target as described in Target Setting Protocol.***

As the targets are set for individual students by the class staff, and the targets set are aspirational, then we would expect to see a 'normal' distribution curve of attainment. Therefore we would want the highest percentage score in the 'expected' column with lower percentages in the 'below expected' and 'above expected' columns, thus showing a bell curve distribution. Higher values in the 'above expected' column could indicate either less than aspirational target setting by the class team or unexpected outstanding progress by students.

## **Key Stage 3 Students**

	<b><i>Below Expected</i></b>	<b><i>Expected</i></b>	<b><i>Above Expected</i></b>
<b>L1 – Group 1 ASD</b>	<b>17.7%</b>	<b>38.8%</b>	<b>43.5%</b>
<b>L2 – Group 2 PMLD</b>	<b>14.5%</b>	<b>22.2%</b>	<b>63.3%</b>
<b>L3 - Group 3 SLD</b>			
Reading	<b>5.6%</b>	<b>94.4%</b>	
Writing	<b>28.3%</b>	<b>59.4%</b>	<b>12.3%</b>
Maths	<b>9.3%</b>	<b>83.3%</b>	<b>7.4%</b>
Science	<b>8.6%</b>	<b>83.1%</b>	<b>8.3%</b>
<b>L4 – Group 4 SLD/MLD</b>			
Reading	<b>9.7%</b>	<b>61.3%</b>	<b>29%</b>
Writing	<b>17.9%</b>	<b>50.5%</b>	<b>31%</b>
Maths	<b>17.9%</b>	<b>47.8%</b>	<b>34.3%</b>
Science	<b>49.7%</b>	<b>38.1%</b>	<b>12.2%</b>

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### *Key Stage 4 Students*

	<i>Below Expected</i>	<i>Expected</i>	<i>Above Expected</i>
<b>M1 – Group 1 ASD</b>	<b>13.4%</b>	<b>64.2%</b>	<b>22.4%</b>
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<b>M2 – Group 2 PMLD</b>	<b>20%</b>	<b>24.4%</b>	<b>55.6%</b>
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<b>M3 - Group 3 SLD</b>			
<b>Reading</b>	<b>30.4%</b>	<b>48.8%</b>	<b>20.8%</b>
<b>Writing</b>	<b>21.6%</b>	<b>63.9%</b>	<b>14.5%</b>
<b>Maths</b>	<b>20.1%</b>	<b>66.6%</b>	<b>13.3%</b>
<b>Science</b>	<b>17.8%</b>	<b>54.4%</b>	<b>27.8%</b>
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<b>M4 – Group 4 SLD/MLD</b>			
<b>Reading</b>	<b>6.7%</b>	<b>85.4%</b>	<b>7.9%</b>
<b>Writing</b>	<b>12.7%</b>	<b>79.2%</b>	<b>8.1%</b>
<b>Maths</b>	<b>8%</b>	<b>86.8%</b>	<b>5.2%</b>
<b>Science</b>	<b>4.7%</b>	<b>86.1%</b>	<b>9.2%</b>

### *Key Stage 5 Students*

	<i>Below Expected</i>	<i>Expected</i>	<i>Above Expected</i>
<b>U1 – Group 1 ASD</b>	<b>23.1%</b>	<b>72.2%</b>	<b>4.7%</b>
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<b>U2 – Group 2 PMLD</b>	<b>11.1%</b>	<b>27.8%</b>	<b>61.1%</b>
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<b>U3 - Group 3 SLD</b>	<b>6.7%</b>	<b>77.6%</b>	<b>15.7%</b>
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<b>U4 – Group 4 SLD/MLD</b>	<b>13.3%</b>	<b>70%</b>	<b>16.7%</b>

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## Conclusions

- The outcomes represent the first year of newly implemented curricula and target setting process. We are confident whole school student attainment may be described as *good* as majority of attainment in all classes is majority expected or above expected.
- KS 3 and 4 attainment in Core Subject strands is expected or above expected other than L4 Science due to broad range of ability in class cohort.
- Our ASD students in groups L1, M1 and U1 have responded very positively to the new Progress Wall curriculum. Teaching has been judged to be of a consistently high quality in ASD classes.
- Our outcome data for Girls and Boys is comparable across the class groups and we conclude all students are benefiting from our very personalised approach and receiving equality of learning opportunity.
- A similar view is provided of students who are Looked After and students who receive Free School Meals. Historically, both groups of students have recorded outcomes comparable with the school population.