BSquared

Using Reports in Connecting Steps V5 to Show Progress

BSquared Ltd

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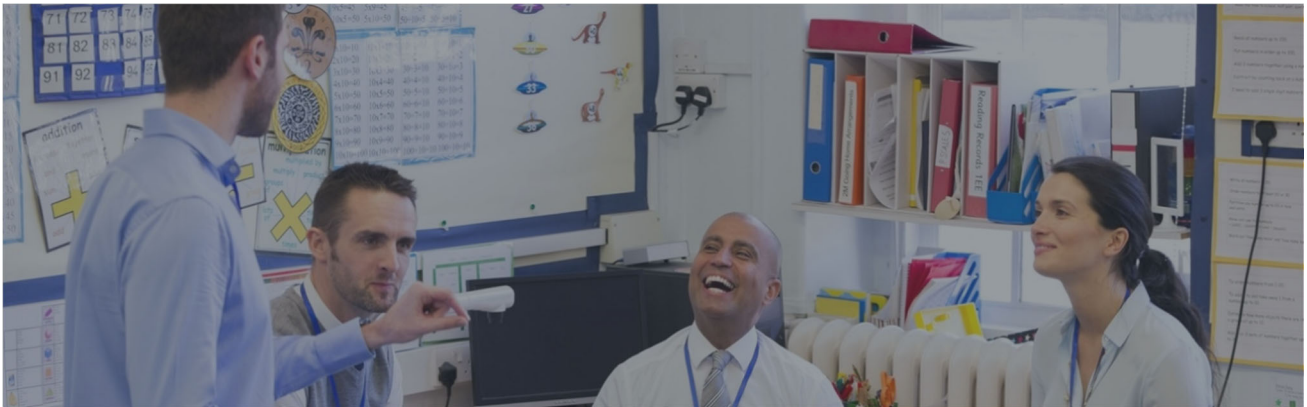**Phone:** 01252 870 133
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Basic Terms within Connecting Steps

Before we dive into the different reports, it is important that you understand the features within Connecting Steps that relate to progress and reporting progress and the language we use to talk about progress.

Levels of Achievement

The Connecting Steps system is much more than a tick in a box exercise. You can use multiple achievement/engagement types for each assessment point to assess a pupil's progress.

There are a couple of different scales used, depending on the curriculums you are following. Most schools will see the levels of achievement displayed on the right.

Green items like Mastered and Confirmed are used when the pupil has demonstrated their achievement of the assessment item in question (either consistently or in a range of different situations). Marking an assessment point green will indicate the child has achieved the skill. This will increase the percentage complete of the level.

Yellow items like Encounter, Awareness, Attention & Response, Engagement, Participation, Involvement, and Gaining Skills & Understanding indicate a growing engagement with the assessment point. Marking an assessment point as yellow will **not** increase the percentage complete.

N	Encounter
A	Awareness
R	Attention & Response
E	Engagement
P	Participation
I	Involvement
G	Gaining Skills & Understanding
M	Mastered
C	Confirmed

Schools can choose how many of these levels they wish to use. Once a school has chosen and set the levels of achievement/engagement they wish to use, the other items will disappear. If you are unsure how many to use, I would reduce the number, perhaps using Engagement, Gaining Skills and Understanding and Mastered. Once you start using these, you will be able to identify if you need additional steps.

If you hover over each level of achievement/engagement in Connecting Steps, you will see our basic definitions. Schools can choose to update these definitions based on their needs. These can be edited in My BSquared. You will then see your own definitions when hovering over the levels of achievement/engagement.

Level-Complete Status/Best Fit

The best-fit percentage is set by an administrator for your school. The setting is global, the same value applies to all frameworks. It can be switched off for frameworks if required. We generally advise schools to use 80% or 85%. This means that the pupils only need to master 80% of the assessment points before moving the pupil to the next level. Some frameworks like the pre-key stage standards, the best fit is turned off as the pre-key stage standards are secure fit.

Not Applicable

You can disapply skills by marking skills as Not Applicable. These are ignored when working out the percentage complete. Not Applicable should be used with caution as it will make levels easier to achieve. You should not use Not Applicable if it is something you do not intend to cover. Not Applicable is designed to be used for something a pupil will never be able to achieve due to their needs or something a school does not cover as part of their curriculum.

Current Level

A pupil's current level is the lowest level where they have not achieved enough assessment items to have reached the best-fit percentage. The current level is indicated by a Red C on the Level Summary screens.

NAME	LEVEL COMPLETE PERCENTAGE	CURRENT LEVEL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Pupil A	80%	Level 3	80%	80%	70%	20%
Pupil B	80%	Level 2	80%	70%	70%	20%

Baseline

When a pupil starts to work in a framework, they need to be baselined in each subject/profile they are working in. Some systems assume a pupil's starting point based on their age, we do not assume. A pupil will always start at the lowest level and will not be included in any reports until they are baselined. When you baseline in Connecting Steps, you are setting the pupils starting level. This will need to be backdated to when they started on the framework. When you baseline a pupil, you will see the option of 'Framework Start date', this is calculated based on the framework settings and pupil's admission date.

Attainment

A pupil's attainment is their current level of a subject/profile. This measure only includes the assessment points which have been marked as achieved ('mastered' or 'confirmed', for example).

Progress

A pupil's progress is the difference between the pupil's attainment at the beginning of a timeframe and their attainment at the end of a timeframe. We have introduced some new ways of showing progress in different ways, including both linear and non-linear.

Linear/Balanced Progress

This is the typical progress value used by the Government and by every single assessment system available. It is based on skills a pupil has achieved (Mastered or Confirmed etc.). It identifies the pupil's current level at the start and the pupil's current level at the end. The progress is the difference between these 2 values.

Non-linear/Overall progress

This is a better progress for pupils with SEN, who are working across multiple levels. It is based on skills a pupil has achieved (Mastered or Confirmed etc.). It identifies the pupil's current level at the start and the attainment on all the levels above. It then identifies the pupil's current level at the end and the attainment on all the levels above. It calculates the overall progress that has been made across all affected levels. We report the overall progress value (percentage) over the number of levels that progress was made on.

Achievement/Engagement Progress

This looks at progress across all levels of achievement/engagement, not just the skills a pupil has achieved. This will show progress where a pupil has become more engaged or requires less support. It identifies the pupil's level at the start and looks at all levels of achievement/engagement. It then shows how the pupil's levels of achievement/engagement change over time.

Real Progress

This is the real progress that is made on the pupils current level over time. If a pupil doesn't move on to the next level, the real progress will match the balanced progress value. When a pupil moves from one level to the next, the best fit gives additional progress. If I have set the best fit to 80% and a pupil progresses from 75% of Step 5 to 0% of Step 6, it looks like they made 25% progress, but in reality, they only had to reach 80%, so their real progress would be 5%.

When you work across multiple levels, the difference between linear/balanced and real progress can be even bigger. An example would be, I have set the best fit to 80% and a pupil who moves from 75% of Step 5 to 55% of Step 6. They had already achieved 50% of Step 6 before the start of the report time frame. It looks like they made 80% progress, but in reality, they only had to reach 80%, and they had already achieved 50% of the next level. Their real progress would be 10%, 5% on each level.

Schools have often had issues when pupils with complex needs who only make low rates of progress, working across multiple levels. When they move from one level to the next, their balanced/linear progress can skyrocket due to achievements already achieved. The real progress will reduce this issue, giving a more consistent progress value year on year.

Regression

Regression is when a pupil can no longer achieve a skill, requires additional support to achieve a skill than before or is less engaged than they were before. Teachers can record a lower level of achievement in Connecting Steps on already achieved skills or skills with a higher level of achievement/engagement. This does not remove the previous achievement. The previous achievement level is still registered and will end on the date the new achievement was added. All the reports in Connecting Steps can show regression as well as progress.

What Data is Included in Reports

In Connecting Steps V5, we have introduced a number of settings and options which control and limit what data is included in a report:

- A pupil will only be included in a report if they are on that framework
- A pupil will only show data for profiles they have a baseline in
- If a pupil does not have a baseline in a profile before the start of the report, the report will not show a progress value.

This will mean in group reports some pupils will be missing as they are on a different framework or they haven't been baselined. In individual reports, the report won't run as they are not on the framework for that time period or some profiles will be missing as they haven't been baselined.

Which Report is Best?

As with many things, that is not a simple answer as it depends on the level of need and the type of progress being made. If I was looking at a group, I would start with the Group Progress report and where pupils aren't appearing to make progress using this report, I would move on to the Individual non-linear and Achievement Progress reports to see what type of progress is being made.

If I was looking at individual progress to share with parents or for an annual review, I would follow the same process. The reports I share would depend on the progress being made, but the Overall Progress and Progress Summary reports are great reports for showing progress across multiple subjects and profiles.

When discussing progress, it is also a good idea to talk about the barriers to progress, so using the Assessments to be Achieved is a great way to show what skills are preventing a pupil from moving on to the next level. You can discuss this with the parents and more able, older pupils.

Individual Reports

The individual reports allow educational practitioners to represent attainment, progress, and engagement for individual pupils either for a single subject or for all subjects and help them to identify next steps or areas for development.

Level of Experience pie charts – Achievement/Engagement Progress

Accessed from Individual Assessments or Level Summary Screens
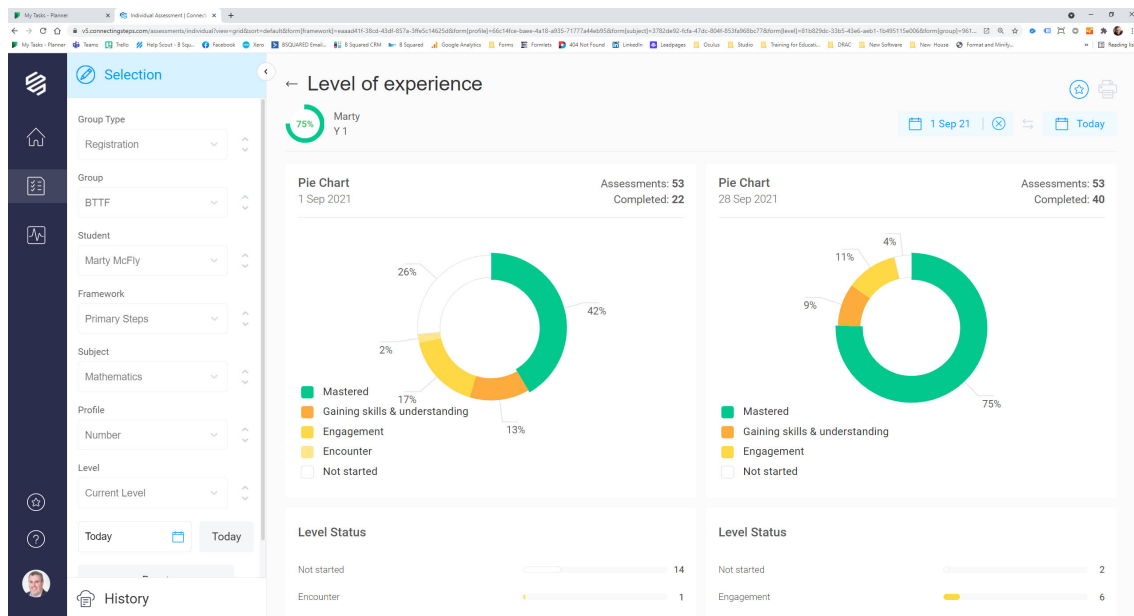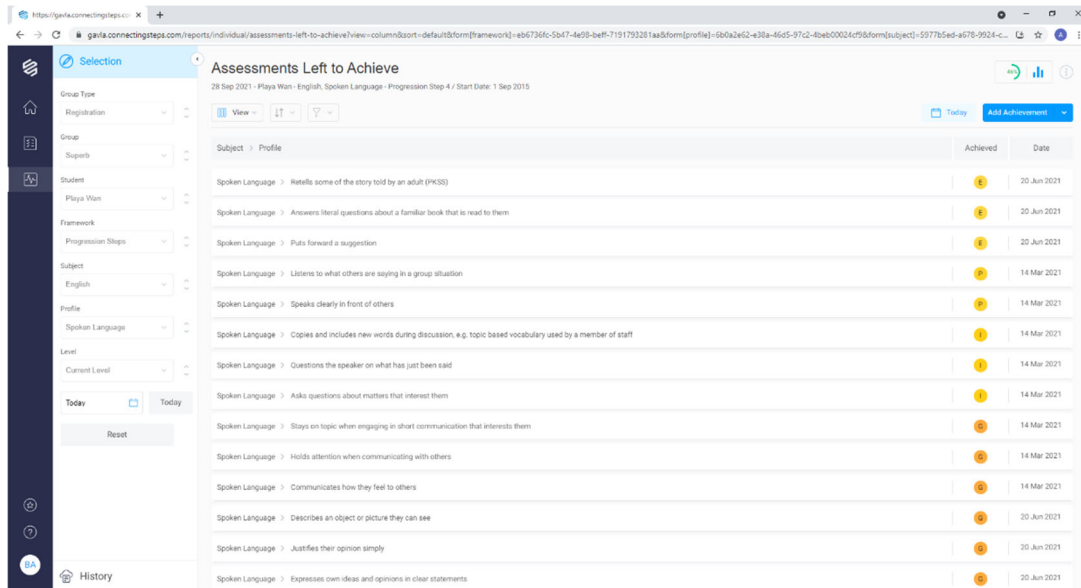

How does this help?

This report helps you to show the really small changes in achievement/engagement that have been demonstrated by the pupil over a period of time. You can quickly and easily summarise the progression or regression that has been made within the level. You can use this to help guide discussions around progress and to celebrate the efforts of the pupil and practitioners. It is particularly helpful when looking at the progress made by pupils with complex needs as they will often make small but significant improvements without necessarily mastering an assessment point.

What does it show?

This report identifies all the assessment items that have achievements recorded against them (any achievement level) and how that changes between 2 dates.

The data is represented in two comparative pie graphs.

Assessments Left to Achieve report

How does this help?

This report helps you to identify the next steps within a level for a pupil. You can quickly and easily identify the next steps and use the information to discuss barriers to progress with parents and in pupil progress meetings.

It is important to mention that although this screen identifies the next steps to achieve this level, they may not be the next steps for the pupil. This is where the teacher's professional judgement comes in. The next step for the pupil might be to work on a skill on the next level, they may work on another skill within that level, or they may work on other areas.

What does it show?

This report identifies all the assessment items that have not been achieved, within a specific framework, subject, profile and level.

The data can be represented in a list, as grid cards, or in a table. It can be sorted based on date or achievement level.

Assessments Achieved report – Non-linear/Overall Progress

How does this help?

This report shows you all the assessment points a pupil has achieved (turned green) between 2 dates within a profile. It helps you to see all the skills a pupil has achieved across different levels. This report is really useful for pupils with complex needs, autism or a specific area of difficulty where they are working across multiple levels. This is a useful report to look at if a pupil is not showing progress on a linear report as it will highlight what skills they have achieved and where those skills are. Where pupil's aren't making progress on their current level, this report is a great way to show the pupil and parents that progress is being made and they are acquiring new skills.

What does it show?

This report identifies all the assessment items that have been achieved within a framework, subject and optionally profile between 2 dates.

The data can be represented in a list, as grid cards, or in a table and sorted based on attainment level or date achieved.

Assessments Changed report – Achievement/Engagement Progress
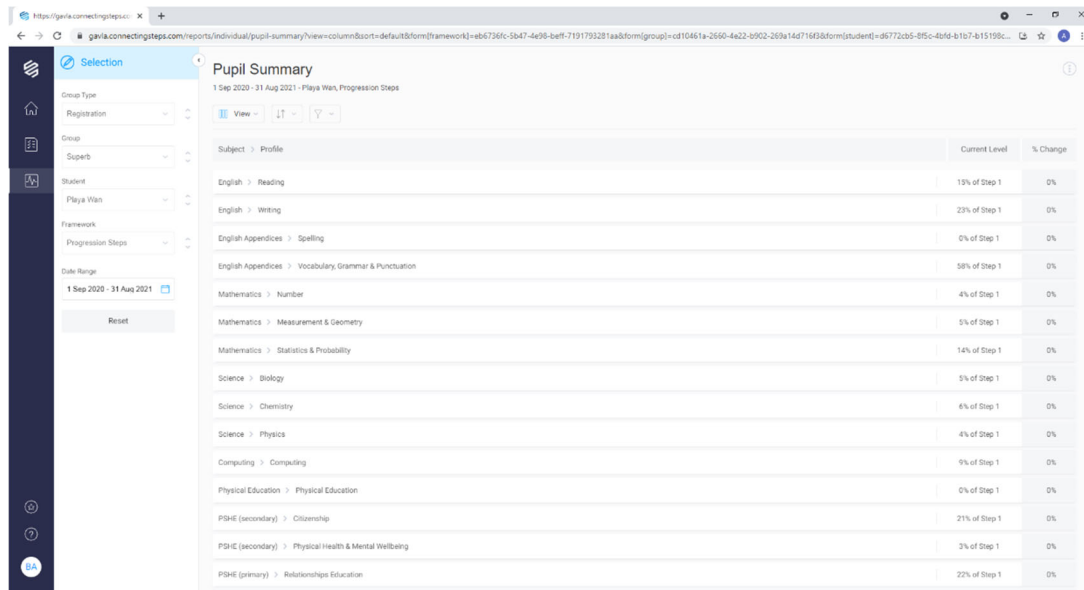

How does this help?

This report shows you the granular changes in achievement/engagement that have been demonstrated by a pupil over a time period. It is easy to see the very small steps of progress or regression that have been made. For pupils with complex needs, you can show the different skills the pupil is more engaged in or requires less support to achieve. It can also highlight any skills where a pupil has regressed, even a small regression like they need additional support compared to previously.

What does it show?

This report identifies all the assessment items that have changed, across all levels of a framework, subject and profile, between 2 dates. This report shows any assessment points where the level of achievement/engagement has increased or decreased (regressed). Any assessment point where the pupil has progressed has a green up arrow on the right side of the screen. Any assessment point where the pupil has regressed has a red down arrow on the right side of the screen.

The data can be represented in a list or in a table and sorted based on attainment level, level of achievement or date.

# Pupil Summary – Linear/Balanced Progress

How does this help?

This report shows the linear progress of a pupil over a time period. It shows the pupil's current level and progress from the previous date select. It is a quick and simple summary to give an overview of the data. It can be shared with parents and for pupils making progress in a linear fashion at a reasonable rate (so it shows on the report, not national expectations) it will help parents to see how different subjects compare. For pupils making smaller amounts of progress, this report will be a starting point before discussing non-linear progress or achievement/engagement progress.

What does it show?

This report shows the percentage complete of the pupil's current level for the 'to date'. It shows the progress made from the 'from date'.

The data can be represented in a list, as grid cards, or in a table. The information can be sorted based on progress and attainment.

Progress (Individual) – Linear/Balanced Progress
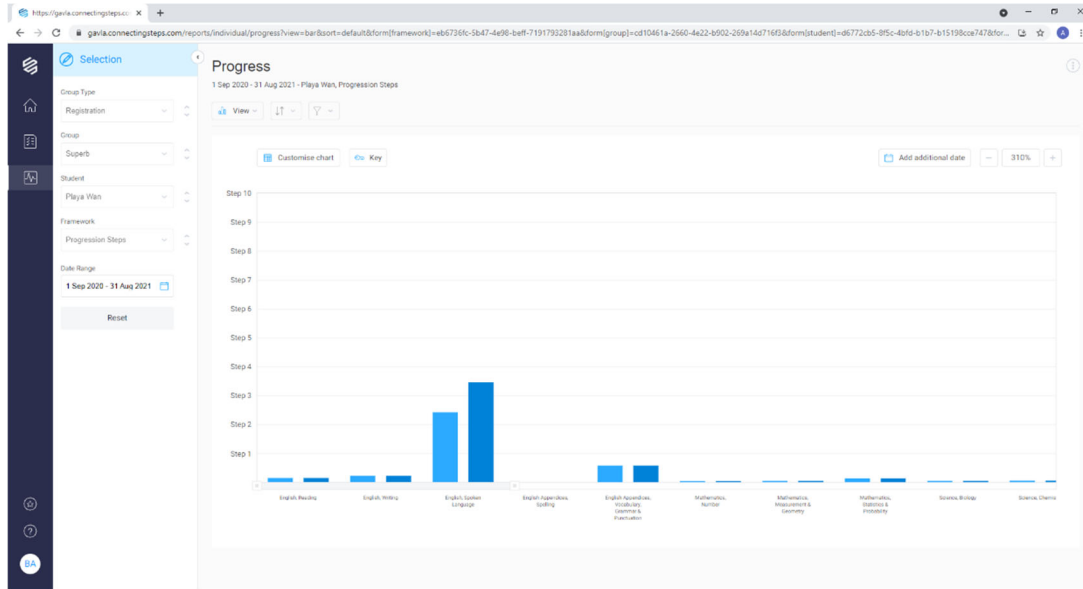
How does this help?

This report shows the linear progress of a pupil across multiple subjects/profiles over a time period. It is similar to the Pupil Summary report but more visual when using the graphs. It is a quick and simple visual overview of a pupil's linear progress and attainment. For pupils making progress in a linear fashion at a reasonable rate (so it shows on the report, not national expectations), it is a good report to share with parents. It will help parents to see how different subjects compare. You can see the pupil's strongest areas in terms of attainment, their weakest area and where they are making the most and least progress. This report will be a starting point for pupils making smaller amounts of progress before discussing non-linear progress or achievement/engagement progress.

Adding an additional date between the starting and end date on the column graph is a perfect way to show how progress has changed over a time period as the pupil is more settled in the school or how a new approach has increased progress.

What does it show?

This report, by default, is a column graph and shows how the pupils' attainment across multiple subjects/profiles changes over two dates, showing the progress made. Teachers can choose to add an additional date to show a midpoint and how the rate of progress may have increased or decreased over time.

The column chart shows the pupil's current level on the first date and second date, the grid and the line graph show attainment on the different key dates in between.

The data can be represented as a comparative column graph, a line graph, or in a table. You can filter based on subjects/profiles and sort the information.

# Non-Linear Progress – Non-linear/Overall Progress
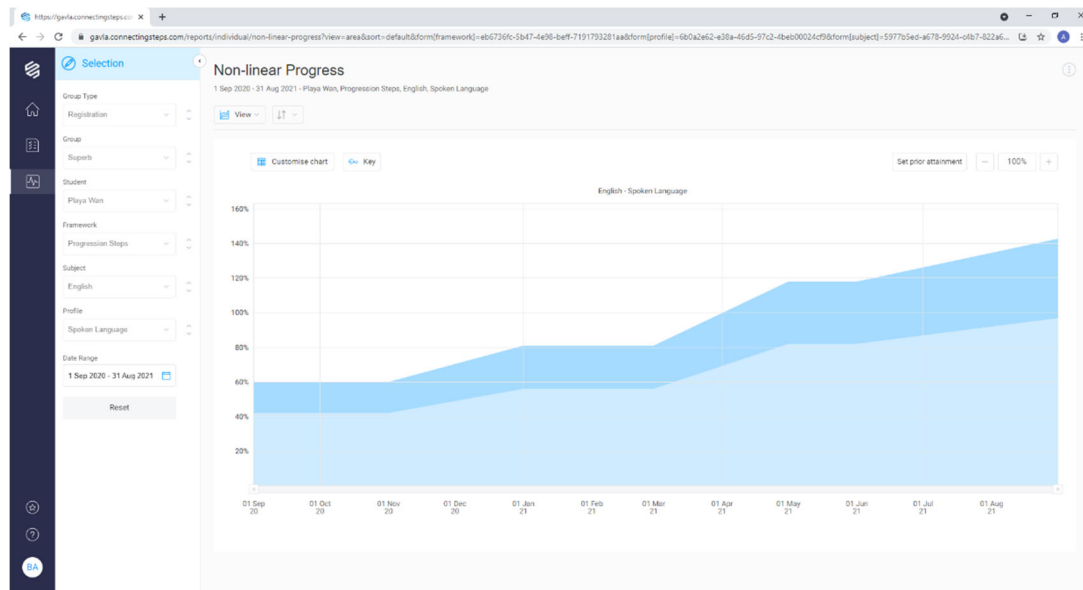
How does this help?

This report shows the progress a pupil has made across multiple levels, from their current level at the start of the report. Pupils with autism, complex needs or a specific area of difficulty will work across multiple levels. This report helps show all of their progress, not just the progress on their current level. A pupil may plateau on a level when they reach skills they struggle with but could be making progress on the level above. It can help pupils and parents see that progress is being made, even though it isn't on the current level.

What does it show?

This report shows progress on their current level on the starting date and all levels above where skills have been achieved, with each colour representing a different level. You can run this report for a single profile or all the profiles within the subject. Multiple profiles will display multiple graphs.

The data is represented as a stacked area graph.

Achievement Progress – Achievement/Engagement Progress
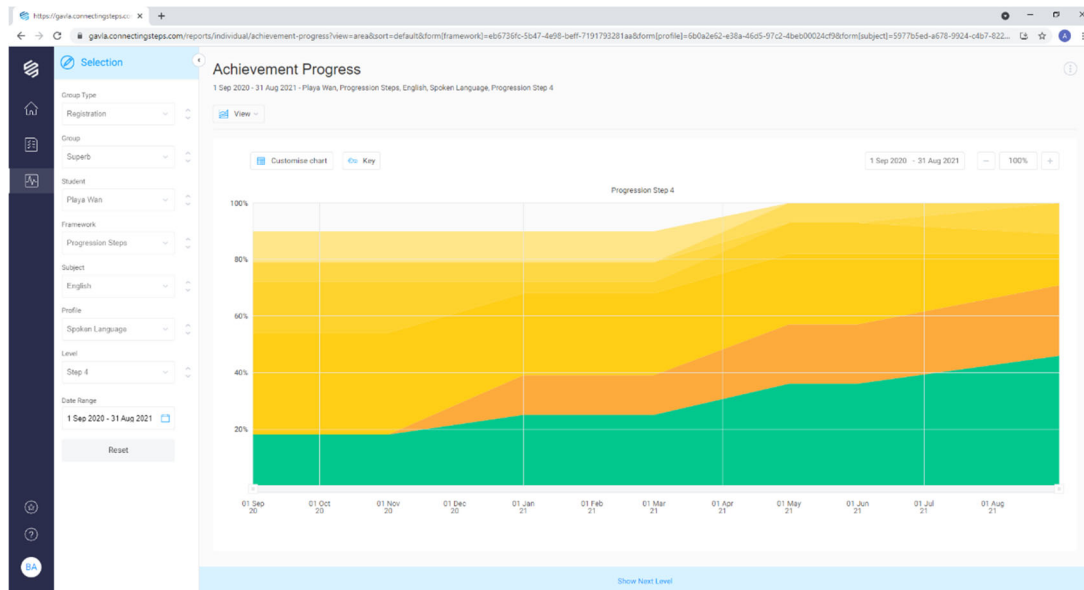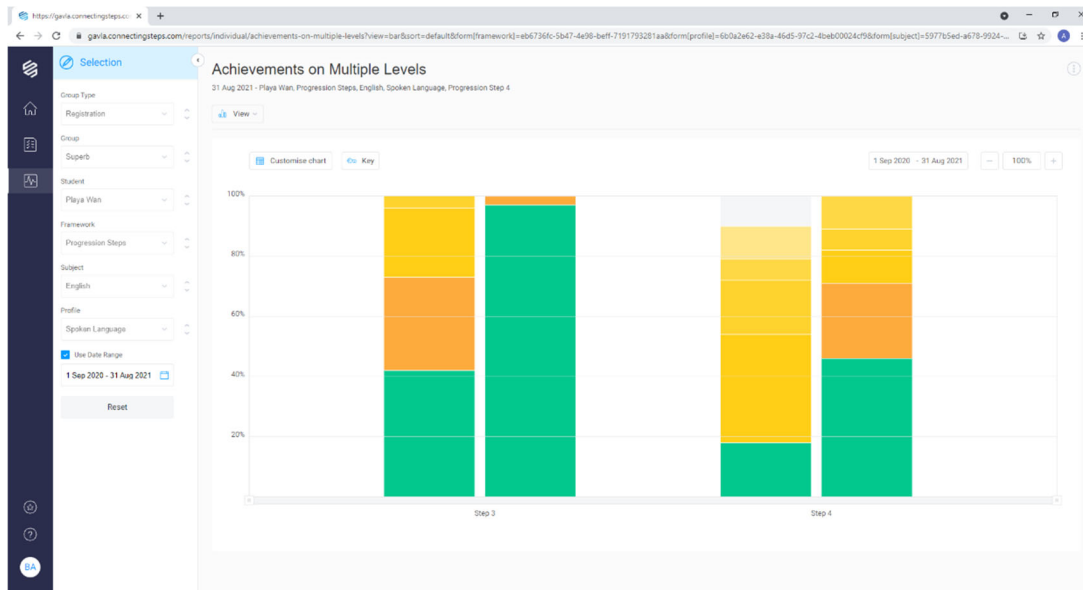

How does this help?

This report shows the really, really small steps of progress around achievement/engagement. For pupils with complex learning needs or low levels of engagement, this report is invaluable for showing the small amounts of progress they are making. It can also be used to show small improvements over short periods of time when providing specific interventions, such as one-to-one reading or nurture groups for pupils with specific needs.

What does it show?

This report shows the progress across all levels of achievement/engagement within the specified level and next level. To see the next level, scroll down the page.

The data is represented as a stacked area graph.

Achievements on Multiple Levels – Achievement/Engagement Progress

How does this help?

Like the previous report, this screen helps you to a pupils achievements/engagements across multiple levels. This report is designed to look over multiple levels, not just 1 or 2. This means that it is helpful when highlighting the achievements of pupils with complex needs and 'spikey profiles'. By default, this report shows a single date, but you can tick 'Use Date Range' and add another date to show progress over time. It will be extremely useful on frameworks like Engagement Steps, Milestones or Routes to Progression for pupils with complex needs not engaged in subject-specific learning who will be working across several levels.

What does it show?

This report shows the percentage of assessment points at different levels of achievements across multiple levels. You can show progress by ticking 'Use Date Range' to view progress over a time period. It will show progress across all levels of achievement/engagement on the current level and any levels above with achievements.

The data is represented as a stacked bar graph.

Overall progress (individual) – Non-linear/Overall Progress

How does this help?

This report gives several different values to describe a pupil's attainment and progress across multiple subjects/profiles. As mentioned earlier, we have four progress measures they can use to talk about progress. These progress measures are:

- balanced progress (linear)
- overall progress (non-linear)
- real progress
- the ratio of real progress to overall

It is important not to get reliant on the overall progress value. It is a great way to show progress across multiple levels, but it is essential to focus on the pupil's current level and support the pupil to achieve the skills they are missing at this level.

The ratio of real progress to overall helps us to identify misleading balanced/linear progress values. If this value is 0%, it means that the pupil is making progress, but none of it is on their current level. This would be rather odd, and I would question why they haven't made progress on their current level. If this value is 100%, it means all their progress is on their current level. I believe the majority, if not all, pupils with SEND have spikey profiles and work across multiple levels.

What does it show?

This report shows progress on their current level on the starting date and all levels above where skills have been achieved. The report uses this information to work out:

- Balanced progress - the difference between the percentage complete of their current level at the start and end of the time range
- Overall progress - the difference between the percentage complete of every level at the start and end of the time range
- Real progress - the difference between the percentage complete of their current level at the start and end of the time range. When moving to new levels, it excludes the best fit gain and previously achieved skills
- The ratio of real progress to overall progress - the percentage of the overall progress that occurred on pupil's current level

The data can be represented as a list or in grid cards.

Group Reports

The following reports are like the Individual Progress report and the Individual Overall Progress report; however, they show data for all pupils within the cohort rather than just one.

Progress (group) – Linear/Balanced Progress
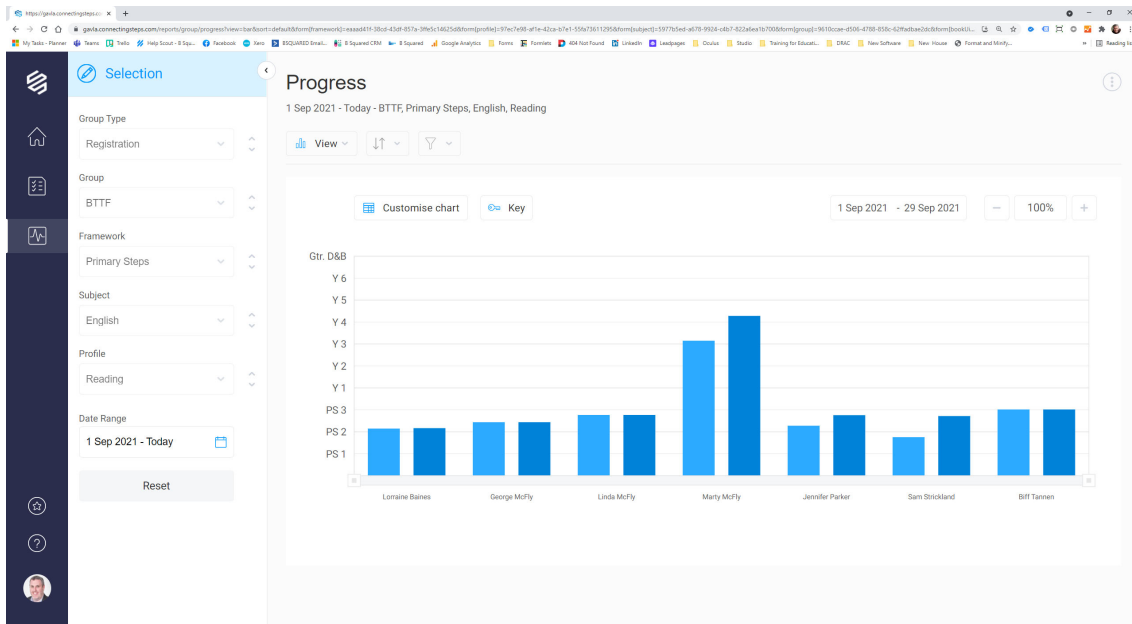
How does this help?

This report shows the linear progress of pupils within a group for a subject/profile, over a time period. It is a quick and simple visual overview of a group's linear progress and attainment. In Connecting Steps, pupils can be in multiple groups. They can be in only one registration group but can be in multiple teaching of data (diversity) groups. You can create a group for different year groups, key stages, intervention groups or when used with pupils with SEND in a mainstream setting, all pupils with SEND. You can then get an overview of progress over any time period quickly and easily. Where pupils aren't making progress, you can look at the reports focussing on non-linear progress or achievement/engagement progress.

The ability to add an additional date between the starting and end date on the column graph is a perfect way to show how progress has changed over a period of time as the intervention has begun to have an impact or the new approach has started to work.

What does it show?

This report, by default, is a column graph and shows how pupils' attainment changes between two dates for a subject/profile, showing the progress made. Teachers can choose to add an additional date to show a midpoint and how the rate of progress may have increased or decreased over time.

The column chart shows the pupils' current level on the first date and second date, the grid and line graph show that attainment on the different key dates in between.

The data can be represented as a comparative bar graph, a line graph, or in a table, you can filter based on subjects or profiles. You can sort the information in a variety of ways.

Overall progress (group) – Non-linear/Overall Progress

How does this help?

This report gives several different values to describe pupils attainment and progress within a subject/profile. As mentioned earlier, we have four progress measures they can use to talk about progress. These progress measures are:

- balanced progress (linear)
- overall progress (non-linear)
- real progress
- the ratio of real progress to overall

It is important not to get reliant on the overall progress value. It is a great way to show progress across multiple levels, but it is essential to focus on the pupil's current level and support the pupil to achieve the skills they are missing at this level.

The ratio of real progress to overall helps us to identify misleading balanced/linear progress values. If this value is 0%, it means that the pupil is making progress, but none of it is on their current level. This would be rather odd and I would question why they haven't made progress on their current level. If this value is 100%, it means all their progress is on their current level. I believe the majority, if not all, pupils with SEND have spikey profiles and work across multiple levels.

What does it show?

This report shows progress on their current level on the starting date and all levels above where skills have been achieved. The report uses this information to work out:

- Balanced progress - the difference between the percentage complete of their current level at the start and end of the time range
- Overall progress - the difference between the percentage complete of every level at the start and end of the time range
- Real progress - the difference between the percentage complete of their current level at the start and end of the time range. When moving to new levels, it excludes the best fit gain and previously achieved skills
- The ratio of real progress to overall progress - the percentage of the overall progress that occurred on pupil's current level

The data can be represented as a list or in grid cards.

If you have any questions, please contact our support team on 01252 870133 or send an email to support@bsquared.co.uk