

Introduction:

Greenside use PIVATs to assess attainment levels achieved at a given point in the year (May). Assessment is made by teachers throughout the year using an APP approach. A summative element is completed and this data is used to judge progress made. Last year the new PIVATs 5 was introduced at Greenside and this had updates relating to the NC 2014 updates. This meant that this this year’s data can only be compared to the previous years. In the future a three-year data set can be used and as such allow accurate end of key stage comparisons.

The data recorded relates to ‘academic’ progression and is used with EHCP progress recorded to show an overall view of progress seen by the learner. Please see Greenside’s Assessment Policy for more detail.

Our Cohort: (138 on roll)

	Boys	Girls	EYFS	KS1	KS2	KS3	KS4	Post 16
Number of pupils	90	48	13	20	34	19	23	29
% of school	65%	35%	9%	14%	25%	14%	17%	21%

	PMLD	SLD	MLD	ASD	LAC	FSM	EAL
Number of pupils	39	99	1	35	6	23	8
% of school	28%	72%	0.72	25%	4%	17%	6%

Progression Guidance for PIVATS Data:

Outstanding progression is hard to measure. National Progression guidance (2009) is out of date and not statistically proven. Greenside is involved with an assessment group (SSMAG) that has explored progression guidance and as such developed its own guidance as well as discussions had at Greenside and the need to be aspirational. the following guidance applies:

Learners working within:

	By end of Key Stage			By end of year (used in this analysis)		
	Below expected	Expected	Above expected	Below expected	Expected	Above expected
P1-P4	0.0	0.4	0.8	0.0	0.2	0.4
P4-P8	0.4	0.8	1.5	0.1	0.4	0.8
Level 1 and above	0.6	1.4	2.6 levels	0.4	0.6	1.2

(developed from research completed in SSMAG, old progression guidance and through further research)

The following data is to be used to assess progress made by individuals and by Cohort (for this data by Key stage). Alongside this document each teacher has received individual learner reports on PIVATS progress to inform planning and teaching and learning. PIVATS data at Greenside is seen as summative exam style data, such as GCSE informs progress in mainstream secondary.

Our formative EHCP assessment system often shows a true image of a learner’s progress and attainment. As such the following data should be seen as guidance, but not an overall picture of Greenside’s learners overall progress.

Early Years

KS1 - Years 1 & 2 (21 learners (9 girls – 12 Boys – 4 excluded*))

	Reading		Writing		Speaking		Listening		Number		Shape		U&A*		Social*		Behaviour*		Personal *	
Gender	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Above Expected	3	1	1	1	3	1	5	2	2	0	5	1	4	1	4	1	2	0	5	1
% Overall	24%		12%		24%		41%		12%		35%		29%		29%		12%		35%	
Expected	3	4	3	5	1	0	3	2	3	5	4	2	4	2	1	4	3	3	4	0
% Overall	41%		47%		6%		29%		47%		35%		35%		29%		35%		24%	
Below Expected	3	3	5	2	5	7	2	3	4	3	0	5	2	4	4	3	4	5	4	3
% Overall	35%		41%		71%		29%		41%		29%		35%		41%		53%		41%	

Summary:

Overall Average is **Expected across Key Stage 1.**

There is also a high percentage of PMLD in this Key stage (64%), which traditionally PIVATS struggles to show small steps of progress

KS2 – Years 3,4,5 and 6 (33 learners (19 boys – 14 girls) 1 excluded*)

	Reading		Writing		Speaking		Listening		Number		Shape		U&A*		Social*		Behaviour*		Personal *	
Gender	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Above Expected	2	1	3	0	1	0	3	2	4	0	4	0	4	0	7	1	3	0	6	2
% Overall	9%		9%		3%		16%		13%		13%		13%		25%		9%		25%	
Expected	9	4	7	3	9	7	8	7	9	3	6	4	10	5	3	3	5	5	4	3
% Overall	40%		31%		50%		47%		38%		31%		47%		19%		31%		22%	
Below Expected	9	6	8	11	10	5	8	4	5	11	9	9	4	9	7	11	10	9	8	9
% Overall	44%		59%		47%		38%		50%		56%		41%		56%		59%		53%	

Overall Average is **Below Expected across Key Stage 2**

There is a high percentage of learners with ASC as their primary need (38%) and 13% that are PMLD.

KS3 – Years 7,8 and 9 (16 learners (3 girls – 13 boys) 1 excluded*)

	Reading		Writing		Speaking		Listening		Number		Shape		U&A*		Social*		Behaviour*		Personal *	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Above Expected	2	1	1	1	1	0	2	1	2	0	1	0	1	0	0	1	3	0	3	0
% Overall	19%		13%		6%		19%		13%		6%		6%		6%		19%		19%	
Expected	3	1	5	1	4	2	6	1	8	1	9	3	7	1	11	2	5	2	7	2
% Overall	25%		38%		38%		44%		56%		75%		50%		81%		43%		56%	
Below Expected	8	1	7	1	5	1	5	1	3	2	3	0	5	2	2	0	4	2	3	1
% Overall	56%		50%		38%		38%		31%		19%		44%		13%		38%		25%	

Overall Average is **Expected** across Key Stage 3

KS4 – Years 10 and 11 (21 learners (11 boys -10 girls))

	Reading		Writing		Speaking		Listening		Number		Shape		U&A*		Social*		Behaviour*		Personal *	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Above Expected	0	1	2	1	1	0	0	0	0	2	0	2	1	0	1	0	1	0	2	1
% Overall	5%		14%		5%		0%		10%		10%		5%		5%		5%		14%	
Expected	4	3	5	3	4	2	6	4	5	2	5	4	2	3	4	7	7	2	6	4
% Overall	33%		38%		29%		48%		33%		43%		24%		52%		43%		48%	
Below Expected	7	6	5	5	9	5	5	6	8	4	5	5	8	7	6	3	3	8	5	3
% Overall	62%		48%		67%		52%		62%		48%		71%		43%		52%		38%	

Overall Average is **Below Expected** across Key Stage 3

A third of the cohort have a primary need identified as ASC and 23% have PMLD

Post 16- Years 12, 13, 14 and beyond (1 learner) (27 learners (9 girls – 18 boys))

Gender	Reading		Writing		Speaking		Listening		Number		Shape		U&A*		Social*		Behaviour*		Personal *	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Above Expected	1	0	1	0	1	0	1	1	3	0	2	1	1	1	2	1	2	1	1	1
% Overall	4%		4%		4%		7%		11%		11%		7%		11%		11%		7%	
Expected	8	3	5	2	6	2	10	3	4	4	10	4	6	3	9	5	8	4	8	6
% Overall	41%		26%		30%		48%		30%		52%		33%		52%		44%		52%	
Below Expected	9	6	12	7	12	6	6	6	10	6	7	3	9	7	6	4	10	2	8	3
% Overall	56%		70%		67%		44%		59%		37%		59%		37%		44%		41%	

Overall Average is **Expected** across Post 16

Summary-

It has been acknowledged in a variety of documents (Life after levels 2010, Rochford Review 2016) that levels restrict progress being shown beyond the strict banding/criteria being set. Our cohort is diverse and many learners have a focus on gaining important prior knowledge needed to build to be ready to maintain more traditional skills with English and Maths.

This document is used a part of our holistic system of progress at Greenside. Please see the Overall Progress Document Summary 2018 to see how these results support/challenge our EHCP progress data and how an overall judgement has been made on each individual learner. Also in this document groupings have been identified that support us understanding/ developing T&L strategies to improve progress attained by our learners.

*Using and Applying, Social & Relationships, Behaviour for Learning and Personal Independence

*Learners are excluded from the data if they have joined during the year or this is their first assessment