Box CE Primary School

Tracking progress in reading, writing and maths

Thursday 23rd November 2017

Introduction

* The National Curriculum 2013 and Teacher assessment frameworks – expectations increased significantly.

* Assessment beyond levels: a non-uniform approach

* Wiltshire Local Authority

* Box CE Primary School approach

* Teacher assessment

Progression in reading

* Phonics – initial sounds/blending and segmenting
* Decoding/sight vocabulary

* Fluency and expression
* Positive attitudes

* Literal understanding/retrieval of facts

* Inference/deduction
* Author intent/viewpoint/impact

Progression in writing

* Pencil grip, mark making, applying phonics
* Simple sentences, capital letters and full stops
* Story writing using familiar story language and structures.
* Linking sentences with and/but/because
* Growing awareness of writing for different purposes
* Re-reading, editing, improving
* Descriptions, dialogue, wider range of words to link sentences, more complex punctuation
* Manipulate words, phrases and punctuation to create the desired effect upon the reader.

Coverage in maths

Fluency:

* Place Value
* Calculating
* Fractions
* Geometry
* Measures

Reasoning and problem solving runs throughout the curriculum for every year group.

Early Years Foundation Stage (EYFS)

Areas of Learning and Development		
Prime Areas		
Personal, Social and Emotional Development	Physical Development	Communication and Language
• Making Relationships • Self-confidence and Self-awareness • Managing Feelings and Behaviour	• Moving and Handling • Health and Self-care	• Listening and Attention • Understanding • Speaking
Specific Areas		
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
• Reading • Writing	• Numbers • Shape, Space and Measure	• People and Communities • The World • Technology	• Exploring and Using Media and Materials • Being Imaginative

Emerging

Expected

Exceeding

INTERACTIVE
LEARNING DIARY

30-50 months	40-60 months	Early Learning Goal

Tracking grid examples: 1 subject, 1 term, 1 year group

Definitions of bands

Emerging	Will need additional support to access the required standard.
Developing	Working below the expected standard
Expected	On track to meet the expected standard
Exceeding	Working above the expected standard
Excelling	Working significantly above the expected standard

Progression grid: KS1

Judgement bands are wide and learning within each band will look quite different

1.1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

2.1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2.2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2.3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2.4	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2.5	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2.6	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Emerging	Developing	Expected	Exceeding	Excelling

Progression grid: KS2

Emerging	Developing	Expected	Exceeding	Excelling

3.1	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
3.2	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
3.3	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
3.4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
3.5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
3.6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

4.1	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
4.2	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
4.3	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
4.4	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
4.5	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
4.6	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

5.1	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
5.2	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
5.3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
5.4	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
5.5	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
5.6	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

6.1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
6.2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
6.3	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
6.4	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
6.5	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
6.6	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34

Progression journey

5 journey 'trails' – emerging, developing, expected, exceeding, excelling

Progress ALONG the trail as well as THROUGH the trail

Wiltshire LA define good progress as 3 AIR points per year

Non-linear learning - an example from year 3:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Child A	13.1(dev)	13.7	14.1	15.1	15.5	16.1
Child B	16.9(exp)	17.3	18.4	18.6 (exc)	19.5	20.1

Individual pupil report

Individual pupil report

Your child has been assessed against the curriculum for YEAR:	4

PUPIL:	

The most recent assessment was made in :	READING		WRITING		MATHS	
	Term	1	Term	1	Term	1
	BAND	INDEX	BAND	INDEX	BAND	INDEX
The description that best describes the child's performance is:	exceeding	20.8	expected	19.8	expected	19.8

BAND	DESCRIPTION
Emerging	Will need additional support to access the required standard
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