**Assessment and Progress Tracking for the New Curriculum at Hanslope Primary School**

The New Curriculum was introduced in 2014 with clear expectations for what children should achieve by the end of each Key Stage for English, maths and science. At Hanslope Primary School we use Target Tracker to monitor the progress of our pupils towards meeting these expectations.

Target Tracker have developed a pupil tracking system based on a model assessment framework developed by the NAHT to ensure that data from school to pupil level is presented and recorded with clarity and consistency. This is a carefully considered approach to assessment which follows on from the assessment system in the Early Years.

**How does Target Tracker work?**

For each subject, attainment is broken down into a series of bands (1-6). Each band contains the attainment targets or Key Performance Indicators (KPIs) set out for the appropriate year group, with band 1 being set for year 1 etc. The majority of children will be working in the band that matches their year group, however, in order to ensure that all learning is personalised to individual requirements, on occasion some children will be working in the band below that which relates to the year group they are currently in. Higher attaining pupils who attain all the steps within their year group band will be stretched and challenged to master these steps in order to deepen their understanding; however, they will not be assessed in the band for the next year group.

Each statement can be assessed as either: not begun, working towards, achieved or mastered. On a termly basis, teachers will review the picture of attainment which is developing for each child in order to select a step judgement which is the best fit for their learning at this point in time.

Each band is divided into three sections:

Beginning: pupil learning is mainly focused on the criteria for the band; although there may be a few elements of the previous band which they still need to develop.

Working Within: pupil learning is fully focused on the criteria for the band. Up to 70% of the statements are confidently achieved.

Secure: confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

Each band has then been further broken down into six steps: beginning (b), beginning + (b+), working within (w), working within + (w+), secure (s) and secure + (s+).  This is designed to allow class teachers to represent and report progress for a pupil where they may not feel that the best fit is within the next section.  For example, a pupil may be assessed as Band 2 Beginning in the autumn term in Year 2.  The next time the class teacher records a summative assessment there may be insufficient evidence to show that the pupil has progressed to Working Within, but the pupil has made progress.  An assessment of Beginning + allows that progress to be represented and will feed through to overall class and Key Stage reporting.

For children to be working at the age related expectation, they need to reach either working within + (w+) or the secure(s) step at the end of the appropriate year.  Secure + effectively represents both the transition step from one band to the next and the consolidation of the band.  It allows teachers to identify pupils who, whilst still working at are related expectations, have attained a more thorough and wide ranging grasp of the content and concepts.

Over the course of an academic year, a child should make 6 steps progress, which equates to an average of 1 step or 1 point of progress each half term.  For example, a child who attained 5s at the end of year 5 would be expected to attain 6s by the end of year 6. This is on-track or expected progress.

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed using the EYFS 40-60w, 40-60w+, 40-60s or 40-60s+ month band steps.

**How is the Target Tracker data used?**

At Hanslope Primary School, Target Tracker is used to track children’s progress in reading, writing and maths on an on-going basis. Teachers will make their judgements based on a range of evidence, including work produced in class (both written and verbal), observations, discussions with children and summative tasks such as SATs or other tests.

Each term data is collected and analysed by both class teachers and the leadership team. It is then used to inform Pupil Progress Meetings. Individual progress is monitored as well as that of identified groups of pupils. Teachers are then able to target interventions appropriately. Furthermore, previous interventions can be reviewed using the data which has been collected.

Each term, the schools data is reviewed by the senior leadership team and governors and pupil progress is mapped for classes, year groups, specific groups and as a whole school.