

CHILDREN'S ACADEMIC ATTAINMENT AND PROGRESS

When mainstream schools make judgements about pupils' outcomes, a key consideration is how well pupils are making good progress towards meeting or exceeding the expected attainment for their age. Mainstream primary schools typically measure and report their impact on learning in terms of pupils' progress between Key Stages. Before the advent of 'Assessment Without Levels', pupils were said to make expected progress if their attainment went up by 2 National Curriculum (NC) Levels from the end of Key Stage 1 to the end of Key Stage 2.

For Robson House this was not always a valid measure of our impact on pupils' learning. This is because pupils join us at different points in their primary school careers (at anywhere from 5 years old to 11 years old) and they stay with us for varying lengths of time (from between 6 months to 4 years).

For this reason we previously used NC Point Scores to analyse pupils' progress on a term-by-term basis and calculated an annual rate of progress even if a pupil stayed with us for less than a year. For pupils to make expected progress from the end of Key Stage 1 to the end of Key Stage 2 they needed to gain between 8 and 16 NC Points in 4 years: i.e. between 2 and 4 NC Points per year. Our detailed analysis over previous years demonstrated that our pupils made average rates of progress above the expected rate.

Assessment without levels

From September 2015, National Curriculum levels were no longer used for assessment of children's learning. However, the focus on assessment of progress rather than attainment, which is emphasized at Robson House, continues to be in line with government guidance, which indicates that, for pupils working below national expected levels of attainment, assessment arrangements must consider progress relative to starting points and take this into account, alongside the nature of pupils' learning difficulties. (Department for Education, 2015, Commission on Assessment without Level: final report)

In moving away from the use of National Curriculum Levels, we have adopted the UKERI National Curriculum Project (NCP) system for *Assessment without Levels*. The NCP recommends biennial summative assessments consisting of:

- Attainment Profile (comparison to age related expectations)
- Progress Profile 1 (towards meeting age related expectations)
- Progress Profile 2 (towards meeting individual targets)

In order to make comparisons to age-related expectations, the National Curriculum Project Attainment Profile uses 5 categories of attainment:

- Embarking: Exposed to an area of learning
- Emerging: Demonstrating some, but not all of the Learning Outcomes expectations
- Expected: Can meet all Learning Outcomes in a test situation, and thus able to meet every Learning Goal
- Embedding: Consistently using and applying all Learning Outcomes in a wide variety of different situations (i.e. mastering)
- Exceeding: Re-purposing Learning Outcomes to build new areas of understanding for future Learning Goals

A progress chart, illustrating the relation between the different categories across academic years is set out in the table below.

UKERI National Curriculum Project (NCP) progression chart

	FOUNDATION	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2					
38									
37									
36									
35									
34									
33									
32									
31									
30									
29				Exceeding					
28				Embedding					
27				Expected					
26				Exceeding					
25				Embedding					
24				Expected					
23				Exceeding					
22				Embedding					
21				Expected					
20				Exceeding					
19				Embedding					
18				Expected					
17				Exceeding					
16				Embedding					
15				Expected					
13				Exceeding					
11				Embedding					
9				Expected					
7				Exceeding					
5				Embedding					
3				Expected					
1				Exceeding					
P8				Embedding					
P7				Expected					
P6				Embedding					
P5				Expected					
P3				Emerging					
P2				Embarking					
P1									
YR.	PRE-SCHOOL	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AGE	1-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

We are now using this progression chart to quantify progress.

As with any of the new systems of Assessment without Levels, the UKERI does not provide standardised measures of attainment or progress. For this reason, in the academic year 2015-2016, we trialled the use of the *Progress in Reading Assessment (PiRA)* and the *Progress in Understanding Mathematics Assessment (PUMA)*, which enable us to reliably assess, track and predict pupil progress across the age range of pupils at Robson House. The *PiRA* provides a diagnostic profile for each pupil, including a Standardised Score, and Reading Age. The *PUMA* provides comprehensive information including Mathematics Age and a diagnostic profile across all of the strands of the new curriculum. Both these assessments help us to monitor small increments of progress and are conducted termly.