



# The Progression Guidance 2009-10



## The National Strategies



### Progression Guidance 2009–10

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



## Objectives

- To review the scope and structure of the guidance
- To examine representative samples of data sets within the guidance



# Booklet Content

## Section 1:

- General introduction
- What's in it
- Intended audience
- How it can be used

## Section 2:

The three key principles

## Section 3:

Introduction to the data sets within the guidance and how to use them

### Data sets:

Set 1= Matched National curriculum data for 2007

Set 2= P scale collection analysis 2008

SET 3= Matched P scales data collection 2007

## Section 4:

Data sets appendices (**Web access only**) including:

Point scores and conversion tables

Matrices

Line graphs and tables

Bar charts and tables



# The Key Principles 2009

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

# Data set 1: National Curriculum TA/test data 2007

<b>Data set 1:</b> <b>KS1 to KS2</b> 'W' – level 5 2007	1.1a English	1.1b mathematics
<b>Data set 1:</b> <b>KS2 to KS3</b> 'W' to level 8 2007	1.2a English	1.2b mathematics
<b>Data set 1:</b> <b>KS3 to KS4</b> 'W' to GCSE 2007	1.3a English	1.3b mathematics
<b>Data set 1:</b> <b>KS2 to KS4</b> 'W' to GCSE 2007	1.4a English	1.4b mathematics



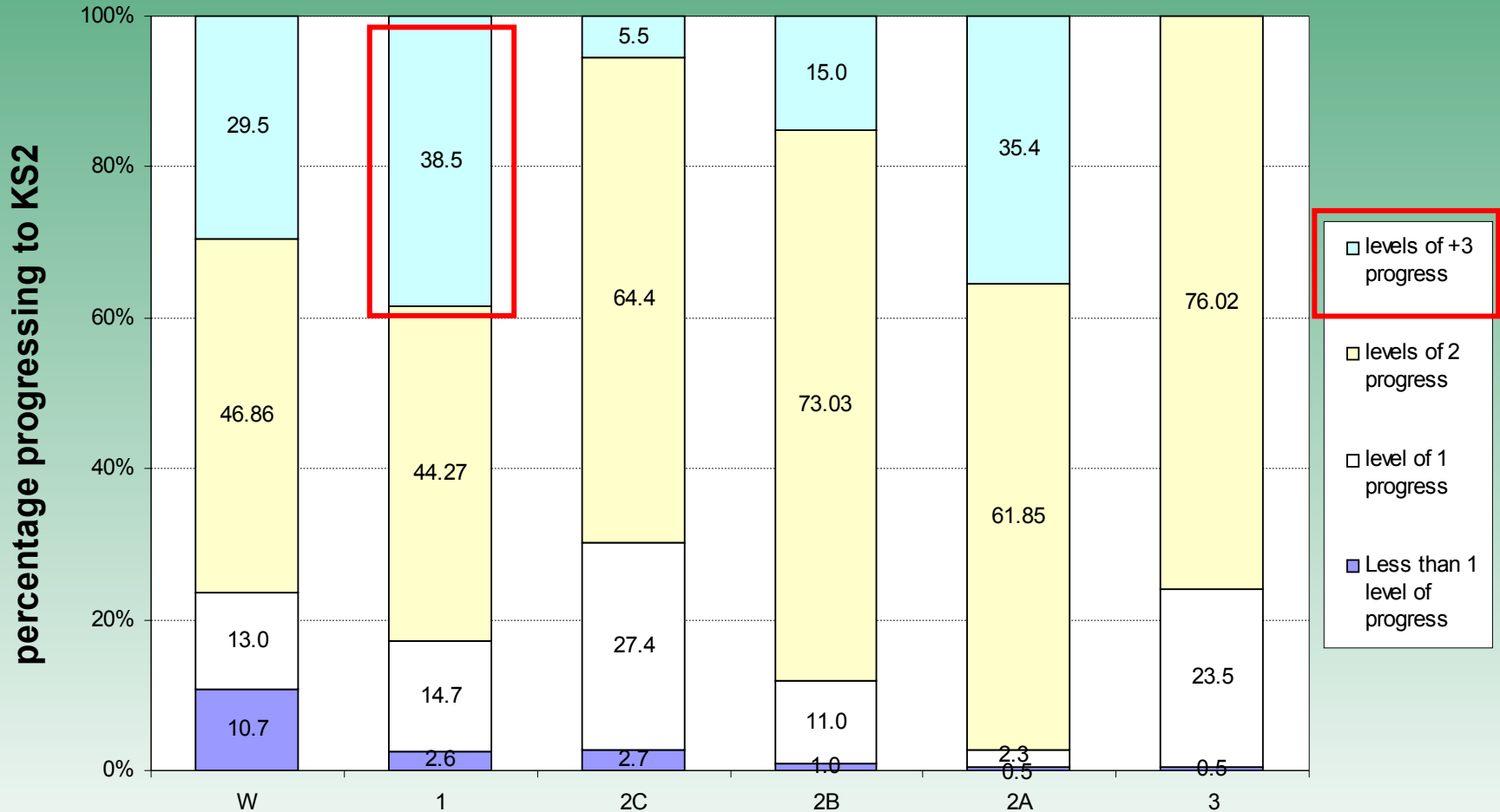


# Data set 1

Percentage of learners													
		Key Stage 2 2007 English								% 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	
	Miss/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		83.1



**KS1 to KS2 2007: progress in English**  
 Coverage: all learners in maintained schools including speci

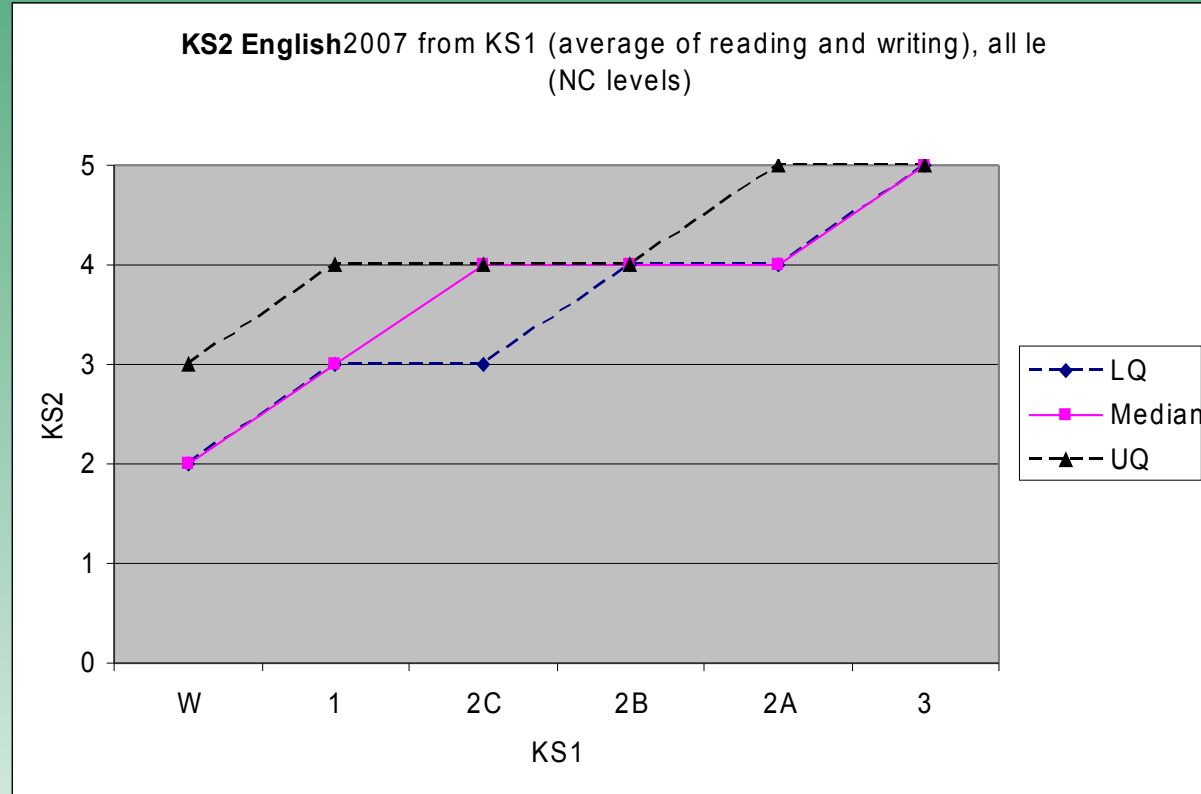




KS2 NC levels			
KS1	LQ	Median	UQ
W	2	2	3
1	3	3	4
2C	3	4	4
2B	4	4	4
2A	4	4	5
3	5	5	5

### KS2 point scores

KS1	LQ	Median	UQ
W	15	15	21
1	21	21	27
2C	21	27	27
2B	27	27	27
2A	27	27	33
3	33	33	33





# Data set 2: P scale data collection 2008

## Key Stage 2

- **2,339 (0.4%)** were registered on at least one P scale .(excluding Approximately **300 pupils (0.05%)** were registered on the **three levels P1i-P3ii** for English, mathematics and science.
- **66%** of pupils on the P scales were **male** compared with 51% of those not on the P scales.
- **84% of pupils on P scales have a Statement of SEN**
- **29%** of pupils on P scales are eligible for **FSM**, which compares with 16% of those not on P scales.
- **5%** of pupils 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 pupils and the rest of the cohort in respect of the **term of birth**.

# Data set 3: P scale collection 2007

<b>Data set 3</b> <b>KS1 to KS2</b> PGP P scaled data collection 2007	3.0a English	3.0b Reading	3.0c Writing		
	3.1a mathematics	3.1b Using & applying	3.1c Number	3.1d Shape & space	
	3.2a science	3.2b Scientific enquiry	3.2c Life processes	3.2d Materials	3.2e Physical properties
<b>Data set 3</b> <b>KS2 to KS3</b> PGP P scaled data collection 2007	3.3a English	3.3b Reading	3.3c Writing		
	3.4a mathematics	3.4b Using & applying	3.4c Number	3.4d Shape & space	
	3.5a science	3.5b Scientific enquiry	3.5c Life processes	3.5d Materials	3.5e Physical properties



## English KS1 to KS2 matrices

Appendix 3.0a		KS1–KS2 English													
Percentage of learners		Key Stage 2 2007 English													
		P1(i)	P1(ii)	P2(i)	P2(ii)	P3(i)	P3(ii)	P4	P5	P6	P7	P8	L1C	L1B	L1A
<b>English KS1 2003</b>	P1(i)	30.8	15.4	38.5	7.7	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	P1(ii)	0.0	33.3	13.3	6.7	20.0	13.3	6.7	6.7	0.0	0.0	0.0	0.0	0.0	0.0
	P2(i)	0.0	5.3	18.4	23.7	21.1	10.5	7.9	0.0	5.3	0.0	2.6	2.6	0.0	2.6
	P2(ii)	2.9	2.9	5.7	40.0	8.6	22.9	8.6	5.7	2.9	0.0	0.0	0.0	0.0	0.0
	P3(i)	0.0	0.0	2.1	12.8	23.4	23.4	19.1	14.9	2.1	2.1	0.0	0.0	0.0	0.0
	P3(ii)	0.0	2.0	0.0	0.0	14.3	14.3	30.6	24.5	14.3	0.0	0.0	0.0	0.0	0.0
	P4	0.0	0.0	0.0	0.0	0.0	3.4	20.5	28.2	20.5	12.8	10.3	2.6	0.9	0.0
	P5	0.0	0.0	0.0	0.0	0.0	0.0	1.9	10.8	24.7	22.2	15.8	7.6	6.3	4.4
P6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.2	7.3	21.2	16.8	19.7	16.8	8.8	
P7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	4.2	16.7	16.7	24.2	11.7	
P8	0.0	0.0	0.0	0.0	0.0	0.0	1.3	1.3	0.0	1.3	5.2	10.4	6.5	11.7	

**1 level progress**

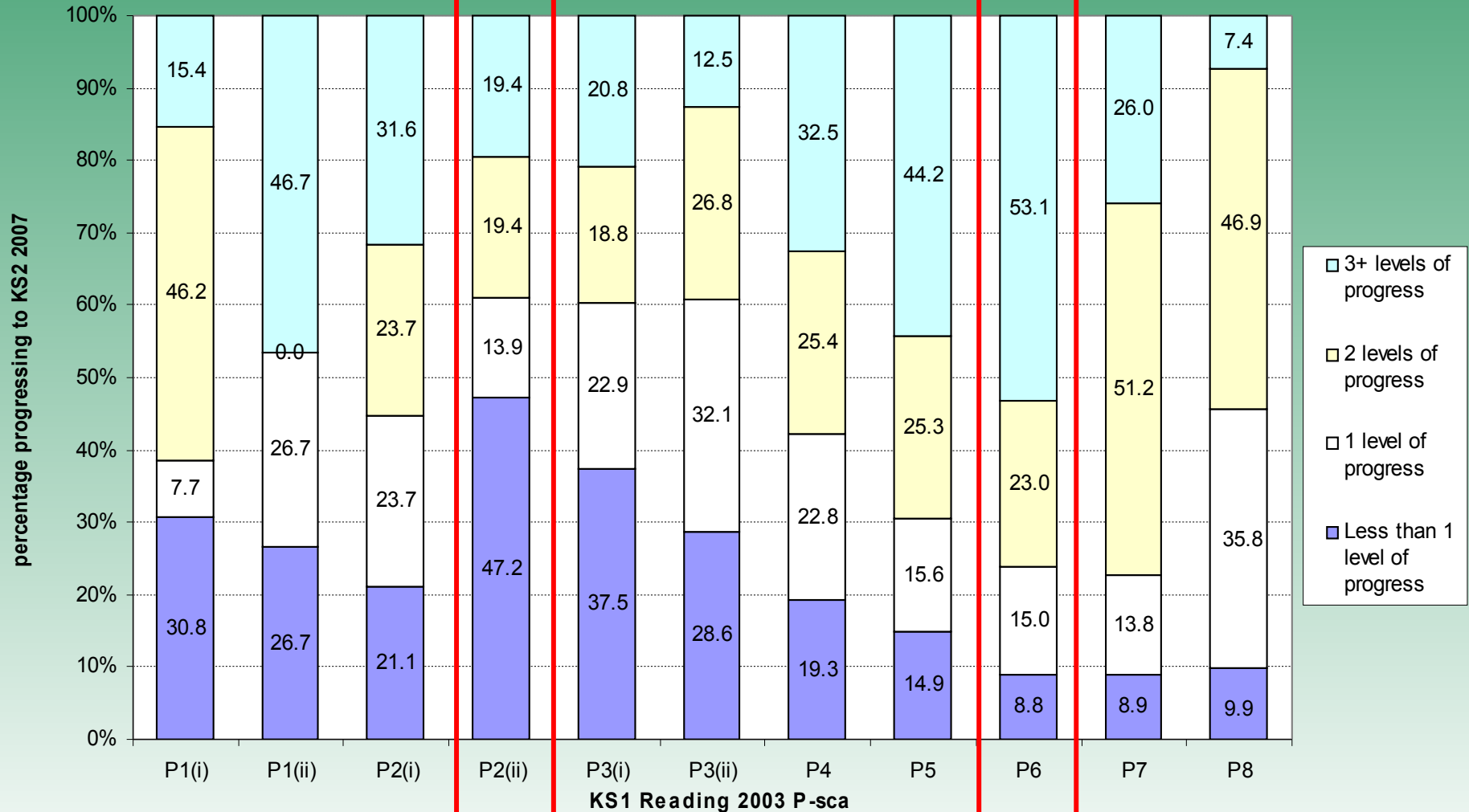
**2 levels progress**

**3 level + progress**



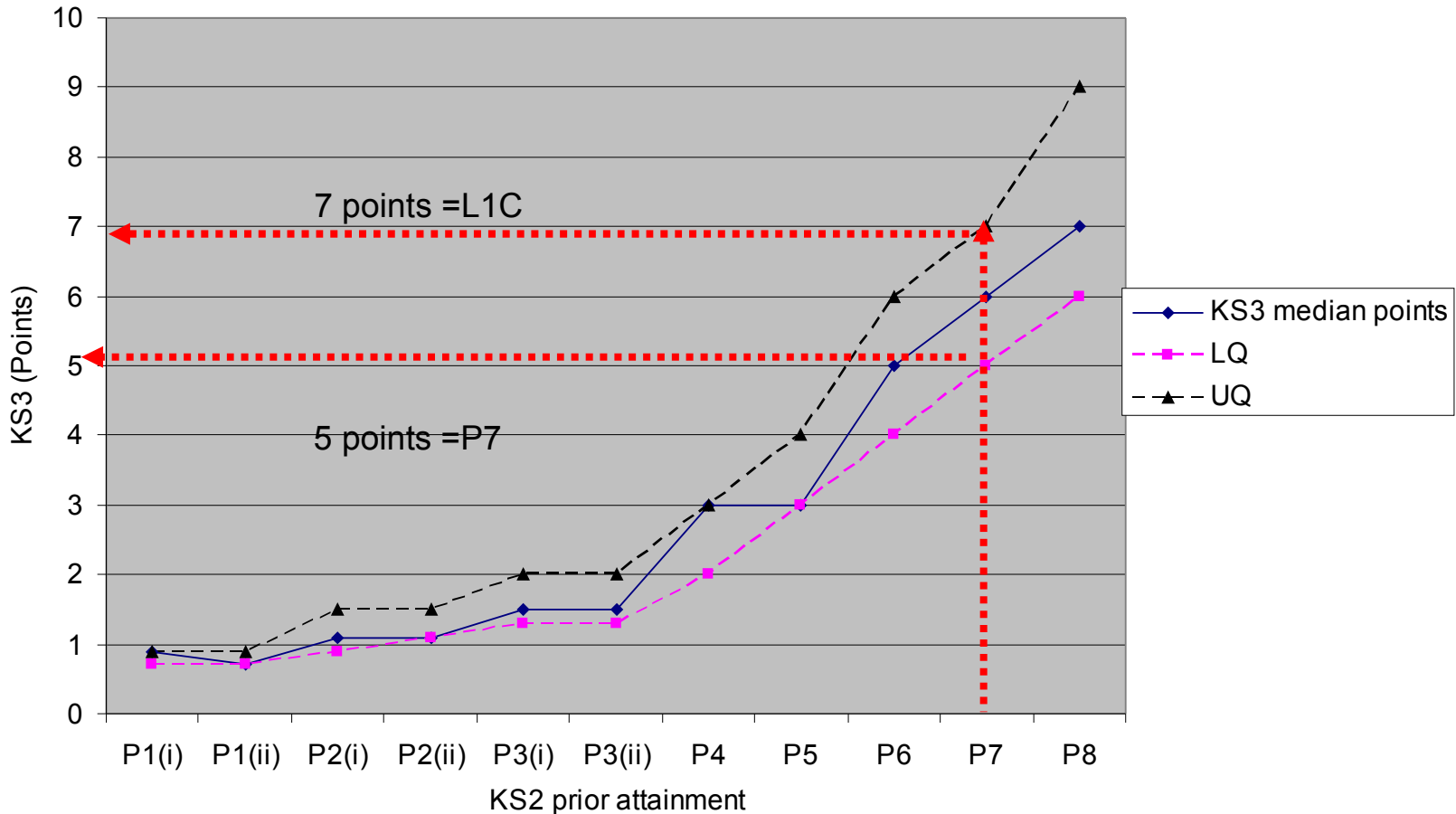


## KS1 2003 to KS2 2007: progress from P-scales in Reading





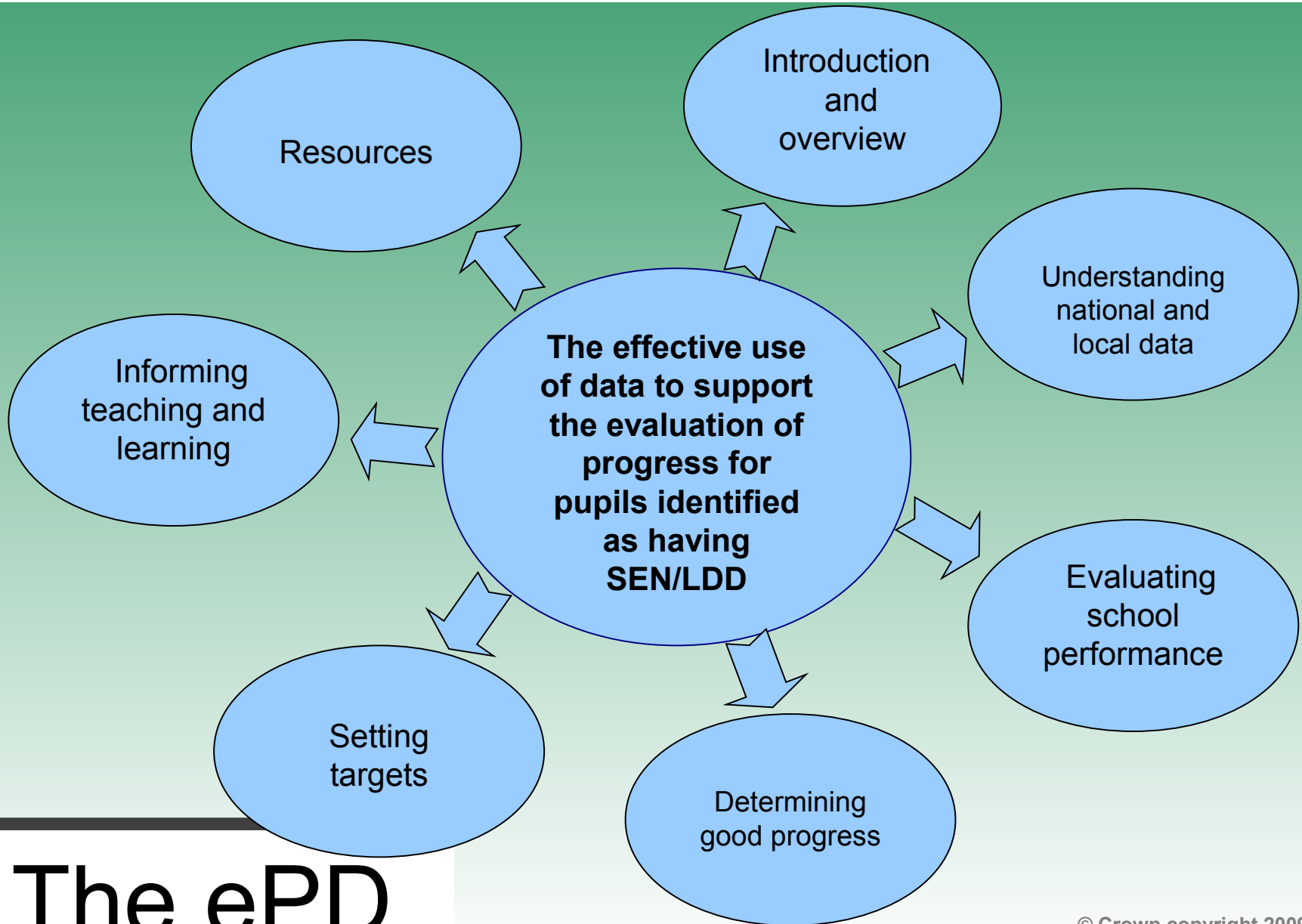
KS2 2004 to KS3 2007 Maths: Average (median) outcomes from P levels in NC Points



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

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





# The ePD

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