

Progress classification – WSP Steps

Data analysis is based on National Progression Guidelines which group individual assessment subjects as follows:

Core	Detail
English	Reading
	Writing
	Communication, Vocabulary & Grammar
Maths	Number
	Using & Applying
	Shape Space & Measure
Science	Biology
	Chemistry
	Enquiry
	Physics

The Guidelines specify a pupil's target attainment at the end of a given Key Stage in a particular group, based on their attainment level at the end of the previous Key Stage. These guideline targets are further broken down into three quartile levels – Upper Quartile (UQ), Median Quartile (MQ), Lower Quartile (LQ) - as all pupils are not expected to make the same progress throughout a Key Stage.

English				Maths				Science			
KS2	KS3LQ	KS3MQ	KS3UQ	KS2	KS3LQ	KS3MQ	KS3UQ	KS2	KS3LQ	KS3MQ	KS3UQ
P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i
P1ii	P1i	P1ii	P2i	P1ii	P1i	P1ii	P1ii	P1ii	P1ii	P1ii	P2i
P2i	P2i	P2i	P2ii	P2i	P2i	P2i	P2ii	P2i	P2i	P2i	P2ii
P2ii	P2ii	P2ii	P2ii	P2ii	P2i	P2ii	P2ii	P2ii	P2ii	P2ii	P3ii
P3i	P3i	P3ii	P4	P3i	P2ii	P3i	P4	P3i	P3i	P3ii	P3ii
P3ii	P3ii	P3ii	P4	P3ii	P3ii	P3ii	P4	P3ii	P3ii	P4	P4
P4	P4	P4	P5	P4	P4	P4	P5	P4	P4	P4	P5
P5	P5	P5	P6	P5	P5	P5	P6	P5	P5	P5	P6
P6	P6	P6	P7	P6	P6	P6	P7	P6	P6	P7	P7
P7	P7	P7	P8	P7	P7	P7	P8	P7	P7	P8	L1C
P8	P8	P9	P10	P8	P8	P9	P10	P8	P8	P10	P10
P9	P12	P12	P13	P9	P12	P12	P13	P9	P12	P12	P13
P10	P12	P12	P13	P10	P12	P12	P13	P10	P12	P12	P13
P11	P12	P12	P13	P11	P12	P12	P13	P11	P12	P12	P13
P12	P13	P13	P14	P12	P13	P13	P14	P12	P13	P13	P14
P12	P13	P13	P14	P12	P13	P13	P14	P12	P13	P13	P14
P12	P13	P13	P14	P12	P13	P13	P14	P12	P13	P13	P14
P13	P14	P14	P15	P13	P14	P14	P15	P13	P14	P14	P15
P13	P14	P14	P15	P13	P14	P14	P15	P13	P14	P14	P15
P13	P14	P14	P15	P13	P14	P14	P15	P13	P14	P14	P15
P14	P15	P15	P16	P14	P15	P15	P16	P14	P15	P15	P16

Figure 1 - Key Stage 3 Flightpaths

English				Maths				Science			
KS3	KS4LQ	KS4MQ	KS4UQ	KS3	KS4LQ	KS4MQ	KS4UQ	KS3	KS4LQ	KS4MQ	KS4UQ
P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i	P1i
P1ii	P1i	P1ii	P2i	P1ii	P1i	P1ii	P1ii	P1ii	P1ii	P1ii	P2i
P2i	P2i	P2i	P2ii	P2i	P2i	P2i	P2ii	P2i	P2i	P2i	P2ii
P2ii	P2ii	P2ii	P2ii	P2ii	P2i	P2ii	P2ii	P2ii	P2ii	P2ii	P3ii
P3i	P3i	P3ii	P4	P3i	P2ii	P3i	P4	P3i	P3i	P3ii	P3ii
P3ii	P3ii	P3ii	P4	P3ii	P3ii	P3ii	P4	P3ii	P3ii	P4	P4
P4	P4	P4	P5	P4	P4	P4	P5	P4	P4	P4	P5
P5	P5	P5	P6	P5	P5	P5	P6	P5	P5	P5	P6
P6	P6	P6	P7	P6	P6	P6	P7	P6	P6	P7	P7
P7	P7	P7	P8	P7	P7	P7	P8	P7	P7	P8	P9
P8	P8	P9	P10	P8	P8	P9	P10	P8	P8	P10	P10
P9	P11	P11	P12	P9	P11	P11	P12	P9	P11	P11	P12
P10	P11	P11	P12	P10	P11	P11	P12	P10	P11	P11	P12
P11	P11	P11	P12	P11	P11	P11	P12	P11	P11	P11	P12
P12	P13	P12	P14	P12	P13	P12	P14	P12	P13	P12	P14
P12	P13	P12	P14	P12	P13	P12	P14	P12	P13	P12	P14
P12	P13	P12	P14	P12	P13	P12	P14	P12	P13	P12	P14
P13	P13	P14	P15	P13	P13	P14	P15	P13	P13	P14	P15
P13	P13	P14	P15	P13	P13	P14	P15	P13	P13	P14	P15
P13	P13	P14	P15	P13	P13	P14	P15	P13	P13	P14	P15
P14	P14	P15	P16	P14	P14	P15	P16	P14	P14	P15	P16

Figure 2 - Key Stage 4 Flightpaths

The guidelines only state an end of Key Stage aspiration, however to understand if pupils are on target to achieve their goals, a series of intermediate assessments is required, typically at the end of each term.

The data analysis carried out is based on a linear progression from start of Key Stage to end. The difference between start level and end level for each quartile target is broken down into a number corresponding to the number of terms in the entire Key Stage (e.g. 3 academic years of KS3 leads to nine terms), and these levels are used as intermediate targets for each end of term assessment.

For example, imagine pupil Y finished Key Stage 2 working at level p3ii for reading, their last completed p-level was therefore p3i. Based on Figure 1, their end of Key Stage 3 targets for reading will be as follows:

English end of KS3 Target		
Lower Quartile	Median Quartile	Upper Quartile
P3i	P3ii	P4

Their individual end of term targets can then be derived

Reading Upper Quartile Target																
End of KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9							
p3i	p3i 33%	p3i 66%	p3i 100%	p3ii 33%	p3ii 66%	p3ii 99%	P4 33%	P4 66%	P4 100%							

Reading Median Quartile Target																
End of KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9							
p3i	p3i 22%	p3i 44%	p3i 66%	p3i 88%	p3ii 11%	p3ii 33%	p3ii 55%	p3ii 77%	p3ii 100%							

Reading Lower Quartile Target																
End of KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9							
p3i	p3i 11%	p3i 22%	p3i 33%	p3i 44%	p3i 55%	p3i 66%	p3i 77%	p3i 88%	p3i 100%							

Each pupil is assessed for their level at the end of each term, and this is compared to their derived target for that term. The assessment is categorised as follows:

Working Level		Colour
above Upper Quartile	>UQ	Blue
Above Median Quartile, at or less than Upper Quartile	>MQ ≤ UQ	Green
Above Lower Quartile, at or less than Median Quartile	>LQ ≤ MQ	Yellow
At or below Lower Quartile	≤LQ	Red

Continuing the example, student Y has just completed Year 8 Spring term (i.e. term 5) and an assessment indicates that they are working at p3i 57% for reading.

This result can be compared to their individual targets for that point in the Key Stage:

Term 5 Result	Term 5 LQ	Term 5 MQ	Term 5 UQ	Result
p3i 57%	p3i 55%	p3ii 11%	p3ii 66%	Yellow

With reference to reading, pupil Y is working above their Lower Quartile target, and less than their Median Quartile Target and is therefore assessed as amber in this subject. Should their assessment result been a few percentage points lower, they would have been flagged as red in this subject.

Progress classification – OCR

Some pupils in Year 9 are following a curriculum based on Oxford Cambridge and RSA (OCR) 'Life and Living Skills (Entry Level)' programme of teaching. This system comprises a number of units in each of three increasingly challenging levels (Entry Level 1, Entry Level 2 and Entry Level 3). Successful completion of each unit earns the participant a number of credits toward an overall level of achievement within the programme. Since Ofsted require progression tracking of English and Maths subjects, these two skill areas are focussed within this data analysis and summary. The credits associated with each unit in these areas are as follows:

OCR Unit No	Unit Title (*Unit developed by OCR)	Credit Value	Entry Level
B01	*Making requests and asking questions in familiar situations	2	1
B02	*Providing personal information	2	1
B03	*Engaging in early reading activities	3	1
B04	*Interacting in a group situation	2	1
B05	Engaging with the world around you: people	3	1
B06	Encountering experiences: being a part of things	3	1
B07	Developing communication skills	3	1
B08	Developing reading skills	3	1
B09	Developing writing skills	3	1
B10	*Presenting written information in different styles and formats	2	2
B11	*Understanding short texts and simple instructions	2	2
B12	*Asking questions and making requests in everyday situations	1	2
B13	*Providing personal information in writing	2	2
B14	Managing social relationships	1	2
B15	*Contributing to discussions	2	3
B16	*Writing in short paragraphs	2	3
B17	*Using different reading methods	2	3
B18	*Making requests and asking questions in a variety of situations	2	3
B19	*Completing forms with personal information	2	3

Table 1 - OCR Communication Skill Set Units

OCR Unit No	Unit Title (*Unit developed by OCR)	Credit Value	Entry Level
J01	*Recognising time through regular events	3	1
J02	Early mathematics: measure	2	1
J03	Early mathematics: developing number skills	2	1
J04	Early mathematics: sequencing and sorting	3	1
J05	Understanding what money is used for	3	1
J06	*Working with whole numbers up to 100	2	2
J07	*Reading and recording time	2	2
J08	*Collecting and presenting numerical information	2	2
J09	*Using coins and notes	2	2
J10	*Estimating and measuring	2	2
J11	*Working with time	2	3
J12	*Working with money	2	3
J13	*Working with whole numbers up to 1000	2	3
J14	*Presenting information in a chart	2	3
J15	Working with measurements	2	3

Table 2 - OCR Numeracy Skill Set Units

The pupils work on a selected sub-set of these units throughout the year, typically 2 units per term. Since the difficulty of a particular unit is a combination of the Entry Level and the number of units earned, a 'score' is calculated based on the product of these two values. The target 'score' a particular pupil is expected to have earned by the end of year is based on their working level at the end of the previous year, as assessed on the WSPsteps scale. Conversion from p-level to credits is as follows:

Level End Yr 8	Score Target End Yr 9		
	LQ	MQ	UQ
P6	7	8	9
P7	10	11	12
P8	13	14	15
P9	14	15	16
P10	16	17	18

Table 3 - OCR Score Target (Communication)

Level End Yr 8	Score Target End Yr 9		
	LQ	MQ	UQ
P6	8	9	10
P7	11	12	13
P8	15	16	17
P9	17	18	19
P10	20	21	22

Table 4 - OCR Score Target (Numeracy)

Since different units have different credit values, there will not be a linear increase in expected score over the course of a year. This will have to be considered when interpreting the data summaries part-way through an academic year.

Progress classification – Functional Skills (yr 9, 10, 11, 12, 13, & 14)

Pupils are assessed (BKSB) at the start of the Key Stage and are given a level from the following scheme:

ID	Assessment
1	No Level
2	Entry 1
3	Entry 2
4	Entry 3
5	Level 1
6	Level 2

Table 5 - Functional Skills scale

Targets are then set based on Upper Quartile progress over a Key Stage being 2 levels higher than the start, Median Quartile progress being 1.5 of a level completed over that Key Stage, and Lower Quartile progress being 1 level completed over that Key Stage

Next Unit completion		
LQ	MQ	UQ
50%	75%	100%

Table 6 - Functional Skills: academic year progress

Attendance classification

Pupil attendance is categorised by the number of positive attendance marks in the register as a proportion of the total possible attendance marks. This normalises results for pupils who do not spend a full-time academic week in school. Attendance assessment of an individual pupil will then fall into one of the following categories:

Category	Attendance	Colour
Good	≥95%	Green
Caution	≥80% <95%	Yellow
Concern	<80%	Red
Offsite	*	Blue

*Where a pupil is working offsite for the duration in question, they are categorised as 'offsite'