

## Appendix

“Decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage [...] Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on” - Ofsted, School Inspection Handbook p49

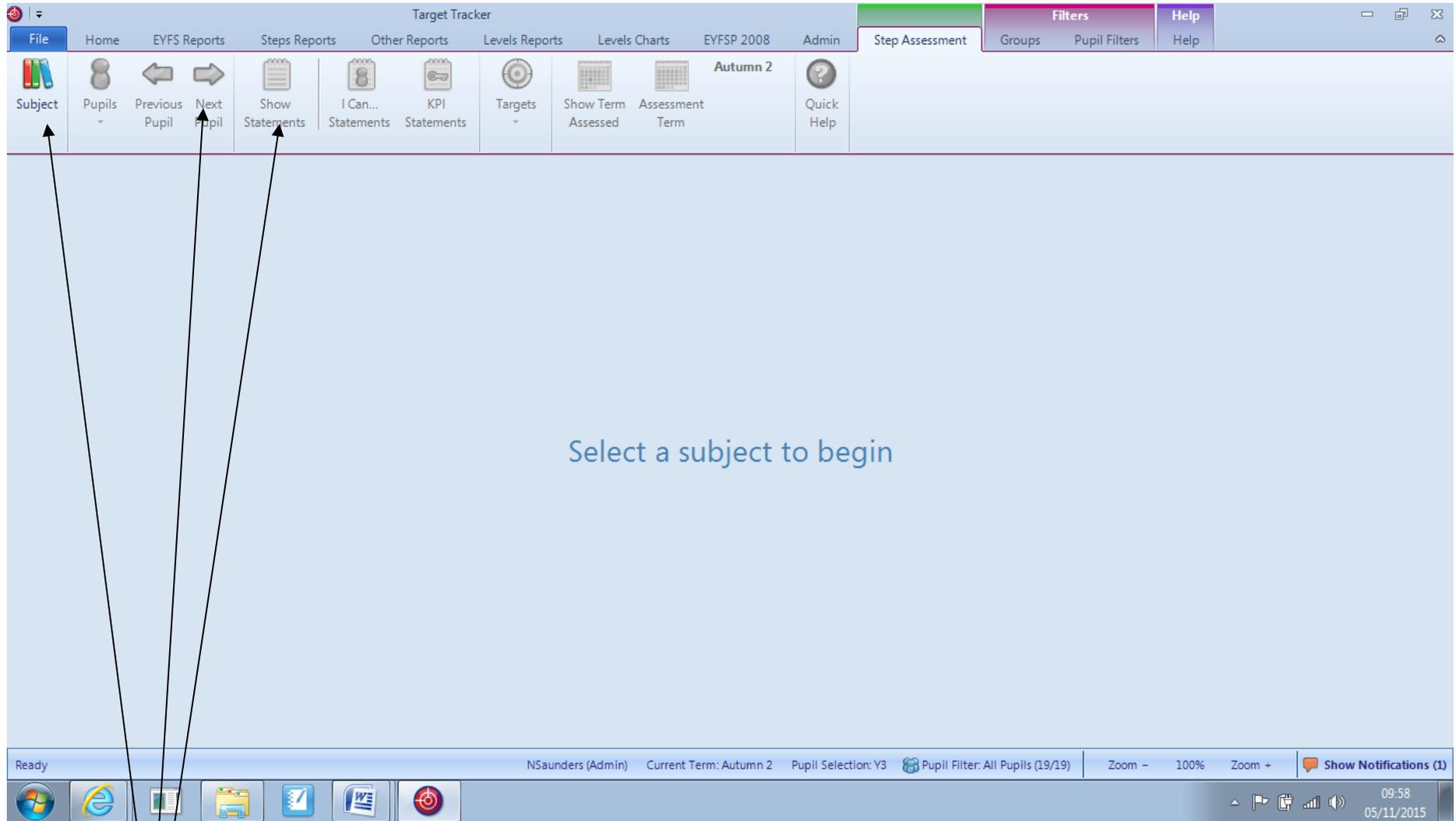
### How to make summative judgements (with worked examples)

First, select a year group. Then along the top click ‘Steps’, follow the next ‘Steps’ arrow to the right and click ‘Single Subject’

The screenshot displays the Target Tracker software interface for Michael Syddall Church of England Aided Primary School. The interface is divided into several sections:

- Navigation Menu (Left):** Includes 'Pupil Selection', 'EYFS', 'Steps', 'Levels', 'Pupil Notes', 'Other', 'Statements', 'Tracking Grid', and 'Observations'. The 'Steps' menu is currently open, showing 'Single Subject' and 'All Subjects' options.
- Main Area (Center):** Displays the school name 'Michael Syddall Church of England Aided Primary School' and a row of colored boxes representing different year groups and their pupil counts:
  - Rec: 25 pupils
  - Year 1: 24 pupils
  - Year 2: 26 pupils
  - Year 3: 19 pupils (checked)
  - Year 4: 20 pupils
  - Year 5: 20 pupils
  - Year 6: 23 pupils
  - Year 7: 23 pupils
- Left Panel (Bottom):** Contains buttons for 'EYFS', 'KS1', 'KS2', and 'None'.
- Status Bar (Bottom):** Shows 'Ready', 'NSaunders (Admin)', 'Current Term: Autumn 2', 'Pupil Selection: Y3', and 'Show Notifications (1)'. The system tray shows the date '05/11/2015' and time '09:55'.

This screen will appear...



Select a subject, click a pupil and show statements

This screen will appear:

The screenshot shows the Target Tracker software interface. At the top, there is a navigation menu with tabs for File, Home, EYFS Reports, Steps Reports, Other Reports, Levels Reports, Levels Charts, EYFSP 2008, Step Assessment, Filters, and Help. Below this is a toolbar with icons for Reading, Subject, Pupils, Previous Pupil, Next Pupil, Show Statements, I Can... Statements, KPI Statements, IF Statements, Targets, Show Term Assessed, Assessment Term, Spring 2, and Quick Help.

Below the toolbar is a table with columns for Forename, Surname, Assessment, and steps 47 through 54. The table shows a row for 'Forename17' and 'Surname17' with an assessment of '2s+'. The cell for step 48 is highlighted in orange and contains a black dot. The cell for step 50 is highlighted in orange and contains a clock icon.

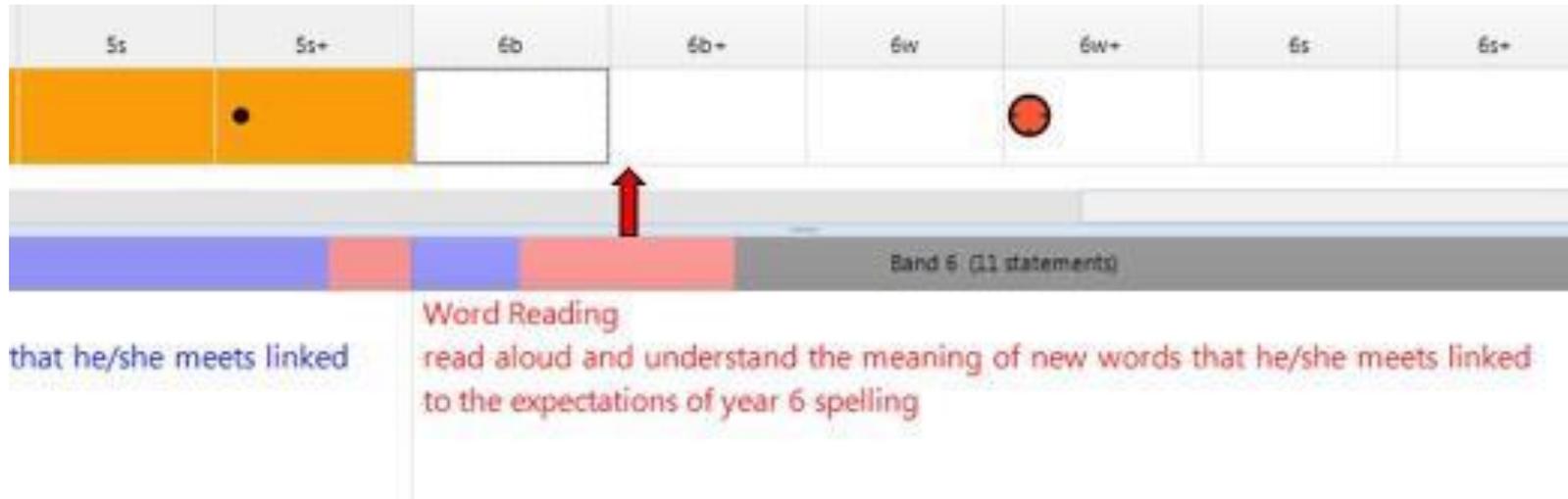
Below the table is a detailed view of statements, divided into two bands: Band 2 (24 statements) and Band 3 (16 statements). The statements are as follows:

Band	Statement	Category
Band 2	phonic knowledge and skills as the route to decode words until g has become embedded and reading is fluent	Word Reading
Band 2	blending the sounds in words that contain the graphemes for	Word Reading
Band 2	ve sounds for graphemes	Comprehension
Band 3	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: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	Word Reading
Band 3	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Word Reading
Band 3	maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction	Comprehension

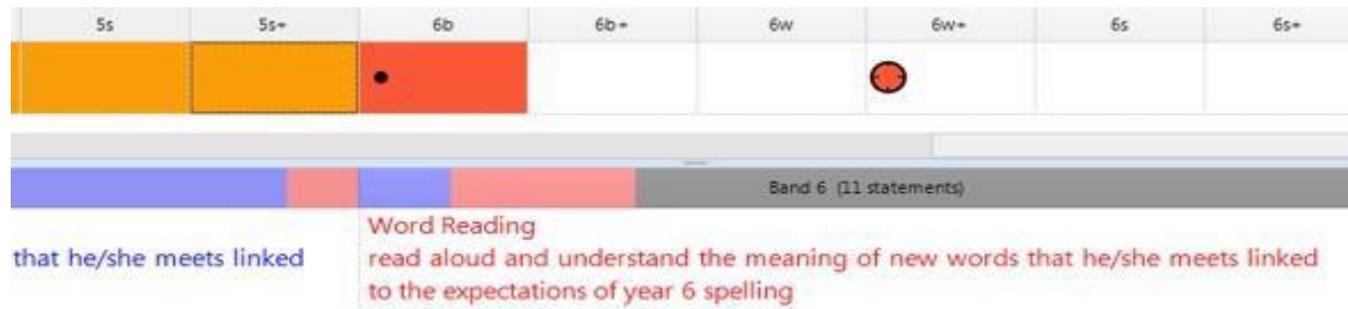
Target Tracker is designed deliberately to *not* have an explicit numerical algorithm linking statements to steps (i.e. 'if 75% of statements are blue, this equates to an 'S'' etc.). This allows for teacher judgement and variations between pupils as well as the weighting which is decided for certain statements (e.g. KPIs).

Target Tracker have themselves given some very useful guidance which relates to how to link formative statement judgements to step judgements.

1) 'Blue' is roughly worth *double* 'Red'. Therefore, to make a judgement, visually 'halve' the amount of red and assume this is where the end of the bar sits (visualise the arrow, added below).



2) Once this is done, to decide between steps, ask yourself whether the 'visualised arrow' points to more than halfway along the box corresponding to the step. If so, the child should be awarded this step. If not, then the child should be given the step below.

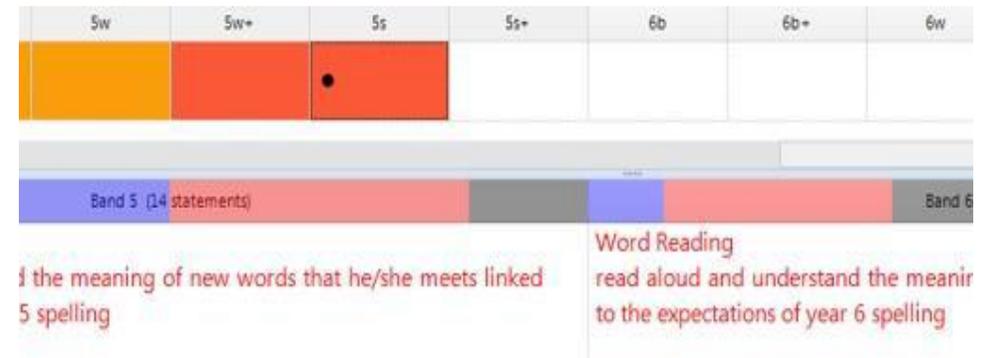
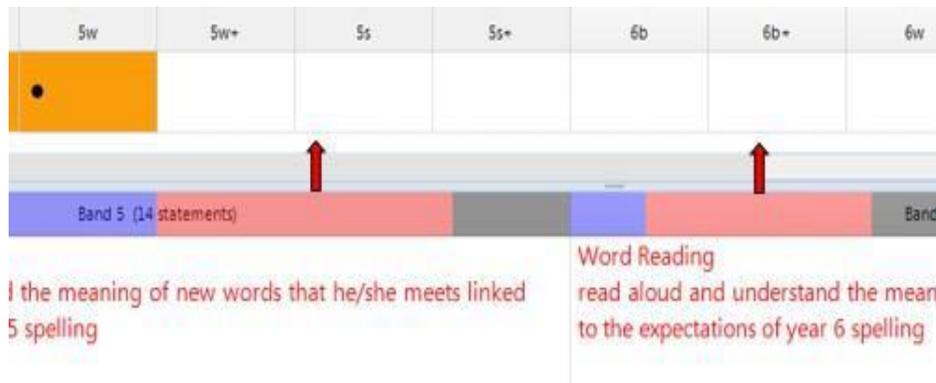


In this example, the 'arrow' is barely into 6b+, therefore, the best judgement, as shown, would be 6b

3) Gold (Mastery) is, for the purposes of determining step judgements, worth the same as Blue.

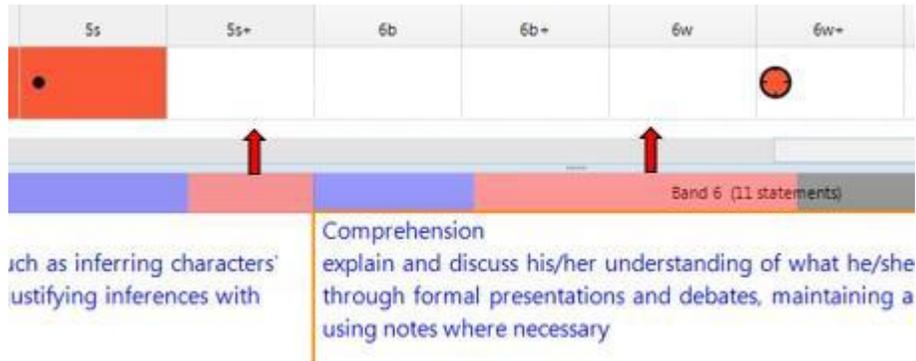
4) Where pupils 'straddle' a year group. This is particularly challenging; however, if we insist that a child is 100% blue in one years' content before moving on, some children would never move forward. This is where teacher judgement is critical.

Advice in these circumstances is, in general, to visually combine the 'blue' from both bands, and let this inform the judgement.

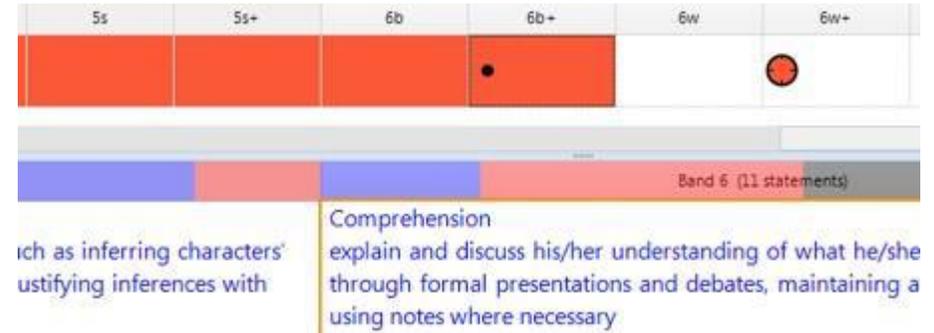


In the above example, the pupil still has significant gaps in understanding from Band 5. If there were no Band 6 content covered, the judgement would be 5w+ (since the Band 5 arrow isn't more than 50% through 5s). However, by adding the one step achieved from Band 6 (6b) to the Band 5 step (5w+) the teacher could make a judgement of Band 5s. *It would be vital, of course, to continue to set targets and assess against statements from the remaining Band 5 content, to ensure that gaps in learning did not develop.*

Year 5  
Summer 2



Year 6  
Autumn 2



This time, there is much less content remaining in Band 5 (the red). This would still need to be considered for formative planning etc., however, a much more appropriate *summative step* judgement would be 6b+, since the child 'should' be in Band 6, and has clearly already attained a significant amount within that band.

This could result in apparent 'spurts' of progress, particularly around band thresholds. It is likely that the 's+' step might sometimes be 'skipped', since some children will have accessed considerable statement level content from the next band, and, once fully secure (s) in the previous one, they will find their step judgement jump forward, as in the example above (5s to 6b+ = 3 steps in one assessment term).

**Whilst the above worked examples are given to indicate how formative statement judgements might be converted to summative steps, it is vital to remember that professional judgement, drawing on a range of school specific evidence, is paramount.**