

Updated: 17.12.24

## Quality of Education- 'OUTCOMES'

### Park Mead Primary Key Outcomes Priorities:

To ensure that Year 6 Maths GDS & GDS combined is stronger by July 2025. (See SDP 24/25 Ma 1.3)

(2024 Year 6 Ma GDS 7.2%. Target 2025 17% Ma GDS)

(2024, 2023 & 2022 Year 6 GDS combined 7.2%/6.7%/7%. Target 2024 17% GDS combined)

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

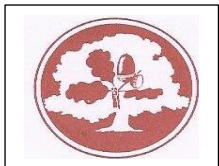


= Person Monitoring



= Person Evaluating

# **OUTCOMES for Improvement - 2024-2025**







# The Quality of Education - **OUTCOMES '24/25'**



Park Mead Primary School

## **PARK MEAD TARGETS FOR PUPIL OUTCOMES JULY 2025**

These have been set by looking at % of pupils at expected standard in July 2024 and adding challenge, ensuring no targets (depending on cohort previous baseline) are significantly below national average and taking into account pupils' prior performance at EYFS and/or KS1.

	FFT20 estimates Expected Standard	Targets for July 2024 (Expected Standard)	National Average 2023	Targets for July 2024 (Higher Standard)	National Average 2023
EYFS		72%	70%		
Y1 Phonics		80%	73%		
End of KS1 (Y2)					
Reading	n/a	79%	70%	21%	18%
Writing	n/a	71%	65%	14%	8%
Maths	n/a	79%	65%	21%	15%
End of KS2 (Y6)					
Reading	88%	76%	74%	21%	27%
Writing	86%	76%	69%	14%	13%
Maths	86%	76%	71%	21%	22%
Combined	67%	76%	59%	18%	7.3%
GPS	80%	76%	72%	21%	28%

<b>1.3 Objective: KS2 Maths:</b> To ensure there is an increase in KS2 Maths GDS (PM, SMV) and scale scores for EXS at EH by July 2025. <b>AB/NR</b> <b>24-25 Outcomes focus to include:</b> <ul style="list-style-type: none"> <li>East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS <b>56%</b>, 2023= <b>102.3/-3.5</b>, 2022 = <b>101/-3.6</b>, 2019 = <b>-4.5</b>, 2018=<b>-4.3</b>) <ul style="list-style-type: none"> <li>PM &amp; SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= <b>6.7%/7.3%/8.3%</b> &amp; PM 2023/24= <b>14%/7.3%</b>)</li> </ul> </li> </ul>							<b>SEF Ref:</b> CP- pages 9-12 SMV- pages 9-12 PM- pages 8-10  <b>Business Plan Ref:</b>			
<b>Success Criteria &amp; Practice Indicators:</b> <ul style="list-style-type: none"> <li>East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS <b>56%</b>, 2023= <b>102.3/-3.5</b>, 2022 = <b>101/-3.6</b>, 2019 = <b>-4.5</b>, 2018=<b>-4.3</b>)</li> <li>✓ PM &amp; SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= <b>6.7%/7.3%/8.3%</b> &amp; PM 2023/24= <b>14%/7.3%</b>)</li> <li>✓ Pioneer KS2 Maths progress improves from negative progress overall-2023 (<b>-1.3</b>)</li> </ul>			<b>Activities to evaluate impact against success criteria and practice indicators</b> <ul style="list-style-type: none"> <li>Ofsteds x 3 24-25</li> <li>Termly PPMs with explicit KS2 Maths tracking of progress and attainment <ul style="list-style-type: none"> <li><b>July 25:</b> <ul style="list-style-type: none"> <li>EH Ma Progress scores to reach National (0+)</li> <li>EH Ma Scale Score to reach NA (103/4)</li> <li>EH MA EXS Attainment to reach NA= 22%</li> <li>SMV and PM Ma GDS KS2 to reach NA = 22%</li> </ul> </li> </ul> </li> </ul>							
<b>Keys actions to meet success criteria and practice indicators</b>		 		<b>Activities required to fulfil key actions</b> (What milestone activities should happen to achieve the key actions?)			£	<b>Activities to monitor implementation of key actions</b>		
		July 2024	Oct 2024	Jan 2025	April 2025	July 2025				
Coach staff to ensure that <b>KS2 GDS expectations</b> are clear: <b>Maths Staff Meeting 11<sup>th</sup> September</b> <b>Impact on planning, provision, books etc.....</b>		AB/NR		<b>Book audits</b> EYFS/KS1 8 <sup>th</sup> Jan  <b>Book audits</b> KS2 15 <sup>th</sup> Jan  Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV	<b>Book audit reviews</b> EYFS/KS1 4 <sup>th</sup> June  <b>Book audit reviews</b> KS2 11 <sup>th</sup> June  Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV	CPD/Resource review completed by all staff for 2025/26 to support planning  9 <sup>th</sup> July – Subject governor meeting	AB/NR to meet termly  PPMs, data drops, triangulation and termly assessments		SIP reports/cohort trackers/ Ofsted outcomes at PM/SMV/Chidd SATs results	
Coach staff to introduce the following <b>Maths initiatives</b> in order to <b>stretch and deepen Mathematical understanding</b> : <ul style="list-style-type: none"> <li><b>Awesome 8</b></li> <li><b>Fluent in 5</b></li> <li><b>Improved use of TT Rock Stars to develop/rehearse multiplication fluency</b></li> </ul>		AB/NR	AB and NR to meet to discuss priorities	9 <sup>th</sup> October – Subject Governor meeting <b>Sept:</b> SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires  <b>Maths focus visits across all school in T1 &amp; T2</b>	<b>Book audits</b> EYFS/KS1 8 <sup>th</sup> Jan  <b>Book audits</b> KS2 15 <sup>th</sup> Jan –  Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV  Check ins – gap analysis and action planning following baseline assessments.	<b>Book audit reviews</b> EYFS/KS1 4 <sup>th</sup> June  <b>Book audit reviews</b> KS2 11 <sup>th</sup> June  Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV	CPD/Resource review completed by all staff for 2025/26 to support planning  9 <sup>th</sup> July – Subject governor meeting		AB/NR to meet termly  PPMs, data drops, triangulation and termly assessments	SIP reports/cohort trackers/ Ofsted outcomes at PM/SMV/Chidd SATs results

<p><b>Coach EH staff</b> specifically to ensure that <b>EXS UKS2 Maths outcomes</b> are deliver <b>July 25</b>:</p> <ul style="list-style-type: none"> <li>- <b>Ma Progress scores to reach National (0+)</b></li> <li>- <b>Ma Scale Score to reach NA (103/4)</b></li> <li>- <b>EH MA EXS Attainment to reach NA= 22%</b></li> </ul>	AB/NR			<p><b>Sept.</b> SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires</p> <p>Maths focus visits across all school in T1 &amp; T2</p>	<p>Maths follow up visits in T3, 4 &amp; 5 - EXS: EH GDS: PM, SMV</p> <p>Check ins – gap analysis and action planning following baseline assessments.</p> <p>Track termly PPMs and triangulations- focus on GDS and EXS for ECTs</p>	Report outcomes		AB/NR to meet termly	SIP reports/cohort trackers SATs results
<p><b>Coach Maths Lead Governor</b> with the knowledge and understanding so that they can question the actions being taken to improve the attainment and progress across EH/PM/SMV</p>	AB/NR			<p><b>9<sup>th</sup> October – Subject Governor meeting</b></p>	Keep governors up to date with priorities	9 <sup>th</sup> July – Subject governor meeting			Governor x 2 Reports and visits
<p><b>GST and Nutley Partnership 24-25</b> Support and coach partnership school leaders/staff to ensure implication of:</p> <ul style="list-style-type: none"> <li>- <b>New Pioneer Ma initiatives 24-25</b></li> <li>- <b>‘Mixed aged maths teaching’</b></li> <li>- <b>‘GDS extension and expectations’</b></li> <li>- <b>Effective use of White rose and other Ma Schemes</b></li> </ul>	AB/NR			<p>Arrange dates to meet GST and Nutley staff</p> <p>Update staff on PF priorities</p>	<p>Maths follow visits for GST and Nutley.</p> <p>2x observations/drop-ins of KS1 staff by end of T4 to ensure systems/procedure consistently applied across school</p> <p>2x observations/drop-ins of KS2 staff by end of T4 to ensure systems/procedure consistently applied across school</p>	<p>Evaluate impact and review with staff for following year</p> <p>Complete QLA</p>		AB/NR to meet termly	
<p><b>ES Maths Hub –</b> review EH Maths externally, provision and Pioneer Maths become an key player in ES Maths Hub (recognised for strong Ma provision)</p> <p> Maths Hub.docx</p> <p> Maths Hub funding and project-.docx</p>	AB/NR		<p>Ensure staff signed up and in contact with hub link.</p>	<p>Staff to engage with mastering number at KS1 and reception programme – NR to take lead.</p>	Observe and support teachers, review if any extra time/support is needed.	Evaluate the impact of the project at this stage		AB/NR to meet termly	Governor x 2 Reports and visits

# Reporting Learner Outcomes 24/25

Park Mead Reporting Learner Outcomes 24/25

Year R

Subject / Term	September 2024 Baseline		FFT20 estimate	School Target for EXS July 2025	School Target for GDS July 2025	% 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					All	DA		SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14 (each child=7%)																				
<b>PHONICS</b>				% at Phase 4 by July 25= 72%																
Term 2																				
Term 4																				
Term 6																				
<b>READING</b>																				
Term 2	43%			72%	72%															
Term 4																				
Term 6																				
<b>WRITING</b>																				
Term 2	43%			72%	58%															
Term 4																				
Term 6																				
<b>MATHS</b>																				
Term 2	43%			72%	72%															
Term 4																				
Term 6																				
<b>COMBINED/ GLD</b>																				
Term 2	43%			72%	58%															
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)

**T2 Comments:**

**T4 Comment:**

**T6 Comments:**

## Park Mead Reporting Learner Outcomes 24/25 Year 1

Subject / Term	EYFS outcomes <span style="background-color: yellow;">(2024)</span>		FFT20 estimate	FFT50 estimate	School Target for EXS July <span style="background-color: yellow;">2025</span>	School Target for GDS July <span style="background-color: yellow;">2025</span>	% 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		SEND	HPA	All	DA		SEND	HPA	All	DA		SEND	HPA
Number of learners: <span style="background-color: green;">10 (10 % each)</span>																					
<b>PHONICS</b>	Pass rate target for Year 1: <span style="color: blue;">80% Pass</span> See cohort phonics tracker for termly attainment against ARE expectations																				
Term 2							70%														
Term 4																					
Term 6																					
<b>READING</b>	81%				80%	20%															
Term 2							80%      10%														
Term 4																					
Term 6																					
<b>WRITING</b>	81%				80%	10%															
Term 2							80%      10%														
Term 4																					
Term 6																					
<b>MATHS</b>	81%				80%	10%															
Term 2							80%      10%														
Term 4																					
Term 6																					
<b>COMBINED /GLD</b>	81%				80%	10%															
Term 2							80%      10%														
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)

T2 Comments:

T4 Comment:

T6 Comments:

## Park Mead Reporting Learner Outcomes 24/25 Year 2

Subject / Term	EYFS outcomes (2023)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2025	School Target for GDS July 2025	% 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		SEND	HPA	All	DA		SEND	HPA	All	DA		SEND	HPA			
Number of learners: 14 (7.1 % each)																								
<b>PHONICS</b>	3 pupil intervention across Yr2 to pass end of KS1. Expected cohort passing June 2024= 93%																							
Term 2							93%																	
Term 4																								
Term 6																								
<b>READING</b>	73%				79%	21%																		
Term 2							63%					14%												
Term 4																								
Term 6																								
<b>WRITING</b>	65%				71%	14%																		
Term 2							63%					14%												
Term 4																								
Term 6																								
<b>MATHS</b>	86%				79%	21%																		
Term 2							86%					21%												
Term 4																								
Term 6																								
<b>COMBINED /GLD</b>	65%				71%	14%																		
Term 2							63%					14%												
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)

**T2 Comments:**

**T4 Comment:**

**T6 Comments:**

## Park Mead Reporting Learner Outcomes 24/25 Year 3

Subject / Term	KS1 outcomes (2024)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2025	School Target for GDS July 2025	% 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		SEND	HPA	All	DA		SEND	HPA	All	DA		SEND	HPA	
Number of learners: 15 (6.7 % each)																						
GPS	GPS Target= EXS: 80% GDS: 27%																					
Term 2																						
Term 4																						
Term 6																						
READING	85%	29%			80%	27%																
Term 2							80%					27%										
Term 4																						
Term 6																						
WRITING	78%	14%			73%	20%																
Term 2							68%					13%										
Term 4																						
Term 6																						
MATHS	78%	23%			73%	20%																
Term 2							73%					20%										
Term 4																						
Term 6																						
COMBINED /GLD	78%	14%			73%	20%																
Term 2							68%					13%										
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)

T2 Comments:  
T4 Comment:  
T6 Comments:

Park Mead Reporting Learner Outcomes 24/25																			
Year 4																			
Subject / Term	KS1 Outcomes (2023)	FFT20 estimate	FFT50 estimate	School Target for	School Target for GDS July	% 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			EXS July 2025	2025	All	DA		SEND	HPA	All	DA		SEND	HPA	All	DA		SEND	HPA		
Number of learners: 10 (10 % each)																							
GPS	GPS Target= EXS: 80% GDS: 20%																						
Term 2																							
Term 4																							
Term 6																							
READING																							
Term 2	57%	7%			80%	30%	80%					30%											
Term 4																							
Term 6																							
WRITING																							
Term 2	57%	0%			70%	20%	60%					10%											
Term 4																							
Term 6																							
MATHS																							
Term 2	50%	0%			70%	20%	80%					20%											
Term 4																							
Term 6																							
COMBINED																							
Term 2	50%	0%			70%	20%	60%					10%											
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)

T2 Comments:  
T4 Comment:  
T6 Comments:

Park Mead Reporting Learner Outcomes 24/25																					
Year 5																					
Subject / Term	KS1 outcomes (2022)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2025	School Target for GDS July 2025	% 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		SEND	HPA	All	DA		SEND	HPA	All	DA		SEND	HPA
Number of learners: 9 (11% each)																					
GPS	GPS Target= EXS: 70% GDS: 20%																				

Term 2						44%														
Term 4																				
Term 6																				
<b>READING</b>																				
Term 2	73%	13%			77%	22%	44%					11%								
Term 4																				
Term 6																				
<b>WRITING</b>																				
Term 2	56%	6%			77%	22%	44%					11%								
Term 4																				
Term 6																				
<b>MATHS</b>																				
Term 2	76%	13%			70%	22%	44%					11%								
Term 4																				
Term 6																				
<b>COMBINED</b>																				
Term 2	56%	6%			77%	22%	44%					11%								
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)

T2 Comments:

T4 Comment:

T6 Comment:

Park Mead Reporting Learner Outcomes 24/25																					
Year 6																					
Subject / Term	KS1 outcomes (Teacher Assessment 2021)		FFT20 estimate	FFT50 estimate	School Target for EXS July 2025	School Target for GDS July 2025	% 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: 14 (7.1% each)																					
<b>READING</b>																					
Term 2	60%	19%			76%	21%	76%					21%									
Term 4																					
Term 6																					

<b>WRITING</b>																										
Term 2	60%	0%			76%	14%	76%						14%													
Term 4																										
Term 6																										
<b>MATHS</b>																										
Term 2	65%	6%			76%	21%	76%						21%													
Term 4																										
Term 6																										
<b>COMBINED</b>																										
Term 2	60%	0%			76%	14%	76%						14%													
Term 4																										
Term 6																										
<b>GPS</b>																										
Term 2					76%	21%	T2= 76% EXS & 14% GDS																			
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)

**T2 Comments:**

**T4 Comment:**

**T6 Comment:**

## 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

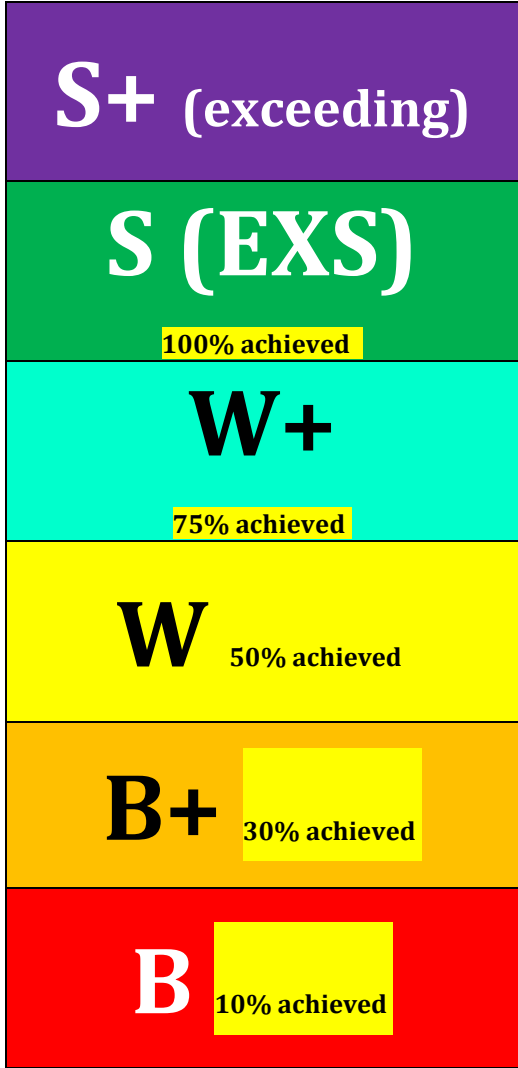


### Pioneer Assessment Tracking using Cohort Trackers and Target Tracker

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)**



## Age Related Expectations (ARE)

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

## Expected Points Progress

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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.**

<b>End of Year Progress</b>	<b>Inadequate</b>	<b>RI</b>	<b>Good</b>	<b>Outstanding</b>
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:

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

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.