



**What is good progress for children
and young people with Special
Educational Needs in English and
Maths**

Interim Advice

Autumn Term 2008

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1. INTRODUCTION

1.1 Background

The Ofsted study “Inclusion, does it matter where pupils are taught” (2006), recommended that clearer national and local guidance should be given to schools and colleges on what constitutes good progress for learners with SEN.

In response to this, the data we give to Leicestershire schools and colleges was expanded to give greater detail on progress of learners with SEN.

Nationally, a Progression Guidance Project has been established to develop progression guidance for learners with SEN/LDD including those working below level 1 of the National Curriculum. This group is due to report in Summer 2009.

Using the data we currently have available, this interim guidance has been produced to help schools, colleges and SIPs in Leicestershire develop a common understanding of the evaluation of the progress of children and young people with SEN and what appropriately challenging end of key stage targets might be. The guidance will be updated when the national guidance is complete.

1.2 The difficulty of defining good progress of children and young people with Special Educational Needs

Defining good progress of children and young people with Special Educational Needs will never be a straightforward issue. For a number of reasons:

- a. The individual nature of Special Educational Needs results in children making different rates of progress, therefore generalisations can be unreliable. This is particularly the case with disabled children and young people with degenerative conditions, where good progress might be maintaining the status quo.
- b. Small cohorts or small percentages of learners working below NC test levels make comparisons unreliable.
- c. Inconsistencies between the identification of primary needs or the placing of learners on the SEN record between local authorities and between schools/colleges complicate the process of using contextual factors when comparing progress.
- d. Much of the data used in creating comparisons is based on teacher assessments, because many learners are working below test levels. Accurate analysis of this data is therefore dependent on accurate teacher assessment.

In response to these difficulties, it is important for schools, colleges and SIPs to evaluate progress bearing in mind the individual circumstances of

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learners. Where there are small cohorts, it is important to look at trends over time when making comparisons with Local Authority data.

1.3 Lateral Progress

For some children and young people working at low levels on P Scales, movement through P Scales will be extremely slow. Learners operating at P3 or less by the end of KS2 are unlikely to progress much further.

“Lateral Progress” describes that progress within the P level, including learning which might not be described by the P level statements at all, but add value to the life experiences of the learner, possibly opening up more options for their future. At present, there is no nationally agreed way of recording such progress, although some schools have taken the initiative in exploring this. This guidance does not attempt to cover this area, but acknowledges that the progress of these learners might be good although the statutory collection of data does not show this.

1.4 Why do we need to know about the progress of children and young people with SEN/LDD?

- To achieve the best outcomes possible for individuals;
- To raise expectations of teachers, families and young people which will contribute to closing the current attainment gap;
- To enable schools and colleges to plan appropriate qualification routes;
- To identify appropriate learning programmes that will raise learners’ self-esteem and prevent some behavioural difficulties.
- To set appropriately challenging targets for learners with SEN/LDD
- To contribute to raising school/college performance, raising CVA and achieving outstanding practice.
- By analysing in-school progress data, it is possible to evaluate the interventions that have taken place and identify which interventions are more effective. Progress measures might be by NC or P level, but will also be through the use of standardised testing (e.g. reading tests) and criterion reference tests (e.g. developmental check-lists; records of letter sounds known, etc.) External benchmarking of these progress measures is difficult (except through standardised tests), however, it should be possible to compare one cohorts’ progress against previous cohorts to create some internal benchmarking. This process will help schools and colleges to evaluate the effectiveness of interventions and provide evidence to show where progress has been accelerated.

2. FS/KEY STAGE ONE

2.1 P Scales or EYFS assessment?

During Foundation Stage, children should be assessed against the EYFS framework rather than P Scales. At the beginning of Key Stage One,

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children will continue to be assessed against the EYFS framework. We currently recommend that in the second term of Y1, assessment against National Curriculum levels or P Scales should begin. However, for some children working at P levels, it will be appropriate to continue to follow an Early Years curriculum, and assessment against P levels will only be in relevant subjects.

End of Foundation Stage levels should not be used as a predictor of future attainment, as during Key Stage One children develop at very different rates. However, currently available progress data suggests that children assessed at P levels at the end of Year One are unlikely to attain NC L2 by the end of KS1. A child moving from P8 in Y1 to L1B by the end of Y2 would most likely be making good progress. Learners working at P7 or below by the end of Year One are likely still to be working within P levels by the end of Y2. Moving to NC levels would suggest good progress.

Caution should be taken when assessing learners at higher P levels, as there is some overlap with NC L1. The SEN Advisory team are currently producing exemplification booklets to help schools with this assessment, which will be made available on the SEN team website.

http://www.leicestershire.gov.uk/index/education/support_for_schools/sips/aandi-supportteams/sips_sen/sen_team_guidance.htm

2.2 Progress at Key Stage One

Effective interventions should be short-term and can result in children making double the rate of prior progress. Good progress for some children in Key Stage One will result in children being removed from the SEN record. Trends of percentages of learners who are removed from the SEN record will help a school to demonstrate the effectiveness of their provision.

2.3 Learning from data analysis

We are beginning to learn more about trends from the more detailed analysis of Local Authority data. The major implications for Key Stage One are in the teaching of Maths.

Analysis of data shows that historically, by the end of Key Stage One, some children achieve L2 in Maths, but not in English. This is significantly more than the number of children that achieve L2 in English, but not Maths. However, by the end of KS2 a proportion of these children have fallen behind in Maths. This is likely to be because the need to use verbal reasoning and other language skills in solving Maths problems becomes more necessary at L3 and above. Children receiving language support at KS1 to support their reading and writing are also likely to need additional attention in Maths, to ensure they are developing the language structures around their learning.

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3. KEY STAGE TWO

3.1 Learners working at P levels

At present, the national data set of learners working at P levels is incomplete and until the national guidance on the progress of learners with SEN/LDD is published in 2009, evaluations of progress should be treated with caution. However, the data we have available suggests that learners working at P6, 7 or 8 at the beginning of KS2 are likely to be working at National Curriculum Levels by the end of KS2, although probably within levels 1 and 2. Progress to L2b or above could be seen as good progress for learners at P7 or 8 at the end of KS1.

Learners working at P4 or 5 at the beginning of KS2 are likely to progress one or two P levels during the Key Stage (i.e. to P5, 6 or 7).

Learners working at P3 or below at the beginning of KS2 are unlikely to progress to P4 or above in the key stage, although more likely that learners at P3(ii) will progress to P4.

Schools evaluation of whether learners are making good progress should be made according to individual circumstances, e.g. children with a degenerative condition might be making good progress even though the data suggests otherwise.

3.2 Learners working at NC levels

It is expected that learners should be able to make two National Curriculum levels of progress over a key stage, and data analysis supports this for learners with SEN/LDD who are working at L1 at the beginning of KS2.

However, data analysis also shows that a significant group of learners assessed at L1 at the end of KS1 are making more than expected progress to achieve L4 by the end of KS2. Although percentages differ from year to year, in English this has been consistently over 25% (and closer to 40% in 2007). In Maths, the percentage is considerably lower, (less than 5% in 2007), although the numbers of learners at L1 at the end of KS1 were significantly lower than in English.

It is therefore logical to suggest that for an individual pupil, moving from L1 at the end of KS1 to L4 by the end of KS2 is good progress in English and outstanding progress in Maths. To achieve this type of progress, learners would need to be making two sub-levels of progress per year.

When comparing the performance of the school against the Local Authority data, using the local authority KS1 to KS2 progress packs, good progress could be demonstrated by percentages of learners "catching up" to expected levels to exceed local authority averages. However, in practice, because cohorts of learners with SEN/LDD are usually small, this

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is difficult to demonstrate. It is therefore important for the school to look at trends over time and analyse data of more than one cohort of learners. This could be achieved by looking historically at end of key stage outcomes, e.g. over 3 years, or by analysing the percentage of learners with SEN/LDD in each year group of KS2 who are making two sub-levels of progress per year. This data will help schools to evaluate the effectiveness of interventions used.

Leadership teams in schools need to ensure that all class teachers and support assistants are aware that progress from L1 to L4 is possible over KS2 for a significant number of children and is a reality in many schools. This can be achieved with good quality first teaching and interventions which focus on accelerating children's learning and encouraging independence. Whilst high expectations can contribute to the progress a learner makes, low expectations can inhibit progress.

3.3 Guidance for 10+ Primary Schools

In order to achieve "good" progress, learners working at L1 at the end of KS1 would need to have made two sub-levels of progress each year (e.g. a learner at L1b at the end of Y2 would progress to L3b by the end of Y5. For a school to be claiming "good" progress, approximately 40% or more of learners with SEN/LDD would need to be on track to achieve this sort of progress in English.

Achieving good progress in mathematics is more difficult to quantify at present, due to the small numbers of learners not achieving L2 at the end of KS1. However, at present, two sub-levels of progress for learners with SEN/LDD in each year group could be considered outstanding progress.

4. KEY STAGE THREE

4.1 Learners working at P levels

At present, the national data set of learners working at P levels is incomplete and until the national guidance on progress of learners with SEN/LDD is published in 2009, evaluations of progress should be treated with caution. However, early indications of data we have available are suggesting that learners working at P7 or 8 at the beginning of KS3 are likely to be working within National Curriculum Level 1 by the end of KS3. Progress to L1a or above could be seen as good progress for learners at P7 or 8 at the end of KS2.

Learners working at P4 or 5 at the beginning of KS3 are likely to progress one P level or less during the Key Stage (i.e. to P4, P5 or P6). Good progress could be seen as the pupil securely moving one level or more.

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Learners working at P3 or below at the beginning of KS3 are unlikely to progress to P4 or above in the key stage, although lateral progress is likely.

The evaluation of whether learners are making good progress should be made according to individual circumstances.

4.2 Learners working at NC levels

It is expected that learners should be able to make two National Curriculum levels of progress over a key stage, and data analysis supports this for learners with SEN/LDD who are working at L3 at the beginning of KS3. Learners working at L3 at the beginning of KS3 who are making greater progress than this (i.e. 2 sub levels of progress a year) would be making good progress.

Data analysis also shows that a significant group of learners with SEN/LDD assessed at below L3 at the end of KS2 achieve L4 or above by the end of KS3 (around 25% in English and 40% in Maths). It is therefore logical to suggest that for an individual learner, moving from below L3 at the end of KS2 to L4 or above by the end of KS3 is good progress. To make greater progress, could be considered outstanding.

When comparing the performance of the school against the Local Authority data, using the local authority KS2 to KS3 progress packs, good progress could be demonstrated by percentages of learners “catching up” to expected levels to exceed local authority averages. However, in practice, because cohorts of learners with SEN/LDD are usually small, this is difficult to demonstrate. It is therefore important for the school to look at trends over time and analyse data of more than one cohort of learners. This could be achieved by looking historically at end of key stage outcomes, e.g. over 3 years, or by analysing the percentage of learners with SEN/LDD in each year group of KS3 who are making two sub-levels of progress per year. This data will help schools to evaluate the effectiveness of interventions used.

Leadership teams need to ensure that the correct learners have been identified as having SEN/LDD and are taking part in appropriate interventions. Local authority data analysis suggests that 40%-50% of learners at L3 or below at the end of KS3 were below L3 at the beginning of the key stage yet had not been placed on the SEN record.

5. KEY STAGE FOUR

5.1 Learners working at P levels

As previously stated, the national data set of learners working at P levels is incomplete and until the national guidance on progress of learners with SEN/LDD is published in 2009, evaluations of progress should be treated with caution. However, the data we currently have available suggests that

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learners working at or below P4 at the end of KS3 are likely to be making lateral progress within the P level. Progress of one sub-level would be considered to be good progress for this group.

Learners working between P5 and P7 are also likely to be working within the P level although some could move to the next P level. For an individual learner, progression of one P level could be considered as good progress. For a school, it would be wise to look at trends over time within the school as the cohort might not be large enough to be statistically reliable.

Learners working at P8 are more likely to progress to level 1C of NC in the two years from Y9 to Y11. A group of learners across the school on track to make this sort of progress or progress beyond L1C could be considered good progress.

Currently, data on the achievement in terms of accredited qualifications of learners working at P levels has not been collected and therefore comparisons can only be done informally between schools and colleges. However, as more suitable alternative qualifications become available, it is likely that learners' achievement in this area will rise significantly. Schools and colleges should be plotting accreditation routes to suit their learners' needs.

The evaluation of whether learners are making good progress should be made according to individual circumstances

5.2 Learners working at National Curriculum levels

Many learners with SEN/LDD will need to follow a personalised qualification route in order to achieve their potential. The easiest way to establish expectations of progress is to look at average points score progress from KS2 to KS4 and from KS3 to KS4. Schools and colleges can then aim to exceed this score for each individual when planning qualification routes to ensure the learner achieves at least average progress.

The Local Authority EMAS pack contains a line graph showing the national median line relating learners' KS3 attainment to total GCSE and equivalent points and another showing the national median line relating learners' KS2 attainment to total GCSE and equivalent points. Schools and colleges can use these to compare the previous cohorts' achievement to national achievement, but can also use it to set realistic targets for learners.

Care should be taken when doing this to set suitably challenging targets for learners with SEN/LDD. In recent years, the attainment of this group has risen as the range of alternative qualifications available to schools and colleges has increased. For example, in 2005 the median for learners who had an average points score of 19 (L3c) at the end of KS3 was around 85. By 2007, this had risen to 100. There is scope for this to rise even further,

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especially with the forthcoming introduction of the Foundation Learning Tier.

To assist schools and colleges with evaluating the progress of learners with SEN/LDD and in planning suitable qualification routes for learners in Y10, the following tables have been extracted from the 2007 line graphs. Schools and colleges need to be aiming at least to match the higher quartile levels to enable learners to make at least satisfactory progress by 2010.

National conversions from 2002 KS2 SATs Average Points Score to 2007 KS4 Total Points Score (GCSE and Equivalent points).

KS2 APS	Approximate KS4 total points score		
	75 th %ile	50 th %ile	25 th %ile
< =15 (<=L2b)	20	100	120
17 (L2a)	50	110	190
19 (L3c)	80	150	240
21 (L3b)	105	200	290
23 (L3a)	150	240	330

National conversions from 2005 KS3 SATs Average Points Score to 2007 KS4 Total Points Score (GCSE and Equivalent points).

KS3 APS	Approximate KS4 total points score		
	75 th %ile	50 th %ile	25 th %ile
< =17 (<=L2a)	20	40	90
19 (L3c)	50	100	160
21 (L3b)	50	110	180
23 (L3a)	80	160	230
25 (L4c)	120	200	270
27 (L4b)	150	230	300
29 (L4a)	200	170	340

When evaluating the progress of 2007/8 Y11 learners with SEN/LDD, comparisons can be made using the 2008 EMAS pack, together with information on the projected achievement of current Y11 learners with SEN/LDD.

6. TRACKING PROGRESS AND SETTING TARGETS

This guidance is intended partly as a tool to help schools and colleges evaluate the progress of learners with SEN/LDD, but also as a tool to aid target setting. We recommend that schools and colleges set challenging end of key stage targets for each learner, based on the performance of pupils, schools and colleges at the 25th percentile (using FFT D). These targets can then be translated into interim end of year targets that are necessary to achieve the end of key stage target. Progress against interim targets can be monitored and this information will inform schools about the intervention needed by an individual or group.

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6.1 Considerations when setting targets

- High expectations provide a powerful force that can raise performance. Teachers with higher expectations of progress will plan appropriately challenging activities.
- Under-assessment of children can result in children's progress being hampered through the setting of inappropriate targets.
- Learners' self-esteem is influential in enabling them to make progress.
- It is possible for a significant number of children and young people who have fallen behind their peers to catch up, given appropriate interventions. Current data shows us that it is possible for some children with Special Educational Needs to make greater than two NC levels of progress in a key stage.
- Moderation in school/college and between schools/colleges is key to providing accurate data on which to base judgements. It is also essential to train new staff in the assessment systems used by the school and moderate their judgements with existing staff as part of their induction programme.
- The greatest factors in determining average progress are age and prior attainment. However, the individual circumstances of learners should be taken into account at school level and in discussions between the Headteacher and School Improvement Partner.

Further advice on tracking progress and setting targets can be found in the Leicestershire "Tracking Progress, Improving Outcomes" Guidance (2008).