

Updated Progression Guidance materials 2010–11

<http://nationalstrategies.standards.dcsf.gov.uk/node/437685>

The updated progression data provides 2009 national P scales information and benchmarked P scales and National Curriculum data, to support schools, their SIPs and LAs to evaluate the attainment and progress of low attaining pupils with special educational needs and disabilities. The updates also include a target setting resource to support greater ambition in target setting for these pupils.

The following resources can be downloaded from the Related Links' section on the right hand side of this page.

- Data set 1 National curriculum teacher assessment and test data
- Data set 2 The national P scale data collation for 2009
- Data set 3 Progression P scales data collation for 2009 KS1 to KS2
- Data set 3 Progression P scales data collation for 2009 KS2 to KS3
- Data set 3 Progression P scales data collation for 2009 KS3 to KS4
- Target setting resource

What do these contain?

Data set 1 National curriculum teacher assessment and test data

<http://nationalstrategies.standards.dcsf.gov.uk/node/439223>

This spreadsheet includes:

- Instructions on how to access and print out the document or a single page.
- Index. This lists the contents of the spreadsheet pages:
 1. P Levels and NC point scores and equivalence tables
 2. KS1-2 NC TA/test data in English progression matrix
 3. KS1-2 NC TA/test data in English progress bar chart
 4. KS1-2 NC TA/test data in English quartiles/tables/charts
 5. KS1-2 NC TA/test data in maths progression matrix
 6. KS1-2 NC TA/test data in maths progress bar chart
 7. KS1-2 NC TA/test data in maths quartiles/tables/charts
 8. KS2-3 NC TA data in English progression matrix
 9. KS2-3 NC TA data in English progress bar chart
 10. KS2-3 NC TA data in English quartiles/tables/charts
 11. KS2-3 NC TA data in maths progression matrix
 12. KS2-3 NC TA data in maths progress bar chart
 13. KS2-3 NC TA data in maths quartiles/tables/charts
 14. KS 3-4 NC TA/test data in English progression matrix
 15. KS 3-4 NC TA/test data in English progress bar chart
 16. KS 3-4 NC TA/test data in English quartiles/tables/charts
 17. KS 3-4 NC TA/test data in maths progression matrix
 18. KS 3-4 NC TA/test data in maths progress bar chart
 19. KS 3-4 NC TA/test data in maths quartiles/tables/charts
 20. KS2-4 NC TA/test data in English progression matrix
 21. KS2-4 NC TA/test data in English progress bar chart
 22. KS2-4 NC TA/test data in English quartiles/tables/charts

23. KS2-4 NC TA/test data in maths progression matrix
24. KS2-4 NC TA/test data in maths progress bar chart
25. KS2-4 NC TA/test data in maths quartiles/tables/charts
26. KS2-4 GCSE + equivalent point score progress charts

Data set 2 The national P scale data collation for 2009

<http://nationalstrategies.standards.dcsf.gov.uk/node/439233>

This spreadsheet includes:

- Instructions on how to access and print out the document or relevant pages
- Index. This lists the contents of the spreadsheet pages:
 1. KS1 P Scale summary collection Summer 2009
 2. Nos. of Y2 learners at each P level
 3. KS1 (Y2) numbers of P Scales pupil is on
 4. KS1 (Y2) P scale characteristics – Gender
 5. KS1 (Y2) P scale characteristics – Level of action
 6. KS1 (Y2) P scale characteristics – Type of need
 7. KS1 (Y2) P scale characteristics – FSM
 8. KS1 (Y2) P scale characteristics – Ethnicity
 9. KS1 (Y2) P scale characteristics – Term of birth
 10. KS2 P Scale summary collection Summer 2009
 11. Nos. of Y6 learners at each P level
 12. KS2 (Y6) numbers of P Scales pupil is on
 13. KS2 (Y6) P scale characteristics – Gender
 14. KS2 (Y6) P scale characteristics – Level of action
 15. KS2 (Y6) P scale characteristics – Type of need
 16. KS2 (Y6) P scale characteristics – FSM
 17. KS2 (Y6) P scale characteristics – Ethnicity
 18. KS2 (Y6) P scale characteristics – Term of birth
 19. K3 P Scale summary collection Summer 2009
 20. Nos of Y9 learners at each P level
 21. KS3 (Y9) numbers of P Scales pupil is on
 22. KS3 (Y9) P scale characteristics – Gender
 23. KS3 (Y9) P scale characteristics – Level of action
 24. KS3 (Y9) P scale characteristics – Type of need
 25. KS3 (Y9) P scale characteristics – FSM
 26. KS3 (Y9) P scale characteristics – Ethnicity
 27. KS3 (Y9) P scale characteristics – Term of birth

Data set 3 Progression P scales data collation for 2009 KS1 to KS2

<http://nationalstrategies.standards.dcsf.gov.uk/node/439229>

This spreadsheet contains:

- Instructions on how to access and print out the document or relevant pages
- Index. This lists the contents of the spreadsheet pages:
 1. Percentage of learners KS2 2009 English
 2. Number of learners KS2 2009 English
 3. KS1 2005- KS2 2009 English quartiles

4. KS1 2005-KS2 2009 levels of progress in English
5. Percentage of learners KS2 2009 Reading
6. Number of learners KS2 2009 Reading
7. KS1 2005- KS2 2009 Reading quartiles
8. KS1 2005-KS2 2009 levels of progress in Reading
9. Percentage of learners KS2 2009 Writing
10. Number of learners KS2 2009 Writing
11. KS1 2005- KS2 2009 Writing quartiles
12. KS1 2005-KS2 2009 levels of progress in Writing
13. Percentage of learners KS2 2009 maths
14. Number of learners KS2 2009 maths
15. KS1 2005- KS2 2009 maths quartiles
16. KS1 2005-KS2 2009 levels of progress in maths
17. Percentage of learners KS2 2009 using and applying mathematics
18. Number of learners KS2 2009 using and applying mathematics
19. KS1 2005- KS2 2009 using and applying mathematics quartiles
20. KS1 2005-KS2 2009 levels of progress in using and applying mathematics
21. Percentage of learners KS2 2009 number
22. Number of learners KS2 2009 number
23. KS1 2005- KS2 2009 number
24. KS1 2005-KS2 2009 levels of progress in number
25. Percentage of learners KS2 2009 shape
26. Number of learners KS2 2009 shape
27. KS1 2005- KS2 2009 shape
28. KS1 2005-KS2 2009 levels of progress in shape
29. Percentage of learners KS2 2009 science
30. Number of learners KS2 2009 science
31. KS1 2005- KS2 2009 science quartiles
32. KS1 2005-KS2 2009 levels of progress in science
33. Percentage of learners KS2 2009 scientific enquiry
34. Number of learners KS2 2009 scientific enquiry
35. KS1 2005- KS2 2009 scientific enquiry quartiles
36. KS1 2005-KS2 2009 levels of progress in scientific enquiry
37. Percentage of learners KS2 2009 life processes and living things
38. Number of learners KS2 2009 life processes and living things
39. KS1 2005- KS2 2009 life processes and living thing quartiles
40. KS1 2005-KS2 2009 levels of progress in life processes and living things
41. Percentage of learners KS2 2009 materials and their properties
42. Number of learners KS2 2009 materials and their properties
43. KS1 2005- KS2 2009 materials and their properties quartiles
44. KS1 2005-KS2 2009 levels of progress in materials and their properties
45. Percentage of learners KS2 2009 physical processes
46. Number of learners KS2 2009 physical processes
47. KS1 2005- KS2 2009 physical processes quartiles
48. KS1 2005-KS2 2009 levels of progress in physical processes

Data set 3 Progression P scales data collation for 2009 KS2 to KS3

<http://nationalstrategies.standards.dcsf.gov.uk/node/439227>

The spreadsheet contains:

- Instructions on how to access and print out the document or relevant pages
- Index. This lists the contents of the spreadsheet pages
 1. Percentage of learners KS3 2009 English
 2. Number of learners KS3 2009 English
 3. KS2 2006 to KS3 2009 English quartiles
 4. KS2 2006 to KS3 2009 Levels of progress in English
 5. Percentage of learners KS3 2009 reading
 6. Number of learners KS3 2009 reading
 7. KS2 2006 to KS3 2009 reading quartiles
 8. KS2 2006 to KS3 2009 Levels of progress in reading
 9. Percentage of learners KS3 2009 writing
 10. Number of learners KS3 2009 writing
 11. KS2 2006 to KS3 2009 writing quartiles
 12. KS2 2006 to KS3 2009 Levels of progress in writing
 13. Percentage of learners KS3 2009 maths
 14. Number of learners KS3 2009 maths
 15. KS2 2006 to KS3 2009 maths quartiles
 16. KS2 2006 to KS3 2009 Levels of progress in maths
 17. Percentage of learners KS3 2009 using and applying maths
 18. Number of learners KS3 2009 using and applying maths
 19. KS2 2006 to KS3 2009 using and applying maths quartiles
 20. KS2 2006 to KS3 2009 Levels of progress in using and applying maths
 21. Percentage of learners KS3 2009 number
 22. Number of learners KS3 2009 number
 23. KS2 2006 to KS3 2009 number quartiles
 24. KS2 2006 to KS3 2009 Levels of progress in number
 25. Percentage of learners KS3 2009 shape
 26. Number of learners KS3 2009 shape
 27. KS2 2006 to KS3 2009 shape quartiles
 28. KS2 2006 to KS3 2009 Levels of progress in shape
 29. Percentage of learners KS3 2009 science
 30. Number of learners KS3 2009 science
 31. KS2 2006 to KS3 2009 science quartiles
 32. KS2 2006 to KS3 2009 Levels of progress in science
 33. Percentage of learners KS3 2009 scientific enquiry
 34. Number of learners KS3 2009 scientific enquiry
 35. KS2 2006 to KS3 2009 scientific enquiry quartiles
 36. KS2 2006 to KS3 2009 Levels of progress in scientific enquiry
 37. Percentage of learners KS3 2009 life processes and living things
 38. Number of learners KS3 2009 life processes and living things
 39. KS2 2006 to KS3 2009 life processes and living things quartiles
 40. KS2 2006 to KS3 2009 Levels of progress in life processes and living things
 41. Percentage of learners KS3 2009 materials and their properties

42. Number of learners KS3 2009 materials and their properties
43. KS2 2006 to KS3 2009 materials and their properties quartiles
44. KS2 2006 to KS3 2009 Levels of progress in materials and their properties
45. Percentage of learners KS3 2009 physical processes
46. Number of learners KS3 2009 physical processes
47. KS2 2006 to KS3 2009 physical processes quartiles
48. KS2 2006 to KS3 2009 Levels of progress in physical processes

Data set 3 Progression P scales data collation for 2009 KS3 to KS4

<http://nationalstrategies.standards.dcsf.gov.uk/node/439231>

This spreadsheet contains:

- Instructions on how to access and print out the document or relevant pages
- Index. This lists the contents of the spreadsheet pages:
 1. Percentage of learners KS4 2009 English
 2. Number of learners KS4 2009 English
 3. KS3 2007 to KS4 2009 English quartiles
 4. KS3 2007 to KS4 2009 Levels of progress in English
 5. Percentage of learners KS4 2009 reading
 6. Number of learners KS4 2009 reading
 7. KS3 2007 to KS4 2009 reading quartiles
 8. KS3 2007 to KS4 2009 Levels of progress in reading
 9. Percentage of learners KS4 2009 writing
 10. Number of learners KS4 2009 writing
 11. KS3 2007 to KS4 2009 writing quartiles
 12. KS3 2007 to KS4 2009 Levels of progress in writing
 13. Percentage of learners KS4 2009 maths
 14. Number of learners KS4 2009 maths
 15. KS3 2007 to KS4 2009 maths quartiles
 16. KS3 2007 to KS4 2009 Levels of progress in maths
 17. Percentage of learners KS4 2009 using and applying maths
 18. Number of learners KS4 2009 using and applying maths
 19. KS3 2007 to KS4 2009 using and applying maths quartiles
 20. KS3 2007 to KS4 2009 Levels of progress in using and applying maths
 21. Percentage of learners KS4 2009 number
 22. Number of learners KS4 2009 number
 23. KS3 2007 to KS4 2009 number quartiles
 24. KS3 2007 to KS4 2009 Levels of progress in number
 25. Percentage of learners KS4 2009 shape
 26. Number of learners KS4 2009 shape
 27. KS3 2007 to KS4 2009 shape quartiles
 28. KS3 2007 to KS4 2009 Levels of progress in shape
 29. Percentage of learners KS4 2009 science
 30. Number of learners KS4 2009 science
 31. KS3 2007 to KS4 2009 science quartiles
 32. KS3 2007 to KS4 2009 Levels of progress in science
 33. Percentage of learners KS4 2009 scientific enquiry

34. Number of learners KS4 2009 scientific enquiry
35. KS3 2007 to KS4 2009 scientific enquiry quartiles
36. KS3 2007 to KS4 2009 Levels of progress in scientific enquiry
37. Percentage of learners KS4 2009 life processes and living things
38. Number of learners KS4 2009 life processes and living things
39. KS3 2007 to KS4 2009 life processes and living things quartiles
40. KS3 2007 to KS4 2009 Levels of progress in life processes and living things
41. Percentage of learners KS4 2009 materials and their properties
42. Number of learners KS4 2009 materials and their properties
43. KS3 2007 to KS4 2009 materials and their properties quartiles
44. KS3 2007 to KS4 2009 Levels of progress in materials and their properties
45. Percentage of learners KS4 2009 physical processes
46. Number of learners KS4 2009 physical processes
47. KS3 2007 to KS4 2009 physical processes quartiles
48. KS3 2007 to KS4 2009 Levels of progress in physical processes

Target setting resource

<http://nationalstrategies.standards.dcsf.gov.uk/node/439225>

The target setting resource, part of the 2010 Progression materials to support greater ambition in target setting for pupils with special educational needs and disabilities

The spreadsheet pages include:

- **Helpful hints:** Describes the 5 worksheets contained within the resource:
 1. **10 step target setting model** - 10 steps to aid target setting (see appendix).
 2. **Target setting resource** - Interactive spread sheet based upon the key stage data set out in the 'Look up' tables. The key stage can be chosen by using the drop down box. When the pupil's prior attainment is added the spread sheet will automatically generate, for consideration, the 2009 upper quartile for the corresponding prior attainment and key stage. Note that the upper quartile and point score will only appear if the appropriate prior attainment is entered and if there is data available. The prior attainment levels are shown in the look up tables for each key stage.
 3. **P scales quartiles** - Lower, median and upper quartile tables 2009: English, mathematics and science - KS1-2, KS2-3 and KS3-4
 4. **NC quartiles** - Lower, median and upper quartile tables 2009 for English and mathematics - KS1-2, KS 2-3, KS 3-4 and KS 2-4
 5. **Look up** Point score comparisons from P1i through to L7 and into GCSE grades Upper quartile comparisons for English, mathematics and science KS1-2, KS 2-3, KS 3-4 and KS 2-4. NA = Data unavailable.

Also added to the National Strategies website are three recent case studies relating to the Progression Guidance (July 2010)

1. **Raising ambition in target setting for pupils with SEN and disabilities**
<http://nationalstrategies.standards.dcsf.gov.uk/node/430973> Dorothy Goodman is a generic area special school catering for a broad range of pupils aged 3–19, recognised by Ofsted as outstanding – and a national support school.

2. **The improved use of assessment, target setting and tracking to raise ambition for pupils with SEND**
<http://nationalstrategies.standards.dcsf.gov.uk/node/431015> The South West regional SEN hub reported on how the Progression materials had supported a collegiate approach, across Dorset LA, to improve assessment, target setting and tracking. There is a particular reference to one Dorset special school for pupils identified with moderate learning difficulties and those on the autistic spectrum.
3. **Extending high expectations for 14–25 year olds with SEN and disabilities**
<http://nationalstrategies.standards.dcsf.gov.uk/node/430995> Bradfields School is designated for pupils with moderate learning difficulties and additional needs including speech and language, physical, and emotional and behavioural difficulties. It has provision for pupils with autistic spectrum disorder in its Fieldview Unit where 47 pupils are educated, 15 of whom are over 16 years old. A further education centre for 57 students with moderate learning difficulties and additional difficulties occupies a separate site four miles from the main school. School performance has improved over the last few years to a position where, by comparison with the national progression data sets, the vast majority of pupils in the school achieve within the upper quartile.

Appendix

10 step target setting model to raise ambition

1. Using the interactive target setting resource record, in column 1, pupil attainment at the end of the previous key stage for English, maths and science. The resource will automatically generate, in column 3, the corresponding upper quartile target based on 2009 progression data for pupils with a similar age and prior attainment in English, maths or science.
2. Record in column 2 current attainment in the autumn term for English, maths and science.
3. Before deciding on a target consider the details set out in columns 1, 2 and 3 alongside other wider information and data, including the views of parents and pupils. The target should be suitably ambitious but achievable by the end of the key stage for English, maths and science. Record the pupil's target in column 4.
4. Record in column 5 any contextual/pupil information which is useful for the school/SIP to be aware of.
5. The school then circulates the completed targets to the SIP in advance of target setting discussions.
6. The SIP prepares for the meeting and makes use of both the progression data and local data provided by the LA and school to judge whether the target set is suitably ambitious. In this way the SIP supports the school to set ambitious but achievable targets by:
 - *guiding them in reviewing and interpreting their data*
 - *challenging expectations where targets indicate low aspirations*
 - *supporting the school to match targets with strategies and interventions that will make a difference for individual pupils.*

7. The SIP and headteacher/SLT consider the evidence in the target setting meeting. The following prompts may be useful to both the SIP and headteacher/SLT in this regard:

- *What does the data and documentation on pupil targets, attainment, well-being and progress say about the extent of target setting ambition within the school?*
- *How secure is the tracking of progress for all pupils across the school?*
- *How well are different groups of pupils doing when compared to their peers from the same starting point – special educational needs and/or disabilities, children in care, boys, girls, those of minority ethnic or socio-economic groups, gifted and talented pupils?*
- *What evidence is there that the school is tailoring its curriculum offer and its teaching and learning to the particular needs of individual pupils?*
- *How do you know which interventions have the most impact on narrowing the attainment gaps for all pupils including those working at the P scales and lower NC levels?*
- *How accurate is the assessment of pupils working at the lower NC levels and P scales? How does the LA support schools to ensure that effective moderation takes place?*
- *Do expectations result in realistic yet challenging targets? If a school feels that a pupil will not make the required rate of progress, what evidence should be available to demonstrate that the target as set is suitably ambitious?*
- *What does the school still need to do/access to achieve these targets?*
- *Does the school evaluate its effectiveness in setting ambitious targets?*

8. The SIP records his/her judgment in the SIP report. This may show for example changes agreed in the level of ambition – for example 'increase of X % of targets from the median quartile to X% upper quartile range'. The detail is then reviewed by the Governing Body.

9. The Governing Body retains the legal responsibility to ensure that the statutory targets are set and reported to the LA. In considering the outcomes derived through this 10 step model the same degree of governance scrutiny is in place for non statutory target setting as applied to statutory returns.

10. On receipt of the SIP details, the LA is in a position to moderate where targets are deemed to be too low and further support/intervention is required. The following prompts may aid LA developments to inform future arrangements:

- *How does the LA ensure that SIPs are able to judge the degree of ambition in targets set for all pupils?*
- *Is the advice issued to all SIPs inclusive of non statutory target setting arrangements?*
- *What is the LA drawing from its interpretation of attainment data for all pupils and how does this link into the targeting of School Improvement programmes, Assessment for Learning/Assessing pupil progress across all schools?*