

Appendix B – engagement and progress scores

Engagement

1	Outstanding engagement student is highly focused and positive about outcomes set and ambitious to meet them
2	Evidence of good engagement with learning goals and attitude to outcomes having a positive impact
3	Evidence of limited engagement which requires improvement in order that progress is made
4	No engagement inadequate attempts by the child or young person to engage with the provision and or their outcomes

Description of engagement:

- Level of positivity around communication with staff and peers – how well does the child or young person communicate?
- Attendance and punctuality with a focus on self-determination in attending – is the child or young person attending because they want to and value the opportunity or because they are made to?
- Input into outcome setting and engagement with monitoring progress – is the child or young person actively engaged in target setting?
- The child or young person demonstrates a commitment to future transition – can they demonstrate where they are going and what they want to achieve?
- Level of engagement in learning activities across all subjects – do they commit to all learning or just the things they enjoy?

Progress in learning

1	Outstanding progress from each different starting point, the pupil exceeds expected progress in subjects including English and mathematics. Progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
2	Good progress in a range of subjects, including English and mathematics. The pupil is making consistently strong progress from different starting points. Progress of disadvantaged pupils and those with special educational needs and disabilities is close or improving towards other pupils with similar starting points.
3	Limited progress in outcomes from pupils which are not yet good. Progress in any of the key subjects or areas indicates that only limited progress is being made. From any different starting point, there is little improvement or progress in English or mathematics.
4	No progress in any key subject or area which indicates that the pupil is underachieving considerably. From any different starting point, there is little improvement or progress in English or mathematics.

Description of appropriate progress:

- How well are learning tasks completed to the standard and degree expected for the outcomes set for child or young person?
- Based on current evidence (attendance, work, engagement), will the child or young person meet their outcomes?
- Is the child or young person making appropriate progress against their outcomes?
- Is the child or young person focussed?