APPENDIX C SAMPLE HEAD OF YEAR DATA PACK

Target Tracker allows schools to effectively manage, record and analyse assessments. A whole school system, it allows the user to look at data for a single pupil, the entire school or anything in between. Target Tracker is developed and supported by Essex Local Authority ensuring a close link to the schools using the software.

Tracking Attainment with Statements
The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. The programme of study expected end of year outcomes have been adapted to help support practitioners in making their step judgements over each academic year. These formative statements may be shared with pupils to help define and guide next steps in learning. As a key time saving element the Target Tracker software has been designed to allow group assessment entry and reports to get a quick and visual snapshot of pupil achievement.

Definitions of Band Grading
Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in
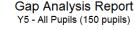**W**orking Within – Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.
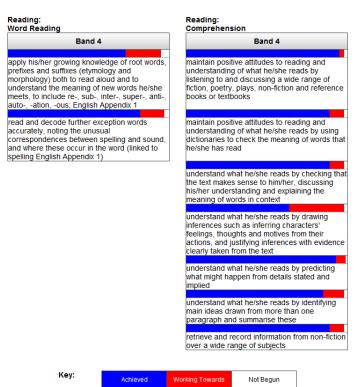**S**ecure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met

Steps Attainment Summary
Y4 - All Pupils (150 pupils)

Year 4 (150 pupils)	Number of Pupils (%) assessed in each B/W/S.						
Subject	1S	2S	3W	3S	4B	4W	4S
Reading			1 (0.7%)		1 (0.7%)	13 (8.7%)	135 (90.0%)
Writing		1 (0.7%)	1 (0.7%)	1 (0.7%)	2 (1.3%)	20 (13.3%)	125 (83.3%)
Mathematics	1 (0.7%)				1 (0.7%)	25 (16.7%)	123 (82.0%)
All						7 (4.7%)	113 (75.3%)

Y4 - Males (78 pupils)
Assessments as at Year 4 Summer 2

Year 4 (78 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	3W	3S	4B	4W	4S	5B
Reading				8 (10.3%)	70 (89.7%)	
Writing	1 (1.3%)			12 (15.4%)	65 (83.3%)	
Mathematics				6 (7.7%)	72 (92.3%)	
All				4 (5.1%)	64 (82.1%)	

Y4 - Females (72 pupils)
Assessments as at Year 4 Summer 2

Year 4 (72 pupils)	Number of Pupils (%) assessed in each B/W/S.						
Subject	1S	2S	3W	3S	4B	4W	4S
Reading		1 (1.4%)			1 (1.4%)	5 (6.9%)	65 (90.3%)
Writing		1 (1.4%)		1 (1.4%)	2 (2.8%)	8 (11.1%)	60 (83.3%)
Mathematics	1 (1.4%)				1 (1.4%)	19 (26.4%)	51 (70.8%)
All						3 (4.2%)	49 (68.1%)

Steps Attainment Summary Reports will be produced for:

- whole cohort
- Individual classes
- Groups:
  - Boys/girls
  - PP/ Non PP
  - SEN

Y4 - Pupil Premium (21 pupils)
Assessments as at Year 4 Summer 2

Year 4 (21 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	4B	4W	4S	5B	5W	5S
Reading		4 (19.0%)	17 (81.0%)			
Writing	1 (4.8%)	7 (33.3%)	13 (61.9%)			
Mathematics		7 (33.3%)	14 (66.7%)			
All		2 (9.5%)	11 (52.4%)			

Y4 - Not Pupil Premium (129 pupils)
Assessments as at Year 4 Summer 2

Year 4 (129 pupils)	Number of Pupils (%) assessed in each B/W/S.						
Subject	1S	2S	3W	3S	4B	4W	4S
Reading			1 (0.8%)		1 (0.8%)	9 (7.0%)	118 (91.5%)
Writing		1 (0.8%)	1 (0.8%)	1 (0.8%)	1 (0.8%)	13 (10.1%)	112 (86.8%)
Mathematics	1 (0.8%)				1 (0.8%)	18 (14.0%)	109 (84.5%)
All						5 (3.9%)	102 (79.1%)

Y4 - All SEN (18 pupils)
Assessments as at Year 4 Summer 2

Year 4 (18 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	3W	3S	4B	4W	4S	5B
Reading			1 (5.6%)	12 (66.7%)	5 (27.8%)	
Writing	1 (5.6%)	1 (5.6%)	2 (11.1%)	11 (61.1%)	3 (16.7%)	
Mathematics			1 (5.6%)	10 (55.6%)	7 (38.9%)	
All				6 (33.3%)	2 (11.1%)	

And other groups particular to the cohort or those with whole school focus.

Year 4 (31 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	4W	4S	5B	5W	5S	6B
Reading	2 (6.5%)	29 (93.5%)				
Writing	3 (9.7%)	28 (90.3%)				
Mathematics	3 (9.7%)	28 (90.3%)				
All	1 (3.2%)	26 (83.9%)				

Year 4 (30 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	3W	3S	4B	4W	4S	5B
Reading			1 (3.3%)	5 (16.7%)	24 (80.0%)	
Writing	1 (3.3%)	1 (3.3%)	2 (6.7%)	4 (13.3%)	22 (73.3%)	
Mathematics			1 (3.3%)	7 (23.3%)	22 (73.3%)	
All				1 (3.3%)	19 (63.3%)	

Year 4 (29 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	4W	4S	5B	5W	5S	6B
Reading	1 (3.4%)	28 (96.6%)				
Writing	3 (10.3%)	26 (89.7%)				
Mathematics	6 (20.7%)	23 (79.3%)				
All	1 (3.4%)	22 (75.9%)				

Year 4 (30 pupils)	Number of Pupils (%) assessed in each B/W/S.				
Subject	1S	2S	3W	4W	4S
Reading			1 (3.3%)	2 (6.7%)	27 (90.0%)
Writing			1 (3.3%)	5 (16.7%)	24 (80.0%)
Mathematics	1 (3.3%)			3 (10.0%)	26 (86.7%)
All				1 (3.3%)	23 (76.7%)

Year 4 (30 pupils)	Number of Pupils (%) assessed in each B/W/S.					
Subject	4W	4S	5B	5W	5S	6B
Reading	3 (10.0%)	27 (90.0%)				
Writing	5 (16.7%)	25 (83.3%)				
Mathematics	6 (20.0%)	24 (80.0%)				
All	3 (10.0%)	23 (76.7%)				

APPENDIX C SAMPLE HEAD OF YEAR DATA PACK

Gap Analysis and Pupil Summary Reports are available. These allow class teachers and leaders to analyse assessments against statements. These have been written by the Essex advisory team, in conjunction with skilled practitioners currently working in schools. They are based on the assessment criteria given in the DfE 2014 programmes of study and associated appendices and identified by the NAHT as Key Performance Indicators (KPIs). In Y2 and Y6 statements from the Interim Frameworks for Assessment are used.

Gap Analysis Report
Y5 - All Pupils (150 pupils)

Reading: Word Reading

Band 4

apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1

read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

Reading: Comprehension

Band 4

maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read

understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context

understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text

understand what he/she reads by predicting what might happen from details stated and implied

understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these

retrieve and record information from non-fiction over a wide range of subjects
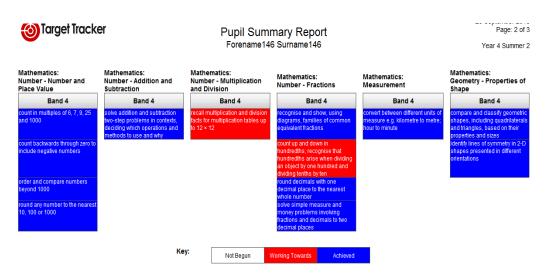
Key: Achieved | Working Towards | Not Begun

The Gap Analysis report shows the spread of assessments over each statement for groups of pupils.

The report summarises the assessments for the currently filtered group with the shaded strip above each statement indicating how many pupils have Not Begun, are Working Towards or have Achieved in each case.

Each coloured strip is shaded proportionally; white for Not Begun, red for Working Towards and blue for Achieved.

To see which children are represented by each strip click on the statement cell. The screen will update to show the selected statement and which children are assessed at each point.

It is a powerful tool to support planning by identifying areas of the curriculum that may need more attention for certain groups of pupils.

Target Tracker

Pupil Summary Report
Forename146 Surname146

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Year 4 Summer 2

Mathematics: Number - Number and Place Value

Band 4

count in multiples of 6, 7, 9, 25 and 1000

count backwards through zero to include negative numbers

order and compare numbers beyond 1000

round any number to the nearest 10, 100 or 1000

Mathematics: Number - Addition and Subtraction

Band 4

solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Mathematics: Number - Multiplication and Division

Band 4

recall multiplication and division facts for multiplication tables up to 12 × 12

Mathematics: Number - Fractions

Band 4

recognise and show, using diagrams, families of common equivalent fractions

count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten

round decimals with one decimal place to the nearest whole number

solve simple measure and money problems involving fractions and decimals to two decimal places

Mathematics: Measurement

Band 4

convert between different units of measure e.g. kilometre to metre; hour to minute

Mathematics: Geometry - Properties of Shape

Band 4

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

identify lines of symmetry in 2-D shapes presented in different orientations

Key: Not Begun | Working Towards | Achieved

The Pupil Summary displays the assessments for a single pupil against the statements.

The statements set as Working Towards have a red background and the ones set as Achieved a blue background.