



## Live progress tracking: Annex to Seabridge Primary School Assessment Policy

‘Formative assessment is central to effective and responsive teaching. It involves the use of **strategies** aimed at **gathering information** about students’ progress so that teachers can **adapt their teaching accordingly** and **guide students with clear steps for improvement**’ (Clark, 2024).

### Live progress tracking

There is a shared ethos across SET schools for the importance of high-quality formative assessment approaches leading to adaptive and responsive teaching that support our children’s and pupils’ learning in real time. SET schools employ their own mechanisms for this process, many of which utilise digital tools.

Live progress tracking in Arbor will enable schools to maintain the live status of pupil progress, drawing from the formative mechanisms that support a teacher’s judgment of how well a child or pupil is progressing. Tracking of Live data will commence in week 4; the ‘on-track’ column for each pupil in each subject/ area where Live tracking has been agreed will be pre-populated with ‘On’. Schools will only update the live status if there are concerns with a pupil’s progress so early intervention can be put in place or if a pupil exceeds expectations, so the pupil continues to receive appropriate challenge. Live tracking will remain fluid across the year with ‘snap shots’ of data taken each half-term. Data should be used to inform strategic actions and to support the rigor of quality assurance.

**Grade set for live progress tracking: Above, On, Below track**

**SET Net link for all primary policy and assessment schedule:**

[Primary assessment guidance](#)

### School policy for Live tracking

At Seabridge Primary School we will ensure that our teaching teams use a range of evidence to determine if a pupil is making good or better progress. Pupils will have the opportunity to access short quizzes and synoptic tasks that coincide with our digital strategy for pupils to access and complete. Pupils will also, as part of their independent task, complete work where staff will live mark it and again be able to record data on Arbor. Leaders can then view the data on Arbor and review the work in books, PPMs and other assessments to inform the planning for intervention sessions and any changes to the curriculum that is needed to support and challenge pupils. Curriculum documents will work alongside the data to ensure that the pupils are learning at the pace required.

Leaders in the academy will make decisions on the live progress tracking during their quality assurance process, moderation and standardisation processes. This will ensure that leaders are reflecting on the data in front of them on a regular basis before making decisions. Staff themselves during this process will have the opportunity to reflect on their own classes assessments by reviewing assessments, reviewing work in books and using their professional judgement when gathering information on pupil progress.

As a result of this the data that has been inputted will allow leaders to review the curriculum through the quality assurance processes and change/amend where needed. Data taken from Arbor will also support pupils of SEND because leaders will be able to see live data when completing reviews or assist the writing applications to support EHC plans. It will also allow leaders at all levels to plan their line management and put plans into place to support the academy gaining excellent outcomes for all key stages.

### Examples for the use of Live data:

- **Headteacher and QAL**
  - monitoring the % of pupils on, above or below track in real time to inform rigorous conversations about school performance and curriculum impact;
  - triangulate over and under performance with attendance, behaviour, SEND etc to build a holistic picture about pupil's progress and school performance to inform strategic direction/ sprints;
- **SLT and HT**
  - FLMA time to monitor live status across area of accountability and to evaluate curriculum impact;
  - data to support Quality of Education triangulation processes: identify areas for highest leverage actions, and where challenge and performance is successful, share and celebrate good practice in real time;
- **Phase, Subject or SLT leads and Teachers (as appropriate)**
  - drawing on live information e.g. in curriculum, key stage and pupil progress meetings to evaluate the impact of the taught curriculum and make any necessary adaptations;
  - inform subject level intervention plans to ensure gaps are addressed rapidly;
  - adapt the upcoming curriculum so the needs of all learners are met;
- **SLT**
  - monitoring pupil's progress across the full range of subjects to identify wider/ pastoral barriers to learning;
  - to support wider intervention planning and celebrate excellent performance.

### Example of the language that can be used for Live data:

#### Live Progress Tracking

**Key question:** Has the pupil gained a sufficient standard of knowledge/skills from recent curriculum class work as evidenced through e.g. digital fluency testing, low stakes quizzes, formative assessment, online programmes? This is a holistic judgement using a range of data as decided by each department.

- **On Track:** Yes, the pupil has gained a sufficient standard of knowledge/skills from recent curriculum class work as evidenced through low stakes quizzes, formative assessment, online programmes etc.
- **Above Track:** The pupil has gained an excellent standard of knowledge/skills from recent curriculum class work as evidenced through low stakes quizzes, formative assessment, online programmes etc.
- **Below Track:** The pupil has not gained a sufficient standard of knowledge/skills from the curriculum class work and will receive extra in class-intervention/strategies. There are substantial gaps in knowledge/skills.