



**Woodlane High School**  
achieving success in a nurturing environment

# **Woodlane High School**

## **Changes to Assessment Practices**

### **Autumn Term 2019**

## **2019 Changes:**

The school has moved from the old NC model (P Scales and NC 1-5) to a new Progression Steps model (PS 1-10). The removal of P Scales and the previous removal of NC levels have made it unsuitable to continue to use this terminology and methods of assessment that align to this.

There are various areas that have been adapted/changed within the school's assessment practices due to the change to the Progression Steps model within BSquared. All pupils have now been re-baselined within a PS rather than a level. The tables below should act as a guide to help understand what these changes mean.

## **What are Progression Steps?:**

Progression Steps (PS) are the updated criteria introduced through BSquared – Connecting Steps. More closely aligned to the current national curriculum and strimming down some of the excessive areas of assessment, they should be more appropriate to use with the range of pupils abilities at Woodlane, including the MNU.

There are 10 PS, covering P4 - up to old NC 7. The breadth of criteria should ensure that all pupils can achieve within a PS, whilst also finding areas for progression.

Similar to our previous assessment system, each pupil will have criteria 'ticked' within the online Connecting Steps platform to highlight what skills/knowledge they have gained over the course of a term. Staff are encouraged to update Connecting Steps as regularly as they feel is necessary, however the formal data entry point (deadline) is the penultimate week of each term.

## **National Data and these Changes:**

When comparing the various assessment models/guidance available, the PS framework sits comfortably alongside the Old NC and P Scales (now removed) and provides an updated alternative to using this method and terminology.

Woodlane is confident that the previous system was suitable and worked well within our environment. Ofsted rightly praised the system and understood it. However, by the time Ofsted visit again (assumed 2023/24), it could be considered very outdated. Given that the previous system worked, introducing a new system which can be translated to the old model easily is an excellent way to move the school's assessment systems forward, without throwing out what works well.

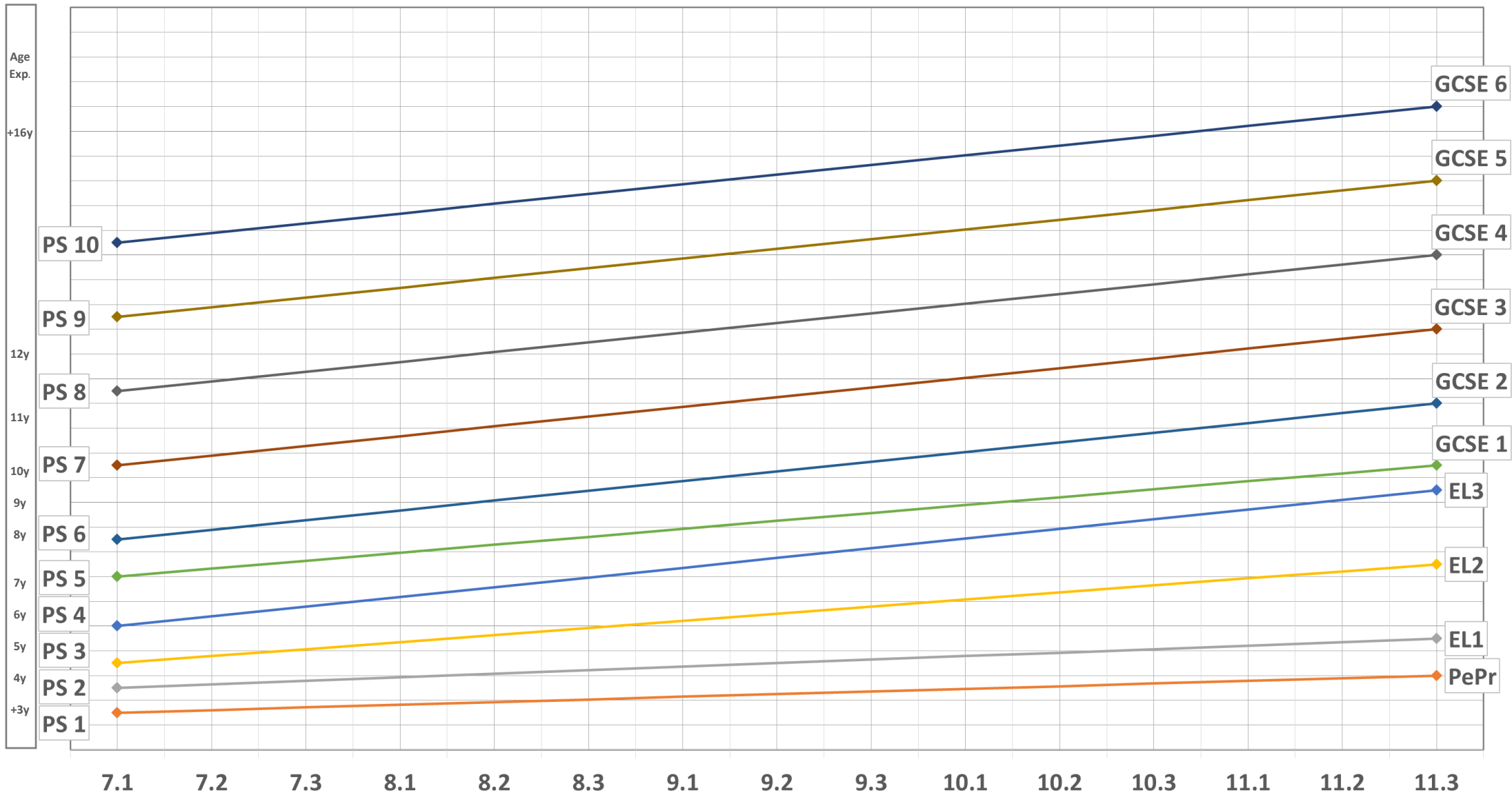
See the graph on Page 3 for a demonstration of how the new system sits alongside other guidance and data.

See the school's Flight Path (2019) for a demonstration on how the expected progress and attainment of pupils has been slightly adapted to account for the changes in assessment systems.

**Progression Steps Compared to Government Guidance:**

Government Guidance			B Squared framework	
Old NC/P levels	Pre-KS1 standards & TA frameworks	Pre-KS2 standards & TA frameworks	NC programmes of study	Progression Steps
EP				
NC 8				
NC 7				
NC 6				
NC 5				
NC 4				
NC 3				
NC 2				
NC 1				
P 8				
P 7				
P 6				
P 5				
P 4				
P 3				
P 2				
	GDS	GDS	KS3	PS 10
	EXS	EXS	KS2	PS 9
	WTS	WTS	Year 6	PS 8
	Standard 4	Standard 6	Year 5	PS 7
	Standard 3	Standard 5	Year 4	PS 6
	Standard 2	Standard 4	Year 3	PS 5
	Standard 1	Standard 3	Year 2	PS 4
		Standard 2	Year 1	PS 3
		Standard 1		PS 2
				PS 1

2019 Updated Flight Path (Progression Steps Model):



## Areas for Improvement:

There were areas within the old assessment system that over time had become areas where refinement was necessary. The Progression Steps model meets these areas. Specifically, the new system:

- Improves and streamlines assessment of the Science curriculum, by;
  - reducing Science from 17 strands to just 3 – Biology, Chemistry and Physics,
  - removes the requirement for the school to assess within just one, (or a handful of) areas of scientific study each year and ensures all subjects studied are assessed,
  - significantly improves teacher workload around assessment.
- Improves and streamlines the assessment of Maths, it;
  - combines the Measurement and Geometry strands and moves Probability (from Number) in to Statistics,
  - reduces excessive assessment,
  - streamlines the Number strand, ensuring there is greater opportunity to assess pupils for skills such as problem solving – present within the new curriculum.
- Streamlines assessment of RE and Geography, by;
  - removing Learning about Religion, Learning From Religion, Human Geography, and Physical Geography,
  - replacing those with a single area of study for both.
- Streamlines assessment of PE, by;
  - removing the dual areas and creating one more straightforward area of study,
  - creating a separate ‘add on’ for Swimming and Water Safety aside from PE,
  - ensure that if a pupil does not take part in any water based activities with the school – they can still move through parts of the PE curriculum.
- Improves assessment in French, by;
  - including all languages under one ‘language’ assessment strand rather than independent ones for each language,
  - ensuring all pupils are assessed under one area of study regardless if they are learning French (Y8-11) or Spanish (Y7).
- Improves assessment in DT, by:
  - Separating the DT Cooking and Nutrition element completely from Design and technology, ensuring pupils are correctly assessed for their specific area of study.

## Expectations in the new Progression Steps:

Expectations are still our key way of determining outstanding progress. They rely simply on a whole level (PS) as the starting point, and dictate the level of working expected (PS) for that pupil for the end of each term. As these are whole levels, they can only show us the number of pupils working at, above or below their expected level. They do not tell us how far above or below the pupil is.

- If a pupil joins at the start of Year 7, their baseline is easy to determine through our standard baseline procedures Sept-Nov.
- If a pupil joins the school at any other point, they will be baselined for their current level of working and this level will be tracked backwards to provide a theoretical starting point.

Depending on the level of the pupil, different expectations of progression are used. These relate specifically to the Flight Path (2019) and also reflect all of the research undertaken when this system was initially set up in 2014.

### Comparing the Progression Steps to the Old Levels:

The following table is a straightforward guide to support an understanding of how PS translates to the old system. The information in red highlights that any pupil working within those levels (e.g. P8 and 1C) would be considered to be working within that comparable PS.

Working at Level and %:	New PS:
P4 - P6 – 50%	PS 1
P6 – 50% - P7 - 99%	PS 2
P8 - 0% - 1 - 33% (P8 and 1C)	PS 3
1 – 33% - 1 – 99% (1Bs and 1As)	PS 4
2 - 0% - 66% (2Bs and 2Cs)	PS 5
2 - 67% - 3 - 50% (2As)	PS 6
3 – 50% - 4 - 50%	PS 7
4 – 50% - 5 - 50%	PS 8
5 – 50% - 6 – 99%	PS 9
7+	PS 10

### Termly Expectations:

The following tables provides a simplified guide of the expectations for pupils each term – depending on their Year 7 baseline.

At Woodlane, 99% of pupils meet the expected progress outlined within the table below.

Historically, 2/3<sup>rd</sup>s of actual pupils' progress is at least 1 level higher than their expected progress. It is expected that these high standards will continue.

In a number of the End of Y11 Progression Steps below, a + has been added. This denotes that the pupil should be very close to the level above by the end of the academic year. Pupils should be targeting the PS above as a guide despite the flight path expectation being 10% below.

Y7 Start	End Y7	End Y8	End Y9	End Y10	End Y11 PS	End Y11 Grade
PS1	PS1	PS1	PS1	PS2	PS2	Personal Prog.
PS2	PS2	PS2	PS3	PS3	PS3+	EL 1
PS3	PS3	PS4	PS4	PS4	PS5	EL 2
PS4	PS4	PS5	PS5	PS6	PS6	EL 3
PS5	PS5	PS6	PS6	PS6	PS7	GCSE 1
PS6	PS6	PS6	PS7	PS7	PS7+	GCSE 2
PS7	PS7	PS7	PS8	PS8	PS8+	GCSE 3
PS8	PS8	PS8	PS9	PS9	PS9+	GCSE 4
PS9	PS9	PS9	PS10	PS10	PS10+	GCSE 5
PS10	PS10	PS10	Compl.	Compl.	Compl.	GCSE 6

## Target Setting:

As expected progress (whole levels) only provide a snapshot of meeting/above/below based on a pupil's start point. The school also uses targets to ensure pupil progress is robust and challenging.

- All targets are considered 'extension targets' and go above what is expected of the pupil.
- A target is set based on where the pupil reached in the last academic year.
- It ignores the pupil's expected progress, however they are never set below expected progress.
- They take in to account the actual age of the pupil and compare it to the 'academic age' of the pupil to determine what kind of percentage of a level would be an appropriate target.

## Example of Target Setting:

### What the data says -

- Pupil A is in Year 9 and is expected to achieve PS4 by the end of the academic year – according to their start point (PS3).
- However, in the Autumn Term, the pupil is already working at PS5. The pupil is **exceeding expected progress** (based on their start point). This needs to be recognised and celebrated through the data, which is why expected progress is used.
- The pupil now needs a more challenging target set that takes in to account their excellent progress over the last two years. There is no point setting the pupil a target of 60% of PS4 (which would be their expected progress) as this has already been achieved.

### How we apply a target -

- The age-related expectation of a mainstream pupil under this system would be PS9. If the pupil was working at age related expectations, they would be expected to broadly achieve 50% of their PS per year.
- However, in Year 9, Pupil A is working at PS5 – they are working between 5 and 6 years behind age related expectations.
- Therefore, to give the pupil a target of 50% does not take in to account how far behind their peers a pupil already is. High expectations are necessary, but targets must be considered carefully.
- Woodlane uses the scale in the tables below to work out how much of the age expected % (50%) should be applied to the pupil given their level of working/years behind their mainstream peers.
- In this case, we should be applying 72% of the maximum – which equates to 36% as a target. This target ensures that all targets are personalised to the individual and that either progress improves, or outstanding levels of progress are maintained.
- This system also allows for varied targets to be set, that take in to account the difference between a Year 11 pupil working at PS5 (7y – 8y behind age related expectations) and a Year 7 pupil at the same level (3y – 4y behind).

## Age Related Expectations and Target Setting:

The following tables (referred to above) provide context for the targets set for each pupil. They ensure the school's personalised approach to teaching and learning is also present in the data.

There is a 'jump' in the target percentages expected. This is when a pupil crosses the threshold in to age related expectations. For a Year 7 pupil this happens at PS7 – where a pupil could be considered to be working at approximately an age expected level. This threshold moves each year, along with the pupil's age.

<b>Year 7 Actual Age Range: 11y 0m – 12y 1m (at baseline)</b>				
<b>Year 7 Baseline</b>	<b>Age Range</b>	<b>Years Behind</b>	<b>Target %</b>	<b>% of Max</b>
PS1	3y – 4y	8y – 7y	30%	60%
PS2	4y – 5y	7y – 6y	33%	66%
PS3	5y - 6y	6y – 5y	36%	72%
PS4	6y – 7y	5y – 4y	39%	78%
PS5	7y – 8y	4y – 3y	42%	84%
PS6	8y – 10y 6m	3y – 6m	45%	90%
<b>PS7</b>	<b>10y 6m – 11y 6m</b>	<b>6m - +6m</b>	<b>50%</b>	<b>100%</b>
PS8	11y 6m – 12y 6m	+6m - +1y 6m	53%	106%
PS9	12y 6m – 13y 6m	+1y 6m – 2y 6m	56%	112%
PS10	13y 6m+	+2y 6m – and above	60%	118%

<b>Year 8 Actual Age Range: 12y 0m – 13y 1m (in September)</b>				
<b>Current Level</b>	<b>Age Range</b>	<b>Years Behind</b>	<b>Target %</b>	<b>% of Max</b>
PS1	3y – 4y	9y – 8y	27%	54%
PS2	4y – 5y	8y – 7y	30%	60%
PS3	5y - 6y	7y – 6y	33%	66%
PS4	6y – 7y	6y – 5y	36%	72%
PS5	7y – 8y	5y – 4y	39%	78%
PS6	8y – 10y 6m	4y – 1y 6m	42%	84%
<b>PS7</b>	<b>10y 6m – 11y 6m</b>	<b>1y 6m - 6m</b>	<b>45%</b>	<b>90%</b>
PS8	11y 6m – 12y 6m	6m - +6m	50%	100%
PS9	12y 6m – 13y 6m	+6m - +1y 6m	53%	106%
PS10	13y 6m+	+1y 6m – +2y 6m	56%	112%



<b>Year 9 Actual Age Range: 13y 0m – 14y 1m (in September)</b>				
<b>Current Level</b>	<b>Age Range</b>	<b>Years Behind</b>	<b>Target %</b>	<b>% of Max</b>
PS1	3y – 4y	10y – 9y	24%	48%
PS2	4y – 5y	9y – 8y	27%	54%
PS3	5y - 6y	8y – 7y	30%	60%
PS4	6y – 7y	7y – 6y	33%	66%
PS5	7y – 8y	6y – 5y	36%	72%
PS6	8y – 10y 6m	5y – 2y 6m	39%	78%
PS7	10y 6m – 11y 6m	2y 6m – 1y 6m	42%	84%
PS8	11y 6m – 12y 6m	1y 6m - 6m	45%	90%
PS9	12y 6m – 13y 6m	6m - +6m	50%	100%
PS10	13y 6m+	+1y 6m – +2y 6m	53%	106%

<b>Year 10 Actual Age Range: 14y 0m – 15y 1m (in September)</b>				
<b>Current Level</b>	<b>Age Range</b>	<b>Years Behind</b>	<b>Target %</b>	<b>% of Max</b>
PS1	3y – 4y	11y –10y	21%	42%
PS2	4y – 5y	10y – 9y	24%	48%
PS3	5y - 6y	9y – 8y	27%	54%
PS4	6y – 7y	8y – 7y	30%	60%
PS5	7y – 8y	7y – 6y	33%	66%
PS6	8y – 10y 6m	6y – 3y 6m	36%	72%
PS7	10y 6m – 11y 6m	3y 6m – 2y 6m	39%	78%
PS8	11y 6m – 12y 6m	2y 6m – 1y 6m	42%	84%
PS9	12y 6m – 13y 6m	1y 6m - 6m	45%	90%
PS10	13y 6m+	6m – +1y 6m	50%	100%

Year 11 Actual Age Range: 15y 0m – 16y 1m (in September)				
Current Level	Age Range	Years Behind	Target %	% of Max
PS1	3y – 4y	12y – 11y	18%	36%
PS2	4y – 5y	11y – 10y	21%	42%
PS3	5y - 6y	10y – 9y	24%	48%
PS4	6y – 7y	9y – 8y	27%	54%
PS5	7y – 8y	8y – 7y	30%	60%
PS6	8y – 10y 6m	7y – 4y 6m	33%	66%
PS7	10y 6m – 11y 6m	4y 6m – 3y 6m	36%	72%
PS8	11y 6m – 12y 6m	3y 6m – 2y 6m	39%	78%
PS9	12y 6m – 13y 6m	2y 6m – 1y 6m	42%	84%
PS10	13y 6m+	1y 6m – 6m	45%	90%

### Emotional Progress:

Working with CAMHS and The Priory, we have developed a new tool for use with pupils with higher levels of poor mental health. This builds on key areas of emotional progress identified by The Priory and compares it to the target table above.

This tool uses a score from 1 (low) – 8 (high) in 6 categories. When that score is applied to the target (e.g. 50% of PS10) it adapts the target to reflect the higher level of mental health need that the pupils is presenting with. A score of 16 would adapt the target percentage from 50% of PS10, to 17% of PS10.

Although specifically designed to be used with pupils attending the Medical Needs Unit, this tool is suitable for all pupils who present with significant levels of poor mental health. Woodlane use the identifier of Tier 4 Support (CAMHS/Medical) as an indicator of which pupils require this tool to be used.18

The tool is designed to be used three times a year, to create a moveable target that is more representative of the difficulties being faced by the pupil. This ensures that the targets of all pupils are personalised and robust, regardless of the need of the pupil.

Subject: Emotional Progress																
Assessment Period: 2019/20																
Year Group: MNU										Emotional Progress Tracker - Score from 1-8.				Totals		
Name	Ye	M	P	SE	Eth		A	B	C	D	E	F	Numb	Percentage	Current Exp	Altered Exp.
							My communication with adults about my learning	My communication with my peers about my learning	Impact of my mental health on my concentration in the classroom	My willingness to engage in learning	My progress in my learning	My educational hope for the future				
Pupil A	11	F	F	SEMH	AOAI	Autumn	3	4	3	3	2	1	16	33%	50%	16.67%
						Spring							0	0%		0.00%
						Summer							0	0%		0.00%
Pupil B	11	F	F	SEMH	WBRI	Autumn							0	0%		0.00%
						Spring							0	0%		0.00%
						Summer							0	0%		0.00%
						Autumn							0	0%		0.00%
						Spring							0	0%		0.00%
						Summer							0	0%		0.00%

### **Facts Regarding the Change of Assessment Procedures:**

- Most pupils in English and Maths were re-baselined as PS3 (P8 or lower level 1) or PS5 (lower level 2).
- Pupils starting at PS5 and above are expected to achieve a GCSE or equivalent.
- Pupils starting at PS1 would not be expected to take a formal qualification – this is aspirational although not to suggest we would not try! We have introduced the Unit Award Scheme as a non-formally assessed way to certificate and celebrate pupil achievement.
- A pupil baselined at PS7 on entry in Y7 would be considered to be working at age related expectations (if we ignore the social/emotional/SEND of the pupil).
- There is a big gap in the 'age range' of work covered between PS6 and PS7, this denotes the point where a pupil is GCSE ready and crosses over in to functionally literate. This is not to suggest that by achieving PS7 by the end of Year 11 a pupil is immediately ready to take a GCSE in that subject, however it would signify that being a consideration. A pupil achieving PS7 is likely to have covered most of the content required over the last 5 years, although there are a wide range of other factors that would determine whether that makes them ready to take the GCSE
- In reality, PS6 covers the top of KS2 (Years 5 and 6) whereas PS7 is Year 7 onwards.
- Due to the way baselines will now be established, in some subjects there will be a much wider spread of baselines. Under the old system, in the foundation subjects, Levels P8, 1 and 2 were the most common. We are seeing PS 1 – 5 now being used regularly.