



# St Mary the Virgin CEP Outcomes Development Plan 2022-2023



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

## Outcomes for Improvement – 2022 – 2023

### Quality of Education - Outcomes

#### St Mary the Virgin CE Primary Outcomes Key Priorities:

##### KS2 – Year 6

Combined GDS/High Score to reach NA 2023. (2022= 0%, LA =4.7%) See BH and AH action plan below.

Writing GDS to at least reach NA (LA 2022= 10%, 2018=8%, 2019=14%, 2022 = 7%) Specific subject leader writing action plan

Maths progress to be consistently positive (2017= -3.0, 2018=+3.2, 2019= -0.8, 2022 = -0.9). See SDP section 1.7

Maths GDS to reach NA. (2022 LA 16.2%, SMV 2022= 6.7%) See SDP section 1.7

Reading progress & GDS to at least reach NA (2022 LA progress = -0.9, SMV 2022 progress = -2.2) (2022 SMV GDS= 13.3%, LA GDS 24.7%) See SDP section 1.3 – Lexia

##### KS1 – Year 2

Writing 'GDS' to increase- just at NA in 2022. (2022 6.7%, LA 6.4%)

To ensure Year 1 phonics to reach NA in 2023 (2022= 60%, NA=73%). See SDP section 1.3

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, SEND pupils and high prior attaining pupils.

# The Quality of Education - Outcomes

## St Mary's targets for outcomes – 2022/2023

These have been set by looking at % of pupils at expected standard in July 2022 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

	FFT20 estimates Expected Standard	FFT50 estimates for expected standard	Targets for July 2023 Expected Standard	National Average 2022	Targets for July 2023 Higher Standard	National Average 2022
EYFS			83% GLD	71.8%		
Y1 Phonics			84% Pass	82%		
End of KS1 (Y2)						
Reading	n/a	n/a	78%	75%	28%	18%
Writing	n/a	n/a	78%	69%	14%	8%
Maths	n/a	n/a	78%	76%	21%	15%
End of KS2 (Y6)						
Reading	89%	81%	85%	74%	28%	27%
Writing	89%	85%	77%	69%	28%	13%
Maths	90%	85%	78%	71%	36%	22%
Combined	82%	75%	77%	59%	21%	7.3%
GPS	86%	81%	85%	72%	28%	28%

### Year 6 2023 Outcomes

Combined GDS/High Score to reach NA 2023. (2022= 0%, LA =4.7%) [See BH and AH action plan below.](#)

Writing GDS to at least reach NA (LA 2022= 10%, 2018=8%, 2019=14%, 2022 = 7%) [VL-specific subject leader writing action plan](#)

Maths progress to be consistently positive (2017= -3.0, 2018=+3.2, 2019= -0.8, 2022 = -0.9). [See SDP section 1.7](#)

Maths GDS to reach NA. (2022 LA 16.2%, SMV 2022= 6.7%) [See SDP section 1.7](#)

Reading progress & GDS to at least reach NA (2022 LA progress = -0.9, SMV 2022 progress = -2.2) (2022 SMV GDS= 13.3%, LA GDS 24.7%) [See SDP section 1.3 – Lexia.](#)

SEF Ref:

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### Success Criteria & Practice Indicators:

Activities to evaluate impact against success criteria and practice indicators



- ✓ Writing GD 2023 Attainment target achieved= 36%
- ✓ Writing 2023 progress target achieved= 0+
- ✓ Maths 2023 progress target achieved = 0+
- ✓ Reading 2023 progress target achieved = 0+
- ✓ SEND & PPG 2022 Year 6 pupils progress target achieved= 0+

- 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 leader & Inclusion Manager monitoring and 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?)

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			July 2022	Oct 2022	Jan 2023	April 2023	July 2023		Activities to monitor implementation of key actions	
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>Set aspirational targets for attainment and progress for all staff involved in the year group</li> <li>Coach teachers in teaching of writing and maths</li> <li>Monitor teaching and learning through termly triangulations – particular focus on writing and maths</li> <li>Review progress on targets termly at PPM</li> <li>Use catch-up funding from government to impact most on chn's attainment and progress in maths and writing.</li> </ul>	BB/AH/JP	BB	<ul style="list-style-type: none"> <li>Create trackers to show expected progress</li> <li>Set dates for Monitoring and Assessment Cycles</li> <li>Set dates for staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Sept – set targets for all pupils with FFT20 and 50 where appropriate</li> <li>Termly PPM/check-in (see assessment cycle)</li> <li>If received, allocate catch up funding to areas of need.</li> <li>Triangulations: 30<sup>th</sup> Sept and 25<sup>th</sup> Nov</li> <li>Observations for all teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Termly PPM/check-in (see assessment cycle)</li> <li>Triangulations: 30<sup>th</sup> Nov</li> <li>Subject Leader book audits: 10<sup>th</sup> and 31<sup>st</sup> January</li> <li>Observations for all teaching staff (March)</li> </ul>	<ul style="list-style-type: none"> <li>Termly PPM/check-in (see assessment cycle)</li> <li>SATs during May</li> </ul>	<ul style="list-style-type: none"> <li>Termly PPM/check-in (see assessment cycle)</li> <li>Triangulations: Book audits where required</li> <li>8<sup>th</sup> and 14<sup>th</sup> June – Subject Leader book review</li> </ul>		<ul style="list-style-type: none"> <li>Termly monitoring and TA observations twice annually</li> <li>Performance Management 3x yearly</li> </ul>	JP / Governors / SIP
<b>CPD</b> <ul style="list-style-type: none"> <li>Identify key areas for CPD in writing and maths and provide through staff meetings and INSET</li> <li>Set CPD targets as part of Performance Management (PM)</li> <li>Coach teachers in areas requiring support</li> <li>Share courses/key updates from LA and STA around assessment – particular focus on writing and maths</li> <li>Monitor use of Lexia and its impact</li> </ul>	BB/AH/JP	BB	<ul style="list-style-type: none"> <li>Subject Leader CPD forms to be filled out by all teachers</li> <li>County moderation dates in diari</li> </ul>	<ul style="list-style-type: none"> <li>BB and AH attending 'lessons learnt' from 2022 assessment cycles training from LA</li> <li>Subject Leader action plans shared</li> <li>1<sup>st</sup> Sept – LEXIA whole school input</li> <li>Sept – set PM targets</li> <li>21<sup>st</sup> Sept – Writing staff meeting</li> <li>29<sup>th</sup> Sept – KV visiting all teachers – Maths focus</li> <li>24<sup>th</sup> Nov – Reading staff meeting</li> <li>15<sup>th</sup> Sept – GPS staff meeting</li> <li>Secretaries to disseminate course information as appropriate (all year)</li> <li>Federation writing moderation dates set</li> </ul>	<ul style="list-style-type: none"> <li>Jan 19<sup>th</sup> – KV visiting all teachers – maths focus</li> <li>BB/AH attend KS2 ARA course (LA)</li> </ul>	<ul style="list-style-type: none"> <li>May/June – County moderation for writing</li> <li>March – review PM targets</li> <li>29<sup>th</sup> March – Reading SMV focus</li> </ul>	<ul style="list-style-type: none"> <li>July – review PM targets</li> </ul>		<ul style="list-style-type: none"> <li>Performance Management 3x yearly</li> </ul>	JP / Governors / SIP
<b>Vulnerable Groups support</b> <ul style="list-style-type: none"> <li>Review interventions termly to target specific groups and gaps in learning</li> <li>Discuss specific need in PPM and monitor this termly</li> <li>APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary</li> </ul>	BB/AH/JP/SL	BB	<ul style="list-style-type: none"> <li>Create PPM template documents to cover all core subjects with a focus on VGI</li> </ul>	<ul style="list-style-type: none"> <li>APDOR review and PPM (dates TBC) in October and in December</li> </ul>	<ul style="list-style-type: none"> <li>APDOR review and PPM (dates TBC) in January and in March</li> </ul>	<ul style="list-style-type: none"> <li>APDOR review and PPM (dates TBC) in April and in June</li> </ul>	<ul style="list-style-type: none"> <li>APDOR review and PPM (dates TBC) in July (including new teachers)</li> </ul>		<ul style="list-style-type: none"> <li>PPM termly</li> <li>APDOR reviews termly</li> </ul>	JP / SENDCO / Governor / SIP

# Reporting Learner Outcomes 22/23

## St Mary's Reporting Learner Outcomes 22/23

Year R

Subject / Term	September Baseline		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	% EXC			All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:		11 (9% each)																	
<b>PHONICS</b>					% at Phase 4 by July 22 = 83%														
Term 2																			
Term 4																			
Term 6																			
<b>READING</b>																			
Term 2	60%			81%	72%	-	72%	0%											
Term 4					90%	-	93%	0%											
Term 6					93%	-	93%	0%											
<b>WRITING</b>																			
Term 2	60%			81%	72%	-	72%	0%											
Term 4					81%	-	81%	0%											
Term 6					93%	-	93%	0%											
<b>MATHS</b>																			
Term 2	60%			81%	72%	-	72%	0%											
Term 4					81%	-	81%	0%											
Term 6					81%	-	81%	0%											
<b>COMBINED</b>																			
Term 2	60%			81%	72%	-	72%	0%											
Term 4					81%	-	81%	0%											
Term 6					81%	-	81%	0%											

**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:** 'Listening' and 'Comprehension' focus for 1 pupil ARE. To reach 81% target, 1 child in the process of applying for an EHCP – this process had not been started by pre-school despite very challenging behaviour and high SEND. 2 other children with SEND and 1 child left in the first three weeks of term due to a space opening up at the preferred school.

**T4 Comment:** On-track for all targets

**T6 Comment:** Targets reached for Lit and Ma. GLD= 72%, due to Comm/Language score.

## St Mary's Reporting Learner Outcomes 22/23

### Year 1

Subject / Term	EYFS outcomes (Teacher Assessment 2022)		FFT20 estimate	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: 12 pupils: each child = 8.3																					
<b>PHONICS</b>							Targets for Year 1 passing= 84% T2 ARE= 70% T6 outcome= 78%														
Term 2																					
Term 4																					
Term 6																					
<b>READING</b>																					
Term 2	84%				84%	32%	75%	-	75%	16%	10%	42%	-	42%	0%	100%	84%	-	92%	75%	100%
Term 4							75%				24%										
Term 6																					
<b>WRITING</b>																					
Term 2	84%				84%	32%	60%	-	60%		100%	32%	-	32%	0%	100%	84%	-	100%	50%	100%
Term 4							70%				24%										
Term 6																					
<b>MATHS</b>																					
Term 2	84%				92%	32%	83%	-	83%		100%	8.3%	-	8.3%	0%	25%	92%	-	92%	100%	100%
Term 4							75%				8.3%										
Term 6																					
<b>COMBINED</b>																					
Term 2	84%				84%	32%	60%	-	60%		100%	8.3%	-	8.3%	0%	25%	84%	-	100%	50%	100%
Term 4							70%				8.3%										
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:** Writing GDS- 3 children targeted for EXS by June 23- interventions in place.

**T4 Comment:** Maths GDS and writing EXS – several intervention across T5 in place.

**T6 Comments:**

## St Mary's Reporting Learner Outcomes 22/23

### Year 2

Subject / Term	EYFS outcomes (Teacher Assessment 2021)		FFT20 estimate	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: 15 (6.7% each)																								
<b>PHONICS</b>							60% passed the screening in Year 1 in June 22 Passing in T2: 2/6 to pass screening in June. Cohort total passing= 78% July outcome for cohort 87%																	
Term 2																								
Term 4																								
Term 6																								
<b>READING</b>																								
Term 2					71%	21%	50%	7%	49%	0%	100%	28%	0%	28%	0%	100%	93%	100%	93%	100%	100%			
Term 4					71%	21%	60%				15%													
Term 6					71%	21%	60%				20%													
<b>WRITING</b>																								
Term 2					71%	14%	43%	0%	43%	0%	100%	20%	0%	20%	0%	100%	93%	100%	93%	100%	100%			
Term 4					71%	14%	60%				15%													
Term 6					71%	14%	60%				20%													
<b>MATHS</b>																								
Term 2					71%	21%	71%	14%	57%	7%	100%	13%	0%	13%	0%	100%	100%	100%	100%	100%	100%			
Term 4					71%	21%	71%				20%													
Term 6					71%	21%	67%				13%													
<b>COMBINED</b>																								
Term 2					71%	14%	43%	0%	43%	0%	100%	20%	0%	20%	0%	100%	93%	100%	93%	100%	100%			
Term 4					71%	14%	64%				15%													
Term 6					71%	14%	60%				13%													

**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:** Reading EXS 50%/ Writing EXS 43%-small group of pupils targeted for literacy intervention – in class and PPG/SEND TA- further progress across T3 tracked.

**T4 Comment:** 2 pupil T5 Literacy intervention.

**T6 Comment:** NA Yr2 met with scope for VA across KS2.

## St Mary's Reporting Learner Outcomes 22/23

Year 3

Subject / Term	KS1 outcomes (2022)		FFT20 estimate	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: 14 (7.1% each)																								
GPS	3 pupils didn't pass phonics screening in Year 2- interventions in place across Year 3 for phonics for these pupils. (see APDORS)  GPS= EXS: 78% GDS: 28%																							
<b>READING</b>																								
Term 2	73.5%	26.7%	Exs: 84% GDS: 44%	Exs: 81% GDS: 36%	78%	28%	78%	7%	71%	7%	100%	28%	0%	28%	0%	100%	93%	100%	93%	75%	100%			
Term 4							85%				21%													
Term 6							78%				21%													
<b>WRITING</b>																								
Term 2	66%	6.6%	Exs: 79% GDS: 24%	Exs: 74% GDS: 17%	72%	14%	72%	7%	65%	7%	100%	14%	0%	14%	0%	100%	93%	100%	93%	75%	100%			
Term 4							78%				14%													
Term 6							72%				14%													
<b>MATHS</b>																								
Term 2	73.6%	13.3%	Exs: 85% GDS: 44%	Exs: 82% GDS: 36%	78%	14%	78%	7%	71%	7%	100%	7.1%	0%	7.1%	0%	100%	100%	100%	100%	100%	100%			
Term 4							78%				14%													
Term 6							78%				7.1%													
<b>COMBINED</b>																								
Term 2	66%	6.6%	Exs: 76% GDS: 22%	Exs: 72% GDS: 15%	72%	14%	72%	7%	65%	7%	100%	7.1%	0%	28%	0%	100%	93%	100%	93%	75%	100%			
Term 4							78%				14%													
Term 6							72%				7.1%													

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

**T2 Comments:** Maths GDS- 1 pupil targeted for GDS having further intervention across T3-4.

**T4 Comment:** on-track to reach targets.

**T6 Comment:** Targets achieved. Part from GD Wr. 1 more pupil targeted for GD across UKS2.

## St Mary's Reporting Learner Outcomes 22/23

Year 4

Subject / Term	KS1 outcomes (Teacher Assessment 2021)		FFT20 estimate	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: 9 (11% each)																					
<b>GPS</b>																					
Term 2					66%	22%															
Term 4																					
Term 6																					
<b>READING</b>																					
Term 2	66%	23%	Exs: 84% GDS: 44%	Exs: 81% GDS: 36%	77%	33%	66%	11%	55%	0%	100%	33%	11%	22%	0%	100%	100%	100%	100%	100%	
Term 4							66%					22%									
Term 6							66%					33%									
<b>WRITING</b>																					
Term 2	66%	8%	Exs: 79% GDS: 24%	Exs: 74% GDS: 17%	66%	11%	66%	11%	55%	11%	100%	11%	0%	11%	0%	100%	100%	100%	100%	100%	
Term 4							66%					11%									
Term 6							66%					11%									
<b>MATHS</b>																					
Term 2	66%	23%	Exs: 85% GDS: 44%	Exs: 82% GDS: 36%	66%	22%	66%	11%	55%	11%	100%	22%	0%	22%	0%	100%	100%	100%	100%	100%	
Term 4							66%					33%									
Term 6							66%					22%									
<b>COMBINED</b>																					
Term 2	66%	7.7%	Exs: 76% GDS: 22%	Exs: 72% GDS: 15%	66%	11%	66%	11%	55%	11%	100%	11%	0%	11%	0%	100%	100%	100%	100%	100%	
Term 4							66%					11%									
Term 6							66%					11%									

**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 & 4 Comments:** Reading- 1 more pupil expected to reach EXS by June 23- interventions in place- see PPM notes.

**T6 Comments:** targets met- apart from aspiring Re EXS.



## St Mary's Reporting Learner Outcomes 22/23

### Year 5

Subject / Term	KS1 outcomes (Teacher Assessment 2020)		FFT20 estimate	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	SEN D	HPA
Number of learners: 13 (7.6% each)																					
<b>GPS</b>																					
Term 2					85%	21%															
Term 4																					
Term 6																					
<b>READING</b>																					
Term 2	85%	21%			85%	21%	76%	0%	76%	0%	100%	15%	0%	15%	0%	100%	84%	50%	100%	50%	100%
Term 4							76%				15%										
Term 6							76%				15%										
<b>WRITING</b>																					
Term 2	85%	14%			85%	15%	69%	8%	61%	0%	100%	23%	0%	23%	0%	100%	94%	100%	100%	50%	100%
Term 4							69%				15%										
Term 6							69%				15%										
<b>MATHS</b>																					
Term 2	85%	28%			85%	28%	61%	0%	61%	8%	100%	23%	0%	23%	8%	100%	94%	100%	100%	50%	100%
Term 4							69%				23%										
Term 6							69%				23%										
<b>COMBINED</b>																					
Term 2	85%	14%			85%	15%	61%	0%	61%	0%	100%	15%	0%	15%	0%	100%	84%	50%	100%	50%	100%
Term 4							69%				15%										
Term 6							69%				15%										

**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 & 4 Comments:** 5 pupils below target of ARE in maths at the moment – have found the ‘jump’ to Year 5/6 challenging as previously, in Year 4, would have chosen Year 3 level work and ended the year below ARE. All children in intervention groups and having as much pre-teaching and ‘catch up’ session as can be timetabled with volunteers and staff. A parent who is a Year 5/6 teacher is also volunteering in the classroom on Tuesday mornings from next term.

## St Mary's Reporting Learner Outcomes 22/23

Year 6

Subject / Term	KS1 outcomes (2019)		FFT20 estimate	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: 14 (7.1 % each)																								
<b>GPS</b>							GPS SAT OUTCOME= 93% EXS & 28% GDS																	
Term 2			Exs: 91%	Exs: 86%	85%	28%																		
Term 4			GDS: 57%	GDS: 46%																				
Term 6																								
<b>READING</b>																								
Term 2	75%	33%	Exs: 89%	Exs: 81%	85%	28%	71%	14%	56%	7.1%	75%	21%	7%	14%	7.1%	75%	100%	100%	100%	100%	100%			
Term 4			GDS: 44%	GDS: 36%			85%					28%												
Term 6							100%					57%												
<b>WRITING</b>																								
Term 2	75%	25%	Exs: 89%	Exs: 85%	77%	28%	71%	14%	56%	14%	N/A	14%	0%	14%	0%	N/A	93%	100%	83%	75%	N/A			
Term 4			GDS: 41%	GDS: 31%			71%					14%												
Term 6							86%					14%												
<b>MATHS</b>																								
Term 2	75%	33%	Exs: 85%	Exs: 90%	77%	36%	71%	7%	56%	7.1%	100%	21%	7%	21%	7.1%	100%	86%	100%	75%	50%	25%			
Term 4			GDS: 51%	GDS: 38%			77%					14%												
Term 6							80%					7%												
<b>COMBINED</b>																								
Term 2	75%	25%	Exs: 82%	Exs: 75%	77%	21%	71%	7%	56%	7.1%	100%	28%	7%	21%	7.1%	100%	86%	100%	75%	50%	25%			
Term 4			GDS: 28%	GDS: 19%			71%					14%												
Term 6							80%					7%												

**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:** Writing GDS below at the moment due to the focus being on reading, grammar, spelling and maths. The support is also being given to those chn who are below ARE and are targeted to be at ARE at the end of the year at the moment. From T4, editing and further intervention from HOS and volunteers will be focused on the GDS chn.

**T4 Comment:** GDS focus intervention for 4 weeks before SATs.

**T6 Comment:** Ma GDS will remain a focus for 23-24.

## 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)

Year Group	T1	T2	T3	T4	T5
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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Inadequate	RI	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:

<b>Scaled Score bracket</b>	<b>TT Grade</b>
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 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.