**Target setting and tracking in Y1,2,3 and 4**

When measuring progress for Y1, Y2, Y3 and Y4 we are now using the new Primary Curriculum. The new curriculum focuses on age related expectations (ARE) with an expected learning journey of **working towards** (the start of the understanding of the year group curriculum) to **mostly achieved** and finally to **achieved.** This learning journey is assigned a numerical value of 3 points overall. However, the nature of the new curriculum is that the pupils should achieve ‘mastery’ of the concepts and knowledge taught, this means that the whole curriculum doesn’t just need to be understood it has to be taught before a judgement of competency can be made. This makes in year tracking using a numerical scale problematic as you are unlikely to see children moving from **working towards** to **mostly achieved** or **achieved** until the end of the spring term when a sufficient amount of the curriculum has been covered. It is self evident that mostly achieved can’t be reached until the curriculum is mostly taught.

Therefore we set an end of year target (prediction) for each child from the previous year’s achievement using any end of phase (EYFS, KS1) data. For KS2 children targets are set with a view to the end of KS2 expectation. We will then use this target to measure progress within a year.

This prediction towards their target will be used as a progress measure for each child. We will carefully track changes over the year in our predictions for the children using this to indicate the rates of progress being made by the child. These will then be will be validated at the end of the academic year when the curriculum has been covered.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 Maths | Base line | Target | Autumn  End of year expectation | Spring | Summer | End of year | Progress |
| Child A | Y2A | Y3A | Y3A | Y3A | Y3A | Y3A | Expected |
| Child B | Y2A | Y3A | Y3M | Y3M | Y3M | Y3M | Below |
| Child C | Y2W | Y3M | Y3M | Y3M | Y3A | Y3M | Above |

This table would indicate child A is making Expected progress across the year, child B is making less progress. In child B’s case we would need to be able to explain the journey and what is being done to support them. Child C was set a target that was aspirational to help them catch up with their peers and progress has been good. Giving them a good chance of catching up in the future.

Using this format for tracking progress the school is able to make the following judgements **(see tables for data used to make judgements)**