

The Herts for Learning Approach to Tracking Pupil Progress (Primary)

For the purpose of assessing pupil progress, Herts for Learning have developed year-by-year assessment criteria for teachers to use in the core subjects across KS1 and KS2.

These criteria will support **formative** aspects of assessment, such as identifying children's next steps.

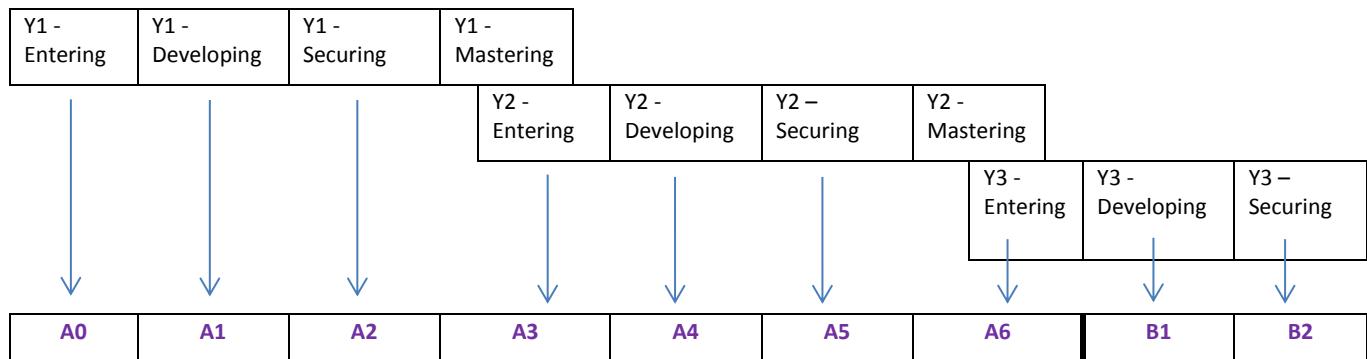
They can also be used for **summative** assessment – tracking pupils' progress towards the end of Key Stage expectations.

We recommend that teachers base their summative judgements upon the extent to which children have secured the key learning for their year, using a 'best fit' approach:

Entering	Developing	Securing	Mastering
evidence of a few aspects of the criteria - as a guide, up to about 25% of the criteria (may be occasional but not yet frequent)	Secure in many aspects of the criteria – as a guide, up to about 60% of the criteria	Secure in most of the criteria – as a guide, up to about 80% of the criteria	Secure in all, or almost all of the criteria

(Percentage figures shown are a guide only – a 'best fit' approach needs to be taken. Subject-specific guidance indicates where certain curriculum areas have greater weighting than others.)

These judgements are converted into the following codes, which can be entered directly into the HfL marksheets in SIMS Assessment Manager 7.



*NB from Y2 onwards, it is assumed that **Entering** in that year group's criteria overlaps with **Mastering** the previous year's criteria. It is only Y1 that needs to have a separate code for Entering, hence this is labelled A0. Every other phase starts from step 1.*

Children working below their chronological phase (except Phase A) can be assessed using the previous phase e.g. a child in Year 3 might be working within A5. We feel this language is preferable to saying they are 'working at the level of a typical Year 2 child'.

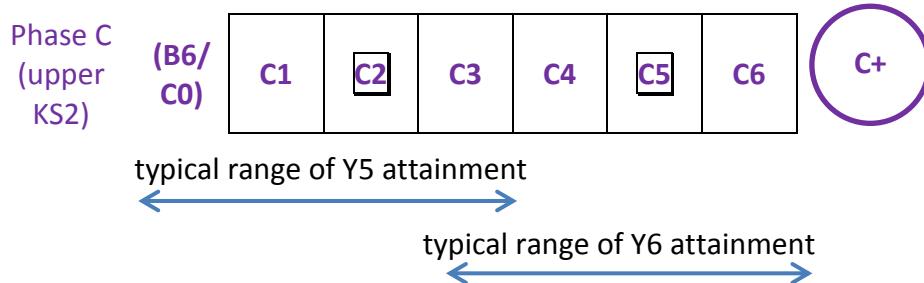
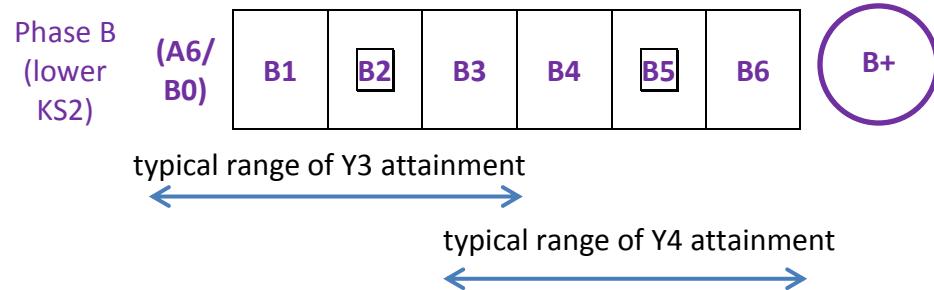
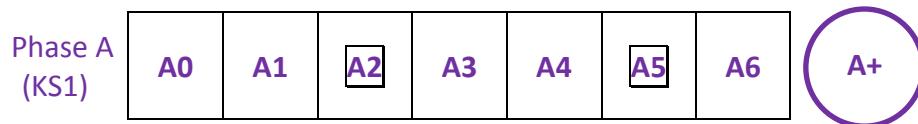
Children working below Phase A could be assessed using **either**:

- EYFS Outcomes statements (e.g. 40-60 month statements)
- P-scales (SEND pupils only)
- working below A0 due to being New to English (EAL) – *this aspect is in development*

Overview of the Herts for Learning Tracking System (Primary)

We have split the key expectations for learning in KS1 and KS2 into 3 key phases, each divided into steps. Expected progress is 1 step per term.

EYFS (pre- Phase A)	30- 50E	30- 50D	30- 50S	40- 60E	40- 60D	40- 60S	ELG
---------------------------	------------	------------	------------	------------	------------	------------	-----



ELG = Early Learning Goal
(the expected level of attainment at the end of the Reception year).

Typical progress would mean moving through 1 step per term, i.e. A0 would be expected at end of Autumn Y1, A1 at end of Spring Y1 and A2 at end of Summer Y1.

A+ - this indicates taking the learning wider and deeper – extending the higher attainers by exploring higher-level thinking approaches, but within the content domain of the phase

Key - A2 – the border around this step indicates that a Y1 pupil working within this step is **working within the Age-Related Expectation (A.R.E.)** for their year group (at end of year) and can therefore be considered to be ‘on track’ to at least meet the key threshold in the end of KS2 tests (score of 100 on the scaled scores) i.e.:

- A2 – working within age-related expectation for Y1
- A5 – working within age-related expectation for Y2
- B2 – working within age-related expectation for Y3
- B5 – working within age-related expectation for Y4
- C2 – working within age-related expectation for Y5
- C5 – working within age-related expectation for Y6

We would expect a pupil judged to be attaining within C5 to **at least meet** the threshold mark of the external KS2 tests.