# Pupil Progress Report

KEY: WT (Working Towards ARE (Age Related Expectation) AT (Working at ARE) EXC (Exceeding ARE)

Use this document to report your teacher judgement for the attainment of your pupils within English or mathematics, **and** science. You may choose to track all three subjects. On this first page, list your children with your overall teacher judgement: you will utilise all data streams to inform your decisions e.g., tracking grids, notes made on planning, statutory assessments and internal assessments. **NB – delete subjects as appropriate within this form**

**To be presented to your mentor or SLT member in a mock pupil progress meeting in week 7**

End of phase expectation: CARD 3: TS6.3 Under supervision, use relevant data to monitor progress and set targets; draw on data to plan subsequent lessons.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Writing/reading/mathematics**  WT/AT/EXC | **Writing/reading/mathematics**  WT/AT/EXC | **Science**  **(K&U or WS)**  Met/Not met |
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**Class Profile:**

|  |  |  |
| --- | --- | --- |
|  | **Number and Percentage** | **Attendance (%)** |
| **All pupils** |  |  |
| **Girls** |  |  |
| **Boys** |  |  |
| **EAL** |  |  |
| **SEN** |  |  |
| **PP** |  |  |
| **FSM** |  |  |

**Exemplification of the data you have used to inform your judgements for English/mathematics**

Choose one child (using initials only), per attainment level, to provide a rationale for your teacher judgement. For each child you need to make clear the evidence that was utilised to inform your judgements. In short prove that your teacher judgement is robust and substantiated.

|  |  |
| --- | --- |
| **Attainment Level** | Rationale and evidence for you teacher judgment |
| Working Towards ARE (Age Related Expectation) |  |
| Working At ARE |  |
| Exceeding ARE |  |

**Exemplification of the data you have used to inform your judgements for science (*knowledge* or *working scientifically*)**

Choose one child (using initials only), per attainment level, to provide a rationale for your teacher judgement. For each child you need to make clear the evidence that was utilised to inform your judgements. In short prove that your teacher judgement is robust and substantiated.

|  |  |
| --- | --- |
| **Attainment Level** | Rationale and evidence for you teacher judgment |
| Met ARE (Age Related Expectation) |  |
| Not met ARE |  |

# Proposed interventions to support future learning

|  |  |
| --- | --- |
| Area of Learning |  |
| reading  (incl. phonics for KS1) |  |
| writing |  |
| mathematics |  |
| science |  |

# Targeted support for children with SEN

|  |  |
| --- | --- |
| Initials of child | Targeted support in… |
|  | reading:  writing:  mathematics:  science  SEMH: |
|  | reading:  writing:  mathematics:  science:  SEMH: |
|  | reading:  writing:  mathematics:  science:  SEMH: |

# Provision to enable children to attain at a higher-level

Note, this is not focussed on a view that some children are ‘higher-attainers’, rather that you provide opportunities for children to attain at a high-level within your teaching. To this end, you need to report on how you have provided these learning opportunities for your class and considerations for future learning opportunities at a ‘greater depth’.

|  |  |
| --- | --- |
| Provision to date: |  |
| Future provision: |  |