

Assessing and Tracking Pupils' Attainment and Progress

St. Matthew's Church of England Primary School

Information for Parents/Carers

January 2016

Following the statutory changes to the National Curriculum in September 2014, we have introduced a new and effective assessment system that will provide reliable information to you about your child's progress. It will help to drive improvement for both children and teachers.

To track and monitor where your child is in their learning, as well as the progress they are making, teachers are using '**Target Tracker**' to assess children using a system of **steps** and **statements**, rather than the previously used National Curriculum Levels. Each year group is now referred to as a **band** (e.g.: Year 1 = Band 1; Year 2 = Band 2 etc.).

Each band is broken down into **six steps**. These are **Beginning (B)**, **Beginning plus (B+)**, **Working within (W)**, **Working within plus (W+)**, **Secure (S)** and **Secure plus (S+)**.

Below is an outline of how these bands describe how children are doing in terms of meeting their Age Related Expectations (ARE) by the end of the academic year.

- **Beginning (B)** - Children are secure in up to **24%** of Age Related Expectations.
- **Beginning Plus (B+)** – Children are secure in up to **39%** of Age Related Expectations.
- **Working Within (W)** - Children are secure in up to **54%** of Age Related Expectations.
- **Working Within Plus (W+)** - Children are secure in up to **69%** of Age Related Expectations.
- **Secure (S)** - Children are secure in up to **84%** of Age Related Expectations.
- **Secure Plus (S+)** - Children are secure in up to **100%** of Age Related Expectations.

For a child to be 'on track' within each band, they would need to reach at least the Working Within Plus (W+) step at the end of the appropriate year.

Assessment Windows

Children are assessed on a day to day, lesson to lesson basis as a normal part of good quality class teaching. However, children also undertake more formal assessment procedures such as tests or tasks during Assessment Windows. These occur on a termly basis and this information is used by teachers to make a judgement on pupil attainment and progress for that term. Parents/carers are given a summary of this in an end of term report. Children in Year 2 and Year 6 also take statutory assessments (SATs) during May or June.

Expected Attainment and Progress

Year	Autumn	Spring	Summer
1	1B or 1B+	1W or 1W+	1S or 1S+
2	2B or 2B+	2W or 2W+	2S or 2S+
3	3B or 3B+	3W or 3W+	3S or 3S+
4	4B or 4B+	4W or 4W+	4S or 4S+
5	5B or 5B+	5W or 5W+	5S or 5S+
6	6B or 6B+	6W or 6W+	6S or 6S+

Wherever a child begins their learning in early September, we expect them to make at least six steps progress from the end of one academic year to the next. So if a child was 3S at the end of Year 3, we would expect them to achieve 4S at the end of Year 4. Over time, accelerated progress of more than six steps will close any gaps.

Early Years Foundation Stage

At the beginning of the year a **Baseline Assessment** is carried out with all of our pupils. This gives teachers information about what children can do and their next steps in learning.

Children in Robins' class continue to be tracked throughout the year using the Development Matters bands of the EYFS curriculum. By the end of their Foundation Year, children are expected to achieve the **Early Learning Goals**. Parents/carers will be provided with an end of year report detailing their child's attainment in these specific areas of learning. Progress reports are provided in at the end of the autumn and summer terms.

If you would like to discuss any aspects of our assessment and tracking system please speak to your child's class teacher.