Progress and Attainment Overview
Green Gates Academy 2022-23

Academy Introduction

Green Gates is a specialist academy that caters for pupils 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 (Foetal 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.

Green Gates Academy is a primary school for pupils ranging from Year 1 to Year 6. Pupils attending our school have an Education Health and Care Plan due to their social, emotional, and mental health difficulties. Some of the conditions our pupils are diagnosed with are ASD, ADHD, Attachment, Sensory Processing Disorder, ODD, ADD and Mental Health difficulties. We presently offer 50 places in our academy.

Cognition levels of pupils

Pupils perform at various levels from targets associated with early years and Key Skills One to Key Skills Six (equivalent to Year 1-6 national expectations).

All pupils are tested in relation to spelling, reading maths and science. Scores associated with chronological ages are used to baseline individual starting points. Tests are carried out using the GL assessment and the Rising Stars package. Results are monitored and pupils are retested on a yearly basis to identify progress. Where pupils do not meet their target, specific interventions/support/assessments are put in place to ensure each pupil can make the best possible progress. Pupils are then placed within a specific pathway model based upon the pupil's GL CAT 4 test score.

Based upon these tests we have learned the following:

- 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 previously used DFE progress scores to set targets for end of Key Stage 2 SATS. This is supported with CAT 4 end of Key Stage targets; However, due to the cancellation of recent national assessments the school has developed internal target setting for present end of year targets and end of key stage targets for teacher assessments and future national assessments.

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 pupil to ensure good/outstanding attainment and progress.

At Green Gates Academy every pupil 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 pupil is making. When a pupil is below target (red) specific interventions are put in place to help the pupil meet their overall target at the end of the year.

The table below shows how each pupil is tracked through three different colours. This system is also used to report back to governors/directors through Academy Council meetings and Standards Committee.

Red: Below target	Green: On Target	Purple: Above target

Every year we set targets at for the pupils to ensure good/outstanding progress.

A pupil 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 pupil makes 3 points progress or more this would be classed as outstanding progress. This progress is also triangulated against initial Key Stage

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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 pupils are working at national expectations

One outcomes.

For example

- If a pupil 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 pupil 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 year's progress for teacher assessments

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

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 a pupil 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 pupil is making good progress every year – 2 points of progress per year)	Outstanding progress (If the pupil 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
YEAR ONE			
1 Beginning	10%	1 (5-6)	
1 Beginning Plus	27.5%	1 (5-6)	
1 Developing	45%	1 (5-6)	
1 Developing Plus	65%	1 (5-6)	
1 Secure	85%	1 (5-6)	
1 Exceeding	92.5%	1 (5-6)	
YEAR TWO			
2 Beginning	10%	2 (6-7)	
2 Beginning Plus	27.5%	2 (6-7)	
2 Developing	45%	2 (6-7)	
2 Developing Plus	65%	2 (6-7)	
2 Secure	85%	2 (6-7)	
2 Exceeding	92.5%	2 (6-7)	Below 80
YEAR THREE			
3 Beginning	10%	3 (7-8)	80
3 Beginning Plus	27.5%	3 (7-8)	81
3 Developing	45%	3 (7-8)	82
3 Developing Plus	65%	3 (7-8)	83
3 Secure	85%	3 (7-8)	84
3 Exceeding	92.5%	3 (7-8)	85
YEAR FOUR			
4 Beginning	10%	4 (8-9)	86
4 Beginning Plus	27.5%	4 (8-9)	87
4 Developing	45%	4 (8-9)	88
4 Developing Plus	65%	4 (8-9)	89
4 Secure	85%	4 (8-9)	90
4 Exceeding	92.5%	4 (8-9)	91
YEAR FIVE			
5 Beginning	10%	5 (9-10)	92
5 Beginning Plus	27.5%	5 (9-10)	93
5 Developing	45%	5 (9-10)	94
5 Developing Plus	65%	5 (9-10)	95
5 Secure	85%	5 (9-10)	96
5 Exceeding	92.5%	5 (9-10)	97
YEAR SIX			
6 Beginning	10%	6 (10-11)	98
6 Beginning Plus	27.5%	6 (10-11)	99
6 Developing	45%	6 (10-11)	100
6 Developing Plus	65%	6 (10-11)	101
6 Secure	85%	6 (10-11)	104
6 Exceeding	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 the curriculum to the 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.
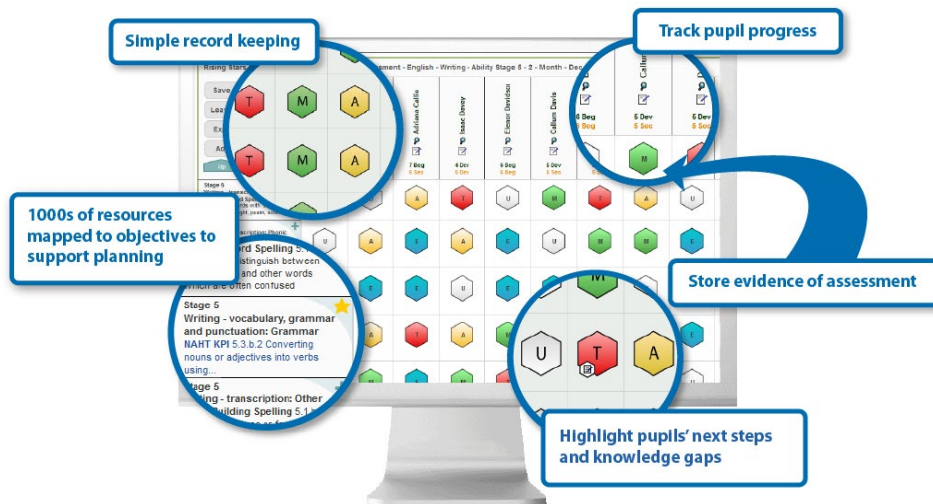
Rising Stars default hexagon weightings	Rising Stars default threshold percentages
U (Unassessed) - 0 T (Target) - 0 A (Almost) - 0.5 M (Met) - 0.9 E (Exceeding) - 1	Beg (Beginning) - 10% Beg+ (Beginning+) - 27.5% Dev (Developing) - 45% Dev+ (Developing +) - 65% Sec (Secure) - 85% Exc (Exceeding) - 92.5%

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	*The Cognitive Abilities Test: Fourth Edition* (*CAT4*) 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 **Baseline** 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 **assessment** of Literacy and Maths is available for use at the end of the school

			year. By using both **assessments**, a measure of progress will be available.
Dyscalculia Screening	GL	Whole School	Helps you identify pupils with dyscalculic tendencies and recommends intervention strategies. Suitable for specialist and non-specialist teachers to screen entire year groups or individual pupils who show difficulty with numbers and arithmetic calculation, this screener distinguishes between those who have poor maths ability and those with dyscalculic tendencies.
Dyslexia Screening	GL	Whole School	Dyslexia Screener is an initial screener for teachers concerned about a pupil's literacy progress. Standardised to ensure accurate benchmarks, the assessment can be used to screen year groups or for individual pupils whose performance in literacy is causing concern. It distinguishes between general literacy difficulties and those associated with dyslexia. Comprising six digital tests, it identifies whether a pupil would benefit from further diagnostic assessments.
PASS	GL	Whole School	PASS takes the guesswork out of understanding why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately.

From this information pupils will be baselined upon entry and aspirational 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/CAT4 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 CAT4 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.CAT4 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

Pathway Group	Ability Level	CAT Score	End of key stage two expectations for national assessments
Pathway One	Above average	Greater than110	Greater than110
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 pupil 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

The following tables show the targets for pupil's achievement based on Key Stage One

Diminishing the Difference

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

Where pupils 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 pupils to allow them to reach their full potential. All staff have high aspirations for all the pupils.

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 pupils 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 pupil achieves a score of 100 +in a CAT4 we would set the target as expecting the pupil to achieve national expectations. If a pupil obtained 95 in a CAT4 score we would set the target as 95, however we would continue to narrow the gap to ensure the pupil can 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 pupils presently in year **six** here are the 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				

Reading Progress

Alongside PIRA tests and national curriculum reading progress we also use oxford reading bands at Green Gates Academy. In the UK schools, Book Bands are used across different reading schemes to indicate the reading level of each book. You will see the Oxford Levels (on the diagram on page 12) alongside the book band colours When a pupil is admitted into Green Gates Academy, a series of baseline assessments take place to look at pupil starting points on entry. One form of

assessment for reading is checking what reading book level a pupil can read confidently and fluently.

The starting point for a pupil is when they reach a level of book that they are not able to read fluently and confidently; this will then become the pupil's baseline. This measurement is then triangulated with PIRA (progress in reading assessments) baseline and previous teacher assessments and NC levels from previous schools. This book band is followed until the pupil can read the book confidently and fluently, then they will move on to the next book band level as shown below. As some pupils come to Green Gates that have not attended school for some time, possibly due to covid19 before covid19 due to their behaviour, many pupils have regressed. Once pupils settle into school, staff encourage daily reading, and each pupil will read to an adult every day as well as the teacher reading a class text each day. As a result, pupil confidence in reading grows, gaps in knowledge and skills are filled and some pupils can recall some previous learning.

Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4–5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5–6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6–7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7–8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
		14	
Year 4 / Primary 5	8–9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9–10 years old	17	Dark red
		18	
Year 6 / Primary 7	10–11 years old	19	
		20	

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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 system2

• 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 pupils in Year 1. Pupils 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 pupil well.

Whilst pupils 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, pupils 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 pupils are using their decoding skills and not just relying on their memory of words they've read before. Because some pupils 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 pupils, 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, pupils 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, pupils 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 pupils 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 pupils reach the expected standard. If a pupil doesn't meet the expected standard, their school will work with them to ensure they receive the phonics teaching and support they need. The pupil will then retake the Phonics Screening Check the following year. Pupils will continue working through their phonics skills and knowledge through their targeted interventions programme if they do not reach the required level.

Assessment Cycle

Key Stage	Task	Date Based upon academic year	Responsibility	Quality Assurance/ Collection Point
Term One				
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