



## Heaton School- Classroom Monitor Progress Data Sept 19 – Apr 2019

### 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 annual progress.

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

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

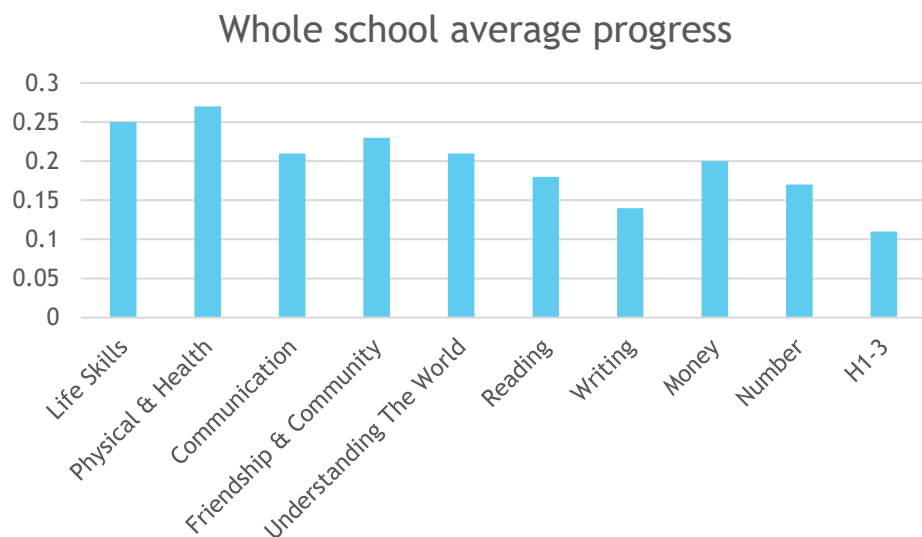
This means expected progress in Heaton School is approximately at or around 1 level per key Stage. However, this will vary throughout the cohort for a variety of reasons including - students who have extended stays in Hospital or periods of illness, those for whom maintaining a level is considered better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

This data is only for the first two terms. Due to the Covid 19 pandemic progress has not been recorded after April 2020 for this academic year. This will make it difficult to compare year on year progress.

## Heaton School Classroom Monitor Progress Data Sept 19 to Apr 20

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. The data is also represented in graph form. The progress of individual students is analysed by class teachers and department co-ordinators each term. This data excludes certain special cases, which are looked at later in this report.

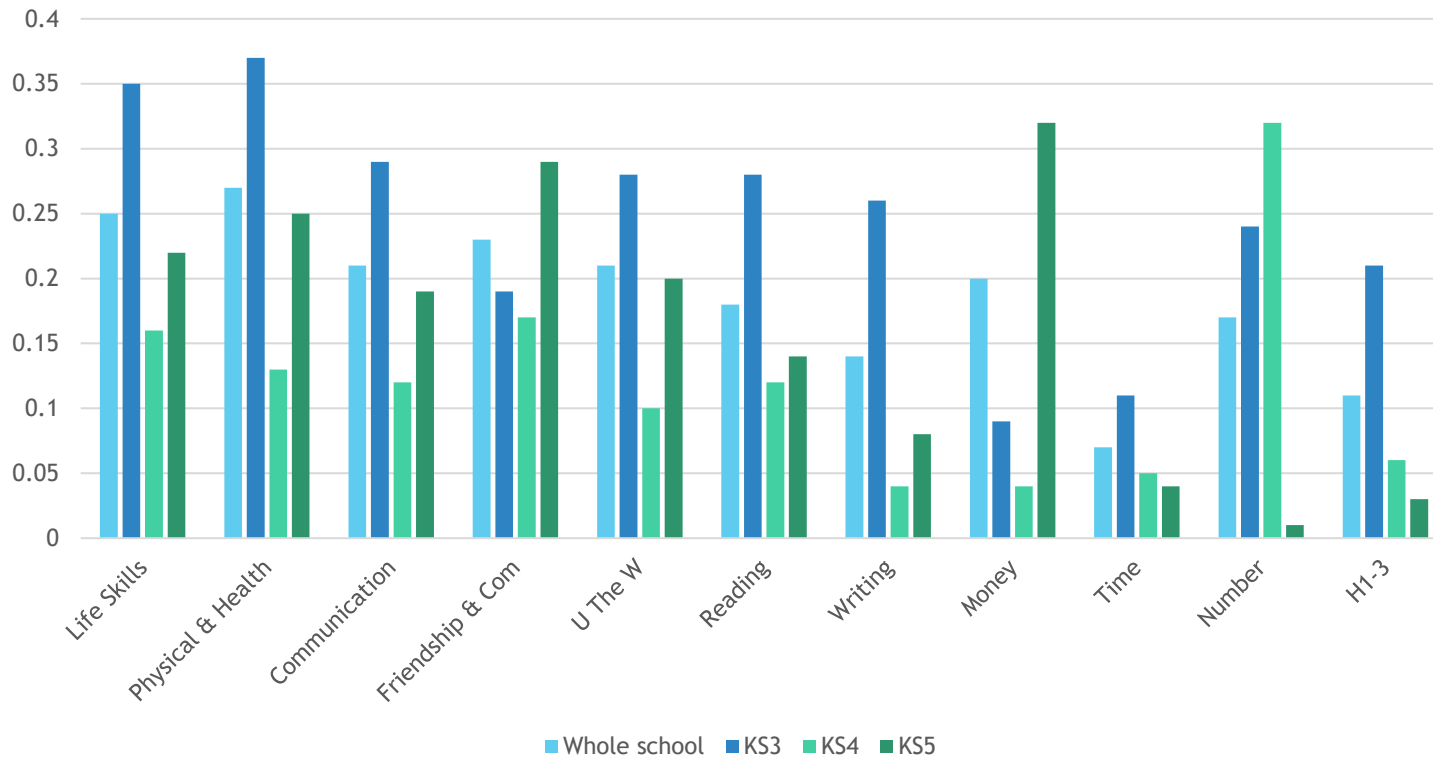
H Level	Life Skills	Physical & Health	Communication	Friendship & Community	Understanding The World	Reading	Writing	Money	Number	H1-3
Whole school average progress	0.25	0.27	0.21	0.23	0.21	0.18	0.14	0.20	0.17	0.11



The data suggests that, on average during the two terms, students have made 0.21 progress across all curriculum areas (excluding H1-3), which is just above expected progress (explained later in this document). H1-3 students are making smaller steps of progress as we would expect.

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## Whole School and Key Stage Progress Sept 19 to April 20



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 have concentrated on money so far this year).

KS4 classes have made good progress, but this is not coming through in the data so far this year, but would have expected to show much greater progress in term 3

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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
Whole School	0.11
KS3	0.21
KS4	0.06
KS5	0.03

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

We saw last year that the most progress is made in Key Stage 3, and this pattern is repeating.

Many students who go into KS4 & 5 are crossing the threshold of H3 and therefore make much slower progress.

The government has produced a new assessment format for these students which will commence in September 2020. In any event we were going to look at a separate H1-4 strand for these students, as the jump to H4 and beyond can involve physical ability which many of our PMLD students will not be able to achieve. This will now be done in conjunction with the new assessment strands.

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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 discreetly. However, data has been collected and will be used by teachers to look at specific students and their requirements, but will only show progress in practical subjects e.g. money this year (time is due to start summer term)

	Life Skills	Physical & Health	Communication	Friendship & Com	U The W	Reading	Writing	Money	Number
Whole school	0.25	0.27	0.21	0.23	0.21	0.18	0.14	0.2	0.17
KS3	0.35	0.37	0.29	0.19	0.28	0.28	0.26	0.09	0.24
KS4	0.16	0.13	0.12	0.17	0.1	0.12	0.04	0.04	0.32
KS5	0.22	0.25	0.19	0.29	0.2	0.14	0.08	0.32	0.01

This shows excellent progress in H levels in part year data for Key Stage 3. Reading has remained the focus of English, but writing is now catching up. Money has not yet been taught in KS3 so far this year.

Key Stage 4 does show progress, but this is lagging behind expected. This has been investigated and is mainly due to one class, where significant progress has been made in behaviour and the focus has been on Zones of Regulation. Significant progress in the H level areas would have been expected during the summer term.

Key Stage 5 is showing excellent progress in all the non-core subjects. Core subjects are not taught discreetly with the exception of practical maths e.g. money where above average progress has been made.

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### Special Cases

We have excluded data for certain students who have recorded negative progress. These cases have been investigated, and the results are as follows:

#### KS3 3 students:

2 students had to be re-baselined in 2 areas. They had erroneous data in levels above which skewed their attainment.

1 student has had significant health issues and is needing to go over certain areas again.

#### KS4 3 students:

1 has had a significant time out of school and has had to be re-baselined (although this student has made excellent progress in maths)

1 has had serious health issues resulting in physical deterioration and had to be re-baselined in Physical and health

1 has had home issues which have impacted on their behaviour and learning

#### KS5 5 students:

1 had to be re-baselined in 1 area.

There have been some data anomalies, which when resolved turned e.g. 17% into 15%. The levels have been checked and are now correct.

## Next Steps for developing progress data at Heaton School

- ▶ Further discussions around how much and the quality of evidence needs to be presented on Classroom Monitor (CRM) for each target - staff have requested further guidance on this. We are changing to a new version of CRM in September which should be clearer to see numbers of evidence. Further training to be given to staff.
- ▶ Implementation of total communication strategy and emphasis on reading is now showing in the data, especially at KS3.
- ▶ Development of tracking progress made on IEP / EHCP targets - still in progress but CRM is being explored to see if there is a solution within the system.
- ▶ Assessment and moderation training for Teaching Assistants - this has taken place JC has done the training. KSM to prepare easy reading versions of the H levels to give to TAs, so they can become more familiar with them.
- ▶ Examination of future progress data to enable us to establish challenging but realistic expectations for progress of individuals - Teachers / H Level Leads now get termly updates from the Assessment team, which they can use in planning and assessment.