

Understanding the Individual Pupil Report Sheet

MILESTONES

These are the dates at the end of each phase of learning where teachers assess whether children are on-track to meet the end of year expectations. Dates for 2023-24: Milestone 1: December; Milestone 2: February; EOY (End of Year) – July.

DOMAINS

Each subject area is broken into domains which are covered during every phase.

Reading Domains	Typical skills included (appropriate to the year group)	Writing Domains	Typical skills included (appropriate to the year group)	Maths Domains	Typical skills included (appropriate to the year group)
Word reading	Phonic knowledge, sight vocab, strategies	Transcription	Spelling including knowledge of phonics, spelling rules, adding suffixes/prefixes.	Number and Place Value	Counting; comparing numbers; reading and writing numbers; understanding place value; rounding and estimating.
Comprehension – clarify	Check for meaning; re-read for sense; use of dictionaries; alternative meanings for words.	Handwriting	Letter formation; joining; legibility; fluency.	Addition and subtraction	Number bonds, mental and written calculation; inverse operations; problems solving; (aspects of statistics – interpreting graphs)
Comprehension-Summarise	Identify main ideas from a text; retell a story; make notes; summarise information.	Composition – Comp and Effect	Planning and drafting; orally rehearsing sentences; awareness of the purpose and audience for the writing; write with a particular viewpoint.	Multiplication and Division	Multiplication and division facts; mental and written calculation; inverse operations; problems solving; properties of numbers (factors, multiples, primes, squares etc); ratio and proportion.
Comprehension – Select and retrieve	Answering questions from the text; finding information from non-fiction books.	Composition – Text structure and organisation	Sequencing (writing stories in order) ; paragraphs; using headings; linking ideas appropriately.	Fractions	Recognising, comparing and ordering fractions, decimals and percentages; counting in fractional steps; equivalence; problem solving; calculating with fractions and decimals.
Comprehension - Respond and explain	Discuss what they have read; give own opinions about the text; explain their views; make comparisons between texts.	Composition – sentence structure	Sentence writing; use of varying sentence structures; selecting appropriate grammar for the sentence (e.g. tenses)	Measurement	Comparing, estimating, measuring, converting and calculating in a range of measures – length, capacity, mass, time; telling the time; (aspects of statistics – interpreting graphs)
Inference	Answering questions about the text where they need to ‘read between the lines’; make predictions.	Vocabulary, Grammar and Punctuation	Word choices ; understanding and use of grammar and punctuation.	Geometry	Identifying shapes and their properties; comparing and drawing/constructing shapes; angles; position, direction and movement; symmetry and pattern.
Language for effect	Consider why certain words have been used by an author and the effect on the reader.				
Themes and conventions	Show understanding of the themes of a text and the conventions of certain text types (for example, story language ‘once upon a time..’, good versus evil; how different text types are laid out etc.)				

Common Questions

Assessment	Description
0	Not on track
1	Close to being on track
2	Securely on track
3	Beyond

What does 'Securely on track' mean?

'Securely on track' means that the teacher has assessed the child as being 'on-track' to meet age-related expectations (ARE) at the end of the year. It does **not** mean that they are secure in the curriculum statements for the year group – it means that they are demonstrating sufficient knowledge, skills and understanding at a milestone to be able to move on to the next phase of learning.

At the start of the year, or as new learning is introduced, a child may be 'on-track' even though they still need some scaffolding or explanation in that area. By the end of Milestone 2, they would be expected to be more independent with this aspect to be considered 'secure'. By the end of the year, teachers will be looking for the ability to apply knowledge and skills in new situations to consider a child as securely on-track to meet ARE.

What does 'Close to being on track' mean?

Children who are 'close to being on track' do not yet have sufficient knowledge, skills or understanding in a domain to be securely on-track, but the teacher believes that they will be able to catch up and be 'securely on track' by the end of the next milestone. This may be because an aspect of a domain has not yet been taught, or because a child is just beginning to grasp a concept but needs a few more weeks to consolidate this. Teachers may not use 'close to being on track' in a domain for two milestones in a row; if they haven't caught up by the next milestone, they must be marked as 'not on track' to indicate that they are not currently on track to meet ARE. We do not use 'close to being on track' at the final milestone.

My child was 'Securely on track' at Milestone 1 but is now 'Close to being on track' or 'Not on track' in a domain. Have they gone backwards?

No. As it says above, 'securely on track' means different things at different milestones. If they were secure at Milestone 1, it meant that they had sufficient knowledge, skills or understanding at this point in time, but may still have had some scaffolding from the teacher. If at Milestone 2 they still require some scaffolding and are not yet independent, they can no longer be considered as on track. This highlights to the teacher that this is a target area for the child. They may have made some progress in this area, but not enough for them to still be considered on track.

At the end of the previous year, my child was 'securely on track' in a domain and now it says they are 'close to being on track' or 'not on track'. Why is this? Have they gone backwards?

In nearly all cases, the answer is 'no'. Children are assessed against the curriculum content for the year group they are in. If they were secure in a domain at the end of an academic year, this is because they were working confidently and independently within the curriculum content for that particular year group – as they move to a new year group, the curriculum content and expectations increase, and the assessments are based on whether they are on track with this new content.

In the previous year, my child was 'beyond' in a domain and now it says they are 'securely on track'. Does this mean they have gone backwards or not made progress?

No - as mentioned in the previous answer, children are assessed against the curriculum content for the year group they are within. Children who are deemed 'beyond' in a domain at the end of a year are applying their skills more confidently, fluently and independently than would be expected within the year group content. Teachers will have given them greater opportunities to deepen their knowledge and apply in a range of contexts, rather than moving them on to new content from the next year group. Therefore, as they move to a new year group, they will be getting to grips with new, more challenging content. Over the course of the year, they may well demonstrate greater fluency and independence with the new content but it is quite possible that in December they will be deemed securely on track rather than beyond.

There are some domains missing. What does this mean?

Whilst in most cases all domains will be covered at every milestone, teachers may leave a domain blank (which therefore doesn't show up on the pupil report sheet) if they have not covered enough aspects of the domain to make an assessment at this point. This happens occasionally in maths. Teachers will ensure that all the content will have been covered by the end of the year.