B Squared Analytics Platform Preview

Presented by: Dale Pickles, Managing Director, B Squared

Why Do You Collect Data?

Why do you collect data?

What do you do with your data?

Please type your answer in the chat

B Squared

- B Squared products are all about supporting pupils with SEND

- We help schools to show the small steps of progress pupils with SEND make.

- Different frameworks for different ages and ability - EYFS, Primary and an Autism profiling tool

- Reduces teacher workload - identifies next steps, shows progress and supports meaningful communication

- Our products are used by around 15,000 schools

- We have over 25 years experience around showing progress for pupils with SEND

- We talk to hundreds of schools every year about their difficulties around assessment, data and showing progress for pupils with SEND and help them to solve these problems.

Dale Pickles

- Managing Director of B Squared

- Worked in SEND for over 20 years

- Supports schools around assessment for pupils with SEND

- Help schools to understand and use data effectively to improve outcomes for pupils and to drive school improvement

- Host of the award winning SENDcast - podcast for Special Needs

- Host of the SEND Briefings and training courses on our Training for Education CPD website

The SENDcast was the winner in the Publication of the Year category in the 2022 nasen awards

Preview of B Squared Analytics

I need to address some of the challenges that we have tried to overcome as we built our analytics platform. Some of the features in the new analytics platform have been in development for over 5 years.

It is important to me that our system helps schools produce data that is fair and useful. It should be data that people can understand. It is important to me that schools can set their own expectations around progress and attainment, not use standardised expectations.

Today is a preview, we expect to release the analytics platform to all Connecting Steps customers by <u>Easter 2023</u>. We hope to trial with BETA testers in the second half of the spring term.

It will be FREE to all Connecting Steps customers

Why Do You Collect Data?

Why do you collect data? What do you do with it?

Do you still collect the same data you used to collect for Ofsted?

Has your data analysis process changed since the removal of Levels and P Levels?

Why Do You Collect Data?

Look at your last set of data you created/reviewed

What did it tell you?

What did you do about it? What did you change?

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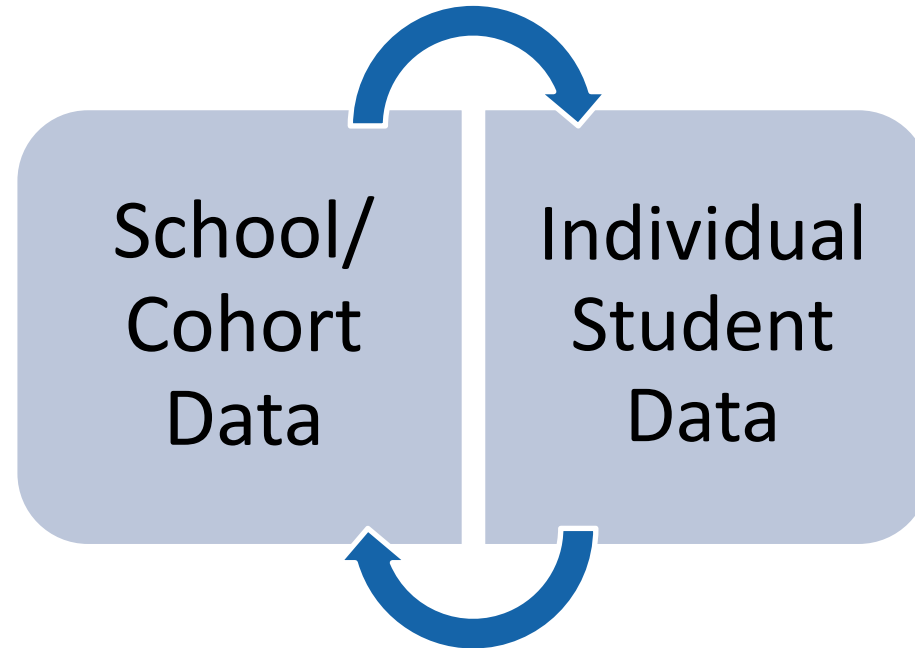
Making Data Work For You

Ofsted don't want to look at your data

Ofsted want <u>you</u> to understand your data. They want to know what your data has told <u>you</u>

They want to know what <u>you</u> have done in response. What have <u>you</u> changed, what does it look like?

Making Data Work For You

School/ Cohort Data ⟳ Individual Student Data

It should be easy to summarise data, it should be easy to manipulate

It should be easy to drilldown to identify trends and areas of concern

Making Data Work For You

Excel is great. But if you are spending days in Excel to build graphs and reports, you are not spending time effectively.

Time = Money

Spend time playing with your data, not building it. Data needs to tell you something about your school and your students.

Making Data Work For You

As you registered for this webinar, it asked "If you use Excel for data, what do you do in Excel?"

- Filtering to different key groups
- Identify students needing support

- Judging Progress/RAG rating
- Setting targets & compare progress against target

A number of schools who responded have our previous analysis platform (CSAM) but used Excel instead, some didn't have CSAM or they use paper.

The new Analytics platform will be **FREE** for all users of Connecting Steps
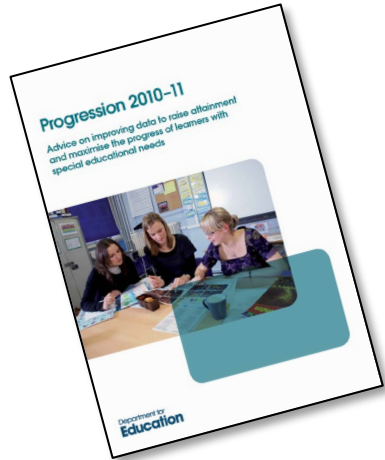
Making Data Work For You

DATA DOES NOT GIVE A JUDGEMENT

Data is one of the basket of indicators. It is a good place to start

Making Data Work For You

Progression 2010-11

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

Department for Education

The DFE knew this 12 years ago!

No one read the document!

"One of the most important purposes of assessment is to inform teaching and learning. Assessment enables schools to track pupil progress accurately, to design future learning, to adjust, commission new or decommission existing provision and to review expectations and learning trajectories."

"Although age and prior attainment are the starting points for developing expectations, schools should take into account the nature of a learner's SEN and how effective provision has been in the past when setting targets and determining or commissioning provision."

"Clearly, learners in the fourth quartile have made better progress than those in the first quartile, but it is important to remember that, depending on individual circumstances, a learner could be performing in the upper quartile and not have made good-enough progress, or could be in the lower quartile but still have made good progress. Intelligent use of data, other sources of information and professional judgement allow schools to ask the right questions and find the right answers about whether progress is good enough."

Judgements Around Progress

If a pupil requires an EHCP, this means that the school has already identified that the pupil needs an increased level of support.

The school will often introduce an *individualised* curriculum, with *individualised* outcomes based on their EHCP outcomes.

If we have an *individualised* curriculum with *individualised* outcomes, why aren't we using *individualised* expectations?

Why are we judging their progress using just English and Maths and why are we judging their progress using standardised expectations?

Judgements Around Progress

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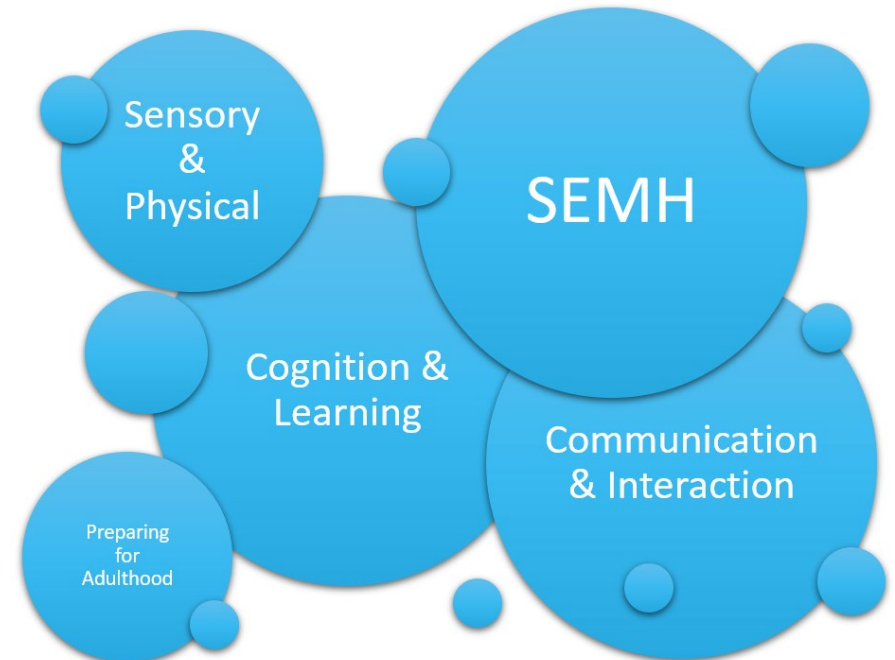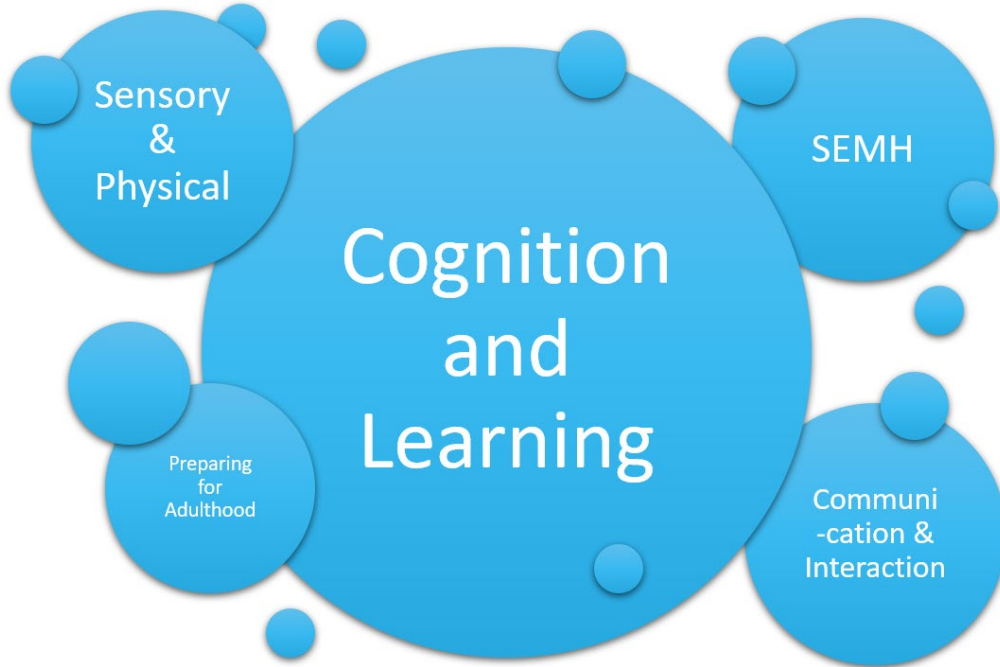
Judgements Around Progress

Pupils with SEND working significantly below their peers will not make the same progress as their peers

If a pupil in Year 5 is working at the level of a 5-year-old, then they have made on average, across their lifetime, 6 months progress for each year they have been alive. It has taken them 10 years to reach the developmental level of a 5-year-old.

With the right support and with barriers removed, they could make more progress, but it will never be in line with their non-SEN peers.

Judge their progress against themselves and other SEN pupils in your school

Analysing Groups

What groups are you looking at?

- Boys/Girls
- Free School Meals
- Primary Need
- Pupil Premium/PEF/PDG

- EAL
- Key Stage
- Ethnicity

Why? Do you look at…

- Pupils of similar age and ability
- Pupils on the transport that always has issues

- Pupils with low attendance
- Pupils on transport for longest
- Pupils with low parental engagement

Analysing Groups

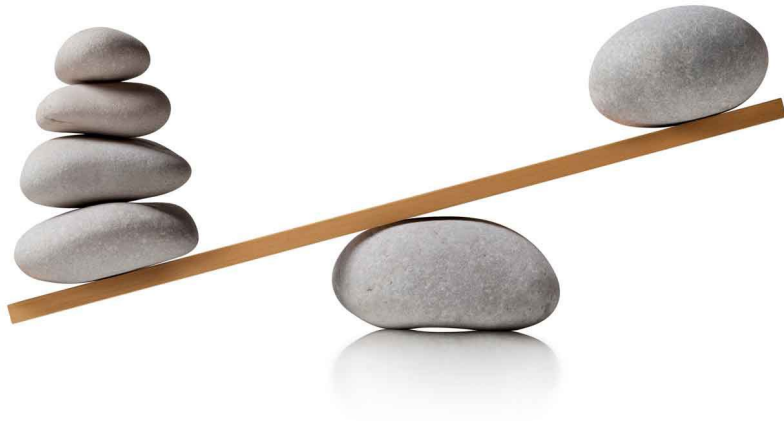## Different Types of Groups

Registration Groups – Your typical classes

Teaching Groups – Groups you want to assess together

Data Groups – Groups you want to look at data for

System Groups – Automatically created based on settings like Pupil Premium, EAL, Primary Need, Year, Key Stage (values can be imported)

Not All Levels are Equal

Once Upon a Time in a Galaxy Far Far Away….

We had P Levels and Levels. The way they were often presented visually is that the levels were all the same size. Expectations were the same for each level.

They weren't the same size.
(The DFE recognised this themselves)

There are lots of different frameworks, all with different sized levels. Judging progress effectively requires more work.

Not All Levels are Equal

Connecting Steps V4 used RAW scores, these were different for each framework

Sizes of levels represent the ability level range

P8 is twice the size of P4.
Level 1 was 3 times the size of P4

Not All Levels are Equal

Connecting Steps V5 uses standardised scores, these are the same across ALL frameworks

	NC 2c	Standard 6		Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)	
NC 1	NC 1a	Standard 5	Exc. ELG	Progression Step 5					
	NC 1b	Standard 4		Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)	
	NC 1c		ELG						
		Standard 3		Progression Step 3	Primary Step 3				
	P8		Children in Reception			Step 7	Level 11	Level 10 (4–5 yrs)	
				This score would be 4.5 on all frameworks					
	P7	Standard 2	3 & 4 year olds	Progression Step 2	Primary Step 2		Level 10	Level 9 (3–4 yrs)	
	P6		2½–3 years	This score would be 2.75 on all frameworks		Step 6	Level 9	Level 8 (2½–3 yrs)	
		Standard 1	2–2½ years	Progression Step 1	Primary Step 1			Level 7 (2–2½ yrs)	
	P5						Level 8		
			18–24 months					Level 6 (18–24m)	
	P4			Engagement Step 5		Step 5	Level 7		
			12–18 months					Level 5 (12–18m)	
	P3(ii)						Level 6		
	P3(i)		9–12 months	Engagement Step 4		Step 4	Level 5	Level 4 (9–12m)	
	P2(ii)		6–9 months				Level 4	Level 3 (6–9m)	
	P2(i)		3–6 months	Engagement Step 3		Step 3	Level 3	Level 2 (3–6m)	
	P1(ii)		0–3 months	Engagement Step 2		Step 2	Level 2	Level 1	
	P1(i)			Engagement Step 1		Step 1	Level 1	(0–3 months)	

Sizes of levels represent the ability level range

PKS 6 is under half the size of PKS 1

Not All Levels are Equal

		Progression Step 6	Year 2
Exc. ELG		Progression Step 5	
		Progression Step 4	Year 1
ELG		Progression Step 3	Primary Step 3
Children in Reception			
3 & 4 year olds		Progression Step 2	Primary Step 2
2½–3 years	Engagement Step 6		
2–2½ years		Progression Step 1	Primary Step 1
18–24 months	Engagement Step 5		
12–18 months			
9–12 months	Engagement Step 4		
6–9 months			
3–6 months	Engagement Step 3		
0–3 months	Engagement Step 2		
	Engagement Step 1		

A pupil progressed from 0% of Progression Step 6 to 50% of Progression Step 6. They made 50% progress through the level. Another pupil went from 0% of Progression Step 3 to 50% of Progression Step 3. They have also made 50% progress.

If we look at standardised scores instead of level scores, the first pupil went from 6.5 to 6.75, an increase of 0.25. The second pupil went from 4.0 to 4.66, an increase of 0.66.

Although the amount of progress within each level is the same, the second pupil's progress is over double the first pupil's. Levels being different sizes can easily mislead people when making judgements around progress.

Not All Levels are Equal

		Progression Step 6	Year 2
Exc. ELG		Progression Step 5	
		Progression Step 4	Year 1
ELG		Progression Step 3	Primary Step 3
Children in Reception			
3 & 4 year olds		Progression Step 2	Primary Step 2
2½–3 years	Engagement Step 6		
2–2½ years		Progression Step 1	Primary Step 1
18–24 months	Engagement Step 5		
12–18 months			
9–12 months	Engagement Step 4		
6–9 months			
3–6 months	Engagement Step 3		
0–3 months	Engagement Step 2		
	Engagement Step 1		

A pupil could be working in the Early Years and at the end of reception working within the 18 – 24 months level. They have a standardised score of 1.9.

At the end of Year 1, they are working within the Primary Curriculum and could be working within Primary Step 1. They have a standardised score of 2.4

Although the frameworks are different and not comparative, the level of ability the child is working at has increased from 1.9 to 2.4.

The score is based on years, a score of 5 would be a pupil working at the level of a typical 5 year old (end of reception/start of Year 1)

Frameworks

Lots of our schools use multiple frameworks. Some are age based (Early Years or Post 16) and some are based on pupil ability

Progression Steps or Engagement Steps

Milestones or Steps to Excellence

Routes to Progression or Welsh Progression Steps

Our analytics platform will only analyse pupil data for frameworks they are on. You don't need to create groups for different frameworks, pupils will be included/excluded automatically

Preview of B Squared Analytics

Today is a preview, we expect to release the analytics platform to all customers by Easter

B Squared Analytics Platform

ANY QUESTIONS?

Improving Knowledge Around SEND

SENDcast THE SPECIAL NEEDS PODCAST

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www.thesendcast.com

- FREE podcast, listen via the website, Spotify, Apple Podcasts, Audible, Amazon Music and any other podcast app

- New episode every week, with over 120 episodes featuring 30 different guests

- Covers a wide range of topics including anxiety, emotions, Autism, school avoidance, masking, ADHD, behaviour, language, SENCO workload, ACC and so much more

- Created to support everyone in schools, parents and more.

WINNER – AWARD FOR PUBLICATION 2022

We're delighted that The SENDcast won the nasen award for Publication 2022!

TEACH PRIMARY AWARDS FINALIST 2022

The SENDcast has been announced as a finalist of the Teach Primary Awards 2022 in the free resource category!

EDUCATION RESOURCES AWARDS 2022 FINALIST

The SENDcast was announced as a finalist in the Special Education Resource or Equipment and Free Educational Resources categories!

Improving Knowledge Around SEND

BSquared

FREE SEND Briefings

Our biannual FREE SEND Briefings in March and September help schools keep up to date with changes around SEND.

In our first briefing Lorraine Petersen OBE explained what the Green Paper meant, followed by a discussion and Q&A.

In our second briefing, Jane Friswell gave us an update on the Green Paper and discussed the current picture around SEND. This was followed by a discussion and Q&A.

You can access these and future briefings on the Training for Education website

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Improving Knowledge Around SEND

£6,000 SEND Notional Budget

Do you really understand the £6,000 SEND Notional budget? Are you receiving all the money you legally entitled to? Is your LA acting within the law?

Garry Freeman joined us in October to discuss the £6,000 SEND Notional budget. The 45 minute presentation was followed by a Q&A session that lasted over an hour!

There were lots of schools being mislead or denied funding they are legally entitled to.

You can purchase access for your whole school for just £10!

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Dale Pickles – *email me for more information or if you want a copy of my slides*
dale@bsquared.co.uk

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