



**Sir Charles Parsons School**  
**Data and Progress Report**  
**September 2022**

## **Whole school context**

Within the academic year 2021-22, teaching across school has returned to its 'normal' format with lessons being delivered by subject specialist staff. Initially staff moved around the school building with their resources and lesson plans to deliver to students within their pastoral bases. This was to allow a gradual transition back into our secondary model and with some adaptations to the timetable for year 7 & 8, allowed us to create a recovery curriculum model for both staff and students to readjust following the restrictions and segregations of Covid-19 safety arrangements. By midway through the year all teachers were delivering to learning groups in their own classrooms and students have in the majority effectively re-engaged with the regular lesson transitions and changes that this brings.

## **Keystage 3**

Across key stage 3 subject specialist staff worked together in their departments to re-instate the previous assessment cycle and deadlines as below.

Sept 2021 – Curriculum leaders met with the subject teams to discuss and analyse the previous data sets and plan the priorities for their subject development over the coming year.

Staff used the previous year's data to inform target setting for the coming year for students in years 8 - 14.

Dec 2021 – Curriculum areas assess and record the autumn terms progress putting interventions into place where required and set targets for the year 7 students (informed by assessments from previous settings). At this time teams also reviewed their targets.

April 2022 – Curriculum areas assess and record the spring terms progress putting interventions into place where required.

July 2022 – Curriculum areas made a final end of year assessment of the progress made by each student and compare the progress made with the predicted targets.

When analysed as a whole the KS3 data seems to show some trends across school which have given rise to specific targets and focuses for the SLT in our action plan for assessment.

Following the final assessment made last year (Jul 2021) by pastoral staff and moderated by curriculum teams, it has been observed that curriculum teams have found it more difficult to accurately predict the targets that students would be expected to achieve. They therefore may not have included as much challenge as we would normally aim to. This can be observed in the wider than expected variation in the target categories and the significantly higher level of targets exceeded across all subjects. I would expect that some of this accuracy would be restored as a result of each subject being taught and assessed and the targets set this year by teaching staff familiar with their areas of the curriculum and the use of their subject SCART. (Sir Charles Parsons Assessment and Recording Tool). However, we will also make accuracy and challenge within target setting a focus of the assessment and intervention points in the autumn, spring and summer terms of 2022-23.

Again a broad trend has been observed around progress. In the majority of cases progress was made or maintained by all students across all subjects in KS3. Curriculum leaders observed that for those small number of students who had not made progress in their learning this was in all cases due to time out of school due to medical reasons or because the previous level of assessment being made too high by non-subject trained staff, but not being picked up during the moderation process.

In general across all subjects, with the exception of PE a higher proportion of student's maintained progress than expected has been noted. Again curriculum leaders have discussed small amounts of variation in the application of the SCART by non-subject specialists and less rigour in interpreting the assessment and evidencing process done throughout the year during pastorally based teaching. Curriculum leaders feel confident that this will again naturally be addressed this year with return to the whole cycle being 'normal', However conversations with individual curriculum teams will be planned into 8:30 curriculum meetings over next term to ensure all teaching staff have a clear understanding of the whole cycle.

KS3 English						
Year 7	Target achieved	Target not achieved	Target exceeded	Made progress	Maintained progress	No progress made
Reading	20%	30%	50%	97%	3%	0
Writing	33%	47%	20%	90%	10%	0
Listening	30%	37%	33%	90%	10%	0
Speaking	43%	30%	27%	83%	17%	0
Year 8						
Reading	31%	46%	23%	77%	21%	3%
Writing	31%	44%	23%	67%	33%	0
Listening	36%	38%	26%	74%	23%	3%
Speaking	46%	38%	21%	72%	28%	0
Year 9						
Reading	38%	31%	31%	54%	42%	4%
Writing	42%	35%	23%	54%	42%	4%
Listening	42%	12%	46%	73%	23%	4%
Speaking	54%	23%	23%	69%	27%	4%

English target data shows consistency across all year groups with the focus this year on accuracy and challenge within target setting.

Excellent progress across all strands for year 7 English, with focus being on development and extension for the current year 10 (year 9 in the table) to ensure their full potential is met as a larger percentage of students who have maintained or made no progress than expected has been observed.

KS3 Maths						
Year 7	Target achieved	Target not achieved	Target exceeded	Made progress	Maintained progress	No progress made
Number	53%	13%	33%	97%	3%	0
SSMS	77%	17%	7%	100%	0	0
Using & Apply	60%	7%	33%	100%	0	0
Year 8						
Number	33%	15%	49%	100%	0	0
SSMS	64%	36%	31%	85%	15%	0
Using & Apply	33%	26%	41%	95%	5%	0
Year 9						
Number	19%	8%	73%	88%	12%	0
SSMS	15%	4%	81%	92%	8%	0
Using & Apply	38%	4%	58%	88%	12%	0

Maths target data shows some consistency across all year groups with the focus this year on accuracy and challenge within target setting. Year 9 will be specifically reviewed to indicate any reasons for the greater number of students exceeding their target in this year group.

In maths progress was made consistently across all strands and in all year groups at KS3. A small reduction in the number of students making progress in year 9 to be monitored.

KS3 Science						
Year 7	Target achieved	Target not achieved	Target exceeded	Made progress	Maintained progress	No progress made
Working sci	57%	10%	33%	73%	27%	0
Life processes	57%	3%	40%	70%	30%	0
Materials	43%	17%	40%	63%	37%	0
Physical proc	47%	7%	47%	67%	33%	0
Year 8						
Working sci	72%	21%	8%	85%	15%	0
Life processes	67%	26%	8%	95%	5%	0
Materials	72%	26%	3%	90%	10%	0
Physical proc	77%	21%	3%	92%	8%	0
Year 9						
Working sci	73%	27%	0	81%	19%	0
Life processes	73%	27%	0	77%	23%	0
Materials	69%	23%	8%	73%	27%	0
Physical proc	85%	15%	0	81%	19%	0

Science target data demonstrates issues with target setting in year 7, new staff to the curriculum area will be provided with more training about this and closer links with primary partners to understand the assessment of working scientifically will be explored to address this.

Good progress across all strands in years 8 & 9 in science has been made. As above a better understanding of the baseline levels of students in year 7 will be developed to ensure that they are making similar progress to other year groups and subjects.

KS3 Computing						
Year 7	Target achieved	Target not achieved	Target exceeded	Made progress	Maintained progress	No progress made
Digital lit	20%	70%	7%	87%	10%	0
Computer sci	59%	23%	18%	95%	5%	0
Info tech	42%	27%	31%	92%	4%	4%
Year 8						
Digital lit	3%	93%	0	97%	0	0
Computer sci	38%	44%	18%	85%	15%	0
Info tech	42%	46%	12%	92%	4%	4%
Year 9						
Digital lit	47%	33%	17%	97%	0	0
Computer sci	44%	33%	23%	92%	5%	3%
Info tech	23%	35%	42%	92%	4%	4%

Computing target data shows consideration of the level of targets being set too high for year 8 especially within the digital literacy strand, this could have been due to computing not being assessed as a discrete subject last year following a more holistic delivery within pastoral classes. Curriculum staff will be aware of this as well as addressing our whole school general focus around target setting.

In computing progress was made consistently across all strands and in all year groups at KS3.

KS3 Foundation subjects						
	Target achieved	Target not achieved	Target exceeded	Made progress	Maintained progress	No progress made
Art						
Year 7	57%	10%	33%	97%	3%	0
Year 8	36%	33%	31%	77%	23%	0
Year 9	81%	4%	19%	96%	4%	0
Food tech						
Year 7	83%	13%	3%	93%	7%	0
Year 8	67%	33%	0	79%	21%	0
Year 9	77%	12%	12%	92%	8%	0
Humanities						
Year 7	50%	37%	13%	90%	7%	3%
Year 8	33%	49%	18%	90%	8%	3%
Year 9	27%	8%	65%	81%	19%	0
PE						
Year 7	83%	3%	13%	100%	0	0
Year 8	97%	0	3%	100%	0	0
Year 9	96%	4%	0	96%	0	4%

Foundation subject analysis indicates food technology and PE target data shows consistency across all year groups, greater variation can be seen with in target setting for humanities and art where the focus this year will be on accuracy and challenge with target setting.

Good levels of progress are being made across foundation subjects in all year groups at KS3 with excellent progress being made in PE. This could reflect the progress made in addition over the previous year due to PE not being assessed as a discrete subject last year following a more holistic delivery within pastoral classes.

### **Key stage 4 academic year 2021/22**

The 2021/22 year 11 cohort consisted of 29 students moving from year 10 into year 11. These students were predicted to make progress at entry level and unit award accreditation across a range of curriculum areas.

This report is in its infancy in trying to make links to data. Based on accreditation, subject areas are beginning to think about accreditation in relation to set pathways. It is hoped that as curriculum areas develop their assessment systems in relation to pathways, then this data will become more detailed, with ongoing analysis on progress towards outcomes, based on student pathways and ultimately in relation to their destination information outcomes.

#### **Overview of pathways**

In terms of pathways:

51.72% (15 out of 29) of students identified on the red/orange pathway.

31.03% (9 out of 29) of students were identified as yellow/green/blue pathway.

17.24% (5 out of 29) of the students identified on indigo/violet pathway

The data above would suggest that the majority of students in year 11 (51.72%) were following the red/orange pathway. With this data in mind, we would predict that the majority of this cohort would leave Sir Charles Parsons School at the end of year 11, to pursue a FE provider that would focus on employability/ independent living.

Unfortunately for statistical analysis, consideration needs to be taken in light of the two students who passed away. (Both of indigo/violet pathway).

*(See destinations information section)*

#### **Pathways breakdown by subject area**

Student's individual needs and abilities mean that they may perform differently from one subject area to another. Data gathering is developing within individual subjects at KS4. Maths has trialled a data gathering and analysis system which will be rolled out to other subject areas this academic year.

#### **Maths**

Students follow courses leading to accreditation through either AQA Entry level certificate or AQA Unit Award Scheme.

At the start of KS4, year 10, students were identified to be on the following pathways within maths:

- 41.4% (12 out of 29) of students identified on the red/orange pathway.
- 37.9% (11 out of 29) of students were identified as yellow/green/blue pathway.
- 20.7% (6 out of 29) students were identified as indigo/violet pathway.

### **Red Pathway (higher ability students)**

#### **Predicted:**

At the start of year 11, 9 out of the 12 students following this pathway were predicted to gain a national qualification in Maths through the AQA Entry level certificate.

3 out of the 12 students (25%) were not entered for any qualification. This was because of ongoing attendance issues, which school had identified and was addressing, but which impacted on the students ability to complete the required scheme of work.

#### **Actual:**

AQA entry level qualification	Number of students achieving this
<u>Entry level 1</u>	<u>0</u>
Entry level 2	3 (25%)
Entry level 3	6 (50%)
Not entered	3 (25%)

100% of those entered for Entry level Certificate achieved the predicted grade. The three students who were not entered have been supported to make a successful transition to further education. *(See destinations information section).*

### **Orange/yellow/green/blue pathway (middle ability students)**

#### **Predicted:**

Amongst the middle ability students all 11 were predicted to gain AQA unit award scheme accreditation in Maths. The expectation was that students would achieve 6 unit awards (1 unit award per half term).

#### **Actual:**

All 11 students (100%) were successful in achieving the predicted 6 units through the AQA unit award scheme.

### **Violet/indigo pathway (lower ability/most complex students)**

#### **Predicted:**

All 6 students were predicted to complete 3 units of work at a level appropriate to their needs. These units are also accredited through the AQA unit award scheme

#### **Actual:**

All 6 students (100%) were successful in achieving the predicted accreditation.

### **Literacy/PE/PSHE**

Students follow courses leading to accreditation through the AQA Unit Award Scheme or AQA Entry level Certificate.

Staff continue to focus on the development of students acquiring a range of skills and applying these skills in a range of contexts.

This year, students following the red pathway (skills for life) completed their learning in relation to their AQA unit award scheme accreditation, but did not achieve Entry level Certificate qualification.

As part of subject development work, through the subject action plan, there is a focus on ensuring that students achieve accreditation appropriate to their ability level. Staff are keen to highlight that the curriculum will remain outcomes focussed and not accreditation driven.

For students following the yellow pathway and indigo/violet pathway, the subject action plan, focuses on developing progress and achievement through the use of the AQA award scheme.

### **Skills for Life/Preparation for Adulthood**

Students work for these courses are currently being moderated and will be entered later in the academic year.

Of the 12 students in the red pathway, 9 of these students (75%) are being entered for an award through the Asdan Employability Award at Entry 2 level.

3 of the 12 students (25%) were not able to achieve the relevant accreditation due to the attendance issues discussed previously.

Results are pending external verification (Summer 2023).

In all other subjects (RE, PE, Humanities) students will continue to follow courses leading to accreditation through the AQA Unit Award Scheme, delivered via the enrichment programme.

### **Art Award and Science**

Students in the red pathway, following the skills for life curriculum completed a significant proportion of their learning in relation to their Art award accreditation. Due to the impact of Covid-19 on subject specific curriculum delivery, students only completed part of the course (1 of a 2 year course) students were not entered for accreditation.

The delivery of the science curriculum (awarding body-OCR) was also affected by the impact of Covid-19 on subject specific learning. Students completed a significant proportion of their learning but unfortunately, students were not able to be entered for accreditation because they only completed part of the course.

## Key Stage 4.

### (Destination information)

#### (Year 11)

We have a total of 29 Year 11 students in total. Out of 29 students:

- 6.89% (2 out of 29) sadly passed away.
- 34.48% (10 out of 29) went on to stay at SCP 6<sup>th</sup> form.
- 37.93% (11 out of 29) went to SCP@WRA 6<sup>th</sup> form.
- 3.45% 1 student left SCP (Moved out of area) and secured a placement in alternative local authority.
- 3.45% (1 student out of 29) went to Newcastle College.
- 3.45% (1 student out of 29) went to Westgate Community College.
- 3.45% (1 student out of 29) went to Trinity Solutions.
- 3.45% (1 student out of 29) went to Tyne Met College.
- 3.45% (1 student left school) and became NEET.

#### Destination predictions v actual based on pathways:

- Of the 5 students who went to other providers other than SCP or SCP@WRA, 100% of these destinations were **in line with students predicted pathway/destination**. (See pathways data below)
- Of the 10 students who went to SCP, 100% of these destinations were **in line with their predicted pathway/destination**. (See pathways data below)
- Of the 11 students who went to SCP@WRA, 100% of these destinations **were in line with students predicted pathway/destination**. (See pathways data below)
- The student who became NEET was placed at SCP in Year 10. He accessed intensive 1:1 work during his time at SCP and eventually followed a bespoke programme of alternative provision that focussed on engagement and access to potential future placements. Despite this the students did not engage with any his planned transition programme and is currently working with the SEN team to try to re-engage back into some form of education, employment or training.

#### **Out of the 29 students in year 11:**

##### Red/Orange pathway:

- (51.72%) 15 of these students were identified as being on the red/orange pathway. 10 out of the 29 students currently attend SCP@WRA. This is an **accurate reflection of where we would have predicted students to attend**.
- (17.24%) 5 of these students attended an alternative provider. (See breakdown above)

##### Yellow/green/blue pathway:

- (33.33%) 9 of these students were identified as being on the yellow/green/blue pathway. Of the 9 students, all 9 (100%) currently attend SCP 6<sup>th</sup> form. **This is an accurate reflection of where we would have predicted students to attend**.

Indigo/violet pathway:

- (17.24.%) 5 of these students were identified as being on the indigo/violet pathway. Of the 3 students, all 3 students (100%) currently attend SCP 6<sup>th</sup> form. Again, **this is an accurate reflection of where we would have predicted students to attend.**

Destination predictions based on pathways:

- Of the 5 students who went to other providers, **100% of these destinations were in line with students predicted pathway/destination.**
- Of the 2 students who went to Tyne Met, **100% of these destinations were in line with students predicted pathway/destination.**

0% of students on indigo/violet pathway so provision attended reflects this. No specialist provision placements were needed this year.

### **Key Stage 5 SCP students.**

#### **(Destination information).**

We have a total of 7 Year 14 leavers. Out of 7 students:

- 100% of all students in Year 14 at Sir Charles Parsons 6<sup>th</sup> form have been successfully placed in a FE provider.
- (71.42%) 5 students went to Gateshead College
- (28.5%) 2 students went to Tyne Met
- This year, we have seen an increase in the number of students choosing to attend Gateshead College. Previously (2021 data) indicates we did not learners attend Gateshead College, with the majority of learners attending Tyne Met provision.

#### **Analysis of the data**

In light of students continuing changing needs, we continue to look at getting students and families to think about other options other than SCP or SCP@WRA. In light of this, we are seeing that we continue to have a significant proportion of students choosing to attending SCP 6<sup>th</sup> form (48.15%) and SCP@WRA 6<sup>th</sup> form (37.03%).

We have seen an increase in numbers in the number of students wishing to attend alternative placements (7.4%). This is in line with our predictions, as students are beginning to feel more comfortable exploring other options, other than SCP and SCP@WRA. We have seen an increase in the numbers of students attending providers with a 'hands on' learning model with the focus on developing skills needed for employability. This coincides with our expectations of their learning pathway and of the 5 students, all 5 students (100%) were appropriately placed.

Year	SCP	SCP@WRA	Alternative provision (Year 11)	Other
2021 (Cohort size-32- Year 11)	44%	41%	9%	6%
2022 (Cohort size- 27- Year 11)	37%	28.5%	18.5%	7.4%

In terms of placements, we see a change year on year. This is largely determined by pathways and the ongoing needs of the students that we support.

**Key stage 5 SCP@WRA**  
**(Destination information).**

There were 7 students in the year 14 at Walker Riverside Academy.

Year 13 students attending SCP@Walker complete their accreditation during Year 14 at Walker and 100% of students achieved Cope Level 1 (Certificate of Personal Effectiveness). 100% of students also obtained a BTEC Home Cooking Skills at level 1 and all but 1 student achieved a basic Food hygiene at level 2, with one student achieving this at level 1.

Level	Cope (ASDAN)	BTEC Home cooking	Food Hygiene
Level 1	7	7	1
Level 2			6

**Year 12 students @SCP@WRA**

100% of all students in Year 12 at Walker Riverside Academy have been successfully placed in a FE provider.

Of the 8 students who attended SCP@WRA:

(75%) 6 of these students attended Westgate Community College on an employability programme.

(12.5%) 1 of these students has attended Newcastle College

(12.5%) 1 of these students has attended Gateshead College.

### Destination predictions based on pathways:

100% of all students are on the red/orange pathways. Based on this information, students would be expected to attend an FE provider which has a specific focus on employability and the world of work. Typical providers that offer these employability programmes include Westgate Community College (New Trax/New venture programme) or following a supported internship through Project Choice.

### Year 14 students SCP@WRA

100% of all students are on the red/orange pathways.

100% of all students in Year 14 at Walker Riverside Academy have been successfully placed in a FE provider.

42.9% (3 out of the 7 students) at Walker Riverside Academy chose to attend Newcastle College. This programme focuses on preparing students into higher levels of study or directly into employment.

14.2% (1 out of 7 students) chose to attend Tyne Met College. This is an accurate reflection of the student pathway (yellow)

42.9% (3 out of students) went on to follow a supported Internship through Project Choice. 1 student (14%) turned down this opportunity (although offered)

Based on the data above, it suggests that student's pathways and final destination information projections are accurate and reflect what we had originally predicted.

## **IEP tracker information**

For many of our students' academic success is not the only indicator of achievement. We also record progress and achievements students make with their individual education plan (IEP) targets. These targets are created using the information, long term aims and short term objectives from each student's education health and care plan (EHCP) and often focus on the personal and independence skills that students need to be successful in addition to the curriculum learning they do.

IEP's are reviewed and updated three times each year, within the annual EHCP review cycle. Each class records all students' achievements of each IEP across the day. The data captured each half term records progress towards either SMART targets (Specific, Measurable, Achievable, Realistic, Time-related) for the majority of students or SCRUFFY targets (Student-led Creative Relevant Unspecified Fun For Youngsters) for those students working with the engagement profile.

### **Results summary**

	100% - 75% Securely (S)	75%- 50% Consistently (C )	50%- 25% Partially (P)	25%- 10% Occasionally (O)	less than 10% Not (N)
Year 7	59%	21%	15%	4%	1%
Year 8	61%	21%	15%	2%	1%
Year 9	76%	15%	6%	0%	2%
Year 10	69%	14%	8%	3%	5%
Year 11	57%	26%	14%	2%	2%
6 <sup>th</sup> form	41%	31%	17%	4%	7%

	KS3 (2022)	KS3 (2021)	KS4 (2022)	KS4 (2021)	KS5 (2022)	KS5 (2021)	Whole school Scruffy targets (2022)	Whole school Scruffy targets (2021)
Securely achieved target	65%	67%	63%	65%	41%	76%	43%	64%
Consistently achieved target	19%	24%	20%	29%	31%	19%	29%	23%
Partially achieved target	12%	3%	11%	7%	17%	4%	18%	5%
Occasionally achieved target	2.5%	0%	2.5%	1%	4%	1%	7%	8%
Not achieved	1.5%	6%	3.5%	0%	7%	0%	3%	0%

### **Key points**

It was encouraging to note that the previous issues of lost data, either through class book sheets or passport sheets not being returned or due to lack of rigour when tallying and recording totals seems to have made a huge improvement and none of the different terms, classes or cohorts seems to have been affected by this.

As with the previous year's data there is a consistent pattern across all key stages with the majority of students being secure or consistent with their achievement of the target set by the end of the target cycle. Students who are achieving targets securely or consistently would have practiced the skills sufficiently to be able to repeat and transfer the skills that they are developing with significant independence. Those who partially achieve targets would be able to use those skills in familiar settings with prompts from a known adult. Where targets are only occasionally achieved, we would expect that these may not be transferable and would require significant adult input to demonstrate. Those that are not achieved have rarely been attempted.

The percentages of students achieving secure or consistent progress with their targets appears to have been maintained across years 7 – 11 with a small reduction in these categories within 6<sup>th</sup> form. This could be due to the significant changes in terms of staff, location, curriculum and class arrangements, that 6<sup>th</sup> form have balanced this year. With the great majority of the occasionally and not met data coming from students who are absent from school for significant periods of time.

The percentage of partially met targets appears to have increased slightly in all cases with a movement of small numbers from the consistently met group.

Staff are continuing to act quickly to tweak and update IEP targets that are not promoting success or gains in skills or independence, some examples of targets that were not met are below, regularly these were targets that would not be met and recorded in a lesson time.

- Stair related activities for a student with visual impairment needs
- A year 10 student wanted to be successful tying his shoe laces.
- Engagement with the student support team.
- Use of unstructured times at break and lunchtime.

However, by far the greatest factor for none achievement of students IEP targets is due to poor attendance, the majority of which are for medical reasons.

We believe that these long-term medical absences are the reason for the drop in students using scruffy targets securely achieving their targets, with a correlating increase in partially met targets.

## **Social and emotion wellbeing progress**

We have continued to track and record the social and emotional wellbeing progress that students make as part of the Thrive programme. The approach offers students the opportunity to develop their social, emotional and well-being skills. Pastoral staff profile students' needs on three occasions across the school year and create a bespoke action plan for the class to work towards to develop their social and emotional skills.

### **Key points:**

21 classes were assessed

3 maintained progress (14%)

1 showed regression (5%)

17 made progress (81%) (13 made secure progress (62%), 4 made developing progress (19%)

Within KS3 11 of 12 classes (92%) made significant progress over the course of the year within the developmental strand they were working towards. The class that showed regression in their scores includes a young person who had a significant brain surgery which would account for the change in score.

We noted that for 2 years in a row the analysis would suggest that students in years 10 & 11 demonstrated the smallest amount of development in this area or simply maintained their class score. This could reflect the natural changes in the adolescent brain which impact on feelings of safety and security or it could be an indicator that considerations of transition and moving on have more of an impact during KS4?

The gains when scored return to the previous level of progress when considering KS5, students in 6<sup>th</sup> form appear to return to a more settled and less anxious state when a profile is completed by pastoral teams.

It was observed that pastoral teams have been managing the completion of the profiles with greater independence over the last year and this appears to have led to some errors when completing assessments using the Thrive online tool. Previously the team of Thrive practitioners within school has been very active in supporting pastoral staff to do this, in the coming year this model will be used again to ensure that the quality of the data and the timely manner that information is inputted into the Thrive online system is more stringently maintained. Thrive have recently updated the online tool to make the process more user friendly.

## **Annual reports**

Governors may remember that last year, to reflect the change in the structure of curriculum delivery across school we significantly changed the format of our annual progress reporting to parents.

The format was well received by parents, and we therefore decided to use an adapted version of the new format for the 2022 annual reports. The major difference being that a variety of subject specific staff contributed to the text for each section and pastoral learning support assistants liaised with subject teaching staff to gather photographic evidence to share with parents in addition.