KS2 Assessment Data: Pupil Progress

How is my Child’s Progress Measured?

Progress is measured by ‘point scores’ and converted into levels and ‘sub levels’, for ease of understanding.

For example, a child who joins the Junior School at the beginning of September in Year 3 could have the following profile:

- Reading 2b (15 points)
- Writing 2c (13 points)
- Maths 2a (17 points) * each sub level = 2pts

By the end of Year 6 (SATs) each pupil, generally, is expected to make a minimum of 12 points progress or ‘2’ level progress from their starting point at the beginning of Year 3.

Using the previous example:

- Yr 3 Reading 2b (15 points) End Yr 6 4b (27 points)
- Yr 3 Writing 2c (13 points) End Yr 6 4c (25 points)
- Yr3 Maths 2a (17 points) End Yr6 4a (29 points) *

So, to ‘progress’ through the Junior school, using our Reading example 2b (15 points) to 4b (27 points), the following ‘sub levels’ need to be achieved:

2b, 2a, 3c, 3b, 3a, 4c, 4b (each sub level = 2 points)

Each ‘sub level’ has specific learning attached to it and each pupil needs to fulfil the requirements of the learning before they move on.

For example: APP Writing Tracker and APP Reading Tracker explain the ‘learning’ requirements.

Ideally, it would make life easier both for the school and for parents if pupils made ‘equitable’ steps of progress throughout their time at the school, yet learning is not that convenient and progress is seldom linear!

For examples of pupil progress tracking – see end of the assessment data presentation on the school website at http://www.crabtreejm.herts.sch.uk/teaching_learning/assessment.html

Differentiated teaching

So, all pupils start their learning journey at the school with their own individual sub levels and work is given to pupils related to their own ‘next steps’ – sub levels

Obviously, each class will have pupils working form ‘different’ starting points and each teacher will be ‘differentiating’ the lesson according to individual needs

Pupil targets

As each pupil is working from their own starting point, each pupil has his/her own targets in their books that ‘identify’ their next steps in learning

Pupils are strongly encouraged to know their own targets and marking / teacher comments are related to those targets

On a weekly basis, pupils have an opportunity to ‘respond’ to teacher marking enabling them to take part in their own learning journey
Pupil assessments

During each term pupils are assessed in each area of the curriculum, although Reading, Writing and Mathematics takes a higher profile and is assessed in greater detail.

Each assessment provides ‘pupil data outcomes’ – answers to questions, that are evaluated, firstly by the class teacher and then by the Senior Management Team – Head, Deputy, Inclusion Manager.

The evaluation is used to decide if any pupils need more support either in or outside of the classroom.

Pupils who are identified as needing extra support – and this will include the lower, middle and upper band of ability, will be placed on an ‘intervention’, usually for 6 – 7 weeks.

Towards the end of the intervention the provision will be measured for ‘impact’ and decisions will be made to continue the intervention or not.

Parent consultations

Parent consultations are planned after the formal round of assessments so that the class teacher has up-to-date information to share with parents.

The National Curriculum, for Primary schools, is organised by levels from L1 – L6. Again, each level has ‘criteria’ driven provision that develops both knowledge and skills. ‘Schemes of work’ related to the above provision are level-specific and are ‘pitched’ in the following way:

Yr 3: Lv 2 -4; Yr4: Lv3 -4; Yr5: Lv3 -5; Yr6: Lv4–6

Year Level Expectations

As you can see, there is ‘variation’ of expectation within each Year group so if your child is working within the levels for the year then that is fine.

Remember, that it is the ‘12 points or two level’ progress by the end of KS2 which is the main measure of achievement.

Annual Progress Report from July 2013

- End of Year report to include ‘sub level’ grade in Reading, Writing and mathematics
- In-Year progress to be reported as ‘progress made’ or ‘good progress made’ related to Year starting point