



<u>OUTCOMES</u> for Improvement	Chiddingly School Key Outco NO DATA GAPS-	IULY 2024 RNING BODY 3 TIMES A YEAR USING THEIR COHORT LEARNEF
For Improv	THE <u>HEAD OF SCHOOL</u> WILL REPORT ON PUPIL PROGRESS TO THE GOVE OUTCOME CHARTS. REPORTS WILL FOCUS ON ALL PUPILS, DISADVANTA	

# <u>The Quality of Education – OUTCOMES</u>

### CHIDDINGLY TARGETS FOR PUPIL OUTCOMES JULY 2025

These have been set by looking at % of pupils at expected standard in July 2024 and adding challenge, we try to ensure no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

	FFT50 estimates for	Targets for July 2025	National Average 2022	Targets for July 2025	National Average 2022
	expected standard	Expected Standard	National Average 2023	Higher Standard	National Average 2023
EYFS		93% GLD	71.8%		
Y1 Phonics		91%	82%		
End of KS1 (Y2)					
Reading	n/a	75%	75%	25%	18%
Writing	n/a	63%	69%	19%	8%
Maths	n/a	81%	76%	25%	15%
End of KS2 (Y6)					
Reading	n/a	79(86)%	74%	7(21)%	27%
Writing	n/a	73(86)%	69%	7(21)%	13%
Maths	n/a	79(92)%	71%	7(21)%	22%
Combined	n/a	60(87)%	59%	7(14)%	7.3%
GPS	n/a	73(86)%	72%	7(21)%	28%

## Reporting Learner Outcomes '24/25'

				Chiddingly R	leport		Learn ear R	er Ou <sup>.</sup>	tcome	es <mark>24/25</mark>
Subject / Term		)utcomes- <mark>t 24</mark>	FFT20	Target for GLD	% (	on tra	ack by e	nd of ye	ar	
	% GLD/EXS		estimate		All	DA	Non-	SEND		
Number of	<sup>-</sup> learners: 15	(6.6%)			All	DA	DA			
PHONICS									<u>n</u>	
Term 2				93% at <b>Phase 4</b> by July 25						
Term 4										
Term 6										
READING									r	
Term 2	%			93 %						
Term 4	70			5570						
Term 6										
WRITING						1		-	i	
Term 2	%			93%						
Term 4										
Term 6										
MATHS									1	
Term 2	%			93%						
Term 4										
Term 6 COMBINED/						<u> </u>	<u> </u>			
GLD										
Term 2	%			93%		1				
Term 4	70			5570						
Term 6										
						1	、	1		

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

<mark>T2 Comments:</mark>

<mark>T4 Comments:</mark>

<mark>T6 Comments:</mark>

				Chiddi	ngly Rep		g Leai Year		Dutco	mes	24/25	5								
Subject /	2024 EYFS	<mark>S Outcomes</mark>	FFT50	Target for	Target for	% o	n track fo	or EXS+ b	y end of y	/ear	% on		GDS/HIG <sup>,</sup> end of y	HER STAN ear	NDARD				ss in devel erstanding	
Term	% EXS	/ % GDS	estimate	EXS	GDS	All	DA	Non-	SEND	НРА	All	DA	Non-	SEND	НРА	All	DA	Non-	SEND	НРА
Number	of learners:	L2 (8.3%)						DA					DA					DA		
PHONICS												-	-	-	-					
Term 2																				
Term 4				Pass rate target for Year 1: 91% Pass cohort phonics tracker for termly attainment against ARE expectations																
Term 6																				
READING							1	1	1	1	1	1	1	1	1	1	1	1		
Term 2	9	1%		92%	16%															
Term 4	5	1/0		5275	10/0															
Term 6																				
WRITING																1	1-		F	
Term 2	9	1%		92%	16%														ļ!	<b></b>
Term 4	_																		ļ!	
Term 6																<u> </u>			<u> </u>	
MATHS							1	1	1	1	1					1	-	1		
Term 2	9	1%		92%	16%														<u> </u>	
Term 4	_																		<u> </u>	
Term 6																				
COMBINED																				
Term 2	9	1%		92%	16%														<u> </u>	
Term 4																			<u> </u>	
Term 6			ial advectional pood o																	

T2 Comments:

T4 Comments:

				Chiddi	ngly Rep		g Leai Year :		Dutco	mes	24/25	5								
Subject /	2023 EYFS	<mark>5 Outcomes</mark>	FFT50	Target for	Target for	% o	n track fo	or EXS+ b	y end of y	year	% on <sup>•</sup>		GDS/HIG / end of y	HER STAN ear	NDARD	% ma theii	king good r knowled	d progres Ige, unde skills.	is in devel erstanding	loping 3 and
Term	%	EXS	estimate	EXS	GDS	All	DA	Non-	SEND	НРА	All	DA	Non-	SEND	НРА	All	DA	Non-	SEND	НРА
Number o	of learners: 1	<mark>6 (6.25%)</mark>						DA					DA					DA		
PHONICS			Pass rate target for Yea																	
Term 2			phonics tracker for term	ly attainment tations	against ARE															
Term 4			pupil intervention acro	oss Yr2 to pas																ļ
Term 6			Expected cohort pa	ssing June 20	24= %															
READING																				
Term 2	7	8%		75%	25%															ļ'
Term 4																				ļ
Term 6																				
WRITING	-							[	1	1	1	1	r		1	1	-			1
Term 2	7	8%		63%	19%															'
Term 4	-																			
Term 6																				
MATHS	-										1	1	1							
Term 2	7	8%		81%	25%															'
Term 4	4																			'
Term 6																				
COMBINED	-								1	1	1	1	r		1	1				
Term 2	7	8%		69%	19%															'
Term 4	-																			'
Term 6	1																<u> </u>			L'

<mark>T2 Comments:</mark>

<mark>T4 Comments:</mark>

Subject / Term         KS1 outcomes 2024 % GL/KSS         % Sceeding (SS         PFTS0 estimate         Target for Estimate         Target for Term 5         Target for GDS         % on track for ESS+ by end of year         % on track for GDS/HiGHER STANDARD by end of year         % on track for GDS/HiGHER STANDARD					Chiddi	ngly Rep		g Lear Year S		Dutco	mes	24/25	5								
Item         % GLD/EXS         % Exceeding GDS         **1:30 estimate         EXS         GDS         All         DA         Non- DA         SEND         HPA         All         DA           GPS         GP		KS1 outco	omes 2024		Target for	Target for	% 0	n track fo	or EXS+ b	y end of y	/ear	% on 1				IDARD					
GPS         GPS Target= EXS: % GDS: %         GPS Target= EXS: % GDS:		% GLD/EXS					All	DA		SEND	НРА	All	DA		SEND	НРА	All	DA	Non- DA	SEND	НРА
Term 2       GPS Target= EXS: % GDS: %         Term 4       Term 6         READING       79%       26%       79%       26%	Number of l	learners: 15	6.6% each)																(12)	(5)	
GPS Target= EXS: % GDS: %         READING       79%       26%       79%       26%       79%       26%       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1 <th1< th="">       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       1       <th1< th=""> <th1< th="">       1       1</th1<></th1<></th1<>	S																				
Term 4       Term 4         Term 6       Image: Second	m 2		GPS	Target= FXS' % GDS' %																	
READING         79%         26%         79%         26%         26%         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1 <th1< th=""> <th1< th="">         1</th1<></th1<>																					
Term 2     79%     26%     79%     26%     26%     26%     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1 <th1< th="">     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1<!--</td--><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th1<>																					
Term 4     79%     26%     79%     26%     26%     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1 <th1< th="">     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1<td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1-</td><td>1</td><td>-</td><td></td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th1<>								1-	1	-				1							
Term 4     Image: Constraint of the cons		79%	26%		79%	26%															
WRITING         73%         26%         73%         26%         73%         26%         1         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0																					
Term 2     73%     26%     73%     26%     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1     1																					
Term 4     73%     26%     73%     26%     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I     I											1	1			1		1		1		
Term 6     Image: Constraint of the system       MATHS     MATHS     79%     26%     79%     26%     Image: Constraint of the system     Image: Constraint of the system <t< td=""><td></td><td>73%</td><td>26%</td><td></td><td>73%</td><td>26%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td><math>\mid</math></td><td></td></t<>		73%	26%		73%	26%														$\mid$	
MATHS         79%         26%         79%         26%         79%         26%         Image: Constraint of the second s											2										
Term 2         79%         26%         79%         26%         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I         I											-					-		<u> </u>		LI	
Ter m 4         79%         26%         26%         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1 <th1< th=""> <th1< th="">         1         <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td> </td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<></th1<></th1<>											1										
		79%	26%		79%	26%															
																				$\mid$	
																		<u> </u>	<u> </u>		
Term 2         73%         26%         73%         26%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		73%	26%		73%	26%														$\left  \right $	
Term 4         Term 6         Image: Construction of the second se																				┝───┦	

T2 Comments:

<mark>T4 Comments:</mark>

<mark>T6 Comments:</mark>

				Chiddi	ngly Rep		g Lear Year 4		Dutco	mes 2	24/25	5								
Subject /	<mark>KS1 Οι</mark>	<mark>utcomes</mark>		Target for	Target for	% o	n track fo	or EXS+ b	y end of y	/ear	% on 1		GDS/HIGI end of y	HER STAN ear	IDARD	% ma their	king good Knowled	l progres ge, unde skills.	s in devel rstanding	oping ; and
Term	% GLD/EXS	% Exceeding GDS	FFT50 estimate	EXS	GDS	All	DA	Non- DA	SEND	HPA	All	DA	Non- DA	SEND	НРА	All	DA	Non- DA	SEND	НРА
Number of	<sup>-</sup> learners: <mark>16</mark>	(6.25% each)																		
GPS																				
Term 2		GPS Tar	gets EXS= 80% GDS = 2	06%																
Term 4		UI J Tali	gets ENJ- 6070 GDJ - 2	2070																
Term 6																				
READING																				
Term 2	79%	26%		75%	25%															
Term 4	1570	2070		/3/0	2370															
Term 6																				
WRITING														1						
Term 2	73%	26%		75%	19%															
Term 4	7370	2070		/ 5/0	1070															<u> </u>
Term 6																				
MATHS														1						
Term 2	79%	33%		75%	25%															<u> </u>
Term 4	1570	5570		/ 5/6	2370															<u> </u>
Term 6																				
COMBINED									1			1	1	1	1	1			1	
Term 2	73%	26%		75%	19%															<u> </u>
Term 4	1370	2070		7370	1370															
Term 6																				l l

T2 Comments:

T4 Comments:

				Chiddi	ngly Rep		g Lear Year !		Dutco	mes	24/25	5								
Subject /	KS1 Ou	utcomes	FFT50/20	Target for	Target for	% c	n track fo	or EXS+ b	y end of y	/ear	% on 1		GDS/HIG end of y	HER STAN ear	NDARD	% ma theii	king good r knowled	d progres Ige, unde skills.	s in devel erstanding	oping 3 and
Term	% GLD/EXS	% Exceeding GDS	Estimate EXS	EXS	GDS	All	DA	Non- DA	SEND	НРА	All	DA	Non- DA	SEND	НРА	All	DA (4)	Non- DA	SEND (1)	НРА
Number o	f learners: <mark>14</mark> I	(7.1% each)																(11)		<u> </u>
GPS		GPS=	= EXS: 80% GDS: 13%	1																
READING															I				iI	
Term 2	85%	14%		78%	14%															
Term 4	85%	14%		/8%	14%															
Term 6																				ا ا
WRITING									1	1		1		1	1		1	1		
Term 2	78%	7%		78%	14%														<b> </b>	
Term 4		.,.			,.															ا ا
Term 6																			<u> </u>	<u> </u>
MATHS										ì					1					
Term 2 Term 4	85%	7%		85%	21%															<sup> </sup>
Term 6																				!
																			<u> </u>	
Term 2																				
Term 4	78%	7%		78%	14%															,ļ
Term 6																				 

<mark>T2 Comments:</mark>

<mark>T4 Comments:</mark>

				Chiddi	ngly Rep		g Lear Year (		Dutco	mes 2	24/25	5								
Subject /	KS1 οι	itcomes		Target for	Target for	% 0	n track fo	r EXS+ b	y end of y	/ear	% on t		GDS/HIGI end of y	HER STAN ear	IDARD	% ma their	king good Knowled	l progres ge, unde skills.	s in devel erstanding	oping ; and
Term	% EXS+	% GDS		EXS+	GDS	All	DA		SEND	НРА	All	DA		SEND	НРА	All	DA		SEND	НРА
Number o	f learners: <mark>15</mark>	6.6% each)																		
GPS		G	G <b>PS</b> = EXS: 73(86)% GDS: 7(21)%																	
READING Term 2 Term 4 Term 6	87%	13%		79(86)%	7(21)%															
WRITING Term 2 Term 4 Term 6	59%	13%		73(86)%	7(21)%															
MATHS Term 2 Term 4 Term 6	73%	7%		79(92)%	7(21)%															
COMBINED Term 2 Term 4 Term 6	59%	7%		60(87)%	7(14)%															

T2 Comments:

<mark>T4 Comments:</mark>

				Chiddi	ngly Rep			rner ( 1PLAT		mes	22/23	3								
Subject /	KS1 ou	itcomes	FFT50	Target for	Target for				ب end of γ	year	% on <sup>-</sup>		GDS/HIG end of y		NDARD	% ma their	king good r knowled	l progres Ige, unde skills.	s in deve erstanding	loping 3 and
Term	% EXS+	% GDS	estimate	EXS	GDS	All	DA	Non-	SEND	НРА	All	DA	Non-	SEND	НРА	All	DA	Non-	SEND	НРА
Nun	nber of learn	ers:						DA					DA					DA		
GPS									-		-	-	-	-		-				
Term 2																				
Term 4																				
Term 6																				
READING																				
Term 2																				
Term 4																				
Term 6																				
WRITING									-		-	-	-	-						
Term 2																				
Term 4																				
Term 6																				
MATHS																				
Term 2																				
Term 4																				
Term 6																				
COMBINED															1					
Term 2																				
Term 4																				
Term 6																				

Comment: Term 2:

T4 Comment

### <u>Data Glossary</u> <u>Target Tracker Overall Assessment Grid</u>

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

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

S+ (EXCEEDING)
S (EXS)
100% Achieved
W+
75% Achieved
W
50% Achieved
B+
30% Achieved
B
10% Achieved

### Age Related Expectations (ARE)

Year Group	T1	T2	T3	<mark>T4</mark>	<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+	<b>T5</b> =5s (EXS) <b>T6</b> =6B
Year 6	6B+	6W	6W+	6S (EXS)	SATS

### **Expected Points Progress**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	Spring 2	Summer 1	<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.

Year 5 to make 7.2 steps in 6 terms

Year 6 to make 4.8 steps in 4 terms

All others making 6 steps in 5 terms.

End of Year Progress	<u>Inadequate</u>	<u>RI</u>	Good	Outstanding
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 <u>at least</u> 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.