



**Parents' and Carers'**

# **GUIDE**

**PUPIL PROGRESS ASSESSMENT SYSTEM**

## Table of Contents

Welcome	3
Introduction	3
The basics	4
The Westhaven School Learning Ladder	4
The Westhaven School Pupil Progress tracking system	6
Assessment and progress tracking	7
EYFS/KS1 assessment and progress tracking	7
KS1-3 assessment and progress tracking (Learning Ladders)	7
KS4-5 assessment and progress tracking	9
The Westhaven Learning Ladder system in the wider educational context	10
Endnote	12

## Welcome

Dear Parents / Carers,

In this guide, we aim to explain how we assess and monitor our pupils' progress throughout their school career at Westhaven School. We would like to give you an in-depth explanation of how the assessment system works, how we calculate their levels and how we set their targets to create an individualised learning environment around each child.

## Introduction

Assessment plays a vital role in monitoring pupils' progress and designing teaching and learning activities that guarantee achievement for each individual child. This is why we have designed our own assessment and progress tracking system called **Pupil Progress** based on the **Westhaven School Learning Ladders**.

At the beginning of the 2015-16 academic year, we introduced the Westhaven School Learning Ladder framework, which was consequently improved throughout the year. During the summer term in 2016, we developed our own progress tracking system called Pupil Progress which was fully introduced in October 2016.

We trialled the first version of the system during the 2016-17 academic year. During this time, we gathered a lot of feedback, analysed the system's performance and at the end of the year evaluated the effectiveness of the system. As a result, during the summer term in 2017, we made significant changes, developing Pupil Progress v2, improving the system's core functionalities and adding new components, like Intervention tracking. Further developments are planned for the future.

In this guide, we will explain how this system enables us to create individual learning profiles so that we can tailor our teaching around the pupils' abilities, needs and potential.

## The basics

### The Westhaven School Learning Ladder

The Westhaven School Learning Ladder is a framework upon which the Pupil Progress tracking system was built. We have Learning Ladders for every subject we teach. They all have the same structure; however, the core subjects – English, Maths and Science – have a slightly different format. For these subjects, we have separate Learning Ladders for the different subject strands.

Thus, for English, we have three and for Maths and Science, four Learning Ladders each.

These are:

#### English

1. Reading
2. Writing
3. Spoken Language & Receptive Communication

#### Mathematics

1. Geometry
2. Measurement
3. Number
4. Statistics

#### Science

1. Biology
2. Chemistry
3. Physics
4. Working scientifically

This format allows us to build a more detailed individualised learning profile for each pupil. To calculate the overall level in Maths and Science we use the average of the subject strands. For English we use the following formula: Reading 40%, Writing 40% and Speaking 20%. The reason for this is the recent change in English GCSE, which has seen the value of the Speaking and Listening element decrease significantly. We trialled different data models and this formula provided us with the most balanced overall English levels across the school.

Each Learning Ladder consists of **Steps**, each Step consists of 29 **Substeps**, the 30<sup>th</sup> being the next Step up, e.g. Step 1.29 is followed by Step 2.00. The Learning Ladder starts with Step 0, going up to Step 6, with the option of extending the framework.

Each Step and Substep has a **Point value**. Substeps have a Point value of 1 while each Step is worth 30 Points.

Example:

Step 0.29 = 29 Points

Step 1.00 = 30 Points

Step 1.10 = 40 Points

Step 2.00 = 60 Points

Learning Ladders Steps consist of varying numbers of **Outcomes**. The number of Outcomes in a Step defines the Point values of those Outcomes, e.g. in a Step with 15 Outcomes each is worth 2 Points while in a Step with 30 Outcomes each has a Point value of 1.00

Here are some examples of Learning Ladder Steps:

### Reading // Step 0 (30 Outcomes)

Outcome	Point value	Achieved	Date achieved
En.R.0.1 - I select a few words with which I am particularly familiar and derive some meaning from them	1.00		
En.R.0.2 - I show some understanding of how books work because I can turn the pages	1.00		
En.R.0.3 - I select a few symbols with which I am particularly familiar & derive some meaning from them	1.00		
En.R.0.4 - I listen and respond to familiar stories	1.00		

### Statistics // Step 2 (15 Outcomes)

Outcome	Point value	Achieved	Date achieved
Ma.S.2.1 - I can use diagrams to sort objects; explain choices using appropriate language, including 'not'	2.00		
Ma.S.2.2 - I can use tables to sort objects; explain choices using appropriate language, including 'not'	2.00		
Ma.S.2.3 - I can use lists to sort objects; explain choices using appropriate language, including 'not'	2.00		
Ma.S.2.4 - I can answer simple questions by counting the number of objects in each category and sorting the categories by quantity	2.00		

### Biology // Step 4 (45 Outcomes)

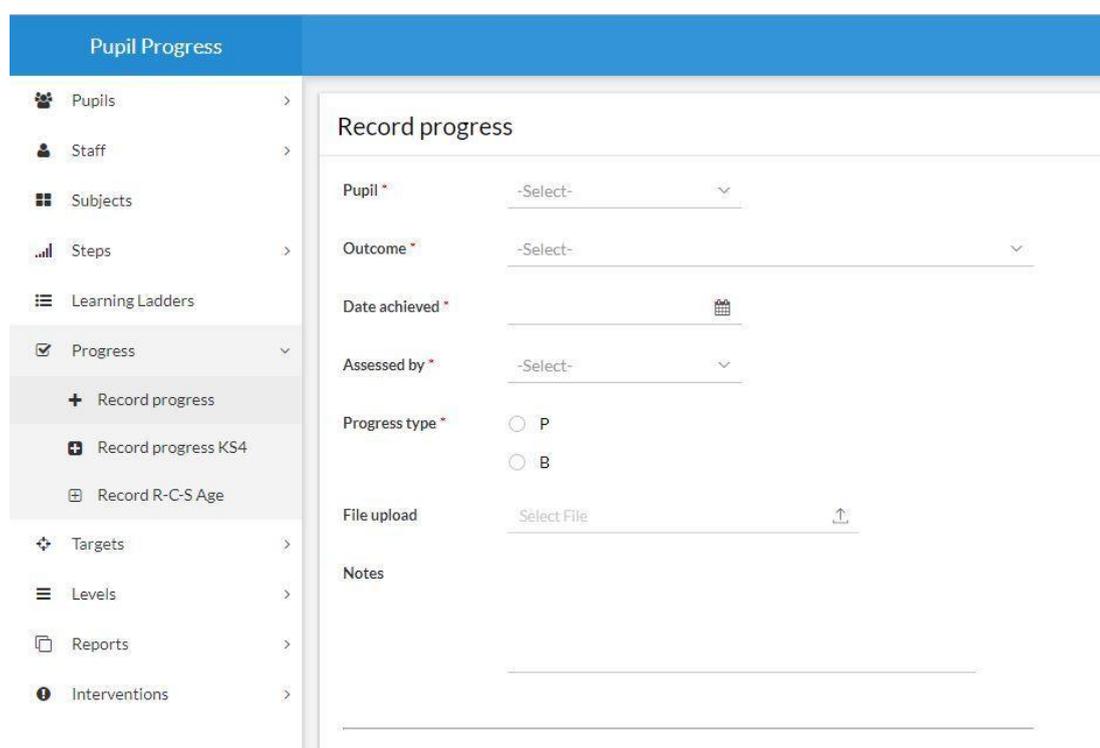
Outcome	Point value	Achieved	Date achieved
Sc.B.4.1 - I can identify cells as the basic structural unit of all organisms; adaptations of cells related to their functions; the main sub cellular structures of eukaryotic and prokaryotic cells	0.66		
Sc.B.4.2 - I can identify stem cells in animals and meristems in plants	0.66		
Sc.B.4.3 - I can identify enzymes	0.66		
Sc.B.4.4 - I can identify factors affecting the rate of enzymatic reactions	0.66		

## The Westhaven School Pupil Progress tracking system

The Pupil Progress tracking system is a web application built upon the Westhaven School Learning Ladder framework. It consists of online and offline elements. The online application allows us to check pupils' levels and targets and to record and keep track of their progress. The web app is accessible from a wide range of devices (desktop computers, laptops, iPads, Chromebooks etc.) allowing teachers to give pupils instant feedback about their progress during lessons.

The offline element is used mainly for target setting. This is a highly individualised process that we use to set customised targets for each pupil in every subject strand.

### Recording progress in the Pupil Progress web application



The screenshot displays the 'Pupil Progress' web application interface. On the left is a navigation menu with options: Pupils, Staff, Subjects, Steps, Learning Ladders, Progress (expanded), Record progress (selected), Record progress KS4, Record R-C-S Age, Targets, Levels, Reports, and Interventions. The main content area is titled 'Record progress' and contains the following fields:

- Pupil \* (dropdown menu, currently showing '-Select-')
- Outcome \* (dropdown menu, currently showing '-Select-')
- Date achieved \* (calendar icon)
- Assessed by \* (dropdown menu, currently showing '-Select-')
- Progress type \* (radio buttons for P and B)
- File upload (text 'Select File' and an upload icon)
- Notes (text input area)

The basis of the Pupil Progress tracking system is **Point accumulation** (in KS2-3). It works by achieving an outcome from a Learning Ladder, therefore, earning the Points associated with that outcome. The total number of Points accumulated in a subject strand gives us the pupil's level on that particular subject strand's Learning Ladder. It is important to understand the difference between an **Outcome** and a **Step**. For example, a student might have achieved the following outcome in Reading:

En.R.1.15 - I can read high frequency words without help

This in itself does not mean that this pupil is on Step 1.15 in Reading. The pupil may have gaps on their Learning Ladder on Step 0, they also might have achieved Outcomes from Step 2. Therefore, to find out their Reading level, we need to add up the Points associated with his achieved Reading outcomes.

## Assessment and progress tracking

Based on the evaluation of the first version of the Pupil Progress assessment system we decided to implement various changes regarding the students' progress assessments. A major change is the introduction of a new functionality: the ability to mark achieved outcomes as either progress or baseline. This will help us separate progress from baseline adjustments, leading to more accurate progress assessments and target calculations.

Another important change is the separation of KS2-3 and KS4-5 progress tracking. We found that using the Learning Ladders in KS4-5 was impractical, not providing us with the required information to track students' progress in relation to the accredited qualifications they were entered for. Therefore, we created a new KS4-5 progress tracking system which is linked to the Learning Ladders based KS2-3 assessment system, providing continuum in progress monitoring.

## EYFS/KS1 assessment and progress tracking

In 2020-21 we became an 'all-through' specialist school, offering a new EYFS/KS1 provision. For the children in Reception (and KS1 who are not yet ready for the formal National Curriculum) we follow the Early Learning Goals (ELGs). The ELGs are the targets children are expected to achieve at the end of their Reception year. We track this progress using Tapestry.

However, many of the children who attend Westhaven are not yet ready to meet their age-related expectations or milestones. In such cases, we use the SEND assessment framework linked to Tapestry. The SEND framework allows us to identify much smaller steps of progress that the children demonstrate.

## KS1-3 assessment and progress tracking (Learning Ladders)

The process of progress tracking starts with a baseline assessment. The English and Maths baselines are completed usually by the class teachers while in other subjects students are assessed by the subject teachers. The baseline assessment can take a few weeks to complete and can be formal (structured continuous assessment, test, quiz etc.) or informal (monitoring the student's learning behaviour, group tasks etc.)

These initial baseline levels are passed to the data manager to run data validation checks to eliminate possible errors.

If a pupil's level in a subject strand is flagged as being too low or too high compared to the subject average (high standard deviation) it will be referred to the subject head. The subject head, together with the teacher responsible for the initial assessment, will then investigate the discrepancy in levels. In most cases, there will be a reason for that value, for example, a very low level in Speaking could be due to difficulties in Speech and Language.

After the data validation check, the baseline data is uploaded to the system and is used to generate targets. The target calculation is a highly individualised process based on the pupils' age and level. Individual targets

are generated for each pupil in each subject strand. This data is also uploaded to the tracking system to allow teachers to monitor the pupils' progress in real-time.

### Generating targets

#### Target

Year	1	2	3	4	5	6	7	8	9	10	11
Level at the end of year						50					
Target for Year 2											
Target for Year 3											
Target for Year 4											
Target for Year 5											
Target for Year 6											
Target for Year 7							58				
Target for Year 8								67			
Target for Year 9									75		
Target for Year 10										83	
Target for Year 11											92

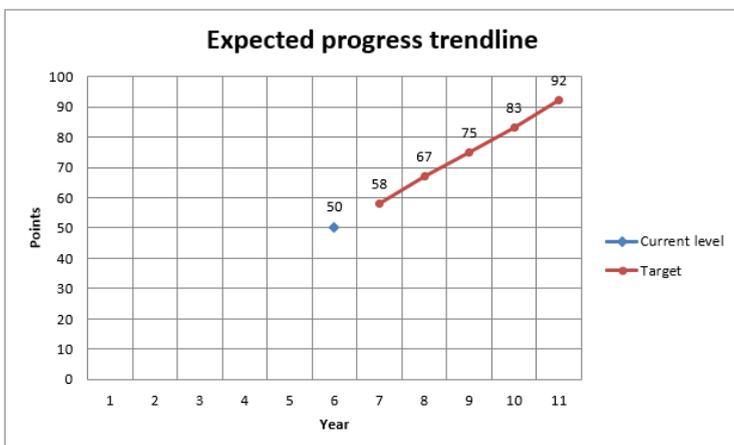
Name \_\_\_\_\_

Subject \_\_\_\_\_

Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
51	53	54	55	57	58
60	61	63	64	66	67
68	70	71	72	74	75
76	78	79	80	82	83
85	86	88	89	91	92

#### Expected progress trendline



Current level  Step

Year	Target points	Target step
Y2		
Y3		
Y4		
Y5		
Y6		
Y7	58	1.28
Y8	67	2.07
Y9	75	2.15
Y10	83	2.23
<b>Y11</b>	<b>92</b>	<b>3.02</b>

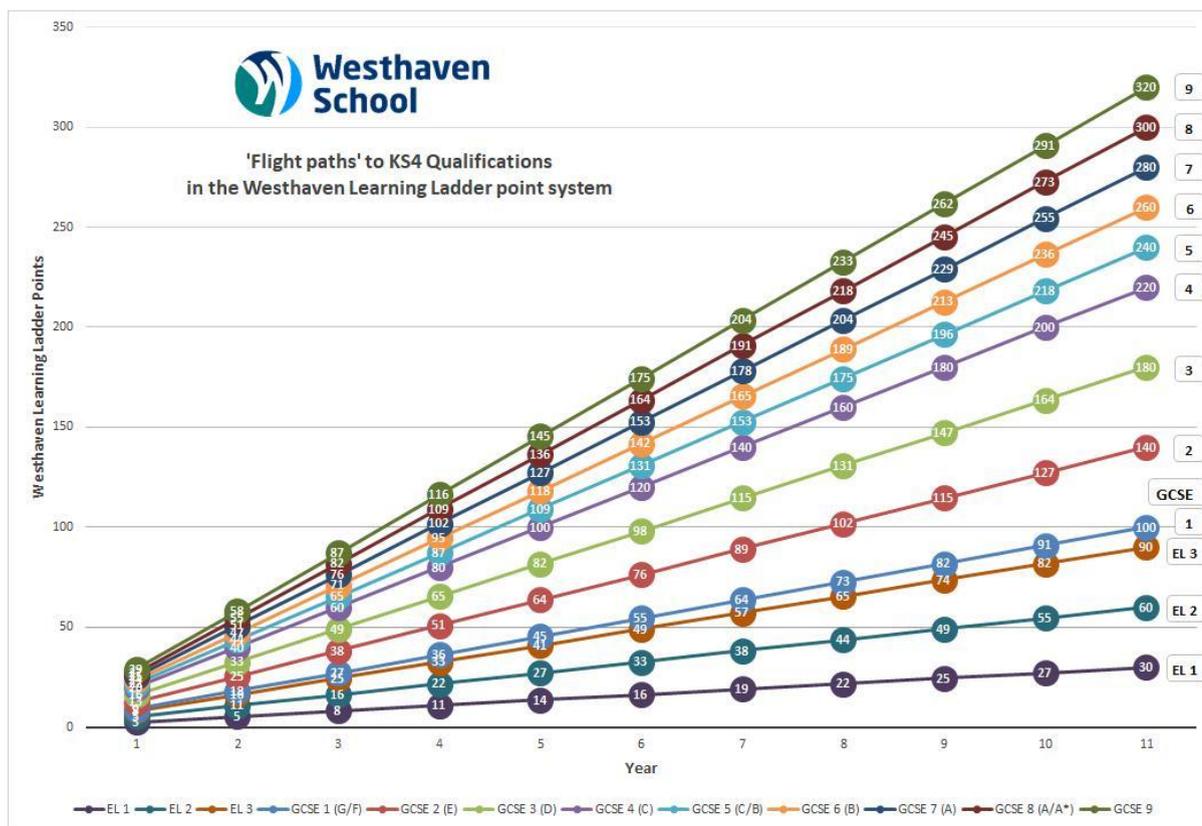
Target qualification **EL 3**

The pupils' progress is monitored continuously and is evaluated three times during the school year. There is a data capture at the end of Term 2, 4 and 6 when the pupils' attainment levels are calculated and their progress is assessed.

After the data analysis, the subject heads will meet with every teacher. During the PPMs (Pupil Progress meetings) each student's progress is discussed in detail. Usually, when a pupil reaches his targets, no further steps are necessary. If a pupil is under-achieving, he might be referred for intervention and if a pupil over-achieves his target for three consecutive evaluation cycles, then his 'flight path' will be readjusted.

The PPMs provide a great opportunity to talk about individual and group progress, discuss concerns or devise individual support strategies to enhance learning and maximise success rates.

Different 'flight paths'



KS4-5 assessment and progress tracking

The KS4-5 progress assessment is based on the requirements of the different accredited qualifications from various exam boards.

Whenever possible – if a clear structure and detailed descriptors are available – we use the exam boards specifications to create bespoke standalone systems to monitor and assess pupils' progress. Progress is reported at the end of each term, pupils' progress is evaluated as CD – Continued development / ON – On track and EXC - Exceeded expectations.

AQA 5930 ELC Mathematics progress tracker

Name	Prediction	Avg Pts for qual.	Current avg	Status	Component 1		Component 2		Component 3		Compon
					Test	IA	Test	IA	Test	IA	Test
John Doe	EL 1	5.25	12.88	On track	5	6	14	15	9	1	8
Jane Doe	EL 2	14.5	8.00	Off track	6	5	10	11	5	5	8
James Doe	EL 1	5.25	5.31	On track	10	1		6	10	3	
Jill Doe	EL 3	23.75	4.90	Off track	1		3	4		1	3
Jack Doe	EL 1	5.25	19.21	Exceeded		20	25		5	10	12

## The Westhaven Learning Ladder system in the wider educational context

The Westhaven Learning Ladder framework is based on the new National Curriculum. For backward compatibility/continuity, there is a conversion table from the old NC levels to our Learning Ladder Steps. *Please note that this is only a guide to help the transition from the old levels to the new system. It is **not** meant to be used to convert your child's old levels to the Westhaven School point system. Every pupil has been reassessed using criteria from the Learning Ladder descriptors which are based on the more challenging National Curriculum (2014).*

Old NC level	WLL Step	WLL range	WLL Point	WLL Point range
P levels	<b>0.01</b>	0.01 - 0.29	<b>1</b>	1 - 29
Level 1c	<b>1.00</b>	1.00 - 1.09	<b>30</b>	30 - 39
Level 1b	<b>1.10</b>	1.10 - 1.19	<b>40</b>	40 - 49
Level 1a	<b>1.20</b>	1.20 - 1.29	<b>50</b>	50 - 59
Level 2c	<b>2.00</b>	2.00 - 2.09	<b>60</b>	60 - 69
Level 2b	<b>2.10</b>	2.10 - 2.19	<b>70</b>	70 - 79
Level 2a	<b>2.20</b>	2.20 - 2.29	<b>80</b>	80 - 89
Level 3c	<b>3.00</b>	3.00 - 3.09	<b>90</b>	90 - 99
Level 3b	<b>3.10</b>	3.10 - 3.19	<b>100</b>	100 - 109
Level 3a	<b>3.20</b>	3.20 - 3.29	<b>110</b>	110 - 119
Level 4c	<b>4.00</b>	4.00 - 4.09	<b>120</b>	120 - 129
Level 4b	<b>4.10</b>	4.10 - 4.19	<b>130</b>	130 - 139
Level 4a	<b>4.20</b>	4.20 - 4.29	<b>140</b>	140 - 149
Level 5c	<b>5.00</b>	5.00 - 5.09	<b>150</b>	150 - 159
Level 5b	<b>5.10</b>	5.10 - 5.19	<b>160</b>	160 - 169
Level 5a	<b>5.20</b>	5.20 - 5.29	<b>170</b>	170 - 179
Level 6	<b>6.00</b>	6.00 +	<b>180</b>	180 +

To help explain this further, we have illustrated below where the Westhaven Learning Ladder system fits within the KS4 qualification framework.

Please note that a new GCSE grading system (Grades 9-1 rather than A\*-G) has been introduced from 2017. Pupils achieving GCSE results in July 2017 in English and Mathematics were graded under the new system. By 2019, all GCSE results will be graded 1-9. Since we don't have a lot of data points mapping our students' attainment to the new GCSE grades we can't provide precise conversion figures, the illustration below only serves as an approximate guide.

**KS4 qualifications in relation to the Westhaven Learning Ladder**

Old GCSE grading structure		Points	New GCSE grading structure	
Step 10	A*		328	9
		324		
		320		
		316	8	
		312		
		308		
		304		
		300		Step 10
		296		
		292		
	A	288	7	
		284		
		280		
		276		
		272		Step 9
Step 9	B	268	6	
		264		
		260		
		256		
		252		
		248	5	
		244		
Step 8	C	240		Step 8
		236		
		232	4	
		228		
		224		
		220		
		216		
Step 7	D	212		
		208		
		204		
		200	3	
		196		
		192		
		188		
Step 6	E	184		Step 6
		180		
		176		
		172		
		168		
		164		
		160	2	
Step 5	F	156		Step 5
		152		
		148		
		144		
		140		
		136		
		132		
Step 4	G	128		Step 4
		124		
		120		
		116	1	
		112		
		108		
		104		
		100		
Step 3		96		Step 3
		92		
		88		
		84		
		80		
		76		
		72		
		68		
Step 2		64		Step 2
		60		
		56		
		52		
		48		
		44		
		40		
Step 1		36		Step 1
		32		
		28		
		24		
		20		
		16		
		12		
		8		
		4		



**Points conversion grid**

KS4 Qualifications in relation to the Westhaven Learning Ladder

FSK 2

FSK 1

EL 3

EL 2

EL 1

## Endnote

We hope this has helped to explain how we now assess and track our pupils' progress throughout their school career at Westhaven School.

At the core of everything we do at Westhaven, there is a deep desire to help our pupils to become the best they can be. Our aim is for all of our pupils to leave Westhaven with expectations of success in the future and as a resilient person, ready to take their place in society.

Tracy Towler

Head Teacher

Endre Gal

Data Manager

### Version control

Version	Date	Notes / Changes
1.0	14/11/2016	Initial version.
2.0	06/03/2018	Expanded introduction on P3. Updated Learning Ladder examples on P5. Updated screenshot on P6. Assessment information amended on P7-9 (KS2-3 / KS4). Updated flight path graph on P9. Updated KS4 conversion grid on P11.
2.1	23/04/2018	Updated KS4 progress categories on P9.
2.2	19/01/2022	EYFS/KS1 and KS5 progress tracking on P7-P9