



**Progress and Attainment Overview**  
**Green Gates Academy**

### **Academy Introduction**

Green Gates is a specialist academy that caters for children aged 5 (Year1) to aged 11 (Year 6) with social, emotional and mental health difficulties as their primary need.

Most pupils have additional, associated and sometimes a complexity of needs which may include: ADHD (Attention Deficit Hyperactivity Disorder); ADD (Attention Deficit Disorder); ODD (Oppositional Defiant Disorder); FASD (Feotal Alcohol Spectrum Disorder),ASD (Autism Spectrum Disorder),Sensory Processing difficulties and a range of further barriers to learning in relation to attachment/trauma/dyslexia/dyspraxia and mild learning difficulties.

We have 50 pupils on role. Green Gates Academy was formally known as Westlands Primary Provision, which moved to the Green Gates site at Melton Road in Stockton 2011. During this time Westlands Primary shared the building with Stockton's Primary Pupil Referral Unit. In July 2014, following a successful bid to the EFA, Westlands Primary was re-designated as a separate Primary and became known as Green Gates Academy as part of Horizons Specialist Academy Trust.

### **Cognition levels of pupils**

We have pupils working from early years and key skills one to key skills six at Green Gates Academy. All pupils are tested in relation to spelling, reading and maths ages to baselines their starting points. These are monitored and retested on a yearly basis to mark progress and where pupils do not meet their target specific interventions/support/assessments are put in place in order to ensure each child can make the best possible progress.

We also place pupils within specific pathway models based upon the pupil's outcome on national GL CAT 4 tests.

- Pupils working above national average (pathway 1)
- Pupils working at national average expectations (pathway 2)
- Pupils working towards national expectations (pathway 3)
- Pupils working below national expectations (pathway 4)
- Pupils with significant learning difficulties (pathway 5)

Green Gates use GL CAT4 assessments and DFE Key Stage One Results to set end of Key Stage Two targets

## Target Setting at Green Gates Academy for Teacher Assessments

Pupils are set targets for progress and attainment every year based on their initial baseline, previous early years achievement and or end of key stage one attainment. Every year, these targets are reviewed for each child to ensure good/outstanding attainment and progress.

At Green Gates Academy every child is given an individual target in Maths, Writing and Reading to work towards each academic year. Every term these targets are reviewed to see what progress each child is making. When a child is below target (red) specific interventions are put in place in order to help the child meet their overall target at the end of the year.

The table below shows how each child is tracked through three different colours

Red: Below target	Green: On Target	Purple: Above target
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### Every year we set targets at for the children to ensure good/outstanding progress.

A child needs to make at least one year progress (progress one whole key skill) which is at least 2 points on the classroom monitor tracking system. This would be good progress. If a child makes 3 points progress or more this would be classed as outstanding progress. This progress is also triangulated against initial key stage one outcomes.

We use Key Skills to denote where each pupil is based e.g KS3 is work normally done within year 3. We use the Rising Stars system to break each Key skill down into 6 parts this shows the progress through the level:

B = beginning 0	B+ = beginning plus 0.5	D = developing 1.0	D+ = developing plus 1.5	S = secure 2	E = Exceeding 2.5 Used when children are working at national expectations
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### For example

- If a child starts on 1 beginning, their target would be to reach 1 secure by the end of the year. (This would be good progress)
- If the child reaches 2 beginning or more from a starting point of one beginning (this would be outstanding progress)

Please refer to further example below for **one years progress** for teacher assessments

Baseline	Good progress	Outstanding progress
1 Beginning	1 Secure	2 Beg+
2 Beginning plus	3 Beginning	3 Dev
3 Developing	4 Beginning plus	4 Dev+
4 Developing plus	5 Developing	5 Sec
5 Secure	6 Developing plus	6 Ex

**Please refer to further example below for end of key stage two progress for teacher assessment (the same process is used for key stage one)**

This example below if if a child came into school with a baseline of **1B+** on classroom monitor

Year Entry (some pupils start at the beginning of the autumn term, some pupils transition during a school year)	Good progress (if the child is making good progress every year – 2 points of progress per year)	Outstanding progress (if the child is making outstanding progress every year – 3 points of progress per year)
Year One entry	6 Secure	6 Exceeding
Year Two entry	5 Secure	6 Secure
Year Three entry	4 Secure	6 Beginning
Year Four entry	3 Secure	5 Beginning
Year Five entry	2 Secure	3 Developing Plus
Year Six entry	1 Secure	2 Beginning Plus

**Tracking of pupil progress**

Green Gates uses Classroom Monitor to track, record and monitor pupil progress. Please refer to progress levels for classroom monitor on page 5

### Rising Stars/Classroom Monitor - Primary Overview

Level	Percentage of Coverage (Classroom Monitor default)	Year Group (Chronological age)	Scores against CAT scores
<b>YEAR ONE</b>			
<b>1 Beginning</b>	10%	1 (5-6)	
<b>1 Beginning Plus</b>	27.5%	1 (5-6)	
<b>1 Developing</b>	45%	1 (5-6)	
<b>1 Developing Plus</b>	65%	1 (5-6)	
<b>1 Secure</b>	85%	1 (5-6)	
<b>1 Exceeding</b>	92.5%	1 (5-6)	
<b>YEAR TWO</b>			
<b>2 Beginning</b>	10%	2 (6-7)	
<b>2 Beginning Plus</b>	27.5%	2 (6-7)	
<b>2 Developing</b>	45%	2 (6-7)	
<b>2 Developing Plus</b>	65%	2 (6-7)	
<b>2 Secure</b>	85%	2 (6-7)	
<b>2 Exceeding</b>	92.5%	2 (6-7)	Below 80
<b>YEAR THREE</b>			
<b>3 Beginning</b>	10%	3 (7-8)	80
<b>3 Beginning Plus</b>	27.5%	3 (7-8)	81
<b>3 Developing</b>	45%	3 (7-8)	82
<b>3 Developing Plus</b>	65%	3 (7-8)	83
<b>3 Secure</b>	85%	3 (7-8)	84
<b>3 Exceeding</b>	92.5%	3 (7-8)	85
<b>YEAR FOUR</b>			
<b>4 Beginning</b>	10%	4 (8-9)	86
<b>4 Beginning Plus</b>	27.5%	4 (8-9)	87
<b>4 Developing</b>	45%	4 (8-9)	88
<b>4 Developing Plus</b>	65%	4 (8-9)	89
<b>4 Secure</b>	85%	4 (8-9)	90
<b>4 Exceeding</b>	92.5%	4 (8-9)	91
<b>YEAR FIVE</b>			
<b>5 Beginning</b>	10%	5 (9-10)	92
<b>5 Beginning Plus</b>	27.5%	5 (9-10)	93
<b>5 Developing</b>	45%	5 (9-10)	94
<b>5 Developing Plus</b>	65%	5 (9-10)	95
<b>5 Secure</b>	85%	5 (9-10)	96
<b>5 Exceeding</b>	92.5%	5 (9-10)	97
<b>YEAR SIX</b>			
<b>6 Beginning</b>	10%	6 (10-11)	98
<b>6 Beginning Plus</b>	27.5%	6 (10-11)	99
<b>6 Developing</b>	45%	6 (10-11)	100
<b>6 Developing Plus</b>	65%	6 (10-11)	101
<b>6 Secure</b>	85%	6 (10-11)	104
<b>6 Exceeding</b>	92.5%	6 (10-11)	105+

## Tracking Progress at Green Gates Academy Classroom Monitor

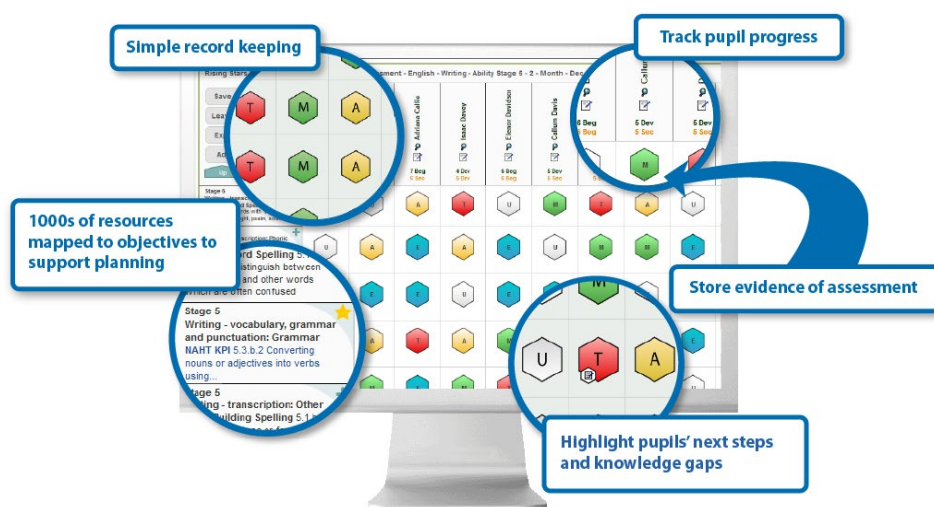
Classroom Monitor is used to assess and track learning objectives against progress towards key skills

This progress is moderated on a termly basis with internal and external schools. This progress is also checked against national guidance.

Used in more than 2000 schools, Classroom Monitor Primary is an online tool for recording formative assessment, tracking pupil progress and reporting to parents. It links your curriculum to your assessment framework using a simple online mark book and data tracker.

Evidence captured in classroom monitor; feeds into moderation, pupil progress meetings, and can be shared with pupils in target sheets, learning journeys and assessment summaries.

The curriculum that Green Gates uses to cover pupil objectives is the “Rising Stars” system. This Progression Frameworks have been developed by curriculum and assessment experts to ensure they offer a credible and robust approach to embedding assessment of the new National Curriculum. The result is a set of ‘ladders of progression’ for English, mathematics, science, geography and history.



Rising Stars default hexagon weightings	Rising Stars default threshold percentages
U (Unassessed) - 0	Beg (Beginning) - 10%
T (Target) - 0	Beg+ (Beginning+) - 27.5%
A (Almost) - 0.5	Dev (Developing) - 45%
M (Met) - 0.9	Dev+ (Developing +) - 65%
E (Exceeding) - 1	Sec (Secure) - 85%
	Exc (Exceeding) - 92.5%

## Baselines at Green Gates Academy

In September 2017 Green Gates introduced the full complete digital solution from GL Assessments as an effective tool to support baselines and target setting for all pupils at Green Gates Academy.

### Introduction to CDS

The *Complete Digital Solution (CDS)* gives you unlimited use of leading educational assessments, in combination with ongoing support and training to help you use the data to your advantage.

### On entry and each year pupils are tested in the following:

Area	Company	Key Skills	Information
Maths PUMA Test Progress in Understanding Mathematics Assessment	Rising Stars	Year one-year six	These standardised termly tests are simple to administer and provide you with a reliable range of information that will support and guide the management of effective learning in the classroom.
English PIRA tests	Rising Stars	Year one-year six	Termly tests enabling you to reliably benchmark performance and track progress against national averages in reading. Standardised on over 10,000 pupils in 2019/20/21.
Science PT Test	GL	Key Stage Two	PTS enables you to monitor science achievement benchmarked against peers nationally, as well as measuring the key National Curriculum requirement of 'working scientifically'.  Both the assessment itself and its reports have been designed to be as accessible and straightforward as possible, including simple guidelines for understanding the data, as well as ongoing support and guidance.
CAT 4 Ability Tests	GL	Key Stage One/Two	<i>The Cognitive Abilities Test: Fourth Edition (CAT4)</i> provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language.
Reception test	GL	Age 5/6	GL Reception <b>Baseline</b> provides a range of data that can support and inform Early Years practitioners at an early point in a pupil's school career. ... A further <b>assessment</b> of Literacy and

			Maths is available for use at the end of the school year. By using both <b>assessments</b> , a measure of progress will be available.
Dyscalculia Screening	GL	Whole School	Greater than 100 less than 110
Dyslexia Screening	GL	Whole School	Greater than 90 less than 100
PASS	GL	Whole School	Greater than 73 less than 90

From this information pupils will be baselined upon entry and aspiration targets will be set and reviewed on a termly basis to ensure outstanding progress. Staff will also use workbooks to look at starting points upon entry and complete a pre-assessment task for each pupil.

### **Target Setting for National Assessments**

We use both teacher assessments/CAT scores and key stage one outcomes to set targets for pupils to achieve during national assessments at the end of key stage two

Pathway models triangulate pupil ability levels based upon CAT scores which are tested on a yearly basis. Some pupils on entry have digressed due to pupils not accessing school due to their high level of need in relation to their EHCP. CAT tests give staff a good indication and baseline in relation to where the pupils are in relation to their cognitive levels and what targets to set for national assessments.

### **Pathway Models**

<b>Pathway Group</b>	<b>Ability Level</b>	<b>CAT Score</b>	<b>End of key stage two expectations for national assessments</b>
Pathway One	Above average	Greater than 110	Greater than 110
Pathway Two	Average	Greater than 100 less than 110	Greater than 100
Pathway Three	Lower Average	Greater than 90 less than 100	Greater than 90
Pathway Four	Below Average	Greater than 73 less than 90	Greater than 73 less than 90 If a child scores below 80 they will not be entered for national assessments



Pathway Five	Very Low	Less than 73	This pathway are usually not entered for national assessments
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The following tables show the targets for pupil's achievement based from key stage one

### **Diminishing the Difference**

Where pupils are not working towards their chronological age, advice and guidance will be obtained from professional staff e.g.: EP/OT.

Where children require targeted support, interventions will be put in place to support development areas of the curriculum. This will be delivered through Green Gates Gets Better; our whole school intervention timetables This support will be reviewed every half term.

Green Gates will continue to diminish the difference for all children in order to allow them to reach their full potential. All staff have high aspirations for all the children.

Green Gates also use Key Stage One Data to support target setting in school for national assessments.

### **Targets based on Key Stage One outcomes**

At Green Gates Academy we use the scores from Key Stage One as predictions for key stage two out comes. We use this data alongside the scores that children achieve within their CAT 4 score. We then look at which score is the higher of the two and use this as the target.

For example if a child achieves a score of 100 +in a CAT4 we would set the target as expecting the child to achieve national expectations. If a child obtained 95 in a CAT4 score we would set the target as 95, however we would continue to narrow the gap to ensure the child has the opportunities to achieve better than their target through specific and accurate interventions. These would be based upon pre- and post-assessments in the classroom, gaps with classroom monitor tracking and recommendations from CAT4 tests and rising stars test.

**For outcome predictions from Key Stage One Assessments to predict key stage two targets please see table below as a guide**

Key Stage One Outcome	Description	English Reading	English Writing	Maths	Science Final score predictions
GDS	Working at greater depth	109+	109+	109+	
EXS	Working at the expected standard	100-109	100-109	100-109	100+

WTS	Working towards the expected standard	90+	90+	90+	
HNM	Has not met the expected standard				Below 100
PKF	Pre-key stage standard	89-80	89-80	89-80	
BLW	Below the standard of the pre-key stage standards (to be used with P scales)—see section 3	Below 80	Below 80	Below 80	
A	Absent for long periods, recently arrived, or not enough information to provide a TA judgement				
D	To be used when a pupil has been disapplied from the national curriculum, including statutory assessment requirements				

For children presently in year four due to changes in attainment outcome codes the following targets will be set

Key Stage One Outcome	Description	English Reading	English Writing	Maths	Science Final score predictions
GDS	Working at greater depth	109+	109+	109+	
EXS	Working at the expected standard	100-109	100-109	100-109	100+
WTS	Working towards the expected standard	90+	90+	90+	
HNM	Has not met the expected standard				Below 100
PK6	Pre-key stage standard 6	88-89	88-89	88-89	
PK	Pre-key stage standard 5	84-87	84-87	84-87	
PK1	Pre-key stage standard 1	80-83	80-83	80-83	

BLW	Below the standard of the pre-key stage standards (to be used with P scales)—see section 3	Below 80	Below 80	Below 80	
A	Absent for long periods, recently arrived, or not enough information to provide a TA judgement				
D	To be used when a pupil has been disapplied from the national curriculum, including statutory assessment requirements				

### **Year 4 Multiplication Tests**

Green Gates will enter pupils for the year 4 multiplications tests where appropriate for the cognition level of the pupil.

The purpose of the MTC is to determine whether year 4 pupils can fluently recall their multiplication tables. Although the check will help schools to identify pupils who require additional support, it is not intended as a diagnostic tool.

### **Use of data**

Once the assessment is statutory, the data will be used in the following different ways:

- school-level results and individual pupil results will be made available to schools. This will allow them to provide additional support to pupils who require it
- as is the case with the Phonics Check, school-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP) data system<sup>2</sup>
- national results will be reported by the Department for Education (DfE) to track standards over time
- national and local authority results will be reported by the DfE to allow schools to benchmark the performance of their pupils School level results will not be published in performance tables.

### **Phonics Screening Test**

Green Pupils will access the phonics screening check when they are ready. Some pupils will continue to work towards the development of phonics until they can be used and applied confidently.

The Phonics Screening Check is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher. This is usually their class teacher, but it could also be the headteacher or another teacher who knows the child well.

Whilst children learn phonics to help them with both word reading and spelling, the Phonics Screening Check only tests their skills at word reading. This is sometimes called **decoding**.

During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words. Pseudo-words are included to ensure that children are using their decoding skills and not just relying on their memory of words they've read before. Because some children may misread these pseudo-words based on their similarity to words in their existing vocabulary, each pseudo-word is clearly identified with an image of an alien. Most teachers and children, therefore, refer to pseudo-words as alien words.

The test itself is divided into two sections. Section 1 is the easier part. In this section, children are asked to recognise simple word structures and **Grapheme Phoneme Correspondences (GPCs)** from the earlier phases of the phonics curriculum. In 2019, real words included in Section 1 were words like 'shop', 'peel' and 'yell'.

Section 2 is the trickier part of the test. Here, children need to recognise GPCs from the later stages of the phonics curriculum. They also encounter **graphemes** that correspond to more than one **phoneme** (e.g. the grapheme 'ea' represents different phonemes in the words bread and bead.)

There is no time limit for the Phonics Screening Check, but it usually takes less than 10 minutes. Many schools use practice tests so children are accustomed to working one-to-one and reading unfamiliar words. Equally, many schools do not, as the daily phonics lessons in Year 1 already include reading both words and pseudo-words. Whichever approach is taken, most children reach the expected standard. If a child doesn't meet the expected standard, their school will work with them to ensure they receive the phonics teaching and support they need. The child will then retake the Phonics Screening Check the following year.

### Assessment Cycle

Key Stage	Task	Date Based upon academic year	Responsibility	Quality Assurance/ Collection Point
<b>Term One</b>				
1/2	Pre learning assessment Maths/English/Science/Reading	Weeks 1-3	Tutor	VP
1/2	GL assessments testing CAT 4/PT Science/PUMA/PIRA/PASS/ Dyscalculia/Dyslexia	Week 3/4	Tutor	SLT
1/2	Individual targets set for pupils Completion of targets and baselining for classroom monitor Shared with staff Interventions programme initiated and targets set	Week 4	AVP/VP	SLT

1/2	Maths QA	Week 10	VP	Principal
1/2	History/Geography QA	Week 11	Subject Lead	VP
1/2	Reading QA Data collection/moderation	Week 12	VP	Principal
1/2	Mock SATS	Week 13	Leadership Team	Principal
1/2	Writing QA Reports issued	Week 14	VP/Tutors	Principal
1/2	Parent meetings	Week 15	Tutors	Principal
1/2	Pupil progress meetings	Week 18	SLT	Principal
1/2	PSHE QA	Week 24	Subject lead	Principal
1/2	Maths Moderation	Week 25	VP	Principal
1/2	Art/DT - QA	Week 26	Subject Lead	Principal
1/2	Reading QA	Week 27	VP	Principal
1/2	Writing QA	Week 28	VP	Principal
1/2	Science QA	Week 29	IT Lead	Principal
1	Key stage One testing/TA period Pupil progress meetings	Week 30	Tutor	Principal
1/2	Maths QA SATS -Key Stage 2	Week 31	VP	Principal
1/2	Computing QA	Week 32	Subject lead	Principal
1/2	Writing QA	Week 33	VP	Principal
1/2	Assessment fortnight Data collection Multiplications tests Phonics screening	Week 34/35	Tutors	SLT
1/2	Reading QA Finish off any assessments	Week 37	VP	Principal
1/2	Reports issued	Week 38	AVP	SLT
1/2	Parent meetings	Week 39	Tutors	SLT

