

Quality of Education- OUTCOMES
Chiddingly School Outcomes Key Priorities:

KS2 Year 6

GPS GD to at least match NA. ('18'= 14%, '19'= 7%, NA= 34%).

GPS 'expected' to reach NA ('19'= 64%, NA=79%).

Maths GD/Progress (-2-2) to reach NA ('18'=14%, '19'=7%, NA=27%).

Reading GD/Progress (-1.5) to reach NA ('18'=7%, '19'=14% NA=25%).

KS1 Year 2

Maths GD to at least reach NA. (2020 13%, NA 20%)

THE HEAD OF SCHOOL WILL REPORT ON PUPIL PROGRESS TO THE GOVERNING BODY 3 TIMES A YEAR USING THEIR COHORT LEARNER OUTCOME CHARTS. REPORTS WILL FOCUS ON ALL PUPILS, DISADVANTAGED PUPILS, PUPILS WITH SEND AND HIGH PRIOR ATTAINING PUPILS.



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

OUTCOMES for Improvement - 2021-2022





The Quality of Education – OUTCOMES







CHIDDINGFOLD TARGETS FOR PUPIL OUTCOMES JULY 2022

These have been set by looking at % of pupils at expected standard in July 2020 and adding challenge, ensuring no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

	FFT20 estimates Expected Standard	FFT50 estimates for expected standard	Targets for July 2022 Expected Standard	National Average 2019	Targets for July 2022 Higher Standard	National Average 2019
EYFS			82%	71.8%		36.4 APS
Y1 Phonics			85%	82%		
End of KS1 (Y2)						
Reading			77%	75%	33%	25%
Writing			77%	69%	23%	21%
Maths			85%	76%	23%	28%
YEAR 1						
Reading			85%		23%	
Writing			85%		15%	
Maths			85%		30%	
End of KS2 (Y6)						
Reading		92%	92%	73%	33%	27%
Writing		87%	87%	78%	27%	20%
Maths		100%	87%	79%	33%	27%
Combined		80%	79%	65%	27%	11%
GPS		92%	87%	78%	33%	36%
Year 3						
Reading			85%		31%	
Writing			85%		15%	
Mathematics			85%		23%	
Year 4						
Reading			80%		26%	
Writing			80%		20%	
Mathematics			86%		26%	
X Tables			80%			
Year 5						
Reading			80%		20%	
Writing			80%		20%	
Mathematics			90%		20%	

1.1 Objective: Year 6, 2022 Outcomes GPS GD to at least match NA. ('18'= 14%, '19'= 7%, NA= 34%). GPS 'expected' to reach NA ('19'= 64%, NA=79%). Maths GD/Progress (-2-2) to reach NA ('18'=14%, '19'=7%, NA=22%). Reading GD/Progress (-1.5) to reach NA ('18'=7%, '19'=14% NA=25%).							SEF Ref: CP- page 5				
Success Criteria & Practice Indicators:				Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ GPS GD 2022 targets achieved= GD 2022= 35% ✓ GPS EXS 2022 targets achieved= EXS 2022= 78% ✓ Maths 2022 GD/Progress target achieved= Ma GD= 35% & progress= 0+ ✓ Reading 2022 GD/Progress target achieved= Re GD= 35% & progress= 0+ 				<ul style="list-style-type: none"> • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leaders data termly analysis 		Outcome charts evaluated termly FGB x 6 yearly					
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)			£	Activities to monitor implementation of key actions			
				July 2021	Oct 2021	Jan 2022	April 2022	July 2022			
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach teachers in teaching of reading, writing/GPS and maths and how to plan and deliver accelerated progress • Monitor teaching and learning through termly triangulations – particular focus on reading and maths • Review progress on targets termly at PPM • Use catch-up funding from government to impact most on chn's attainment and progress in maths and reading. 		KV/JP	NC	Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings	Sept – set targets for all pupils with FFT20 and 50 Organise how catch-up funding will be utilised Triangulations: 6 th October, review drop in 24 th Nov PPM 20 th Oct, 15 th December	Subject Leader book audit: 20 th January CP 18 th Jan CP maths focus visit Triangulations 2 nd Feb (PB in) Friday 16 th March review drop in PPM 9 th Feb, 30 th March	SATs week May 2022 PPM 25 th May	16 th June Subject leader book review Triangulation: 29 th June PPM 20 th July	Catch-up funding	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP/Govs/SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in reading, writing/GPS and maths and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • Coach teachers in areas requiring support • Share courses/key updates from LA and STA around assessment – particular focus on reading, writing/GPS and maths 		KV/JP	NC	Subject Leader CPD forms to be filled out by all teachers	Subject Leader action plans shared Sept – set PM targets 21 st Sept – Writing staff meeting 29 th Sept – Maths Twilight staff meeting		21 st April- Reading staff meeting May/June – County moderation for writing March – review PM targets	July – review PM targets		Performance Management 3x yearly	JP/Govs/SIP

				9 th November – GPS staff meeting						
				Secretaries to disseminate course information as appropriate (all year)						
Vulnerable Groups support <ul style="list-style-type: none"> Review interventions termly to target specific groups and gaps in learning Discuss specific need in PPM and monitor this termly APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary 	KV/IP/S L	NC	Create PPM template documents to cover all core subjects with a focus on VGs	APDOR review – 15 th October, 10 th December PPMs as above	APDOR review 4 th Feb, 25 th March PPMs as above	APDOR review – 20 th May PPMs as above	APDOR review 15 th July PPMs as above		PPMs termly APDOR reviews termly	JP / SENDCO/ Govs/SIP

1.2 Objective: Year 2 2021 Outcomes Maths GD to at least reach NA. (2020 13%, NA 20%)								SEF Ref: CP- page 5		
Success Criteria & Practice Indicators:				Activities to evaluate impact against success criteria and practice indicators						
✓ Year 2 Maths GDS 2022 target achieved= 35%				<ul style="list-style-type: none"> Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) Termly teacher triangulation by SLT & yearly by SIP Subject leaders data termly analysis 			Outcome charts evaluated termly FGB x 6 yearly			
Keys actions to meet success criteria and practice indicators				Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
				July 2021	Oct 2022	Jan 2022	April 2022	July 2022		

<p>Teaching and Learning</p> <ul style="list-style-type: none"> Set aspirational targets for attainment and progress for all staff involved in the year group Coach teachers in teaching of maths and how to plan and deliver maths mastery Monitor teaching and learning through termly triangulations – particular focus on maths Review progress on targets termly at PPM Use catch-up funding from government to impact most on chn’s attainment and progress in maths 	KV/JP	EM/CF	<p>Create trackers to show expected progress</p> <p>Set dates for Monitoring and Assessment Cycles</p> <p>Set dates for staff meetings</p>	<p>Sept – set targets for all pupils with FFT20 and 50</p> <p>Organise how catch-up funding will be utilised</p> <p>Triangulations: 6th October, review drop in 24th Nov</p> <p>PPM 20th Oct, 15th December</p>	<p>Subject Leader book audit: 20th January CP</p> <p>18th Jan CP maths focus visit</p> <p>Triangulations 2nd Feb (PB in) Friday 16th March review drop in</p> <p>PPM 9th Feb, 30th March</p>	<p>SATs period May 2022</p> <p>PPM 25th May</p>	<p>16th June Subject leader book review</p> <p>Triangulation: 29th June</p> <p>PPM 20th July</p>	Catch-up funding	<p>Termly monitoring and TA observations twice annually</p> <p>Performance Management 3x yearly</p>	JP/Govs
<p>CPD</p> <ul style="list-style-type: none"> Identify key areas for CPD in maths and provide through staff meetings and INSET Set CPD targets as part of Performance Management (PM) Coach teachers in areas requiring support Share courses/key updates from LA and STA around assessment – particular focus on maths 		EM/CF	<p>Subject Leader CPD forms to be filled out by all teachers</p>	<p>Subject Leader action plans shared</p> <p>Sept – set PM targets</p> <p>21st Sept – Writing staff meeting</p> <p>29th Sept – Maths Twilight staff meeting</p> <p>9th November – GPS staff meeting</p> <p>Secretaries to disseminate course information as appropriate (all year)</p>		<p>21st April- Reading staff meeting</p> <p>May/June – County moderation for writing</p> <p>March – review PM targets</p>	<p>July – review PM targets</p>		<p>Performance Management 3x yearly</p>	JP/Govs
<p>Vulnerable Groups support</p> <ul style="list-style-type: none"> Review interventions termly to target specific groups and gaps in learning Discuss specific need in PPM and monitor this termly APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary 	KV/JP/S L	EM/CF	<p>Create PPM template documents to cover all core subjects with a focus on VGs</p>	<p>APDOR review – 15th October, 10th December</p> <p>PPMs as above</p>	<p>APDOR review 4th Feb, 25th March</p> <p>PPMs as above</p>	<p>APDOR review – 20th May</p> <p>PPMs as above</p>	<p>APDOR review 15th July</p> <p>PPMs as above</p>		<p>PPM termly</p> <p>APDOR reviews termly</p>	JP / SENDCO/ Govs

Reporting Learner Outcomes 21/22

Chiddingly Reporting Learner Outcomes 21/22

Year R

Subject / Term	Baseline Outcomes- Sept		FFT20 estimate	Target for ELG	% on track for EXS by end of year				
	% GLD/EXS				All	DA	Non-DA	SEND	
Number of learners: 11 (9.1% each)									
PHONICS				% at Phase 4 by July 22 - 82%					
Term 2									
Term 4									
Term 6									
READING				82%	73%	100%	70%	67%	
Term 2	73%								
Term 4									
Term 6									
WRITING				82%	73%	100%	70%	67%	
Term 2	73%								
Term 4									
Term 6									
MATHS				82%	73%	100%	70%	67%	
Term 2	73%								
Term 4									
Term 6									
COMBINED				82%	73%	100%	70%	67%	
Term 2	73%								
Term 4									
Term 6									

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: Term 2 Pupil progress meeting identified focus children and intervention put into place for reading, writing, maths and phonics.

Chiddingly Reporting Learner Outcomes 21/22 Year 1

Subject / Term	EYFS outcomes		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 13 (7.7% each)																				
PHONICS																				
Term 2					Pass rate target: 87%															
Term 4																				
Term 6																				
READING																				
Term 2	77%	15%		85%	23%	77% 10/13	50% 1/2	77% 10/13	33% 1/3	100% 2/2	23% 3/13	0%	0%	0%	0%	85% 11/13	50% 1/2	91% 10/11	75% 3/4	100% 2/2
Term 4																				
Term 6																				
WRITING																				
Term 2	77%	15%		85%	15%	77% 10/13	0%	77% 10/13	33% 1/13	100% 2/2	8% 1/13	0%	0%	0%	0%	85% 11/13	50% 1/2	91% 10/11	75% 3/4	50% 1/2
Term 4																				
Term 6																				
MATHS																				
Term 2	85%	15%		85%	30%	92% 12/13	0%	85% 11/13	67% 2/3	100% 2/2	15% 2/13	0%	0%	0%	0%	100%	100%	100%	100%	100%
Term 4																				
Term 6																				
COMBINED																				
Term 2	77%	15%		85%	15%	77% 10/13	0%	77% 10/13	8% 1/13	100% 2/2	8% 1/13	0%	0%	0%	0%	85% 11/13	50% 1/2	91% 10/11	75% 3/4	50% 1/2
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: Term 2: Term 2 pupil progress meeting identified children for Tutor led funding interventions to be put in place for phonics and writing for x2 chn started in T3.

Chiddingly Reporting Learner Outcomes 21/22 Year 2

Subject / Term	EYFS outcomes 2019-20		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 13 (7.7% each)																				
PHONICS																				
Term 2					85% passing Dec 21	100%	100%	100%	100%	100%										
Term 4																				
Term 6																				
READING																				
Term 2	46%	0%		77%	33%	100%	100%	100%	100%	100%	8% 1/13	20% 1/5	0%	0%	0	100%	100%	100%	100%	
Term 4																				
Term 6																				
WRITING																				
Term 2	39%	0%		77%	23%	77%	75% 3/4	78% 7/9	100% 2/2	0	15% 2/13	50% 2/4	0	0	0	85%	100%	78% 7/9	100%	
Term 4																				
Term 6																				
MATHS																				
Term 2	46%	0%		92%	22"	85%	100%	78%	50%	0	15%	25%	11%	50%	0	100%	100%	100%	100%	
Term 4																				
Term 6																				
COMBINED																				
Term 2	39%	0%		77%	23%	77%	75%	78%	50	0	15%	25%	0	0	0	85%	100%	78%	100%	
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: Term 2/3: Term 2 pupil progress meeting identified children for Tutor led funding interventions for writing for x 2 chn started in T3

Chiddingly Reporting Learner Outcomes 21/22 (Year 3)

Subject / Term	KS1 outcomes (Teacher Assessments July 2020)		Target for EXS+	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS			All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 13 (7.7% each)																			
GPS																			
Term 2			85%	15%															
Term 4																			
Term 6																			
READING																			
Term 2	69%	31%	85%	31%	92%	80%	100%	67%	100%	39%	20%	69%	0	100%	93%	80%	100%	67%	100%
Term 4																			
Term 6																			
WRITING																			
Term 2	69%	15%	85%	15%	62%	20%	88%	0	100%	23%	0	38%	0	100%	77%	20%	93%	0%	60%
Term 4																			
Term 6																			
MATHS																			
Term 2	85%	23%	85%	23%	85%	60%	100%	50%	66%	15%	0	25%	0	66%	85%	60%	100%	50%	66%
Term 4																			
Term 6																			
COMBINED																			
Term 2	69%	15%	85%	15%	62%	20%	88%	0	66%	15%	0	25%	0	66%	77%	60%	93%	0	60%
Term 4																			
Term 6																			

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: Term 2/3: Term 2 pupil progress meeting identified children for Tutor led funding interventions in place for reading and writing for x 6 chn started in T3.

Year 4

Subject / Term	KS1 outcomes		FFT50 estimate	Target for EXS+	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:		15 (6.6%)																		
GPS																				
Term 2			95%	80%	20%	86%	66%	92%	33%	50% ½	20%	0	25%	0	50%	100%	100%	100%	100%	
Term 4																				
Term 6																				
READING																				
Term 2	86%	20%	88%	80%	26%	86%	66%	92%	33%	100%	33%	33%	33%	0	100%	100%	100%	100%	100%	
Term 4																				
Term 6																				
WRITING																				
Term 2	86%	15%	96%	80%	20%	86%	66%	92%	33%	50% ½	20%	0	25%	0	50%	100%	100%	100%	100%	
Term 4																				
Term 6																				
MATHS																				
Term 2	86%	15%	78%	86%	26%	92%	100%	92%	66%	50%	13%	0	13%	0	50%	92%	100%	92%	66%	
Term 4																				
Term 6																				
COMBINED																				
Term 2	86%	15%	72%	80%	20%	86%	66%	92%	33%	50%	13%	0	13%	0	0	92%	100%	92%	66%	
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: KS1 outcomes need to be checked as 3 new starts either at EXS or GDS (put through as EXS now)

Term 2/3 : Term 2 pupil progress meeting identified children for Tutor led funding interventions in place for reading, writing and maths for x 3 chn started in T3

Chiddingly Reporting Learner Outcomes 21/22 Year 5

Subject / Term	KS1 outcomes		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 10 (10% each)																				
GPS																				
Term 2			85%	80%	20%	50% 5/10	40% 2/5	3/5 60%	0%		10% 1/10	0%	20% 1/5	0%						
Term 4																				
Term 6																				
READING																				
Term 2	80%	20%	81%	80%	20%	70% 7/10	40% 2/5	100% 5/5	0%		20% 2/10	0%	20% 2/10	0%						
Term 4																				
Term 6																				
WRITING																				
Term 2	80%	20%	85%	80%	20%	50% 5/10	40% 2/5	3/5 60%	0%		20% 2/10	0%	20% 1/5	0%						
Term 4																				
Term 6																				
MATHS																				
Term 2	90%	30%	91%	90%	20%	60% 6/10	40% 2/5	80% 4/5	50% 1/2		20% 2/10	0%	10% 1/10	0%						
Term 4																				
Term 6																				
COMBINED																				
Term 2	80%	20%	77%	80%	20%	30% 3/10	20% 1/5	20% 2/10	0%		20% 2/10	0%	20% 2/10	0%						
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: 1 child joined in year 4 (GDS Maths @ KS1 EXS for Reading and Writing)

Term 2/3: : Term 2 pupil progress meeting identified children for catch up and Tutor led funding interventions in place for reading, writing and maths for x 5 chn started in T3

Chiddingly Reporting Learner Outcomes 21/22 Year 6

Subject / Term	KS1 outcomes		FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS+ by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 15 (6.6% each)																				
GPS																				
Term 2			90%	92%	33%	92%	67% 2/3	100%	80% 4/5	N/A	26% 4/15	0	33% 4/12	0	N/A	100%	100%	100%	100%	N/A
Term 4																				
Term 6																				
READING																				
Term 2	86%	33%	86%	92%	33%	92%	67% 2/3	100%	80% 4/5	100%	40% 6/15	25% 1/4	45% 5/11	25% 1/4	100%	100%	100%	100%	100%	100%
Term 4																				
Term 6																				
WRITING																				
Term 2	86%	26%	90%	86%	27%	92%	67% 2/3	100%	80% 4/5	100%	26% 4/15	0	33% 4/12	0	100%	100%	100%	100%	100%	N/A
Term 4																				
Term 6																				
MATHS																				
Term 2	86%	33%	91%	86%	33%	92%	67% 2/3	100%	80% 4/5	40% 2/5	13% 2/15	25% 1/4	9% 1/11	0	40% 2/5	100%	100%	100%	100%	100%
Term 4																				
Term 6																				
COMBINED																				
Term 2	86%	26%	80%	86%	27%	92%	67% 2/3	100%	80% 4/5	40% 2/5	13% 2/15	25% 1/4	9% 1/11	0	40% 2/5	100%	100%	100%	100%	100%
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comment: Term 2/3: Term 2 pupil progress meeting identified children for catch up and Tutor led funding interventions in place for reading, writing and maths for x 5 chn started in T3

Data Glossary

Target Tracker Overall Assessment Grid

Chronological Stage	Assessment Stage	Points value
Reception- EYFS	30-50 W	27
	30-50 W+	28
	30-50 S	29
	30-50 S+	30
	40-60 b	31
	40-60 b+	32
	40-60 w	33
	40-60 w+	34
	40-60s (ELG)	35
	40-60s+ (GD)	36
Year 1	1b	37
	1b+	38
	1w	39
	1w+	40
	1s (EXS)	41
	1s+ (GD)	42
Year 2	2b	43
	2b+	44
	2w	45
	2w+	46
	2s (EXS)	47
	2s+ (GD)	48
Year 3	3b	49
	3b+	50
	3w	51
	3w+	52
	3s (EXS)	53
	3s+ (GD)	54

Year 4	4b	55
	4b+	56
	4w	57
	4w+	58
	4s (EXS)	59
	4s+ (GD)	60
Year 5	5b	61
	5b+	62
	5w	63
	5w+	64
	5s (EXS)	65
	5s+ (GD)	66
Year 6	6b	67
	6b+	68
	6w	69
	6w+	70
	6s (EXS)	71
	6s+ (GD)	72

Pioneer Assessment Tracking using Cohort Trackers and Target Tracker

Target tracker allows you to 'grade' a child as **B (Beginning)**, **B +**, **W (working towards)**, **W+**, **S (EXS/Secure)** and **S+ (GDS)**.

With Target Tracker the 6 steps are: **B, B+, W, W+, S (Expected), S+ (Greater Depth)**

Each steps will be associated with the amount that has been achieved from the curriculum area.

B= 10% achieved

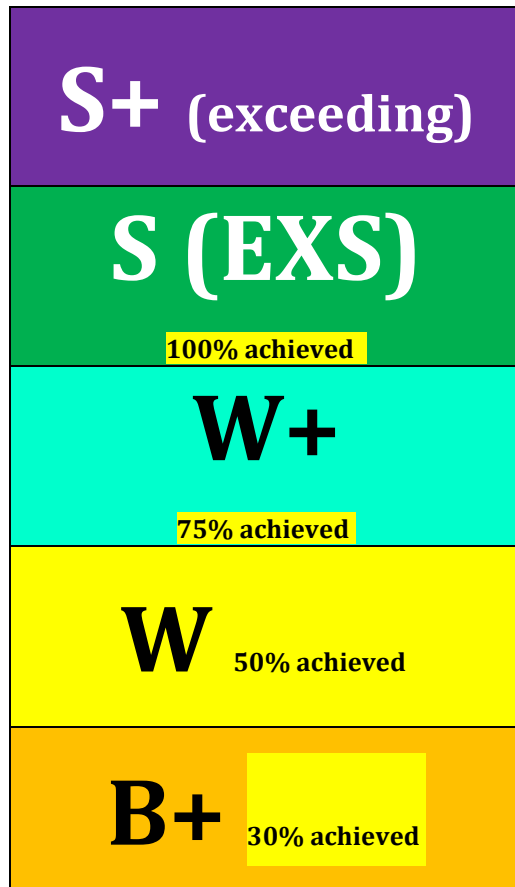
B+= 30% achieved

W= 50% achieved

W+= 75% achieved

S (Expected)=100% achieved

S+ (exceeding)



B

10% achieved

Age Related Expectations (ARE)

<u>Year Group</u>	<u>T1</u>	<u>T2</u>	<u>T3</u>	<u>T4</u>	<u>T5</u>
Year 1	1B	1B+	1 W	1W+	1s (EXS)
Year 2	2B	2B+	2 W	2W+	2s (EXS)
Year 3	3B	3B+	3W	3W+	3s (EXS)
Year 4	4B	4B+	4W	4W+	4s (EXS)
Year 5	5B	5B+	5W	5W+	T5=5s (EXS) T6=6B
Year 6	6B+	6W	6W+	6S (EXS)	SATS

Expected Points Progress

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year R - 5	1.2	2.0- 2.4	3.6	4.8	6	Embed
Year 5	1.2	2.0- 2.4	3.6	4.8	6	7.2
Year 6	1.2	2.4	3.6	4.8		

- Expectation range can be altered for the individual school and year group.

- o Year 5 to make 7.2 steps in 6 terms
- o Year 6 to make 4.8 steps in 4 terms
- o All others making 6 steps in 5 terms.

<u>End of Year Progress</u>	<u>Inadequate</u>	<u>RI</u>	<u>Good</u>	<u>Outstanding</u>
Years 2 - 6	Under 5	5	6	7

Year 6 Excel SS Tracker and School Trackers

Year 6 pupils can be expected to make 1.2 steps across 4 terms (4.8 steps), so in line with other year groups. We will be marrying this up with scaled scores in the following way:

Scaled Score bracket	TT Grade
80-84	B
85-89	B+
90-94	W
95-99	W+
100-110	S/ EXS
110-120	S+/ GDS

For Year 6, we will expect Target Tracker to be used as a recording system for assessment alongside scale score tracking. You would use your excel score and progress tracker instead. We would also expect you to update your class trackers (on google drive) using the key above.

Termly Question Level Analyses following testing will allow you to identify areas for improvement and intervention.

Year 5 Target Tracker and Pioneer Trackers

The expectation is that pupils will make **6 steps of progress across 5 terms**. Therefore 1.2 steps per term.

Year 5 will make an extra 1.2 steps in Term 6 so that Year 6 pupils can be expected to make 1.2 steps across 4 terms (i.e before SATs), so inline with other year groups.

You would be expected to make the professional judgement about the % achieved each term for Yr5 cohort and then enter the step grading for the pupil on target tracker. We'd also like you to update your tracker (on google drive) termly before PPMs on the school shared drive.

Year 1- Year 4 Target Tracker and Pioneer Trackers

The expectation is that pupils will make at least **6 steps of progress across 5 terms**. Therefore 1.2 steps per term. T6 to be used to embed progress made across the 5 terms.

You would be expected to make the professional judgement about the % achieved each term and then enter the step grading for the pupil on target tracker. We'd also like you to update your tracker (on google drive) termly before PPMs on the school shared drive.