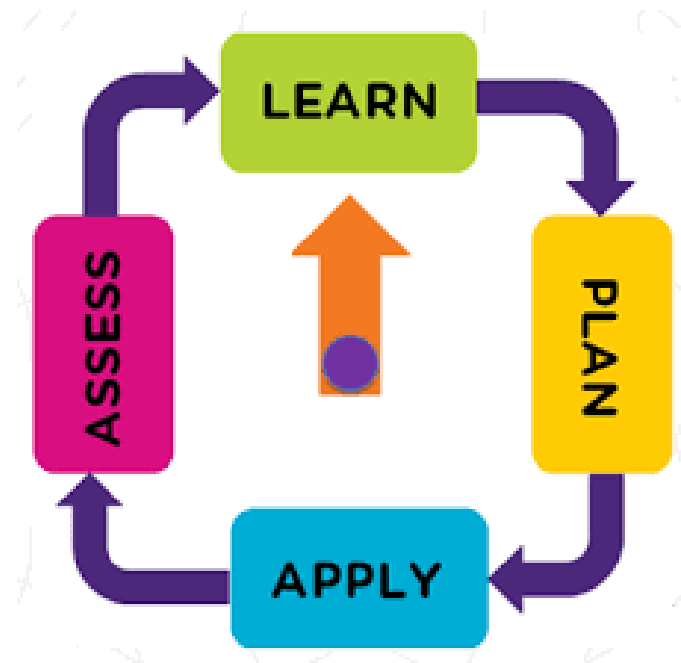


Measuring Attainment and Progress at Westfield

December 2021

Dave Burgess



Westfield School
Nurturing Individuality & Progress

Plan for today:

Progress and Attainment
Curriculum at Westfield
Assessments – National Curriculum
EYFS/KS1/KS2
Seesaw



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Questions

- ▶ Children's progress is explained carefully to parents

What is the difference between progress and attainment?

Progress

Rate of acquisition of skills, knowledge and understanding over time.

Speed at which a child moves from awareness to gaining understanding to independent mastery.

Attainment

The amount of skills, knowledge and understanding a child has at a point in time.



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- ▶ **Progress** is improvement over a period of time.
- ▶ **Attainment** is the score/level achieved



Westfield School Curriculum



Westfield School Curriculum

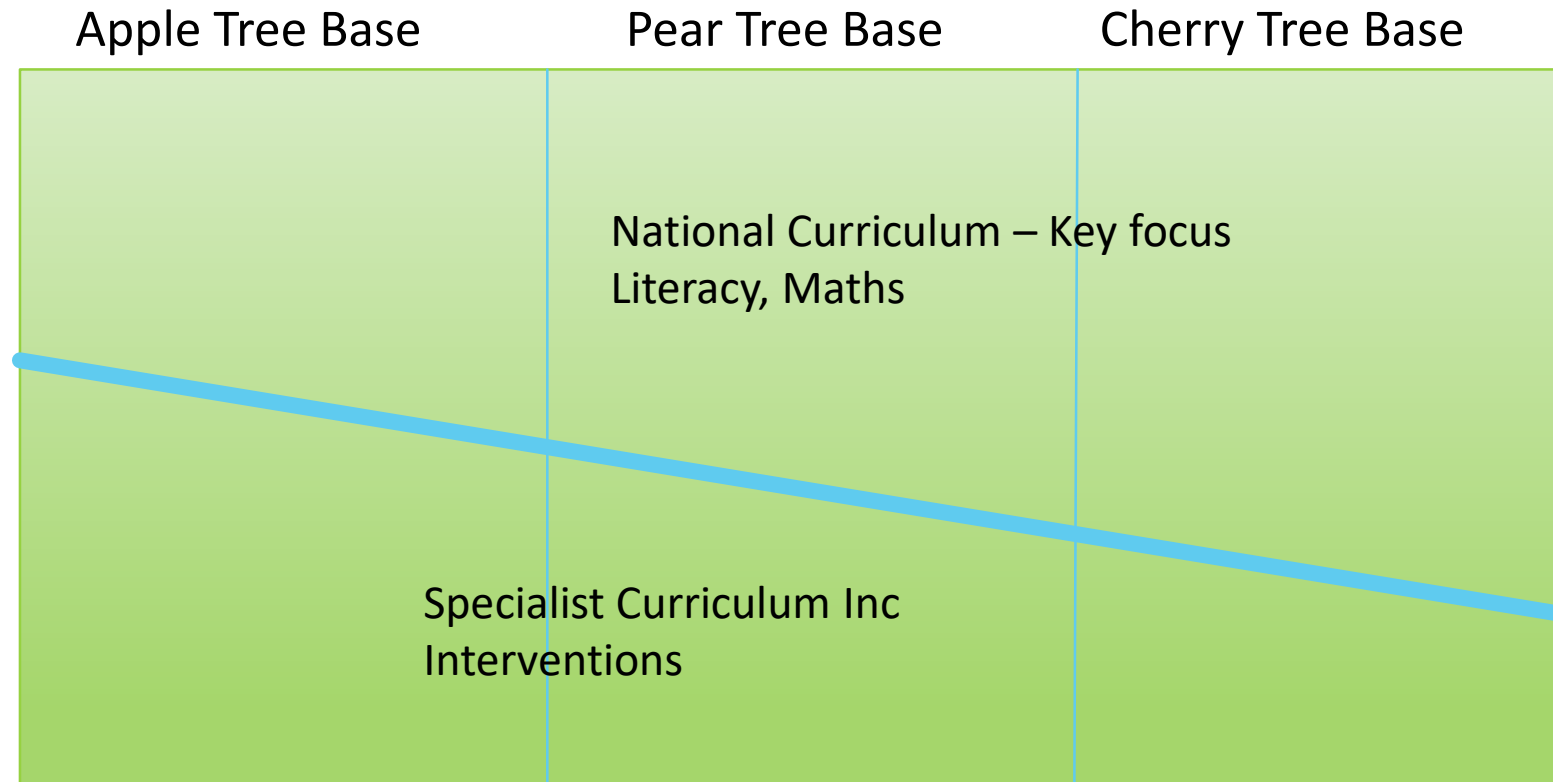


National Curriculum

- The National Curriculum (2014) framework
- Within which all pupils at Westfield can have access to a broad and balanced curriculum at a needs relevant level. Teaching and learning at Westfield is focussed on developing the key skills needed for future learning and successful adult life.
- All subjects – English, Maths, Science, D&T, ICT, History, Geography, Art & Design, Music, PE, MFL
- Emphasis is placed upon developing our pupils' capacity for generalising and applying core literacy and numeracy skills as well as subject specific knowledge.



National Curriculum and Timetables



▶ The National Curriculum continues to be planned for delivery through 5 Pathways of Development (P.o.D.s)

- Key Stage 1 (P.o.D 1 and 2)
- Key Stage 2 (P.o.Ds 3 - 5).



Westfield School Assessments



Westfield School Assessments



Assessment of National Curriculum Subjects across the school



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All children at Westfield are assessed against the national curriculum using:

- ▶ EYFS – Reception children
- ▶ Engagement Steps
- ▶ Progression Steps



EYFS

- ▶ There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.
- ▶ Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.
- ▶ These are the prime areas:
 - ▶ • communication and language
 - ▶ • physical development
 - ▶ • personal, social and emotional development

EYFS

- ▶ We also support children in four specific areas, through which the three prime areas are strengthened and applied.
- ▶ The specific areas are:
 - ▶ • Literacy
 - ▶ • Mathematics
 - ▶ • Understanding the world
 - ▶ • Expressive arts and design

EYFS

INDIVIDUAL PROGRESS TRACKER

NAME: DATE OF BIRTH: Age in months at start of tracking: 45	Personal, Social and Emotional Development			Communication and Language			Physical Development		Literacy 87%		Mathematics 93%		Understanding the World			Expressive Arts and Design	
	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Reading	Writing	Numbers	Shape, space and measure	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative
16-26																	
Entering																	
Developing																	
Secure																	
22-36																	
Entering																	
Developing																	
Secure																	
30-50																	
Entering																	
Developing																	
Secure																	
40-60																	
Entering																	
Developing																	
Secure																	
ELG expected																	
ELG Exceeding																	



Engagement Steps

- ▶ Engagement Steps is our assessment framework for pupils not yet engaged in subject specific learning.
- ▶ Five Areas: exploration • realisation • anticipation • persistence • initiation
- ▶ The framework feeds into the Progression Steps.



National Curriculum Assessments

Progression Steps

- ▶ B Squared created Progression Steps to be used as an alternative for the assessment of pupils with SEN formerly working from P4 to the end of key stage 2 expectations.
- ▶ Progression Steps has been designed to identify and record the achievements of pupils who are engaged in subject-specific learning but are working below Age Related Expectations in some or all areas of their development.



KS3		PS 10
KS2	Year 6	PS 9
	Year 5	PS 8
	Year 4	PS 7
	Year 3	PS 6
KS1	Year 2	PS 5
	Year 1	PS 4
		PS 3
		PS 2
		PS 1



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BSquared

Attainment against NC expectations

Word Reading: Apply knowledge	Word Reading: New words & exceptions	Word Reading: Fluency & accuracy
- M Applies phonic knowledge - M Decoding skills becoming embedded - M Uses knowledge of high frequency words when attempting compound words - M Blends letter sounds that contain graphemes known - M Recognises some alternative sounds for graphemes - M Reads words of two + syllables containing known graphemes accurately - M Reads words containing common suffixes	- R Points out exception words - M Reads common exception words - U Points out unusual relationship between sound and spelling in common exception words - M Sounds out most unfamiliar words accurately, without undue hesitation - M Sounds out unknown words automatically - M Solves new words whilst reading	- M Reads most words quickly - M Reads most words accurately - M Monitors own reading most of the time - M Reads high frequency words accurately - M Reads known words without overtly sounding or blending - M Reads aloud - M Reads silently mouthing the words - M Builds fluency when re-reading texts - M Reads books at their level with some expression and intonation - M Reads known books confidently - M Takes note of punctuation when reading
Comprehension: Attitudes to reading	Comprehension: Understanding	Comprehension: Responding
Listens to, discusses and gives own views on a range of literature at a level above their reading ability - - U - contemporary poetry - classic poetry - M - stories - M - diversely organised non-fiction - M Explains the sequence of events in a text - U Explains simply how a concept or idea in a text is connected - M Retells a wider range of fairy stories and traditional tales - M Points out common language used in stories, e.g. once upon a time - M Talks about how different non-fiction books are structured - M Asks for clarification on the meaning of unknown word/phrase - M Identifies why they like a word or phrase - M Recites a short poem with correct intonation	- M Draws on background information to help understanding - U Identifies when the text isn't making sense - M Makes inferences in a book they are reading independently - M Identifies the main trait of a character - M Answers questions about text - M Asks questions about the text to aid understanding - M Predicts what might happen by using knowledge of what they have read - M Recognises facts - M Finds information by using headings - M Gives meanings of words found in text - M Corrects any inaccurate reading	- M Joins in group discussions about text they read or have read to them - U Demonstrates they can take turns in discussions - U Listens to others' ideas - M Explains likes/dislikes using specific information taken from text <u>Explains their understanding of texts by:</u> - U Discussing why an event occurred - M Discussing how/why a character may act - U Discussing why/what a character may say - M Discussing why/what a character may feel - U Discusses and compares story settings - U Discussing an incident and its effects in a story - E Discusses how the way the information is presented helps the reader - U Finds key words and phrases when responding to questions



Progression Steps

► Is based on the children moving through 3 discrete stages:

1st Engagement

E

2nd Gaining skills and understanding

U

3rd Mastered

M



Progress within each curriculum area

Forename	Reading	Writing	Number	S,S,M	Communication	Social Interaction	Flexibility	Regulation	ERR	Social Thinking	Attentional Control	Inhibitory control	Thinking Skills	Forest School	Independent self care skills	Personal Development	Last term	Latest
	^49%	^35%	^31%	^32%	31% 9	45% 8	72% 8	45% 8	^5	^5	^1.5	^1.5	^2.5					
	^9%	^5%	^49%	^90%	25% 8	57% 9	55% 7	64% 8			^1		^5					
	^36%	^96%	^35%	^117%	36% 7	37% 8	42% 6	53% 7		^1	^1	^1.5	^1					
	^24%	^43%	^50%	^34%	55% 9	45% 8	66% 7	64% 6	^1	^5	^5	^2.5	^5					

- Each term, the Senior Leadership Team review each child's progress and RAG rate whether the progress is at a suitable rate or whether classroom practice needs to be adapted.

Progress within each curriculum area

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Following RAG

- ▶ Pupil progress meetings
- ▶ Identify gaps in learning
- ▶ Factors – Internal/External
- ▶ Interventions
- ▶ What to do next for pupil/class

Ofsted

“Following the re-designation of the school, you developed assessment and reporting systems for the new curriculum, which combine specialist learning with social and emotional learning and **academic learning**. The curriculum now addresses more closely the needs of the pupils in the school.”



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Questions



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