

Progression Steps – Guidance on Progress

DO NOT USE TO JUDGE PROGRESS

Judging whether progress is good enough is not a simple task. Numbers cannot make the decision for us, but they can help us to make decision.

On the next few pages you will find values to guide you on the rates of progress you are aiming for with your pupils. The values cover pupils working at different levels in different key stages. These values are only intended to give teachers an idea of the progress their pupils should make, they should not be used as a judgement. The values are based on work I completed on the 2010/2011 Progression Guidance, I then translated these values to work with our Progression Steps.

I have used the language 'Lower Quartile (LQ)', 'Median' and 'Upper Quartile(UQ)' instead of 'Below', 'Expected' and 'Above' as this language would infer a judgement on the amount of progress a pupil has made. For pupils with SEND progress is very individual and will be based on need, how effective the provision is and several other variables. Teachers will need to make their own judgement.

"Clearly, learners in the upper quartile have made better progress than those in the lower quartile, but it is important to remember that, depending on individual circumstances, a learner could be performing in the upper quartile and not have made good-enough progress, or could be in the lower quartile but still have made good progress. Intelligent use of data, other sources of information and professional judgement allow schools to ask the right questions and find the right answers about whether progress is good enough."

Progression Guidance 2010-2011

When judging progress, you need to ask a number of questions. These can include:

- What was the pupil working towards this year?
- How does progress compare to last year?
- Are we measuring the right thing?
- In what areas has the pupil made progress?
- What changes have we implemented and what effect has this had?
- How does their progress compare to other pupils working at the same level?
- Have there been external factors?
- What support has been put in place?

If you have any questions about this document, please feel free to contact me on 01252 870133 or by email on dale@bsquared.co.uk.

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These numbers are only designed as a guide. They are an indicator to help professionals know when to ask questions about whether progress is good enough. **A child could be in the lower quartile but still have made good or outstanding progress or they could be in the upper quartile but not have made good progress.** You need to ask questions to decide if progress is good enough.

Key Stage 1

Starting Point at Beginning of Year	Equivalent Level	Equivalent Value	KS1 Annual Progress		
			LQ	Median	UQ
Progression Step 1	P4 - P6	1.75	7%	14%	29%
Progression Step 2	P6 - P7	1.5	9%	17%	33%
Progression Step 3	P8 - 1C	1.33	10%	19%	38%
Progression Step 4	1B - 1A	0.66	20%	38%	76%
Progression Step 5	2C - 2B	0.66	20%	38%	76%
Progression Step 6	2A - 3	0.83	16%	30%	60%
Progression Step 7	3 - 4	1	13%	25%	50%
Progression Step 8	4 - 5	1	13%	25%	50%
Progression Step 9	5 - 6	1.5	9%	17%	33%
Progression Step 10	6 - 7	1	13%	25%	50%

Key Stage 2

Starting Point at Beginning of Year	Equivalent Level	Equivalent Value	KS2 Annual Progress		
			LQ	Median	UQ
Progression Step 1	P4 - P6	1.75	7%	14%	29%
Progression Step 2	P6 - P7	1.5	9%	17%	33%
Progression Step 3	P8 - 1C	1.33	10%	19%	38%
Progression Step 4	1B - 1A	0.66	20%	38%	76%
Progression Step 5	2C - 2B	0.66	20%	38%	76%
Progression Step 6	2A - 3	0.83	16%	30%	60%
Progression Step 7	3 - 4	1	13%	25%	50%
Progression Step 8	4 - 5	1	13%	25%	50%
Progression Step 9	5 - 6	1.5	9%	17%	33%
Progression Step 10	6 - 7	1	13%	25%	50%

If a student progresses on to the next level, the rate of progress should be adjusted pro rata

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Key Stage 3

Starting Point at Beginning of Year	Equivalent Level	Equivalent Value	KS3 Annual Progress		
			LQ	Median	UQ
Progression Step 1	P4 - P6	1.75	10%	19%	38%
Progression Step 2	P6 - P7	1.5	11%	22%	45%
Progression Step 3	P8 - 1C	1.33	13%	25%	50%
Progression Step 4	1B - 1A	0.66	26%	50%	102%
Progression Step 5	2C - 2B	0.66	26%	50%	102%
Progression Step 6	2A - 3	0.83	20%	40%	81%
Progression Step 7	3 - 4	1	17%	33%	67%
Progression Step 8	4 - 5	1	17%	33%	67%
Progression Step 9	5 - 6	1.5	11%	22%	45%
Progression Step 10	6 - 7	1	17%	33%	67%

Key Stage 4

Starting Point at Beginning of Year	Equivalent Level	Equivalent Value	KS4 Annual Progress		
			LQ	Median	UQ
Progression Step 1	P4 - P6	1.75	7%	14%	29%
Progression Step 2	P6 - P7	1.5	9%	17%	33%
Progression Step 3	P8 - 1C	1.33	10%	19%	38%
Progression Step 4	1B - 1A	0.66	20%	38%	76%
Progression Step 5	2C - 2B	0.66	20%	38%	76%
Progression Step 6	2A - 3	0.83	16%	30%	60%
Progression Step 7	3 - 4	1	13%	25%	50%
Progression Step 8	4 - 5	1	13%	25%	50%
Progression Step 9	5 - 6	1.5	9%	17%	33%
Progression Step 10	6 - 7	1	13%	25%	50%

If a student progresses on to the next level, the rate of progress should be adjusted pro rata