

Briefing Note 2.4 - BASELINING

WHAT DO WE MEAN BY 'BASELINING'?

In mainstream schools, pupils typically have a different curriculum every year. But in special schools, pupils can work on the same development scheme for years. So many schools 'baseline' pupils early each year and then measure subsequent performance from these baseline grades.

So, before recording a baseline score in any subject or topic, each teacher needs first to make sure that the assessments covering their subjects or topics for each pupil are up to date. This means doing a bit of 'Grid Filling'

1 Grid Filling

The object here is to fill all the grade cells for each pupil's column in the Assess Grid, right up to their current level. If you don't do this, the Earwig 'score' is incorrect and this will affect the way it illustrates levels achieved invalidate all reporting.

If the framework is a large one and the pupils are well advanced through it, then filling up the grid can be a tedious process. However, there are two ways to speed this up considerably.

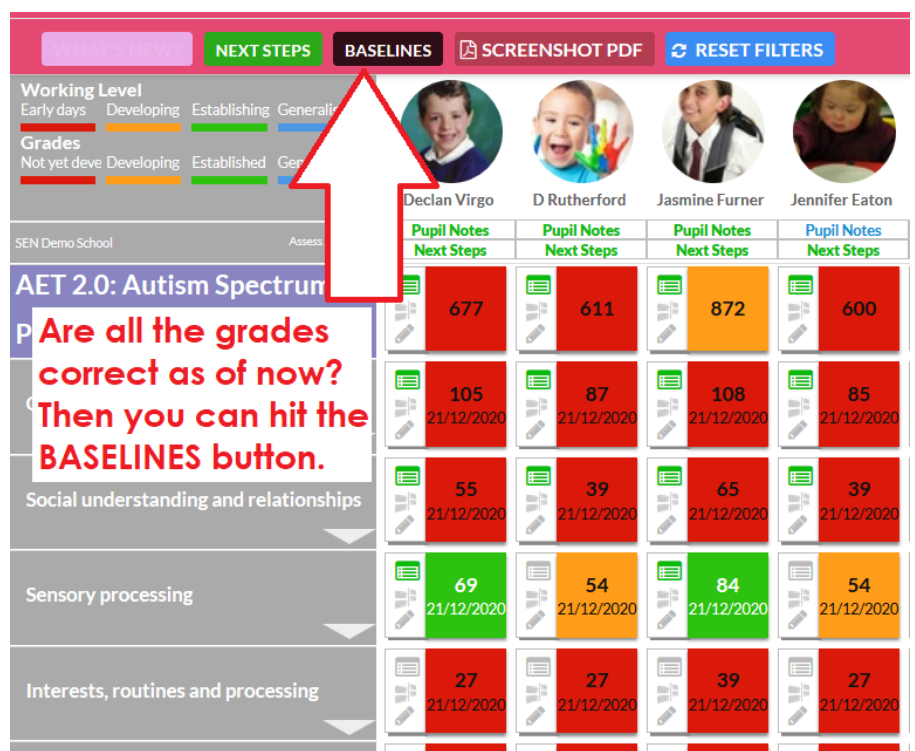
Check Appendix 1 to learn how this works. You'll be glad you did.

2 Recording the Baseline Scores

Once the Assess Grid is all correct you can proceed to press the BASELINES button to start the process.

You can then select individual pupils to baseline or do a whole group at once.

Those grade scores are then fixed as each child's baseline score and future progress can be measured from these levels.



The screenshot shows the Earwig software interface. At the top, there are buttons for 'NEXT STEPS', 'BASELINES', 'SCREENSHOT PDF', and 'RESET FILTERS'. Below these, there are four circular profile pictures of pupils: Declan Virgo, D Rutherford, Jasmine Furner, and Jennifer Eaton. Below the pictures, there are four columns of data, each with a 'Pupil Notes' and 'Next Steps' link. The main grid shows scores for various subjects and topics. A red arrow points to the 'BASELINES' button. A text box overlay says: 'Are all the grades correct as of now? Then you can hit the BASELINES button.'

Subject/Topic	Declan Virgo	D Rutherford	Jasmine Furner	Jennifer Eaton
AET 2.0: Autism Spectrum	677	611	872	600
Social understanding and relationships	105	87	108	85
Sensory processing	55	39	65	39
Interests, routines and processing	69	54	84	54
	27	27	39	27

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3 Baselining a Single Subject

TO BASELINE A SINGLE SUBJECT
Choose your subject, then hit the **BASELINE** button.

SELECT CLASS OR YEAR

SHOW THE SUBJECTS

SHOW SCORES THIS WAY

RANK PUPILS

CHANGE FRAMEWORK

EXT STEPS

BASELINES

SCREENSHOT PDF

RESET FILTERS

Communication and interaction

Social understanding and relationships

Sensory processing

Interests, routines and processing

Emotional understanding and self-awareness

Learning and engagement

Healthy living

Independence and community participation

Social understanding and relationships

E Atherton

Lola Ogbodo

M Cartwright

Olufie Rawson

Pupil Notes

Next Steps

899

927

819

920

244

237

200

217

158

197

140

171

If your framework is divided into conventional subjects or even specific topics which are taught by different teachers, each teacher can baseline their subjects in their own time.

To apply the baseline to only one (or a few) subjects, first select these using the Subject dropdown on the Filter Panel (as shown). The other elements of the framework will disappear.

Then hit the **BASELINE** button to go through the normal Baselining process. The only elements of the framework for which levels will be recorded are those that you can see on the screen.

Refresh the screen to return to the full framework presentation.

4 Measuring Progress Against the Baseline Level

The DATA screen is the place to see progress against the baselines that you set earlier. Choose an individual pupil (or a few) and be careful to select **Baseline** from the Last Year/Baseline dropdown in the yellow DATA screen Filter Panel.

The 'Last Year' column then shows the Baseline scores and the date that the Baseline figure for that subject or topic was recorded. The Progress grid figures now show the quantum of progress since the Baseline. This can be shown as a score or a % of the Baseline score.

EYFS: Areas of Learning	Baseline 16/07/2018	Term 1	Term 2	Term 3	% T1	% T2	% T3	Total progress this year	Year end Expectation	Achieved to date	Year end Forecast	Forecast against expectation
Communication & Language	140	264	264		88 %			89.0%	300	88%	517	72%
Physical Development	154	251	251		63 %			63.0%	290	87%	449	55%
Personal, Social & Emotional Development	155	201	201		29 %			30.0%	240	84%	294	23%

DATA Screen

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5 Reports Using Baselines

Several of the report templates provided by Earwig will enable you to report progress against either the Last Year score, or a Baseline score, whichever you choose.

Check out the template options. Earwig Admins can configure each of these in many different ways, to ensure that your report shows exactly what you want to show.



Elysia Atherton

REPORT
YEAR 2020 / 2021
AET 2.0: AUTISM SPECTRUM PROGRESSION (C.1)
DATE: 29/12/2020
ELM

Teacher's comments:

Elysia has done well in most academic subjects but needs to work on her music and art.

Author: Rasool Somji

Overall Attainment

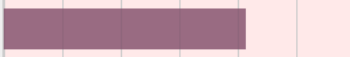
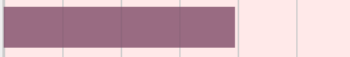
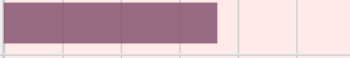
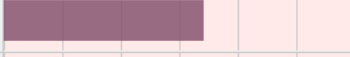
69.0%



Progress Against Expectation

Subject	Baseline	Expected Year End	Achieved To Date	Result
Communication and interaction	43	300	246	82%
Social understanding and relationships	32	200	158	79%
Sensory processing	35	100	49	49%
Interests, routines and processing	59	180	132	73%
Emotional understanding and self-awareness	4	50	34	68%

Achievement

Subject	0	100
Communication and interaction		
Social understanding and relationships		
Sensory processing		
Interests, routines and processing		
Emotional understanding and self-awareness		

6 Summary

During the coming year we will be adding further analytics reports, some of which will show progress across the school from baselines.

If there are any other ways in which you would like to use baselines to illustrate progress at your school, please let us know.

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APPENDIX 1

HOW TO FILL UP AN ASSESSMENT GRID FOR A WHOLE CLASS - QUICKLY

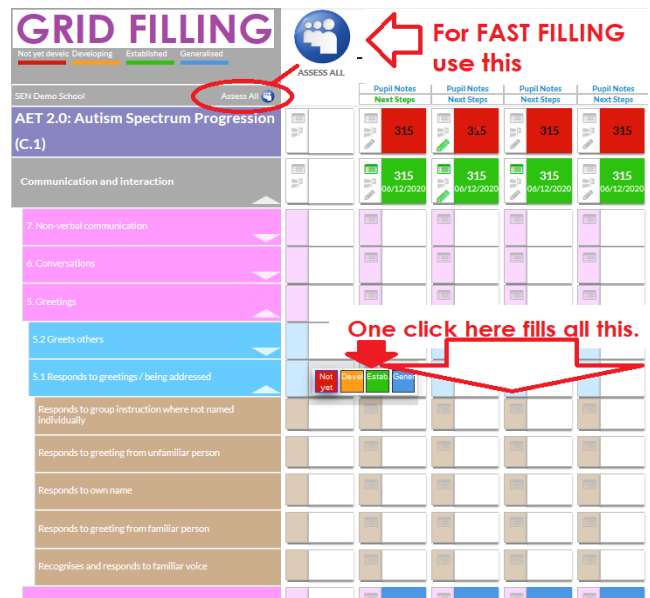
FLOOD FILLING COMPLETE SECTIONS

Pupil grading should normally be done at the lowest (statement) level in any assessment framework.

But it is possible to ask your Consultant (or Customer Services) to enable you to grade at the upper levels (Blue or Pink) also. In this case, selecting a grade at the blue or pink layer will apply that grade to ALL the statements in that section.

Then if you open the Assess All column (see image) you can apply this grade across the whole group or class shown on the screen.

Using these features, you can fill up to a base level for a group of pupils quite quickly but we suggest that you ask for this to be switched off after you filled you grids, as it is too easy to click on the wrong cell (in the Blue or Pink layers) and find that you have unintentionally filled in grades for several statements in that section.



AUTOFILL DOWNWARDS

SEN classes often have very 'spiky' profiles, with some pupils way ahead of others on a given framework.

In this situation, flood filling across the class is of less value. Above a base level, each pupil must be graded individually.

To speed this up, ask Customer Services to turn on 'Autofill Downwards' for you. With this switched on, when you grade any individual pupil/statement grid square that grade is applied to all the grid squares below that one.



This also can save you a lot of time when you are 'grid filling'. But it should be switched off as soon as possible, once it has served its purpose, so that you can select a grade for a pupil/statement without having it automatically propagate to the other statements below it.