2G Tracking Progress 2019 - 2020

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| --- | --- | --- | --- | --- | --- |
| Class: 1RM | End of previous key stage attainment | R: | W: | M: | C:  |
| Staff:  | Year group targets for 2020 | R: | W: | M: | C: |

| Child’s Name | End of Previous Key Stage attainment | End of Previous Year attainment  | Reading | Writing | Maths |
| --- | --- | --- | --- | --- | --- |
|  | R | W | M | R | W | M | AUT 2 | SPR 2 | SUM 2 | AUT 2 | SPR 2 | SUM 2 | AUT 2 | SPR 2 | SUM 2 |
| Bethany Airey  | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Cody Akers | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Isla Bell  | 2 | 2 | 2 |  |  |  | ARE | WT |  | ARE | ARE |  | ARE | ARE |  |
| Poppie Burns | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Perrie Cowling  | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Hannah –Rose Coyle  | 3 | 3 | 3 |  |  |  | GD | GD |  | GD | GD |  | GD | GD |  |
| Louie Cuthbert | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Macie Cuthbert | 2 | 2 | 2 |  |  |  | GD | GD |  | ARE | ARE |  | ARE | ARE |  |
| Amelia Davey | 2 | 2 | 3 |  |  |  | GD | GD |  | ARE | ARE |  | ARE | GD |  |
| Bridget Dwyer | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Tate Brooks -Ellis | 3 | 2 | 3 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Harry Fenech | 3 | 3 | 3 |  |  |  | GD | GD |  | GD | GD |  | GD | GD |  |
| Harry Gemmell  | 2 | 1 | 2 |  |  |  | WB | ARE |  | WB | WB |  | WT | WT |  |
| Kaiden Gibson  | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Reggie Green  | 2 | 2 | 2 |  |  |  | GD | GD |  | ARE | ARE |  | GD | GD |  |
| Sofia Harman | 2 | 2 | 2 |  |  |  | WT | WT |  | WT | WT |  | WT | WT |  |
| Evie Hart | 1 | 1 | 1 |  |  |  | WB | WT |  | WB | WT |  | WB | WT |  |
| Gracie Latter | 3 | 3 | 3 |  |  |  | GD | GD |  | GD | GD |  | GD | GD |  |
| Huxley Maguire | 2 | 2 | 2 |  |  |  | WT | ARE |  | WT | WT |  | WT | WT |  |
| Luca Moore | 1 | 1 | 1 |  |  |  | WB | WT |  | WB | WB |  | WB | WB |  |
| Connie Mortimer  | 1 | 1 | 1 |  |  |  | WT | WT |  | WT | WT |  | WT | WT |  |
| Scarlett Nethercott | 1 | 1 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Ronnie O’Brien | 1 | 1 | 1 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Noah Pengelly  | 1 | 1 | 1 |  |  |  | WB1 | WB |  | WB1 | WB |  | WB | WT |  |
| Jack Price | 1 | 1 | 1 |  |  |  | WB | WT |  | WB | WT |  | ARE | ARE |  |
| Lily Reeves | 1 | 1 | 1 |  |  |  | WB1 | WB1 |  | WB1 | WB1 |  | ARE | ARE |  |
| Benjamin Robins | 2 | 2 | 2 |  |  |  | ARE | ARE |  | ARE | ARE |  | ARE | ARE |  |
| Phoebe Schaffer  | 3 | 3 | 3 |  |  |  | GD | GD |  | GD | GD |  | GD | GD |  |
| Lily Ventris  | 2 | 2 | 2 |  |  |  | WT | WT |  | WT | WT |  | WB | WT |  |
| Amber Woodward | 3 | 3 | 3 |  |  |  | GD | GD |  | GD | GD |  | GD | GD |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

This tracking data shows my class’ performance from Year 1 to Year 2 and has allowed me to monitor who has needed the most support in which areas and has aided me in planning specific intervention groups and 1-1 sessions. By looking at how the children were doing at the end of Year 1 and comparing that with their progress now, I can see that there are definite areas of development needed for specific children. This academic year was broken up with lockdowns due to the COVID-19 pandemic which can explain some of the more severe drops in attainment so I have used this data in my planning to see what areas need the most focus across the curriculum and emphasise these areas mor ein my teaching during the summer term.