



Heaton School- Classroom Monitor Progress Data Nov 2018 – July

Context

A new system for the measuring, evidencing and analysing of progress was introduced with Targets Set with parents in November 2018 after 2 years of development. Data taken from Classroom Monitor shows how much students have progressed against assessment descriptors across 7 subjects.

Expected progress - In the first year we have used historical P level data to set the following assumption of expected progress.

H1-3 = 0.2 of a level is considered expected progress.

H4 and above in all areas = 0.3 of a level.

This means expected progress in Heaton School is approximately at or around 1 level per key Stage. However, this will vary throughout the cohort for a variety of reasons including - students who have extended stays in Hospital or periods of illness, those for whom maintaining a level is considered better than expected progress given a life limiting health condition and students who experience other changes in circumstances.

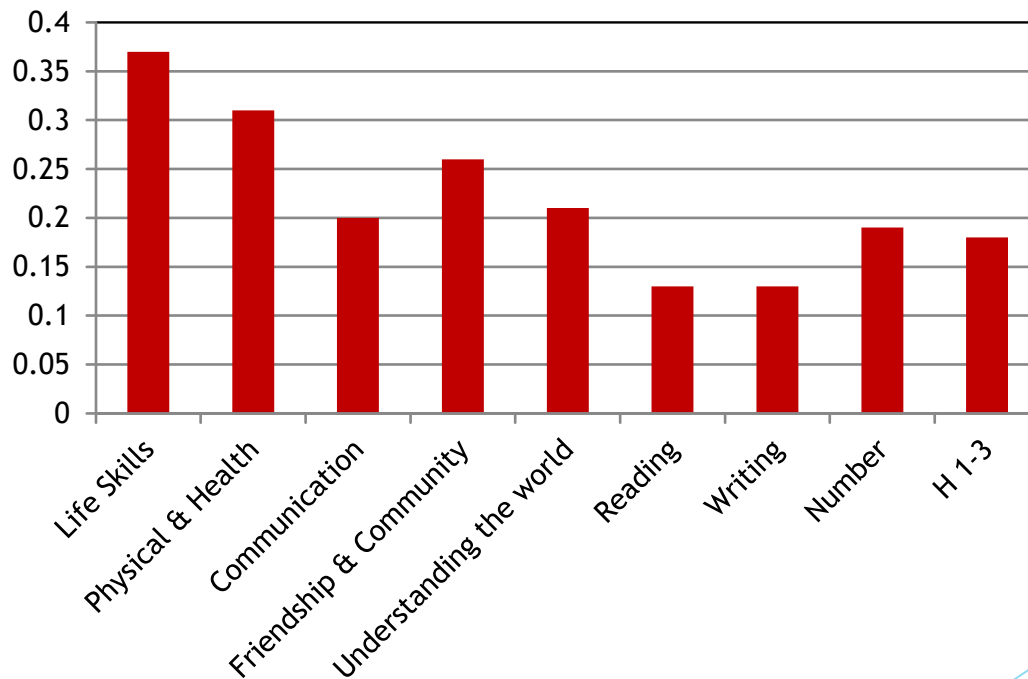
IMPORTANT NOTE - This first year of data is for part year - 73% of the school year.

An average progression score has been taken for different cohorts of students for comparison:

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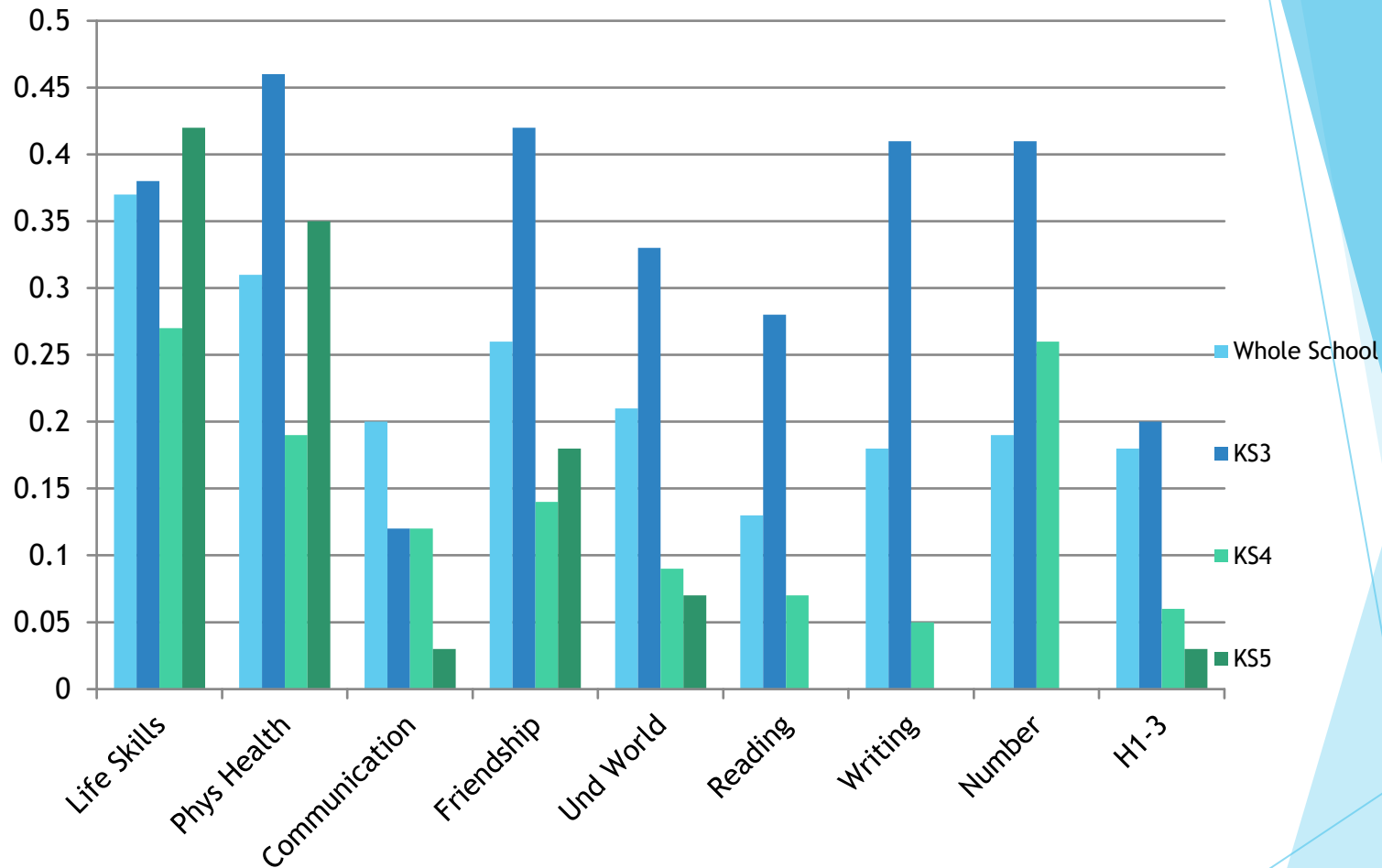
The following data shows the progress made using our new skills-based H Levels. The table below evidences the average percentage progress made in each curriculum strand. At this relatively early stage of collecting data there is limited value in comparing this data to any previous results, but in the future it will be used to compare with the previous terms and years performance. The data is also represented in graph form. The progress of individual students is analysed by class teachers and department co-ordinators each term.

	Life Skills	Phys Health	Communication	Friendship	Und. World	Reading	Writing	Number	H1-3
Whole School	0.37	0.31	0.2	0.26	0.21	0.13	0.18	0.19	0.18



The data suggests that, on average during this term, students have made 0.26 progress across all curriculum areas, which is close to expected progress (explained later in this document).

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In this table groups of students are analysed by their Key Stage and compared with the whole school average.

This shows excellent progress in KS3 and a clear emphasis on Life skills in KS5 (KS5 Core skills are not recorded separately).

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Target v actual progress. The numbers shown are an average of the progress made across all students within each cohort.

H1-3 - expected level of progress is 20% (0.2) of a level each year.

From 2019-18 data we can see we are close to this target with less progress recorded in KS5, this is because there are less students working at these levels in KS5 (5 students) due to progression in KS 3 & 4 to specific H- levels.

Students still working at H1-3 in KS5 are students who will have the slowest levels of expected progress in the whole school cohort due to their complex individual and very specific needs.

H4 and above- An initial level of expected progress is that students should achieve 10% (0.1) of a H-level each term and 30% (0.3) over a year, leading to 1 level per key stage. In KS5 students concentrate on embedding core skills within specific H levels and not on core skills so data is not collected for core skills in KS5.

	H1-3
Whole School	0.18
KS3	0.2
KS4	0.06
KS5	0.03

	Life Skills	P & H	Comm	F & C	UTW	Reading	Writing	Number
Whole School	0.37	0.31	0.2	0.26	0.21	0.13	0.18	0.19
KS3	0.38	0.16	0.12	0.42	0.33	0.28	0.41	0.41
KS4	0.27	0.19	0.12	0.14	0.09	0.07	0.05	0.26
KS5	0.42	0.35	0.03	0.18	0.07			

Data shows a excellent progress in H levels for part year data but also a clear need to focus on the teaching and assessment of core skills and communication in 2019-20. (2019-20 SIP includes implementation of a Total Communication strategy across school and emphasis on the quality of teaching and learning in Literacy / communication)

Next Steps for developing progress data at Heaton School

- ▶ Consideration and discussions around how much evidence needs to be presented on Classroom Monitor for each target - staff have requested further guidance on this.
- ▶ Implementation of total communication strategy and emphasis on recording in Literacy & Communication.
- ▶ Development of tracking progress made on IEP / EHCP targets.
- ▶ ½ termly Moderation of evidence for different strands of learning - beginning with Reading.
- ▶ Assessment and moderation training for Teaching Assistants
- ▶ Examination of future progress data to enable us to establish challenging but realistic expectations for progress of individuals
- ▶ Further evaluation of H-levels - amendments/additions made where appropriate
- ▶ Development of our recording of learning evidence within classes
- ▶ Discussions around how we will use Classroom Monitor for reporting to parents
- ▶ Development of the system so that Classroom Monitor can be used for writing IEPs
- ▶ Development of portfolios of evidence for each different strand of the H-Levels