



### **Live progress tracking: Annex to the assessment policy of The Meadows Primary Academy**

‘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 pupils with 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 student 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 student exceeds expectations, so the student 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**

How do we assess the attainment and progress of pupils during the course of the year?

##### **Formative Assessment:**

Formative Assessment is an integral and recognisable part of every teacher’s planning and linked to National Curriculum expectations. To support our teaching, we use the National Curriculum, Schemes of Work e.g White Rose and our own Curriculum Intent documents. Every lesson has a focus supported by steps to success to enable children to know what they need to do to be successful in their learning. We strive to ensure that all tasks set are appropriate to each child’s cognitive domain. Activities with varying degrees of independence are planned and facilitated, to provide differing levels of cognitive challenge and ensure that learning is adapted to the needs of all. Children have frequent opportunities to reflect on if they have met the lesson aim/skill. They are provided with opportunities to mark and edit their work. In line with our marking and feedback policy, staff also mark the success criteria at the point of learning indicating how successful a pupil has been. Children are provided with support either written or verbal to help move their learning on or consolidate what they have learnt (please see Feedback and Marking Policy for example). Marking and feedback enables teachers to assess each individual’s progress during the course of the lesson in order to feed into teaching and learning, where lessons sequences and adapted appropriately to ensure that teaching and learning meets to needs of the pupils in the class.

Throughout the course of each lesson, teachers and teaching assistants ask well-phrased questions and analyse pupils’ responses to assess their knowledge and understanding as well as to reveal any misconceptions pupils may have, so that they can be addressed.



Low stakes quizzes are used in all subjects across the curriculum to activate prior learning as well as to aid ongoing assessment. They inform teachers about how well pupils have retained prior knowledge and skills taught, and whether pupils' learning has become 'sticky'. Such assessment is used by the teacher to shape the course of the lesson and the content being covered to enable pupils to make progress. It informs teaching and learning. Some low stakes quizzes are completed digitally using apps such as TT Rockstars (Maths) andLBQ (Reading)

Synoptic tasks are completed at the end of each unit of learning across the curriculum, providing pupils with the opportunity to apply the knowledge and skills they have acquired. For example, in History, pupils may be asked to discuss the changes over time in a particular period, drawing on the knowledge they have built in the unit. Alternatively, pupils may be provided with a low stakes retrieval quiz. All pupils are provided appropriate levels of support to fully access their synoptics tasks and staff work hard to remove any barrier that pupils may face to show their knowledge through adaptive practice for example, by recording their answers on videos or audio clips, or using accessibility features to read the questions.

Staff reflect on the evidence they have gather through a range of different ways, including:

- Weekly staff meetings where pupil progress is discussed
- Regular pupil progress meeting between class teachers and their line managers
- 'Do Your Job' fortnightly meetings with their line manager
- Curriculum Conferences where coverage, outcomes and adaptations to the upcoming curriculum is discussed
- Moderation activities completed collectively during staff meetings
- Partnership teaching
- Coaching/mentoring dialogue
- Instructional coaching in triads with peers
- Through monitoring activities completed by subject leaders, the feedback provided and then follow up activities completed in a timely manner

### **Informing Parents:**

At The Meadows, we recognise the importance of working in strong partnerships with parents in order for our pupils to at least achieved their potential. We have a range of strategies that keep parents and carers fully informed of their child's achievement and progress. We encourage parents and carers to contact the school if they have any concerns about any aspect of their child's education through our open-door policy. If teachers have concerns, regardless of their attainment, they will discuss this with parents as soon as possible. At the end of the summer term parents receive a report which details their child's achievements, strengths and improvement. Results of national statutory tests (End of Key Stage SATS and Phonics Screening) are also reported in this way.

In addition, each term we offer parents and carers the opportunity to meet with their child's teacher during Parent Evenings to celebrate academic achievements as well as to discuss the children's learning behaviours, attitudes and attendance.

### **How is the assessment data used?**

- **Headteacher and QAL**  
Live data is used by the Headteacher, the Quality Accountability Lead, Senior and Middle leaders to monitor the percentage of pupils on, above or below track in real time to inform rigorous conversations about school performance and curriculum impact. Such conversations enable leader to have a clear understanding of the school context and priorities, in order to inform the strategic direction of the school to drive improvement,



evidenced in the school's SEF and half termly sprints. Best practice is celebrated and training needs are also identified.

#### **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.