

“Progress and Attainment” – What does it all mean?

Attainment is the result a student achieves at the end of a course of work, assessment or test. In England, the government requires that students take certain tests to measure their attainment at fixed points. These include in Year One when they take the Phonics Screening Check, in Year Two and in Year Six when there are both teacher assessments and national tests.

In all of these the government sets an expected level of attainment. So traditionally for Phonics Screening this has been a score of 32 (although the government reserve the right to adjust that annually) and for Year Two and Six it is a scaled score of 100. Where a student scores these results or better, then their attainment is at the expected level. Historically, at Grimsdyke the percentage of students attaining the expected level has been above the national average.

Internally we also measure attainment in a similar way where students are expected to reach a certain standard in reading, writing and maths. However, this is done by a process of continuous assessment against the each year groups End of Year Expectations. We use a procedure where teachers record students' assessments by giving them a score for each expectation which builds as the student masters that expectation from 1, at the beginning, to 3, when they have mastered it. These scores are all added up in 'Assessment PRO', our software package, and students are expected to achieve a certain total in each subject by the end of the year.

Curriculum Area	Expected Standard (at the end of the year)	Number of statements	Total APS
Reading	32 – 36 APS	12	36 APS
Writing	43 – 48 APS	16	48 APS
Maths	53 – 60 APS	20	60 APS

Progress, however, is a very different measure. It looks at how much a student has increased their mastery of the expected standard between assessment points. The government tracks the progress of students in schools. In Reception class we undertake an initial assessment called a baseline which is used to help calculate progress later on. Then, at Year Two and Year Six, the students are assessed and their results are compared to previous scores they have achieved. Where a student has achieved a higher score than previously, then they are calculated as having made positive progress. The DfE attributes a negative progress score where the student has a lower scaled score than previously. It should be noted that since scaled scores were introduced, the DfE has had to do a statistical exercise to establish the score they are comparing students Year 6 results to as the tests those students took in Year 2 did not have a scaled score component at that time.

The important thing to recognise about the progress score is that it does not mean that students have not attained well in the assessments. If students maintain high levels of attainment the school progress score would be zero.

Progress internally is measured differently. We look at how their score in the continuous assessment is building over the course of the year and have established some bands to help us track this. Typically children will be in the Emergent band in December, Emergent plus by Easter and have reached expected by the summer (see below). We also have a set of expectations for students who

reach the expected standard before the end of the school year and are able to work in greater depth on their end of year expectations. These are referred to 'exceeding' statements.

Band	Reading	Writing	Maths
Working Towards	0-10 APS	0-14 APS	0-17 APS
Emergent	11-21 APS	15-28 APS	18- 35 APS
Emergent +	22-32 APS	29- 42 APS	36 – 53 APS
Expected	32-36 APS	43-48 APS	53-60 APS

All of this information is used in school to help us plan and target our work with students. We review things at Pupil Progress Meetings and Mid-term updates. This sort of information is shared with parents at Parent Consultations, in annual reports or through one to one meetings.

With all of this information in mind it is important to recognise that no one student is the same as another, they are all different individuals. The process that we go through at school allows us to recognise this but more importantly it allows us to recognise what we can all do to support them and help them improve.