



Assessing and tracking pupils' progress

In 2014 the Government changed how children's progress and attainment is assessed at school. The 2014 National Curriculum requires that schools/academies no longer use the 'level' system to assess pupils.

The National Curriculum (2014) has been written to give Age Related Expectations (ARE) for the end of each year. At Dudley Infant Academy we are using a computer based assessment programme entitled **Target Tracker**. This is a programme that all Hastings Academy Trust schools use. As children travel from Year 1 to Year 2 they will be tracked against the Age Related Expectations. At Dudley Infant Academy these are numbered bands. These bands give the level of attainment. Year 1 is Band 1, and Year 2 is Band 2.

Progress within bands:

As children develop through each Band, we track their progress very carefully. Each Band is broken into 3 main steps which roughly represents a term's progress. Over the year the steps are called: 'beginning,' (B) 'within' (W) and 'secure' (S). The table below sets out the expectations for each term.

Year	Autumn	Spring	Summer
1	1 B	1 W	1 S
2	2 B	2 W	2 S

Teachers can further break down each step in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning. The extra steps are denoted with a '+'. Therefore, **2W+** shows a child is working very well within Band 2, and teachers will be looking to move them to **2S**. If **2S+** is denoted this would show a child is very secure at band **2**. Furthermore, **1B+** would show a child has an excellent basis to begin level 1, and teachers will be ready to move them to **1W**. This essentially gives a total of 6 steps for a year. Wherever children begin their learning in September we expect them to make at least 6 steps progress. For example, if they start at 1W+ in Year 1, we generally expect them to be at least 2W+ at the end of Year 2. In some cases, accelerated progress of more than 6 steps will close any attainment gaps there may be and children can move into the next band in order to not cap their learning and progression.

Tracking Progress in the Early Years Foundation Stage

Children in the EYFS continue to be tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'. At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next. Children are tracked through seven key areas which include: Communication and Language, Physical Development, Personal Social & Emotional Development (PSED), Understanding of the World (UTW), Expressive Arts and Design, Reading, Writing and Maths through careful observation of what they can do, how they interact with others and how they explain what they know. A learning Journey is kept of their development—which we will share with you throughout the year. Parents and carers can contribute to this to include what children can do and are interested in at home. At the end of the EYFS year, the 'EYFS Profile' completes a picture of everything they have learnt and are able to do. This is reported to parents and carers in July, so you know if your child is **at the age related expectation, is emerging** into this or is **exceeding**. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.