

Tracking Academic Attainment and Progress at The Southover Partnership School

At The Southover Partnership School we recognise that the attainment of our students on entry has been affected by their experiences in life. Accurate attainment data is rarely available for our students at the time of transition. On entry to the school, the majority of our learners display knowledge, understanding and skills below age related expectations and below their peers in general. To ensure our students are re-engaged with learning, and that teaching is tailored to meet their needs, the school provides a programme to identify the needs of students as learners and as human beings.

We use baseline tests to understand where students are at their point of entry and plot their expected rate of progress based on regular assessments and observations to check whether they're on track. Our baseline assessment process informs the work of teachers and our efforts ensure that students' progress is tracked accurately.

Our processes, reporting and targeted interventions to secure excellent progress are based around ***Pearson's Support for Progression 11 -16***, personalised to fit our students' profiles. Assessments are available across KS3 and KS4 and are used across many schools, enabling us to employ a consistent approach across our own school.

This 12-Step Scale, and its indicative 9-1 GCSE grade, provides a consistent standard against which to assess students year on year. We expect the average student to make one Step of progress per year, so this information can be used to plot expected rates of progress for each student. Their level of security within that Step helps us to identify small increments of progress classed as:

Beginning, Developing, Secure within Step or Exceling

For non-GCSE entries, the incremental steps are:

Working towards (W), Secure, Level 1, Level 2, Merit, Distinction

Student progress is reported to parents termly and also used as part of Annual Reviews.