

Alfreton Park Community Special School
Learning Together for Personal Success
National Progression Guidance (NPG) Information Sheet

National Progression Guidance (NPG) is advice given to schools focusing on the use of attainment and progress data where learners are working below expected levels. The Department for Education's progression guidance document is designed to help schools identify the sort of targets that they should be setting based on the level of the pupil.

The Government has set out basic rules for targeting; however these rules do not always fit with the data the Government itself has collected. The Government has collected data from schools throughout England and has summarised the data, which it shows in data tables, known as datasets. The data shows the progress made by pupils in schools comparing the results at the end of one key stage to the results at the end of the next key stage.

The progression guidance contains lots of information for schools on setting targets. The first important bit of information is that schools should not set targets just using the progression guidance information. They should use information from other sources, the most useful information to use when setting targets is their previous attainment.

When developing this advice the Government consulted widely on the underlying principles that underpin action to promote the progress of learners with special needs. Emerging from that consultation were three key principles:

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.

We capture progress data throughout a key stage. The guidance is clear that one of the most important purposes of this assessment is to inform teaching and learning. Assessment enables us to track pupil progress accurately, to design future learning, to adjust, commission new or decommission existing provision and to review expectations and learning trajectories. Throughout the year we also actively engage in moderation and standardisation processes, which are critical to achieving accurate teacher assessments and to promoting pupil progress.

At the end of each key stage pupils will fall into one of the following categories based on the progress they made:

Lower Quartile (LQ)	Median Quartiles (MQ)	Upper Quartile (UQ)
Below Expected Progress	Expected Progress	Above Expected Progress
Bottom 25% of pupils nationally	Middle 50% of pupils nationally	Top 25% of pupils nationally

Although schools should aim to get as many pupils as possible into the Median and Upper Quartiles, one paragraph that is repeated twice in the Progression Guidance document is that a pupil achieving the upper quartile target may not be making good enough progress, and a pupil only achieving the lower quartile target may be making good progress. This is due to their previous progress and why schools need to look at the pupil's previous achievements before setting targets.

At Alfreton Park we analyse the progress of pupils across each key stage for English and maths. We do this to identify any patterns and trends that could influence future decisions in relation to teaching and learning. In particular we make the following comparisons:

- The progress of different **gender** groups
- The progress of **looked after children** compared to those that are not looked after
- The progress of pupils that are entitled to **free school meals** compared with those that are not
- The progress of pupils with different **primary needs**
- The progress of pupils with different **ethnicities**

Pupils are also attributed an attainment score based on the completed level at the end of a key stage. We also analyse this data to help identify any patterns and trends that may inform our practice.

The findings of this analysis are summarised in documents displayed on our website.