



COVID Recovery Reflection Autumn 2020-21

Our curriculum recovery statement from the beginning of the academic year focused on the application of the:

Literacy Pathway

Numeracy Pathway.

We stated that this process will help all students to catch up. Progress would be quality assured and monitored through our assessment process and case studies.

Our case studies are in progress, however, our headlines from our Autumn Assessment Report support evidence of recovery in the key skill areas to date.

Autumn Assessment Report Headlines

Primary Castle Hill Level outcomes

English: In KS1 and KS2, the majority of pupils are working at the early developmental levels, between CHL1i and CHL3ii. However, the proportion of pupils who are working at the very early developmental levels, between CHL1i and CHL2ii, is significantly lower at KS2, compared to KS1, which is evidence of the development of skills as pupils progress through the early Key Stages and is comparable to last year*. Progress between the four skill areas in English is comparable.

*reference to Pre COVID assessment 2019-20, recovery is therefore on track.

Maths: In KS1 and KS2, the majority of pupils are working at the early developmental levels, between CHL1i and CHL3ii. The proportion of pupils who are working at the very early developmental levels, between CHL1i and CHL2ii, however, is significantly lower at KS2, compared to KS1, which is evidence of the development of skills as pupils progress through the early Key Stages and is comparable to last year**.

**reference to Pre COVID assessment 2019-20, recovery is therefore on track.

Secondary Castle Hill Level outcomes

English: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL4 and above, which is comparable to last year[^] and an increase in achievement compared to KS1 and KS2. HEADLINE: The shift in the majority of KS3 pupils working at CHL4 and above in English, compared to the majority of KS1 and KS2 pupils working at CHL1i – CHL3ii, is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages. KS4 has a relatively small cohort (11 pupils in total), which makes comparisons less meaningful. Progress between the four skill areas in English is comparable, whereas last year, more pupils achieved highly in Speaking, Listening and Reading, than Writing. The application of the Castle Hill School Writing Pathway has been a focus in lesson observations, which may be a contributing factor in bringing attainment in Writing in line with the other skill areas.^{^^}

[^]reference to Pre COVID assessment 2019-20, recovery is therefore on track.

^{^^}Evidence of the influence of the writing pathway

Maths: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL4 and above, which is comparable to last year[^] and an increase in achievement compared to KS1 and KS2. HEADLINE: The shift in the majority of KS3



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pupils working at CHL74 and above in Maths, compared to the majority of KS1 and KS2 pupils working at CHL1i – CHL3ii, is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages. KS4 has a relatively small cohort (11 pupils in total), which makes comparisons less meaningful. KS3 and KS4 pupils generally perform better in Number, than in SSM and U&A, which may be evidence of the impact of the Castle Hill School Number Pathway, which has been in place for a longer period of time, than the SSM Pathway (an U&A Pathway is in development).
-reference to Pre COVID assessment 2019-20, recovery is therefore on track.

Refer to: <https://www.castlehillschool.org.uk/assessment-reports>

Sixth Form Outcomes

Sixth Form includes some of the most able pupils within school, Sixth Form has the highest proportion of pupils working at CHL8 and above in both English and Maths. This is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages, but it is also due to more able SLD/MLD pupils joining in Y12. In Sixth Form, there are also a small number of pupils working at the very early developmental levels (CHL1i-CHL2ii), which reflects the PMLD and MSI pupils within this cohort. Sixth Form has the widest range in pupil ability within a Key Stage. Differentiated curriculum and qualification pathways have been developed, their application and effectiveness are being evaluated in summer 2021. Sixth Form pupils follow one of three differentiated pathways, within which the level of formalised learning varies, depending upon pupil need and desired future destinations. The Achievement Continuum is used to assess pupils for accreditation purposes.

English: The Castle Hill Level baselines show that the majority of KS5 pupils are working at CHL4 and above. Progress between the four skill areas in English is comparable, whereas last year more pupils achieved highly in Listening than in Speaking, Reading and Writing. There has been a significant change in the cohort in Sixth Form, a number of transition students working at CHL8 and above left Castle Hill School in summer 2020, to attend a bespoke provision.

Headline: Baselines in English are comparable to the previous year's, however, the reduction in cohort has resulted in fewer students working at the higher Castle Hill Levels (CH Level 8+).

Maths: The Castle Hill Level baselines show that the majority of KS5 pupils are working at CHL4 and above. KS5 data shows that pupils' performance in all three skill areas is comparable, which is equivalent to last year.

Headline: Baselines in Maths are comparable to the previous year's, however, the reduction in cohort has resulted in fewer students working at the higher Castle Hill Levels (CH Level 8+).