

Progression Guidance 2009–10

Improving data to raise attainment and
maximise the progress of learners with
special educational needs, learning
difficulties and disabilities

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Progression Guidance 2009–10

Improving data to raise attainment and
maximise the progress of learners with special
educational needs, learning difficulties and
disabilities



Progression Guidance 2009–10

Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities

Disclaimer

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials, icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Foreword

As a new minister it is my pleasure to commend this guidance to schools and to those working with them to secure the best possible outcomes for all our children. For too long we have not set high enough ambitions for children with special educational needs. Special educational needs should not lead to low expectations or be used as an excuse for poor attainment. Rather, they should be a prompt to put in place the support that is required to help children learn and succeed.

I know that schools share this vision: to see all their children achieve the best possible outcomes. I believe this guidance is an important part of helping teachers, school improvement partners and local authorities ensure that all pupils reach their full potential.

This guidance is for all schools. Most schools work with children across the full range of ability and need to be able to set suitable learning challenges for all their pupils, including those with learning difficulties.

The data in this guidance show us for the first time at a national level how pupils with special educational needs are progressing. I want to encourage schools to start using the data to set targets and to evaluate the progress of pupils with special educational needs.

However, we cannot simply replicate existing patterns of progress. We want more for children and young people with special educational needs. I want to encourage schools to build on the best that is already being achieved.

To achieve this, schools need to focus on the pace and nature of the progress of pupils with special educational needs and the evaluation of the effectiveness of interventions; they need to build the consideration of special needs into the systems of management and professional development. School improvement partners need to be asking questions about the progress of pupils with special educational needs, celebrating success and challenging schools where the progress is too slow.

For children and young people leaving our schools, outcomes significantly affect their life chances. We need to ensure we secure the best possible outcomes for all our young people, including those with special educational needs, and deliver on our commitment to make England the best place in the world for children and young people to grow up.



A handwritten signature in black ink that reads "Diana R. Johnson".

Diana Johnson

Parliamentary Under Secretary of State for Schools and Learners

June 2009

Contents

1.0 Introduction	4
2.0 Key principles	8
3.0 Progression data	12
Acknowledgements	30

1.0 Introduction

The purpose of this guidance is to raise expectations and set out the evidence of the progress already being made by learners with special educational needs, learning difficulties and disabilities (SEN/LDD). The focus is on those working below age-related expectations. It fulfils a commitment from the Children's Plan 2007:

We will provide better data for schools on how well children with special educational needs are progressing.

This guidance brings together three key principles and three sets of national data to support local authorities (LAs) and schools in evaluating the progress of learners with SEN/LDD. This is the first time we have been able to use national comparative data for English, mathematics and science to inform our expectations and to help us to set realistic but stretching targets for this group of learners in the way that we have been able to, for some time, for other learners.

The Children's Plan¹ sets out a series of goals for what we should achieve for children by 2020. These include ambitious targets for 90 per cent of Key Stage 2 children to attain a level 4 or above and 90 per cent of Key Stage 4 students to attain five or more A*–Cs (including English and mathematics). If we are to meet these goals, we must raise expectations across children's services and wider society about what children with SEN/LDD can achieve. The priorities and focus in this guidance will support the progress towards these goals.

Throughout this guidance we refer to learners with SEN/LDD. In some of our analyses and in much of what we say, we also include learners who have fallen below age-related expectations but who may not have a special educational need or learning difficulty. We include disabled learners, but only where they also have a special educational need or learning difficulty, or, in some of the analyses, where they have fallen below age-related expectations. Children with SEN who are performing at or near age-related expectations, are not included in the analyses.

A child or young person should not be assumed to have special educational needs just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a special educational need or learning difficulty. For any child or young person who does fall behind there should be vigorous intervention to bring them back on track. For guidance on the identification of special educational needs, please refer to the SEN Code of Practice.

1.1 What's in this guidance?

The guidance draws together:

- a set of principles which underpin the use of data on the attainment and progress of learners working below age-related expectations
- a wide range of historic National Curriculum attainment and progression data
- an explanation of the different types of data presented and how to interpret them.

The principles identified underpin our analysis of data. The principles also have wider application for schools and LAs for target setting, tracking and evaluating progress and for school improvement.

1. Department for Children, Schools and Families (2007) The Children's Plan

The data informs expectations and supports target setting for those learners with SEN/LDD who are working below age-related expectations. The DCSF, the National Strategies, schools, LAs and the providers of commercial schemes have been gathering pupil-level data for a number of years. With their support, these data sets have been brought together. They provide a much larger evidence base for comparisons of pupil progress, for those working at the lower National Curriculum levels and within the P levels, and they support the development of high expectations in target setting.

The progression guidance focuses on the attainment and progress of learners with SEN/LDD in English, mathematics and science. However, the interdependence between attainment and the wider 'well-being' outcomes is also recognised. Schools and pupil referral units (PRUs) now have a duty to promote the well-being of their learners.

We know that the wider well-being of children is essential to their attainment.
Children's Plan 2007

Ofsted has been working with the Department to develop school-level indicators for well-being to be used in inspections from September 2009.

1.2 Who is the intended audience?

The guidance is intended for:

- teachers
- school leadership teams
- school governors
- LA officers, School Improvement Partners (SIPs) and National Challenge Advisers (NCAs)
- Ofsted inspection teams
- other interested parties, including parents and children and/or their supporters, interested in the use of data to improve outcomes for learners with SEN/LDD.

1.3 How can this guidance be used?

The guidance brings together a range of data to provide national comparisons that support schools and LAs in the judgements they make regarding pupil progress in the core subjects.

This guidance is designed to be used in a variety of ways.

Tracking and evaluation of progress

These national data sets support tracking and the evaluation of progress by introducing benchmarks against which the achievement of individuals and groups can be compared. The data can be set alongside evaluations of the quality of teaching and of the effectiveness and timeliness of interventions.

Target setting

We have national targets to raise the attainment of all learners but, at the same time, to narrow the gap between those who are identified as having SEN/LDD and those who are not. Achieving these national indicators demands that we increase our expectations for learners with SEN/LDD.

This guidance provides a framework for schools to judge the degree of ambition in the proposed targets. It also enables those who are external to the school, particularly the SIP, to challenge the school with regard to the statutory and additional targets that are agreed. **This guidance encourages schools to set targets in line with the highest performing learners.**

School improvement

The school improvement cycle of analysis, action, evaluation and review is the key to building sustainable improvement. In effective, inclusive schools, learners with SEN/LDD are fully included in this cycle. This guidance adds to the information that LAs and schools use when planning and evaluating additional resources.

Related work

This guidance can also be used to support professional development for LAs, schools and other interested groups. It provides the basis for developing a wider understanding of the use of data for learners working below age-related expectations.

1.4 Other relevant developments

This guidance is part of a suite of developments and materials to support effective use of data to evaluate the progress of learners with SEN/LDD.

Reporting and Analysis for Improvement through School Self-Evaluation (RAISEonline)

RAISEonline provides an interactive analysis of school and pupil-performance data. It replaces the Ofsted Performance and Assessment (PANDA) reports and the DCSF's Pupil Achievement Tracker (PAT).

RAISEonline is developing improved capacity to support the analysis of performance data on pupils with SEN/LDD who are working below age-related expectations at each key stage. In 2008 special schools were included for the first time into RAISEonline. As it develops further and includes a wider range of data, more special schools will benefit from its analytical capacity and all schools will have access to improved data on the progress of these learners. As more cohorts of learners move through the key stages, it will provide a wider data base for comparison.

Electronic professional development module

A professional development module has been created in parallel with this guidance. This supports LAs and schools in:

- developing a wider understanding of learners identified as having SEN/LDD
- building SEN into systems of management and support in schools and LAs
- using data to evaluate the progress of learners with SEN/LDD
- setting meaningful but stretching targets
- planning teaching and learning for those with SEN/LDD.

The module is located on the National Strategies website and can be found at:

www.standards.dcsf.gov.uk/nationalstrategies/inclusion/specialeducationalneeds or by searching using the reference 00079-2009EPD-EN-01

P scale point score

A number of LAs, schools and others have developed P scale point score equivalence tables. During consultations in 2008 it became apparent that there was a desire for a nationally agreed P scale point score system. In response to this the guidance includes a point score system which will enable all schools to differentiate attainment within the P levels using a nationally agreed numerical value (see appendices 1.0a and 1.0b). In due course, the point score system will also enable the inclusion of SEN/LDD data into aspects of RAISEonline which are dependent on a point score/average point score system.

2.0 Key principles

When developing the guidance we consulted widely on the principles that underpin action to promote the progress of learners with SEN/LDD. Emerging from that consultation, and amended in the light of it, are three principles that are discussed in more detail below.

1. High expectations are key to securing good progress.
2. Accurate assessment is essential to securing and measuring pupil progress.
3. Age and prior attainment are the starting points for developing expectations of pupil progress.

2.1 High expectations are key to securing good progress

High expectations and good progress are entitlements for all learners. For learners with SEN/LDD these entitlements are supported by the actions that all schools are required to take:

- to promote equality of opportunity and to anticipate and remove or minimise barriers for learners with disabilities
- to use their best endeavours to ensure that the necessary provision is made for any learner who has SEN.

The national expectation is that all learners will make at least two National Curriculum levels of progress over each key stage. A target has been set for 90 per cent of Key Stage 2 learners to make two levels of progress, in English, over the key stage by 2011. The majority of learners with SEN, including those who are working below age-related expectations, should be able to achieve this rate of progress. To reach this target, at least half the learners currently identified as having special educational needs would need to achieve the two levels of progress.

Although there is a strong focus on the P scales within this guidance, the vast majority of learners with SEN/LDD, including those in special schools, are working at the main National Curriculum levels.

Ofsted² is clear about the importance of expectations in improving progress and outcomes:

Expectations of the success that pupils with SEN can have, remain at the heart of the matter. Many of those in mainstream schools could do better, provided that the curriculum, teaching and other support were better adapted to their needs and greater rigour was applied to setting and pursuing targets for achievement. Until more is expected from the lowest-attaining pupils, improvement in provision for pupils with SEN and in the standards they reach will continue to be slow.

The vast majority of parents of children with SEN are satisfied with their child's school. However, nearly 20 per cent report that their school provides little encouragement for them to have high aspirations for their child³. It can be challenging to develop appropriately high expectations of learners who are starting a key stage well below their peers and who may not make two National Curriculum levels of progress over that key stage. At a school level, there may be few learners with whom comparisons can be made. Even at LA level there may not be a significant group of learners starting a particular key stage at a particular P level. There are fewer learners with whom schools can make comparisons and fewer benchmarks against which to assess pupil progress. Yet teachers, learners and their parents and carers need to know whether they are making good progress. They need to be able to celebrate success. Equally, schools need to be challenged where learners are not making good progress. Data on progress is all the more important for learners who are working below age-related expectations.

2. Ofsted (2004) SEN and disability: towards inclusive schools

3. DCSF(2008) The Children's Plan: One Year On

To set high expectations we need to know what good progress looks like for learners on a range of different trajectories. We need to be able to recognise the progress of learners who are working just below age-related expectations at each key stage and those working at the lower P levels throughout their school career. For younger children and at earlier levels, in particular, progress may be slower and, for a planned period of time, involve consolidation and generalisation of newly acquired skills within a single level. This is sometimes described as horizontal or lateral progress. However, the data indicates that at every key stage and every P level, the majority of pupils progress to the next level. For some children, and at some stages, for example children with a life-limiting condition during a period of deterioration, preventing or slowing a decline in performance may be an appropriate outcome. In every case the school needs the evidence to support this judgement. We need to ensure that we do not compromise our expectations of the progress of any learner.

The purpose of data collection is to support the improvement of pupil progress. In their report of 2006⁴, Ofsted examined the factors that promote good outcomes across a range of different provision for learners with learning difficulties and disabilities. They identified the use of data as an important factor in improvement:

The best schools were acutely aware of their responsibility to ensure that all pupils made good or better progress academically as well as in their personal and social development. They challenged themselves and recognised the importance of scrutinising data in order to drive improvement.

Better use of data can raise expectations, inform the setting of appropriately challenging targets and raise attainment. Ofsted's survey included 74 schools across 17 LAs and found that the best schools provided rigorous challenge and discussion of pupil progress and staff who were very clear in their expectations of learners:

These schools not only looked at individuals, but, by analysing groups and using comparators in rates of progress over time, they had established agreed criteria for satisfactory or good achievement against which they evaluated their work.

The use of data in this way enables school leaders to make comparisons between the progress of similar learners, to ask searching questions about progress of different groups of learners and to evaluate the impact of specific programmes and teaching and learning arrangements. This more analytical approach to removing barriers raises expectations, supports the setting of stretching targets and promotes pupil progress. Setting targets is informed by the data. Achieving them is dependent on high-quality teaching and learning.

2.2 Accurate assessment is essential to securing and measuring pupil progress

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment Reform Group, 2002

One of the most important purposes of assessment is to inform teaching and learning. Assessment enables schools to track pupil progress accurately, to design future learning, to adjust provision and to review expectations and learning trajectories.

Central to Assessment for Learning are well-founded judgements about learners' attainment and the use of those judgements to plan ahead. This is particularly important for those learners with SEN/LDD who may not be fulfilling their potential. Another key element of Assessment for Learning is the meaningful involvement of learners. Every learner needs to know how they are doing, what they need to do to improve and how to get there.

4. Ofsted (2006) Inclusion: Does it matter where pupils are taught?

Building on Assessment for Learning, Assessing Pupils' Progress (APP) is a structured approach to teacher assessment developed by QCA in partnership with the National Strategies. Schools using APP well will know where their learners are in their learning, where they need to be, how to support them to get there and what steps to take to personalise learning for all their learners. The principles that underpin this whole-school approach to assessment are equally effective for all learners including those working within P levels. Work is underway in 2009–10 to extend the principles of APP for learners working within the P levels.

Accurate assessment is critical to measuring pupil progress. Particularly at the lower P levels, it is more challenging to make accurate and reliable judgements. 'Reliable' is used here in the way that it is used in research, that is: the judgement made of the attainment of one learner by a particular teacher in a particular setting at a particular time, would also be made by another teacher in another setting at another time.

Reliable judgements are based on a shared understanding of the basis for making a 'best-fit' judgement and of the range of evidence on which a judgement should be based. Effective moderation is an essential element in the development of that shared understanding.

To support moderation of judgements of pupil attainment at the P levels, QCA has produced DVD materials showing how teachers arrive at best-fit judgements⁵. Recognising the challenge of making judgements at the lower P levels, QCA has reissued 'Using the P scales' to include materials showing how teachers make those judgements of attainment in English, mathematics and science at P1–3.

Schools do much to promote consistency in assessing attainment through moderation. However, the small number of learners at a particular P level in any one school makes it important to compare assessments with those made by other teachers in other settings. The framework provided by the LA to support this process is critical to its success.

The most effective LAs incorporate the moderation of teacher assessments at the P levels with the moderation of teacher assessments at the main National Curriculum levels at the end of Key Stage 1. They also promote the moderation of teacher assessments at the later key stages.

The professional discussion that supports moderation of teacher assessments contributes significantly to the improvement of teaching and learning. In face-to-face discussions during moderation activity, teachers naturally exchange information about practice and approaches that have promoted children's learning. Moderation is therefore critical to achieving accurate teacher assessments and to promoting pupil progress.

2.3 Age and prior attainment are the starting points for developing expectations of pupil progress

The prior attainment of learners at the beginning of each key stage is the starting point for developing expectations and for setting challenging targets. Prior attainment reflects both the learning difficulties that learners have and how well they have been taught to date. The more we know about the progress of all learners starting a particular key stage at a particular level of prior attainment, the better informed our expectations and our target setting can be.

There is wide variation in the way that SEN labels are used in different schools and LAs. There is variation in:

- the way that categories of need are used. This variation is most marked in respect of learners with moderate, severe or profound and multiple learning difficulties, but applies to other categories of need as well
- the nature of the need that is identified as the primary concern where learners have more than one special educational need

5. QCA (2009) Using the P scales: assessing, moderating and reporting pupil attainment in English, mathematics and science at levels P4 to P8 (DVD and booklet)

- the way that schools place learners at the different stages of the SEN Code of Practice and in the criteria that LAs use for considering whether to make a statutory assessment or to issue a statement
- the numbers of learners placed in special schools in different LA areas.

This variability means that the starting point for comparisons of progress and for setting targets should not be type of need, stage of the Code of Practice or the type of school in which a learner is placed. In this context, age and prior attainment form the most objective basis for the comparison of the progress of groups of learners and should also be used as the starting point for setting targets.

However, with age and prior attainment as the starting point, there are then important ways in which the nature of learners' needs should be taken into account. It is important to understand how a learner's needs have shaped their progress to date. To set stretching targets it is important to have an understanding of both how well a learner has been progressing and how effectively barriers to progress have been identified and minimised or removed.

An understanding of learners' needs is critical to high-quality teaching and learning: it informs the range of strategies that their teachers consider using; it informs the nature of the provision to be considered; it informs the nature of the adjustments to be made. In addition, an overall analysis of progress, at a local or national level, is important to our understanding of how different groups of learners are progressing. Professional discussion at school, local or national level can inform an understanding of the impact of different types of difficulty on progress, how best to promote pupil progress and how to deploy human and other resources to best effect.

3.0 Progression data

Introduction to the data

National expectations are that all learners should make at least two levels of progress. For learners identified as having SEN, who are working within age-related expectations, this expectation applies. The SEN Framework is used to target additional or different provision to ensure that these expectations are met.

Some learners starting the key stage well below their peers may not make two National Curriculum levels of progress over the key stage, particularly the very small group of learners at the lower P levels. It is crucial to the progress of these pupils that we have appropriately high expectations of them. If we rely on the historic data in this guidance alone this will not raise the degree of ambition in the targets we set. In developing targets for all pupils with the same age and prior attainment we need to start by setting our sights on the outcomes for learners **above the median**. For some, the additional challenge might be best realised by aiming for the rate of progress made by pupils in the upper quartile (see charts 1c, 3c and 3e).

This guidance provides a range of English, mathematics and science data that can inform expectations. It also enables schools and LAs to compare the progress of learners with others of a **similar age and prior attainment**.

Using data effectively

As with all data, care needs to be taken when interpreting the data in this guidance.

- The P scale data and lower-level National Curriculum data are based on teacher assessment. Effective procedures for moderation are needed in all LAs to ensure assessments are sound and consistent across class teams and teaching groups within a school, across a school and between clusters of schools. Although the P scales are a best-fit model we want them to be the right fit in every school.
- The sample size is small across the P scales, particularly at levels P1i–P3ii.
- Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, making judgements about progress based on the data alone will not be the most effective means of evaluation.
- The 2007 P scales data set that we use in this guidance only provides information about one cohort of learners moving through each key stage. In due course we will have data for subsequent cohorts of learners. These will gradually provide a better basis for making generalised judgements.
- The 2007 P scales data set shows the progress of pupils finishing the key stage in 2007. So, for example, the data showing progress over Key Stage 2 is based on pupils starting Key Stage 2 in 2003. Where more recent school or local data shows better progress, this should be set alongside the data sets in this guidance and should raise expectations and targets.
- We have devised a point score system so that data can be aggregated for analysis and reporting purposes. This should not be taken to mean that P levels are assumed to represent equal and even steps.

Some of these caveats also apply to teacher assessments below the level of the test at each key stage. None of these caveats undermines the significance of the data in this guidance which provides the first opportunity to make national comparisons for pupils with SEN/LDD.

The data sets

This guidance makes use of three data sets:

Data set 1: National Curriculum teacher assessment/test data 2007

This is a national data collection, which ranges from those learners classified as 'W' up to National Curriculum level 8 and on to GCSE. This is national data which covers 100 per cent of learners in the 2007 cohort at each key stage, that is Years 2, 6, 9 and 11. The 'W' data set was collected prior to the mandatory collection of P scales in the summer of 2008. The achievements of learners working within the Foundation Learning Tier (learners working on accredited courses other than GCSE) will be increasingly recognised within the progression data over time.

Data set 2: The national P scales data collection for 2008

This provides the first overview of a national attainment profile of learners working within the P levels and gives us information about the numbers of learners being assessed within the P levels. Comparative progress data for the whole national cohort will become available, through the national P scales data collection process, when current Years 2, 6 and 9 have reached the end of their current key stage, a period of 2, 3 or 4 years from 2009.

Data set 3: The Progression Guidance Project P scales data collection for 2007

Because it will be some time before we have a full national collection of data showing progress from one key stage to the next, we have collected P scale progression data from a number of different sources. This is matched pupil-level data, that is we have only included assessments made at the end of each key stage for those learners for whom we have corresponding assessment information from the end of the previous key stage. Therefore the number of learners in data set 3 is smaller than the actual numbers in each national year cohort. However, the data can be used to compare progress within the P scales and lower National Curriculum levels on the basis of age and prior attainment.

To download the Progression Guidance charts and tables visit the National Strategies area of the Standards Site (www.standards.dcsf.gov.uk/nationalstrategies) and search using the references 00646-2009DWO-EN-01 (Data set 1), 00647-2009DWO-EN-01 (Data set 2) or 00648-2009DWO-EN-01 (Data set 3)

3.1 Data set 1: The National Curriculum teacher assessment/test data 2007

The guidance provides national teacher assessment/test data for all key stages including Key Stage 2 to Key Stage 4. It is based on all learners in mainstream and special schools.

The Key Stage 1 to Key Stage 2 2007 data set for English contains 568,678 learners with eligible results in Year 6.

The Key Stage 2 to Key Stage 3 2007 data set for English contains 584,668 learners with eligible results in Year 9.

The Key Stage 3 to Key Stage 4 2007 data set for English contains 598,490 learners with eligible results in Year 11.

The Key Stage 2 to Key Stage 4 2007 data set for English contains 598,490 learners with eligible results in Year 11.

Data set 1 – progression tables and charts

In this section we will consider a selection of National Curriculum data charts and tables, which will provide an understanding of how the data is presented and examples of what the data tells us about the progress of low-attaining learners, some of whom will be identified as having SEN/LDD.

Data set 1: Example 1 – National Curriculum progression matrices

The matrix below shows the progression of learners from the end of Key Stage 1 (Year 2) to the end of Key Stage 2 (Year 6) in English. National comparative data enables us to consider the percentage of learners making progress, based on learners of a similar age and prior attainment. This can be a useful starting point to compare how cohorts and individual learners are progressing in a school or across an LA when compared to the national picture.

For example, the matrix shows that 44.3% of learners who were at level 1 at the end of Key Stage 1 (Year 2), achieved two levels of progress by the end of Key Stage 2 (Year 6). However, 38.5% achieved 3 or more levels of progress (L4+) and 1.8% achieved 4 or more levels of progress (L5+).

Table 1a: Progress of learners from Key Stage 1 (2003) to Key Stage 2 (2007) – English

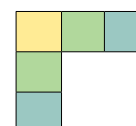
		Key Stage 2 2007 English – percentage of learners								% total	% L4+	% L5	
		W	1	2	3	4	5	A	T				
Prior Key Stage 1 level Eng (reading/writing combined)	W	8.5	13.0	46.9	22.3	6.9	0.3	2.0	0.1	100	7.2	0.3	
	1	0.1	0.9	14.7	44.3	36.7	1.8	1.4	0.1	100	38.5	1.8	
	2C	0.0	0.0	1.7	27.4	64.4	5.5	0.9	0.0	100	69.9	5.5	
	2B	0.0	0.0	0.3	11.0	73.0	15.0	0.6	0.0	100	88.1	15.0	
	2A	0.0	0.0	0.1	2.3	61.8	35.4	0.4	0.0	100	97.2	35.4	
	3	0.0	0.0	0.0	0.2	23.5	76.0	0.3	0.0	100	99.5	76.0	
	A/D	19.4	8.4	31.4	14.2	19.1	5.4	2.0	0.1	100	24.5	5.4	
	Missing/ other	1.5	1.8	10.4	19.3	42.8	22.8	0.9	0.6	100	65.6	22.8	
	Total	0.4	0.6	4.3	13.7	47.3	33.0	0.7	0.1	100	80.3	33.0	
												percentage 2 levels progress	

Learners eligible for inclusion in progress measures are all shaded pale yellow, green or blue

Learners achieving two or more levels progress are those shaded pale green only

Learners achieving one level of progress are those shaded blue only

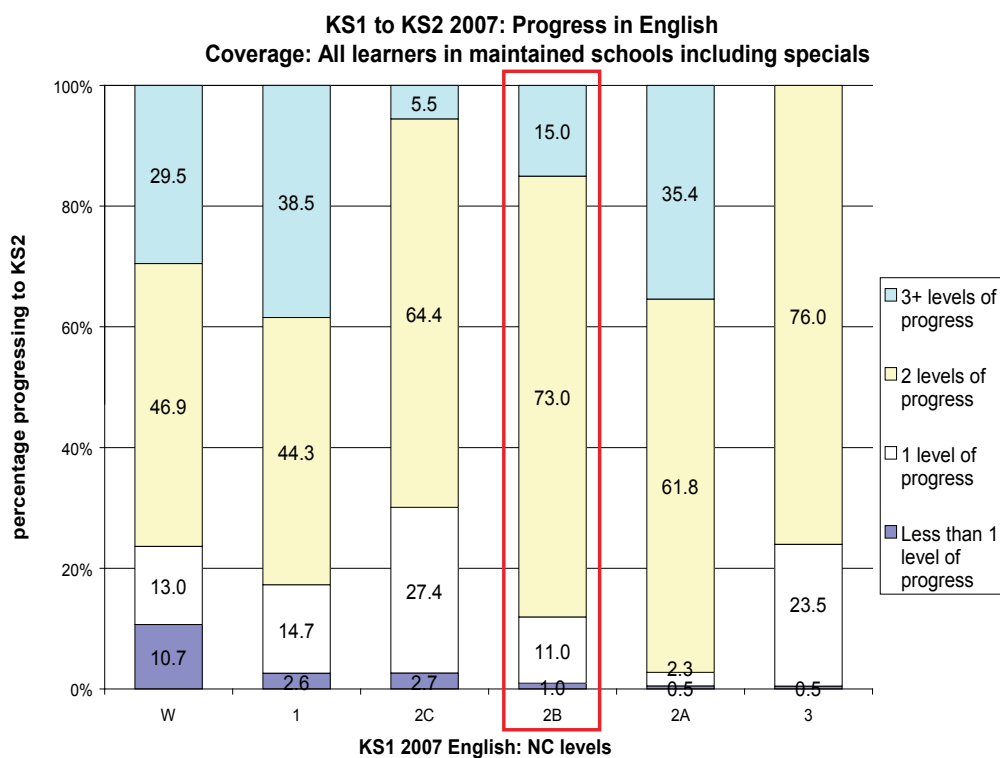
A = Absent; T = Unable to access test; D = Disapplied



Data set 1: Example 2 – National Curriculum progression bar charts

The progression data presents the same information as a series of bar charts. The charts indicate the percentages of learners making three or more, two, one or less than one level of progress from a particular starting point.

Chart 1b: Progress of learners from Key Stage 1 (2003) to Key Stage 2 (2007) – English



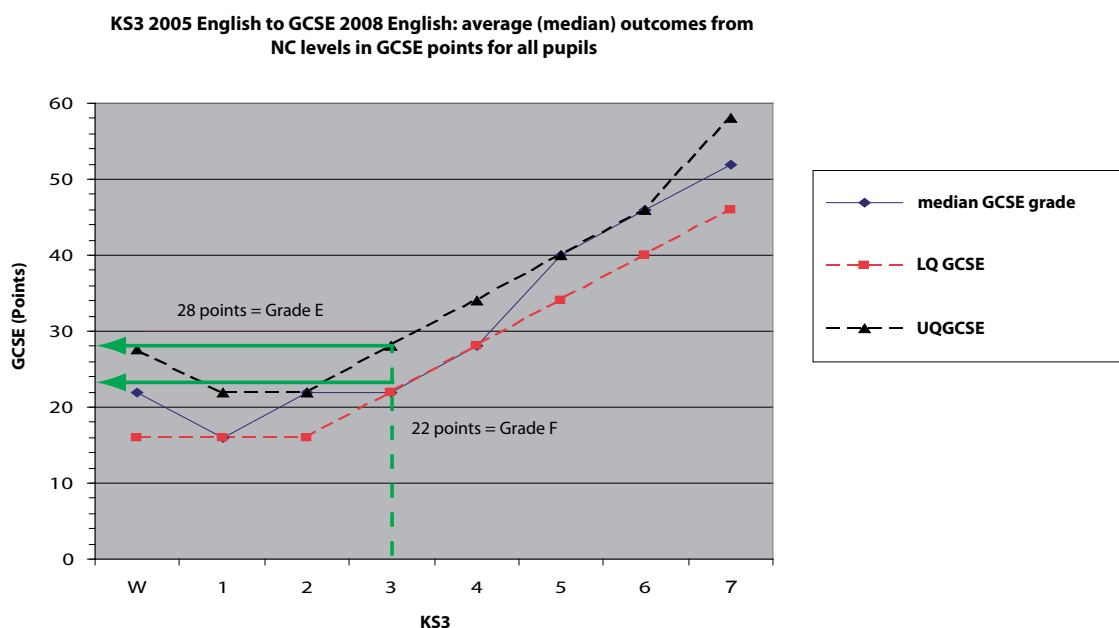
For example, 73% of learners with a prior attainment of 2B made two levels of progress by the end of Key Stage 2 (Year 6) in English. This means that, in this case, they moved from 2B to level 4. It is important to remember that in data set 1, at Key Stage 1 to Key Stage 2, if a learner is at 2C, 2B or 2A at the end of Key Stage 1, then one level of progress equates to a move to level 3 at the end of Key Stage 2 regardless of which sublevel they started at. This is the way the data is presented nationally.

Data set 1: Example 3 – National Curriculum progression line graphs and tables

Data set 1 also uses data which is constructed using point scores with the data divided into four quartiles. An example of this can be found in chart 1c.

Because of the way attainment is measured at the end of Key Stage 4 there is very little differential in the progress of learners within different quartiles. For example, learners working at the 25th percentile (lower quartile line) and at the median with a prior attainment of level 3 all attain an average point score of 22, which is a grade F at GCSE. Only the learners performing at the 75th percentile (upper quartile line) attain 28 points, which is a grade E or higher. Therefore, since there is little differentiation at this particular point, **comparison should be made with the highest performing learners in the upper quartile** when setting challenging targets. It is useful to use the charts to compare how learners are doing in relation to their own targets and against the national targets for 90 per cent of all learners to attain five GCSEs (including English and mathematics) by 2020.

Chart 1c: Key Stage 3 (2005) to Key Stage 4 (2007) – English



KS3 prior attainment	KS4 point scores		
	LQ GCSE	median GCSE grade	UQ GCSE
W	16	22	28
1	16	16	22
2	16	22	22
3	22	22	28
4	28	28	34
5	34	40	40
6	40	46	46
7	46	52	58

KS3 prior attainment	KS4 GCSE results		
	LQ GCSE	GCSE grade	UQ GCSE
W	G	F	E
1	G	G	F
2	G	F	F
3	F	F	E
4	E	E	D
5	D	C	C
6	C	B	B
7	B	A	A*

Progression analysis of data set 1

The tables and charts within data set 1 will help you to determine how learners are progressing based on the national comparative data for learners working at National Curriculum levels and for those previously classified as 'W'. These are pupils working below level 1. For example, the national data set 1 tells us:

Key Stages 1–2

- 83.1% of learners made two levels of progress in English by the end of Year 6 (Key Stage 2).
- 75.4% of learners made two levels of progress in mathematics by the end of Year 6 (Key Stage 2).

It is worth noting that in the 2007 Key Stage 2 English tests, 3976 children were absent, of whom 1980 (49.8%) were identified as having SEN (A, P, or S). In 2008, 3926 children were absent, of whom, 2227 (56.7%) were identified as having SEN. Schools and LAs would be aware of the learners who were absent from the test in their own school or LA and should be proactive in reducing the percentage of those who are not attending.

It also tells us that:

- in 2007, 2270 Key Stage 2 children in Year 6, in LA maintained special and mainstream schools, were classified as 'W'. Of these, 1835 (80%) were classified as having English as a first language, 411 (17.1%) had English as an additional language and 24 (1.1%) were unclassified.

Of the pupils classified as 'W' at the end of Key Stage 1:

- 10.7% achieved less than one level of progress by the end of Key Stage 2 (Year 6) in English
- 13% made one level of progress
- 46.9% made two levels of progress
- 29.5% made three or more levels of progress.

Key Stages 2–3

- In 2007, 27.3% of all Key Stage 3 pupils (Year 9) made two National Curriculum levels of progress in English.
- In 2007, 58.1% of pupils made two levels of progress in mathematics by the end of Key Stage 3.
- In the same year there were 584,668 pupils with eligible results in the Key Stage 3 cohort for English. Of these, 1311 (0.22%) were assessed as 'W' in 2007. In mathematics, there were 585,218 pupils, with 1123 assessed as 'W' (0.19%).
- 60.4% of pupils classified as 'W' at the end of Key Stage 2 made two or more levels of progress by the end of Key Stage 3 in English.
- 60.1% of pupils classified as 'W' at the end of Key Stage 2 made two or more levels of progress by the end of Key Stage 3 in mathematics.

Key Stages 3–4

- 54.7% of pupils made two levels of progress in English by the end of Key Stage 4 (Year 11).
- 83% of pupils who started the key stage classified as 'W' and 89% previously at level 1 attained no Key Stage 4 result.
- It is important to remember that pupils who started the key stage classified as 'W' are likely to have been pursuing alternative courses and may therefore have made progress despite an 'ungraded' result at GCSE.

Currently the data provides no information about access to and achievement within other accredited courses. Further developments within the progression guidance will support a wider understanding of the progress of pupils working within the Foundation Learning Tier.

3.2 Data set 2: The national P scales data collection for 2008

Since September 2007 the collection of P scales data has been mandatory. Following the first collection in 2008, from all mainstream and special schools, the analysis suggests:

Key Stage 1 – Year 2 only

Of the 535,884 pupils at the end of Key Stage 1 (Year 2) in maintained mainstream and special schools:

- 26,584 (5%) of Year 2 learners are registered on at least one P scale
- there are fewer learners on the lower levels (P1i–P3ii). 848 (0.2% of the cohort) learners are on one of these, 246 (0.05%) are on two of these and 921 (0.2%) are on all three
- 69% of those on P scales are male, which compares with 50% of those not on P scales
- 24% of those on P scales have a Statement of SEN, which compares with 0.7% of those not on P scales
- 38% of learners on P scales are eligible for free school meals (FSM), which compares with 16% of those not on P scales
- 43% of learners on P scales are summer-born (youngest in the year), which compares with 34% of those not on P scales.

Key Stage 2 – Year 6 only

Of the 583,312 learners at the end of Key Stage 2 (Year 6) in maintained mainstream and special schools:

- 2,339 (0.4%) were registered on at least one P scale
- 300 (0.05%) were registered on the three levels between P1i–P3ii for English, mathematics and science
- 66% of those on the P scales were male compared with 51% of those not on the P scales
- 84% of learners on P scales have a Statement of SEN, which compares with 3% of those not on P scales
- 29% of those on P scales are eligible for FSM, which compares with 16% of those not on P scales
- 5% of learners on the P scales are in care, which compares with 0.6% of those not on the P scales
- there was no noticeable difference between the P scale learners and the rest of the cohort in respect of the term of birth.

It is important to note that 24.7% per cent of Year 6 learners were identified as having SEN in 2008 compared with 19.5% across all year groups in primary schools.

If 0.4% of Year 6 learners are working at the P scales then 99.6% of learners in Year 6 are working at National Curriculum levels.

Key Stage 3 – Year 9 only

- This data was unavailable at the time of publication. Information will be posted on the website when available.

Further information on the 2008 P scale collection can be found in the Progression Guidance charts and tables at the National Strategies area of the Standards Site (www.standards.dcsf.gov.uk/nationalstrategies). Search using the references 00646-2009DWO-EN-01 (Data set 1), 00647-2009DWO-EN-01 (Data set 2) or 00648-2009DWO-EN-01 (Data set 3).

3.3 Data Set 3: The Progression Guidance Project P scale data collection 2007

The Progression Guidance Project (PGP) P scale data collection 2007 shows the distribution of attainment and progress of learners working within the P scales from the previous key stage. The data set is analysed using age and prior attainment as the starting point for comparisons. It is based on learners in both mainstream and special schools.

Numbers of learners in the Key Stage 1 to Key Stage 2 cohort (Year 6)

The Key Stage 1–2 PGP P scale data collection 2007 contains 919 records, which is approximately 40 per cent of the total Key Stage 2 (Year 6) cohort working within the 'W' range. When considered against the percentage of learners classified as 'W' in the 2007 national teacher assessment/test data collection and in relation to the 2008, unmatched, P scales data collection, it represents a usable data set.

The table below provides information about the numbers of Year 6 learners within data set 3. The number of available recorded results by curriculum area varies considerably, from 526 in Speaking and listening to 909 in Number. The appendices only include the larger data sets that are available.

Key Stage 1 (2003) to Key Stage 2 (2007) – Year 6

Data set	KS2 attainment (2007)	Number of learners in cohort (Year 6)
Data set 1: KS1–KS2 NC data	Classified as 'W'	2270 – matched data
Data set 2: KS1–KS2 P scales data collection 2008	Working within the P scales	2339 – general information
Data set 3: KS1–KS2 PGP P scales data collection 2007	Working within the P scales	919 – matched data

Numbers of learners in the Key Stage 2 to Key Stage 3 cohort (Year 9)

This data set has broadly similar characteristics, with 969 records, approximately 74% of the Key Stage 3 cohort working within the 'W' range. Boys make up 66.4% of the sample. As at Key Stage 2 there are significant variations in the number of available results by curriculum area, with Speaking and listening again being the smallest. The guidance includes an analysis of the larger data sets from P1i to P8.

Key Stage 2 (2004) to Key Stage 3 (2007) – Year 9

Data set	KS3 attainment (2007)	Number of learners in cohort (Year 9)
Data set 1: KS2–KS3 NC data	Classified as 'W'	1311 – matched data
Data set 2: KS2–KS3 P scales data collection 2008	Working within the P scales	unavailable at the time of production of the booklet
Data set 3: KS2–KS3 PGP P scales data collection 2007	Working within the P scales	969 – matched data

Key Stage 3 (2005) to Key Stage 4 (2007) – Year 11

The only Key Stage 3–4 data available is the national collection from data set 1. Although the data refers to learners with ‘no result’ it is acknowledged that many of these learners have pursued accredited courses during Key Stages 3 and 4. Further data developments need to include the progress of these learners.

Data set	KS4 attainment (2007)	Number of learners in cohort (Year 11)
Data set 1: KS3–KS4 NC data	No result or U	2925
Data set 2: KS3–KS4 P scales data collection 2008	Working within the P scales	Unavailable
Data set 3: KS3–KS4 PGP P scales data collection 2007	Working within the P scales	Unavailable

3.4 Data set 3 – P scales progression tables and charts

The PGP P scale data collection provides a range of P scale progression data presented in a variety of different formats, similar to data set 1.

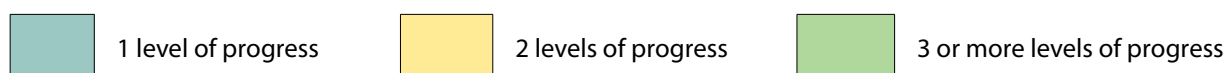
Data set 3: Example 1 – matrices, tables and percentages of learners

This matrix (table 3a, next page) illustrates the progression of learners working within the P scales at the end of Key Stage 2 (Year 6) in Reading. One, two and three or more levels of progress are highlighted in different colours. It is important to note that for the purpose of analysis within data set 3, progress is measured from one whole level to the next for pupils working from P4 onwards. For example a pupil has made one level of progress if they have progressed from P6 to P7 or P8 to level 1. However, for pupils working at P1 to P3, we count each sublevel of progress as one level. So, for example, progress from P2ii to P3i is counted as one level of progress.

The example on the next page (table 3a) shows that 25.3 per cent of learners who were at P5 at the end of Key Stage 1 (Year 2) achieved a P7 at the end of Key Stage 2 in Reading. This equates to two levels of progress. However, 69.3% achieved two or more levels of progress by the end of Key Stage 2 in Reading.

Table 3a: Key Stage 2 (2007) percentage of learners in Year 6

		Key Stage 2 Reading																	
		P1(i)	P1(ii)	P2(i)	P2(ii)	P3(i)	P3(ii)	P4	P5	P6	P7	P8	L1C	L1B	L1A	L2C	L2B	L2A	
Reading KS1 (2003)	P1(i)	30.8	7.7	46.2	7.7	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	P1(ii)	0.0	26.7	26.7	0.0	20.0	13.3	6.7	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	P2(i)	0.0	5.3	15.8	23.7	23.7	10.5	7.9	2.6	2.6	2.6	2.6	0.0	0.0	2.6	0.0	0.0	0.0	
	P2(ii)	2.8	2.8	8.3	33.3	13.9	19.4	8.3	2.8	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	P3(i)	0.0	0.0	2.1	14.6	20.8	22.9	18.8	12.5	6.3	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	P3(ii)	0.0	1.8	0.0	0.0	12.5	14.3	32.1	26.8	10.7	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	P4	0.0	0.0	0.0	0.0	0.0	4.4	14.9	22.8	25.4	14.9	12.3	1.8	0.9	0.0	1.8	0.9	0.0	
	P5	0.0	0.0	0.0	0.0	0.0	0.6	3.9	10.4	15.6	25.3	20.1	7.1	7.8	3.2	1.3	2.6	1.9	
	P6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	7.1	15.0	23.0	17.7	14.2	7.1	10.6	0.9	2.7	
	P7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.4	2.4	4.1	13.8	22.8	17.9	10.6	9.8	7.3	5.7	
	P8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	1.2	0.0	7.4	17.3	9.9	8.6	21.0	14.8	11.1	



It is important to always keep in mind the actual numbers of learners at each starting point. For example, the chart below shows that, in this data set, there were 39 learners at P5 at the end of Key Stage 1 who attained a P7 by the end of Key Stage 2 in Reading.

Table 3b: Numbers of learners (Year 6)

Key Stage 2 (2007): Reading – numbers of learners

		P1	P1	P2	P2	P3	P3	P4	P5	P6	P7	P8	L1C	L1B	L1A	L2C	L2B	L2A
		(i)	(ii)	(i)	(ii)	(i)	(ii)											
K S 1	P1(i)	4	1	6	1	0	1	0	0	0	0	0	0	0	0	0	0	0
	P1(ii)	0	4	4	0	3	2	1	1	0	0	0	0	0	0	0	0	0
	P2(i)	0	2	6	9	9	4	3	1	1	1	1	0	0	1	0	0	0
	P2(ii)	1	1	3	12	5	7	3	1	3	0	0	0	0	0	0	0	0
	P3(i)	0	0	1	7	10	11	9	6	3	1	0	0	0	0	0	0	0
	P3(ii)	0	1	0	0	7	8	18	15	6	1	0	0	0	0	0	0	0
	P4	0	0	0	0	0	5	17	26	29	17	14	2	1	0	2	1	0
	P5	0	0	0	0	0	1	6	16	24	39	31	11	12	5	2	4	3
0 3	P6	0	0	0	0	0	0	2	8	17	26	20	16	8	12	1	3	
	P7	0	0	0	0	0	0	3	3	5	17	28	22	13	12	9	7	
	P8	0	0	0	0	0	0	0	1	1	0	6	14	8	7	17	12	9

Although we need to treat data with caution, particularly when we are looking at small cohorts such as those working at the P levels, the data enables schools and LAs to use national comparative data to consider how other learners, with a similar age and prior attainment, progress.

Analysis of the Key Stage 1 to Key Stage 2 data for Reading (Chart 3a) shows that:

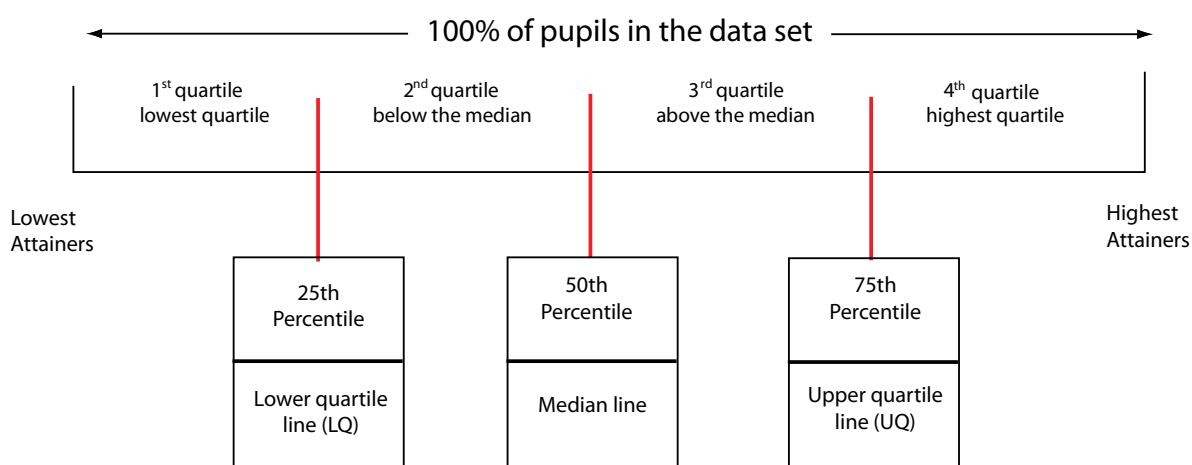
- 71.4% of pupils in Year 6 who started KS2 at P3ii, make one or more levels of progress by the end of KS2
- 58% of pupils who started KS2 at P4, make two or more levels of progress by the end of KS2
- 46.9% of pupils who started KS2 at P8 make two or more levels of progress, up to level 2A, by the end of KS2. A further 7.4% achieved a level 3 or 4. Appendices 3.0b contains the full range of data for KS1–2 in Reading.

Data set 3: Example 2 – P scales progression line graphs and tables

To set high expectations we need to know what good progress looks like for learners on a range of different trajectories.

The guidance also includes both a visual and a numerical representation of pupil progress. In order to aggregate data it was necessary to create a P scale point score. The national P scale point score system and the ranges for converting points back to P levels is included in the guidance. They can be found in the appendices in tables 1.0a and 1.0b.

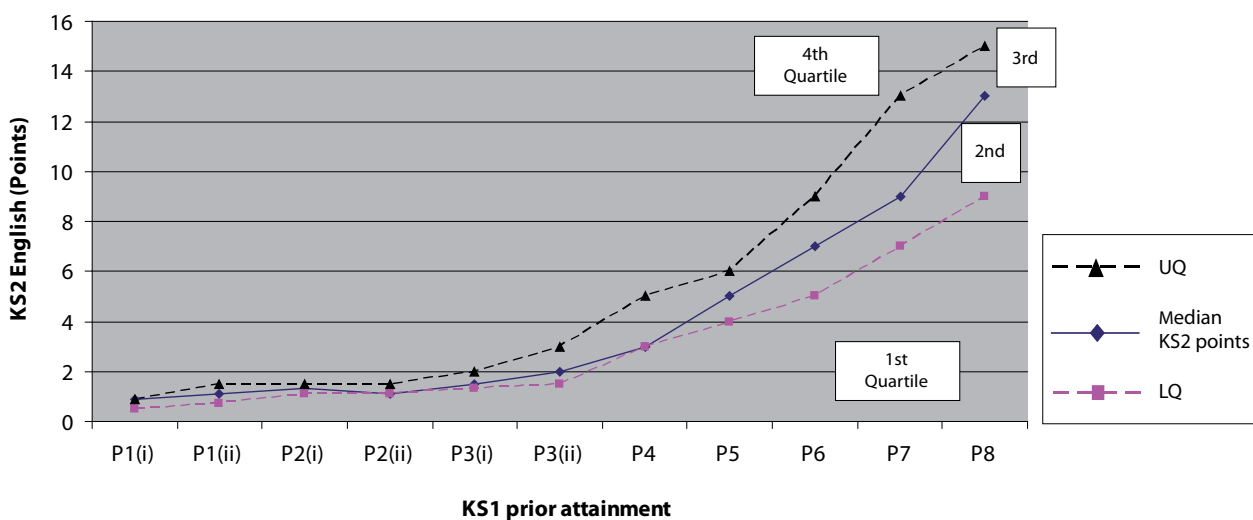
The table and chart below show the progression of learners, based on age and prior attainment, using quartiles. The quartiles divide the attainment of the pupils in the data set into four.



- The lower quartile line (LQ) in the chart is the 25th percentile or the upper limit of the lowest quartile.
- The lowest quartile shows the performance of the lowest 25% of the cohort.
- The median is the middle line of performance of the whole cohort in the data set, the 50th percentile. Pupils in the 2nd quartile are performing between the 25th percentile and the median line.
- 25% of pupils are working within the 3rd quartile between the median and the 75th percentile.
- The upper quartile line (UQ) in the chart is the 75th percentile; the upper limit of the 3rd quartile or lower limit of the 4th quartile.
- The upper quartile, 4th quartile, is the highest performing 25% of pupils.

Chart and Table 3c: Key Stage 1 to Key Stage 2 English – percentage of learners

KS1 2003 to KS2 2007 English: average (median) outcomes from P levels in NC Points



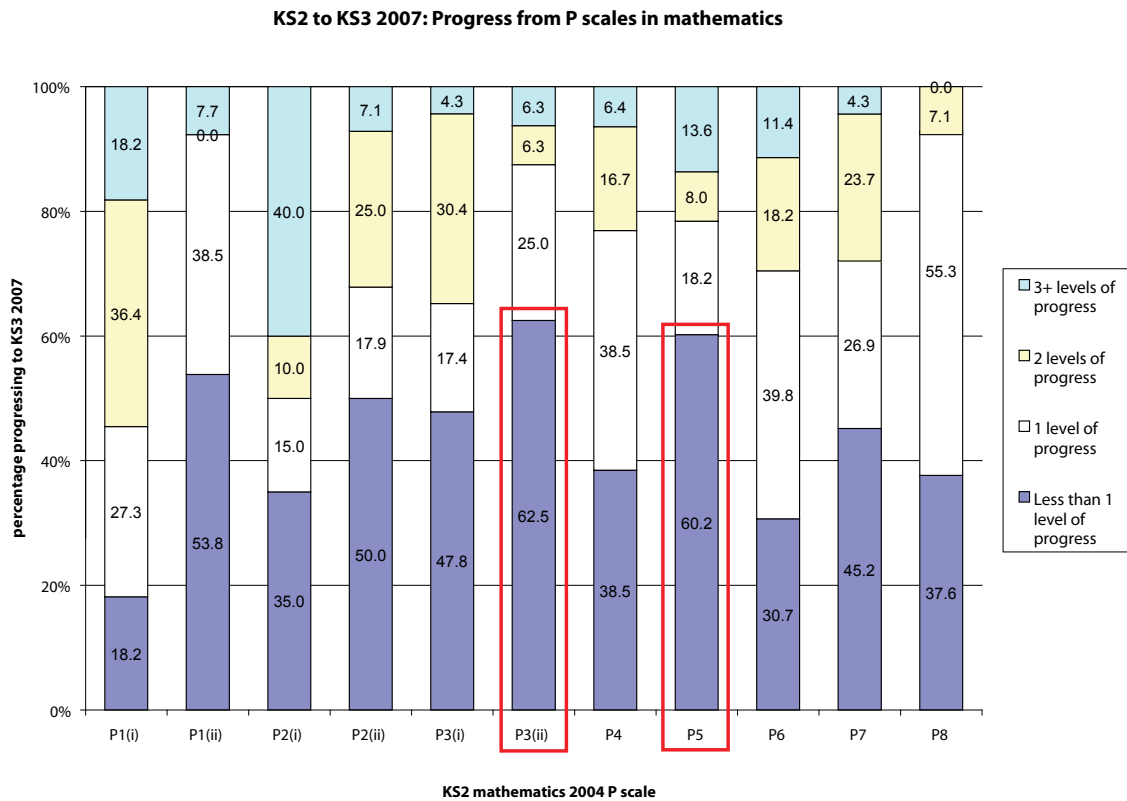
KS1	KS2 25th percentile (LQ)	KS2 median (50th percentile)	KS2 75th percentile (UQ)
P1(i)	P1(i)	P2(i)	P2(i)
P1(ii)	P1(ii)	P2(ii)	P3(ii)
P2(i)	P2(ii)	P3(i)	P3(ii)
P2(ii)	P2(ii)	P2(ii)	P3(ii)
P3(i)	P3(i)	P3(ii)	P4
P3(ii)	P3(ii)	P4	P5
P4	P5	P5	P7
P5	P6	P7	P8
P6	P7	L1C	L1B
P7	L1C	L1B	L2C
P8	L1B	L2C	L2B

Clearly, learners in the 4th quartile have made better progress than those in the 1st 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 allows us to ask the right questions about whether progress is good enough.

Data set 3: Example 3 – P scale progression bar charts

This example (Chart 3d) uses data set 3 to create bar charts to illustrate the progression of learners in mathematics from Key Stage 2 to Key Stage 3. As at Key Stage 1 to Key Stage 2, the chart suggests that some learners, particularly those at P3ii and P5 are finding it harder to progress in mathematics. For example, 62.5% of learners with a prior attainment of P3ii remain at that level or regress.

Chart 3d: Key Stage 2 to Key Stage 3 in mathematics – percentage of learners



Examples of analysis using data set 3

Key Stages 1–2

- Over 60% of KS1 pupils with a prior attainment of P5 make two or more levels of progress in both English and mathematics by the end of KS2.
- KS2 pupils with a prior attainment of P2ii and P3i in mathematics appear to find it more difficult to make progress. For example, 55.6% of pupils with a prior attainment of P2ii remain at P2ii or regress.

Key Stages 2–3

- Over 50% of pupils with a KS2 prior attainment of P1i to P3ii make one or more levels of progress in English by the end of KS3 (Year 9). Over 20% make two or more levels of progress in English by the end of KS3.
- Over 50% of pupils with a prior attainment of P4 to P8 make one or more level of progress in English at the end of KS3 (Year 9).
- Over 20% of pupils with a prior attainment of P4 to P7 make two or more levels of progress in mathematics by the end of KS3 (Year 9).

More information and analysis can be found within the appendices.

3.5 Target setting

Target setting is a central activity in the school improvement cycle. As a result of thorough school self-evaluation, school leaders identify priorities and set targets. These cover a range of activities, but most important are those relating to the progress and attainment of children and young people.

The best predictor of future attainment is past performance. Effective schools use data based on age and prior attainment to make predictions about the likely outcomes of learners across a key stage. They consider past performance but then add a degree of challenge. When target setting this guidance encourages schools to consider the progress of learners above the median. For greater ambition and challenge, **comparison should be made with learners in the upper quartile** where, even at the lower P levels, progress is at least 2 levels.

Prediction + Challenge = Target

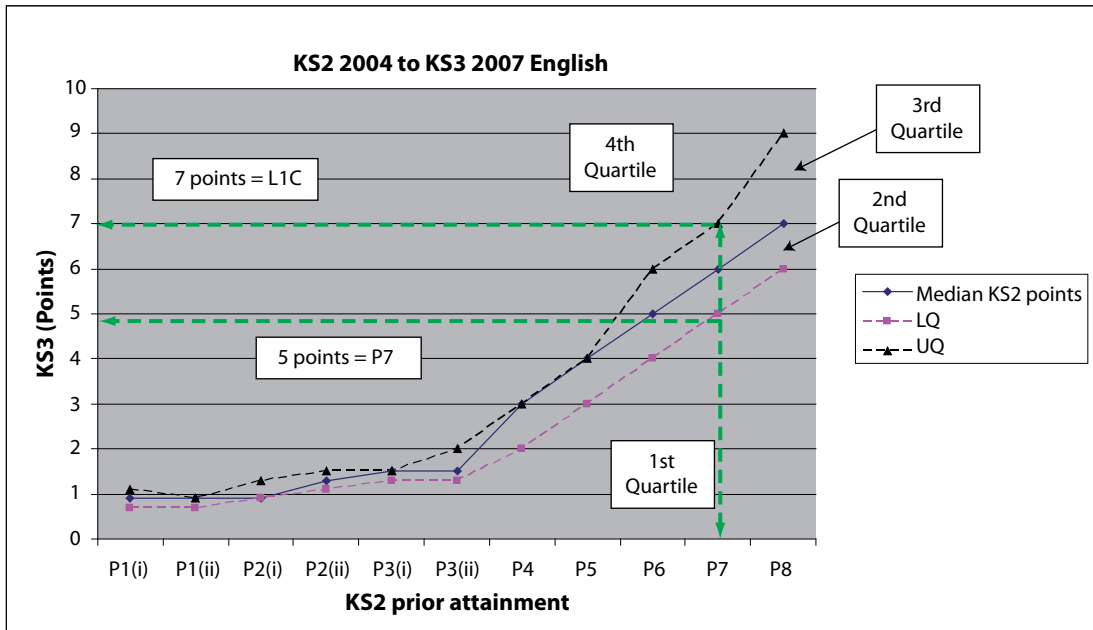
Best practice in target setting suggests that schools which set goals for each individual pupil in each year group from KS1–4 are most likely to be ambitious and successful in maximising outcomes for all children.⁶

6. Guidance for LAs on setting statutory education performance targets – 2007, Part 2 paragraph 45

Data set 3: Example 4 – P scale progression line graphs and tables

Chart 3e shows an alternative way of setting out the progression data using quartiles and point scores in the same way as the Key Stage 1 to Key Stage 2 data.

Chart 3e: P level progression from Key Stage 2 (2004) to Key Stage 3 (2007) in English – percentage of learners



English	KS3 Point scores		
KS2 prior attainment	KS3 LQ	KS3 median points	KS3 UQ
P1(i)	0.7	0.9	1.1
P1(ii)	0.7	0.9	0.9
P2(i)	0.9	0.9	1.3
P2(ii)	1.1	1.3	1.5
P3(i)	1.3	1.5	1.5
P3(ii)	1.3	1.5	2
P4	2	3	3
P5	3	4	4
P6	4	5	6
P7	5	6	7
P8	6	7	9

English	KS3 P scale/NC levels		
KS2 prior attainment	KS3 25th percentile (LQ)	KS3 median result	KS3 75th percentile (UQ)
P1(i)	P1(ii)	P2(i)	P2(ii)
P1(ii)	P1(ii)	P2(i)	P2(i)
P2(i)	P2(i)	P2(i)	P3(i)
P2(ii)	P2(ii)	P3(i)	P3(ii)
P3(i)	P3(i)	P3(ii)	P3(ii)
P3(ii)	P3(i)	P3(ii)	P4
P4	P4	P5	P5
P5	P5	P6	P6
P6	P6	P7	P8
P7	P7	P8	L1C
P8	P8	L1C	L1B

The table beneath Chart 3e demonstrates that, for example, for learners assessed as a P7 at the end of Key Stage 2 (Year 6) in English:

- learners working within the lowest quartile achieve a P7 or lower by the end of Key Stage 3 (Year 9).
- the middle line of achievement is P8 (6 points).
- learners working within the upper quartile achieve a L1C or higher, which is worth 7 points.

When coupled with wider knowledge of the pupil or cohort, the data tables can be used to set targets based on the progress of learners of a similar age and prior attainment. They can also indicate where the school may need to intervene vigorously, for example, it might be that a learner with a prior attainment of P7 in English, at the end of Key Stage 2, is quite capable of progressing within the upper quartile but, because of a prolonged illness and a significant absence, has gaps in his/her learning. The school would need to put in place the most appropriate provision to support the pupil to maximise their potential.

This guidance is based on historic data and expects progress to be **above the median** before adding challenge and setting targets.

More information about target setting can be found in the electronic professional development module that accompanies this guidance.

3.6 Future developments

The progression guidance 2009–10 marks the first opportunity for all schools, PRUs and LAs to use P level data to determine good progress for learners working below and well below age-related expectations. It represents a major step in the improvement of data for this group of learners. However, this is phase 1 in the development of a wider approach to improving outcomes. There will be revisions to this guidance as we gather more data.

- This guidance will contribute to the DCSF advice to LAs and schools on target setting in the next cycle.
- There is to be a programme of training and dissemination for partners from LAs and schools.
- There will be case studies on the National Strategies website to illustrate best practice in applying this guidance.
- As RAISEonline develops capacity to analyse a range of low-attainment data, PRUs, schools and LAs will have access to improved progression data and a wider data base for comparison.
- In addition, we will support LAs and schools in applying the principles of APP within the P levels and work with them to improve assessment and moderation for P scales and National Curriculum levels 1 and 2 through the work of the National Strategies, the DCSF and QCA.

The SEN Regional Hubs will provide a valuable local vehicle to develop and share good practice in the assessment and moderation of the P scales and help to promote a P level assessment system which although 'best fit' in principle is the 'right fit' for our most vulnerable learners.

The full Progression Guidance data sets can be found by visiting the National Strategies area of the Standards Site (www.standards.dcsf.gov.uk/nationalstrategies) and searching using the references 00646-2009DWO-EN-01 (Data set 1), 00647-2009DWO-EN-01 (Data set 2) or 00648-2009DWO-EN-01 (Data set 3)

Data set	Appendices				
P scale point scores and conversion charts	1.0a P scale point score		1.0b APS conversion table		
Data set 1: KS1 to KS2 'W' – level 5 2007	1.1a English		1.1b mathematics		
Data set 1: KS2 to KS3 'W' to level 8 2007	1.2a English		1.2b mathematics		
Data set 1: KS3 to KS4 'W' to GCSE 2007	1.3a English		1.3b mathematics		
Data set 1: KS2 to KS4 'W' to GCSE 2007	1.4a English		1.4b mathematics		
Data set 2: KS1 P scales data collection 2008	2.0a+b. KS1 P level analysis 2008				
Data set 2: KS2 P scales data collection 2008	2.1a+b KS2 P level analysis 2008				
Data set 2: KS3 P scales data collection 2008	2.2a+b KS3 P level analysis 2008 when available				
Data set 3: KS1 to KS2 PGP P scales data collection 2007	3.0a English	3.0b Reading	3.0c Writing		
	3.1a mathematics	3.1b Using and applying	3.1c Number	3.1d Shape and space	
	3.2a science	3.2b Scientific enquiry	3.2c Life processes	3.2d Materials	3.2e Physical properties
Data set 3: KS2 to KS3 PGP P scales data collection 2007	3.3a English	3.3b Reading	3.3c Writing		
	3.4a mathematics	3.4b Using and applying	3.4c Number	3.4d Shape and space	
	3.5a science	3.5b Scientific enquiry	3.5c Life processes	3.5d Materials	3.5e Physical properties
Data set 3: KS3 to KS4 PGP P scales data collection 2007	3.6 Unavailable				

Acknowledgements

Sincere thanks are expressed to all individuals and groups who have contributed to this guidance, in particular to: members of the Progression Guidance Reference Group who have shaped this document and offered feedback throughout the research process; the SEN Regional Hubs; all the commercial providers who contributed to the developments of this guidance and, in particular, Durham CEM and Equals who contributed the majority of the data; those schools and local authorities who allowed us to use their materials to develop the case studies; and the schools who allowed us to film their practice as part of the related electronic professional development resource.

Audience: Headteachers, practitioners, SIPCos

Date of issue: 06-2009

Ref: **00553-2009BKT-EN**

Copies of this publication may be available from:

www.teachernet.gov.uk/publications

You can download this publication and obtain

further information at: **www.standards.dcsf.gov.uk**

Copies of this publication may be available from:

DCSF Publications

PO Box 5050

Sherwood Park

Annesley

Nottingham NG15 0DJ

Tel 0845 60 222 60

Fax 0845 60 333 60

Textphone 0845 60 555 60

email: dcsf@prolog.uk.com

© Crown copyright 2009

Published by the Department for

Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

For any other use please contact

licensing@opsi.gov.uk

www.opsi.gov.uk/click-use/index.htm

80% recycled

This publication is printed on 80% recycled paper



When you have finished with this publication please recycle it



department for
children, schools and families