

# **Tracking the Progress of Pupils at Langrish Primary**

**Matching 'Gap Analysis' to Home Learning priorities**

# Age Relate Expectations (ARE)

**'Age Related Expectation'** is an end of year assessment of whether a child is 'secure' in the curriculum content taught that year .. and whether they are ready to move onto the content of the next year group.

# How does Target Tracker work in telling teachers and parents how a child is getting on in meeting ARE?

There are 100s of curriculum statements for each child to achieve year-by-year.

Target Tracker allows staff to teach to these statements, then quickly assess how well a pupil has understood the skill – whether they are still **‘working towards’** (need reinforcement), **‘secure’** (got it within lesson) or **‘mastered’** (can use skill in other subject areas)

# How does it work?

The screenshot shows the 'Target Tracker' software interface. At the top, there is a navigation bar with tabs for 'File', 'Home', 'Steps Reports', 'Other Reports', 'Levels Reports', 'Levels Charts', 'EYFSP 2008', 'Admin', 'Statement Assessment', and 'Groups'. Below this is a toolbar with icons for 'Mathematics', 'Pupils', 'Previous Pupil', 'Next Pupil', 'I Can... Statements', 'KPI Statements', 'Show Exemplars', 'Show Observations', 'Show Term Assessed', and 'Assessment Term'. The main content area is divided into three columns representing different year groups: 'Band 2 (52 statements)', 'Band 3 (40 statements)', and 'Band 4 (45 statements)'. Each column has a header for the subject area 'Number and Place Value'. Below the headers, there are three rows of statements. The first row shows the statement 'I can say how much numbers are worth in a bigger number with support' for Band 2. The second row shows 'I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number' for Band 3. The third row shows 'I can count in multiples of 6, 7, 9, 25 and 1000' for Band 4. Two red arrows point from the bottom of the screenshot to the 'Number and Place Value' headers for Band 3 and Band 4.

Band 2 (52 statements)	Band 3 (40 statements)	Band 4 (45 statements)
<b>Number and Place Value</b>	<b>Number and Place Value</b>	<b>Number and Place Value</b>
I can say how much numbers are worth in a bigger number with support	I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number	I can count in multiples of 6, 7, 9, 25 and 1000

**As you've seen, each year group (Band) and subject area has several dozen statements to teach and assess within the academic year**

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Band 2 (52 statements)	Band 3 (40 statements)	Band 4 (45 statements)
Number and Place Value I can say how much numbers are worth in a bigger number with support	Number and Place Value I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number	Number and Place Value I can count in multiples of 6, 7, 9, 25 and 1000

**Teachers carefully plan and teach each statement, then assess pupil understanding**

# Tracking Progress

Target Tracker

Levels Reports   Levels Charts   EYFSP 2008   Admin   Statement Assessment   Filters   Help

Groups   Pupil Filters   Help

I Can... Statements   KPI Statements   Show Exemplars   Show Observations   Show Term Assessed   Assessment Term   Spring 1

Band 3 (40 statements)   Band 4 (45 statements)   Band 5 (53 statements)

Number and Place Value  
I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number

Number and Place Value  
I can count in multiples of 6, 7, 9, 25 and 1000

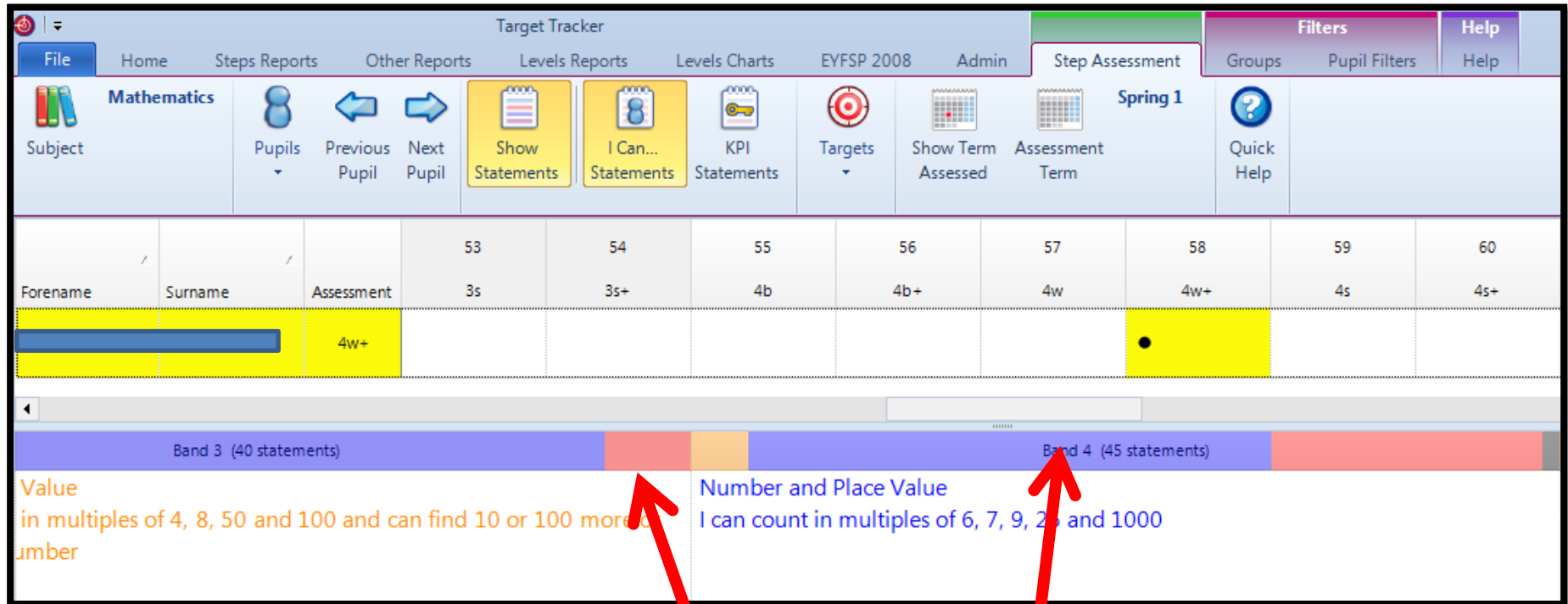
Number and Place Value  
I can read, write, order and compare numbers to at least 1,000,000 (one million) and say the value of each

**RED** bar means 'working towards statement'

**BLUE** bar means 'statements achieved'

**GOLD** bar means 'mastery'

# Tracking Progress



**Pupil X has achieved about 90% of Year 3 statements and working towards the rest (gaps). He is also working within in Year 4.**

# Current Assessment Points

Forename	Surname	Assessment	53	54	55	56	57	58	59	60
		3s		3s+	4b	4b+	4w	4w+	4s	4s+
		4w+								

Band 3 (40 statements)

Band 4 (45 statements)

Value in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or number

Number and Place Value  
I can count in multiples of 6, 7, 9, 25 and 1000

**4b = pupil 'beginning' Year 4 curriculum**  
**4w = pupil 'working within' Year 4 curriculum**  
**4s = pupil is 'secure' with the Year 4 curriculum**



# Current Assessment Points

Target Tracker

File Home Steps Reports Other Reports Levels Reports Levels Charts EVFSP 2008 Admin Step Assessment Filters Help

Mathematics Pupils Previous Pupil Next Pupil Show Statements I Can... Statements KPI Statements Targets Show Term Assessed Assessment Term Spring 1 Quick Help

Forename	Surname	Assessment	53	54	55	56	57	58	59	60
		3s	3s	3s+	4b	4b+	4w	4w+	4s	4s+
		4w+						•		

Band 3 (40 statements) Band 4 (45 statements)

Value in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or number

Number and Place Value I can count in multiples of 6, 7, 9, 25 and 1000

As the pupil becomes secure in more areas of the subject, so they progress step-by-step towards being 'secure' and meeting year group ARE


# GAP ANALYSIS

One of the most powerful aspects of Target Tracker is the **GAP ANALYSIS** tool.

This allows staff to identify curriculum statements that individuals or groups of pupils have not achieved or are still working towards.

This information will be used for planning lessons, organising intervention groups and setting up focus sessions.

# GAP ANALYSIS – PUPIL SUMMARY

 **Target Tracker**

Pupil Summary Report

07 December 2015  
Page: 1 of 3  
Year 4 Autumn 2

Reading: Word Reading	Reading: Comprehension	Writing: Transcription - Spelling	Writing: Transcription - Handwriting	Writing: Composition	Writing: Vocabulary, Grammar and Punctuation
<b>Band 3</b>	<b>Band 3</b>	<b>Band 3</b>	<b>Band 3</b>	<b>Band 3</b>	<b>Band 3</b>
I can read further exception words including words that do not follow spelling patterns	I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work I can work out what a character in a book is feeling by the actions they take and can explain how I know I can predict what might happen from clues in what I have read I can use non-fiction texts to find out information on a subject	No Single Band Statements	No Single Band Statements	I can draft and write descriptive work that creates settings, characters and plots I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed	I can understand when to use 'a' or 'an' in front of a word I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play I can use speech marks correctly

A **Gap Analysis Report** can be created for individual pupils. For Maths, this will be shared with you to support Home Learning. **Red statements should be prioritised.**

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**Any Questions?**