

One Side Guide to... Tracking Attainment and Progress

Key Principles

The criteria we use for assessing pupils is based on the Rising Stars framework, which has been developed to align with the National Curriculum. These criteria are best used in a formative way, to ascertain what objectives pupils have already achieved and what they need to work on next.

However, the system for tracking attainment and progress is a summative assessment – taking a step back to reflect on the ‘big picture’ of where a child is in their learning journey. These judgements should be made no more than once per term.

To avoid the creation of a ‘fixed mindset’ about a pupil’s ability, the summative measure should not be used as part of a dialogue with pupils about their learning. Similarly, pupil progress meetings should have formative assessment at their heart.

The ‘big picture’ of LFPA’s Tracking System

Assessment data is recorded in a system of stages and steps (age bands and steps in the EYFS). Measured in stages/steps, based on the percentage of objectives a child has met (in other words, how secure they are against the curriculum as a whole):

- ✓ Stage X Beginning *(evidence of working towards/meeting a few objectives)*
- ✓ Stage X Developing *(evidence of working towards most/meeting some objectives)*
- ✓ Stage X Secure *(evidence of meeting most objectives)*
- ✓ Stage X Exceeding *(evidence of working at greater depth/beginning to work towards aspects of the curriculum from the Stage above)*

Stage 1 Beginning 21 points	Stage 1 Developing 22 points	Stage 1 Secure 23 points	Stage 1 Exceeding 23.5 points
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Stage 2 Beginning 24 points	Stage 2 Developing 25 points	Stage 2 Secure 26 points	Stage 2 Exceeding 26.5 points
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Underlined steps indicate the age-related expectation (ARE) for the year group indicated. Pupils who are making good progress would make on average 1 step per term.

Pupils working below their chronological phase can be assessed using the previous stage. Pupils working below Stage 1 should be assessed using the EYFS statements (ELGs or 40-60 month statements). P-scales should be used for SEND pupils only.

The Exceeding step is used for pupils who are working beyond age-related expectations. Therefore a child who finishes a year group as Secure would progress to Beginning in the following academic year. This is to ensure that the focus is on pupils mastering skills before moving on to new content ie. avoiding the ‘sprint effect’ created by the use of national curriculum levels.