



RAG rating judgements in child by child supervision meetings - December 18

Whilst we monitor the attainment and progress of our young people against their peers, we are mindful of the external influences that challenge them. Our child by child supervision meetings allow us to do due diligence and give a holistic picture at that point in time. Things can change fast for all children but particularly for this group. Positively this can be the stability of foster care in getting them to school every day and attending appropriately, and the impact this on raising attainment and the rate of progress.

RAG rating 'attainment' judgements

To have the best life chances CLA need to attain as well in schools as their peers. To support the judgements of attainment we use these criteria.

For attainment to be judged overall as exceptional, in purple, it is significantly above age related expectation (ARE).

- In secondary schools GCSE grades are on track to be level 7 or above in all academic subjects being taken. That is Year 7 level 3; Year 8 level 4; Year 9 Level 5; Year 10 level 6 and Year 11 level 7
- In Primary schools Deeper Understanding in Reading, Writing, Maths and Science
- In Reception In Reception on track to achieve "Exceeding" in all 12 strands that make Good Level of Development (Personal Social & Emotional; Communication & Language; Physical Development; Literacy and Mathematics) – is working on Year 1 curriculum.
- In other Early Years working at least one developmental level beyond age in all 12 strands that make Good Level of Development (Personal Social & Emotional; Communication & Language; Physical Development; Literacy and Mathematics)

For attainment to be judged overall as outstanding, in blue, it is above age related expectation.

- In secondary schools GCSE grades are on track to be level 7 or above in some academic subjects being taken; or Level 6 and above in most; That is Year 7 level 2; Year 8 level 3; Year 9 Level 4; Year 10 level 5 and Year 11 level 6
- In Primary school Deeper Understanding in at least one of reading, writing, maths and science and ARE in the others
- In Reception on track to achieve "Exceeding" in Prime Areas (Personal Social & Emotional; Communication & Language; Physical Development) and achieve "Expected" Literacy and Mathematics
- In other Early Years working at above age appropriate in at least one of the Prime Areas (Personal Social & Emotional; Communication & Language; Physical Development) and at least at age appropriate in the Specific Areas (Literacy; Mathematics; Understanding the World; and Expressive Art & Design)



For attainment to be judged overall as good, in green, it is at age related expectation.

- In secondary schools GCSE grades are on track to be level 6 or above in some academic subjects being taken; or Level 5 and above in most; That is Year 7 level 1; Year 8 level 2; Year 9 Level 3; Year 10 level 4 and Year 11 level 5
- In Primary school at age related expectation in all subjects or any slightly below ARE in one area is balanced by deeper understanding in another
- In Reception on track to achieve “Expected” Good Level of Development (Personal Social & Emotional; Communication & Language; Physical Development; Literacy and Mathematics)
- In other Early Years working at age appropriate in all areas (3+s the seven areas above for under 3s in the Prime Areas of (Personal Social & Emotional; Communication & Language; and Physical Development)

For attainment to be judged overall as ‘requires improvement to be good’, in amber, it is slightly below age related expectation

- In secondary schools GCSE grades are on track to be level 5 or above in some academic subjects being taken; or Level 4 and above in most; That is Year 7 working towards level 1; Year 8 level 1; Year 9 Level 2; Year 10 level 3 and Year 11 level 4
- In Primary school slightly below age related expectation in all subjects or any well below ARE in one area is balanced by ARE in another
- In Reception on track to achieve “Emerging” (Personal Social & Emotional; Communication & Language; Physical Development; Literacy and Mathematics)
- In other Early Years working at one band below in all areas (3+s the seven areas above for under 3s in the Prime Areas of (Personal Social & Emotional; Communication & Language; and Physical Development)

For attainment to be judged overall as inadequate, in red, it is well below age related expectation

- In secondary schools GCSE grades are on average on track to be 4 or below in academic subjects being taken.
- In Primary school all subjects are either slightly or well below age related expectation
- In Early Years settings more than one band below in all areas (3+s the seven areas above for under 3s in the Prime Areas of (Personal Social & Emotional; Communication & Language; and Physical Development)



RAG rating 'progress' judgements

CLA, on average, need to make faster progress than their peers, to narrow, and eventually close the gap in attainment.

Progress on entry to care can be compromised due to circumstances, such as the trauma of coming into care and historical poor attendance. We ask schools to backfill data in the EPEP so we can see the impact of the Virtual School on progress as soon as possible.

Children with organic learning needs are exempt from these criteria. Their progress is judged against the personal targets in their PEPs. They can and do accelerate, and the targets have to be challenging for the individual child at all times.

The progress of all other children, (including those with an EHCP for another need such as SEMH), will be measured against these criteria.

For progress to be judged overall as exceptional, in purple, it is significantly above expected progress or better than progress for non CLA peers.

- In Year 11, review Average points score from Key Stage 2 SATS to measure Progress 8. Anything above +4.0
- Where schools use points of progress, based on the old measures. 10+ points of progress in a year.
- Where schools use their own grading. The Learning Advocate needs to understand the system. (Please put this explanation into the documents section of the PEP). Show 2 two years or more progress in a year.
- In EYFS children aged 3-5 in a setting would have made exceptional progress in the Prime Areas plus Literacy and Mathematics and would be making roughly "1 step" of progress every 2 months.
- In EYFS children aged 2-3 in a setting would have made exceptional progress in the Prime Areas and would be making roughly "1 step" of progress every 2 months.

For progress to be judged overall as outstanding, in blue, it is above expected progress for non CLA peers.

- In Year 11, review Average points score from Key Stage 2 SATS to measure Progress 8. Anything above +1.0.
- Where schools use points of progress, based on the old measures. More than 7 points of progress a year or 3 points a term.
- Where schools use their own grading. The Learning Advocate needs to understand the system. (Please put this explanation into the documents section of the PEP). Children need to show significantly more than a term's progress in a term; or significantly more than a year's progress in a year.
- In EYFS children aged 3-5 in a setting would have made significantly better than average progress in the Prime Areas plus Literacy and Mathematics and would be making roughly "1 step" of progress every 3 months.



- In EYFS children aged 2-3 in a setting would have made significantly better than average progress in the Prime Areas plus Literacy and Mathematics and would be making roughly “1 step” of progress every 3 months.

For progress to be judged overall as good, in green, it is at expected rate or slightly better than non CLA peers.

- In Year 11, review Average points score from Key Stage 2 SATS to measure Progress 8. Anything from -0.1 to +0.9
- Where schools use points of progress, based on the old measures. 6-7 points of progress a year or 2- 2.5 a term
- Where schools use GCSE grading a child moving 1-1.5 grades in a year
- Where schools use their own grading. The Learning Advocate needs to understand the system. (Please put this explanation into the documents section of the PEP). Children need to show a term or slightly more than a term’s progress in a term; a year or slightly more than a year’s progress in a year.
- In EYFS children aged 3-5 in a setting would have made average or slightly better progress in the Prime Areas plus Literacy and Mathematics and should be making roughly “1 step” of progress every 4 months.
- In EYFS children aged 2-3 in a setting would have made average or slightly better progress in the Prime Areas and should be making roughly “1 step” of progress every 4 months.

For progress to be judged overall as ‘requires improvement to be good’, in amber, it is slightly below progress of non CLA peers.

- In Year 11, review Average points score from Key Stage 2 SATS to measure Progress 8. Anything from -0.9 to -0.2
- Where schools use points of progress, based on the old measures. 4.5-6.0 points of progress a year or 1.5-to 2 a term
- Where schools use GCSE grading a child moving 0.5-1.0 grades in a year
- Where schools use their own grading. The Learning Advocate needs to understand the system. (Please put this explanation into the documents section of the PEP). Children show slightly less than a term’s progress in a term; or slightly less than a year’s progress in a year.
- In EYFS children aged 3-5 in a setting would have made slightly below average progress in the Prime Areas plus literacy and mathematics and would be making roughly “1 step” of progress every 5 months.
- In EYFS children aged 2-3 in a setting would have made slightly below average progress in the Prime Areas and would be making “1 step” of progress every 5 months.



For progress to be judged overall as inadequate, in red, it is below or well below progress of non CLA peers.

- In Year 11, review Average points score from Key Stage 2 SATS to measure Progress 8. Anything worse than -1.0
- Where schools use points of progress, based on the old measures. Fewer than 4.5 points of progress a year or 1 a term
- Where schools use GCSE grading a child moving fewer than 0.4 grades in a year
- Where schools use their own grading. The Learning Advocate needs to understand the system. (Please put this explanation into the documents section of the PEP). Children show less than a term's progress in a term; or less than a year's progress in a year.
- In EYFS children aged 3-5 in a setting would have made significantly below average progress in the Prime Areas plus literacy and mathematics and would be making less than "1 step" of progress every 6 months (these children would probably still be working on the Prime Areas only).
- In EYFS children aged 2-3 in a setting would have made significantly below average progress in the Prime Areas children would be making less than "1 step" of progress every 6 months.

RAG rating Emotional Health and Well Being – impact on learning

Green	Happy and Settled
Amber	Any concerns
Red	Significant concerns and always for SDQ> 13. (Unless one section is dominated by a known SEND diagnosis.)

RAG rating Attendance

Green	95%+
Amber	90%+ (If child has had 95%+ since coming into care- rate here)
Red	Lower than 90%

RAG rating Exclusion.

Use discretion to judge context eg if an appeal is in or there are exclusions from last year.

Green	No exclusions
Amber	Up to 1 full day FTE exclusion or on reduced timetable or more than 3 internal exclusions
Red	More than one exclusion, or 1 permanent exclusion or 1.5 plus days FTE