

HfL Easy Tracking assessment system (EYFS, KS1 and KS2) - Quick Guide (updated July 2021)

Key principles of the system

- 'light-touch' approach to summative assessment, allowing teachers more time to focus on the formative aspects of assessment
- flexibility built into the system regarding the timing and number of assessment data points (maximum of 3 assessment points per year, but could be fewer)*
- clear easy-to-use reports on attainment and progress for school leaders, subject leaders and governors

** the only time when more than 3 assessment points may occur within one year is when an Entry Point is recorded in the Early Years*

Process

At any of the summative assessment points, teachers would assess children using just 4 possible 'categories'.

At the end of an academic year, these categories are:

- Working at Pre-Curriculum Expectations (of that year group)
- Working Towards the Curriculum Expectations (of that year group)
- Working at the Expected Standard (of that year group)
- Working at Greater Depth

At interim checkpoints during the year, judgements would be made on the basis of what has been taught so far at that point in time. The judgements are about being 'on track to' achieve, i.e.:

- On track to be Working at Pre-Curriculum Expectations (of that year group)
- On track to be Working Towards the Curriculum Expectation (of that year group)
- On track to be Working at the Expected Standard (of that year group)
- On track to be Working at Greater Depth

In other words, a child who is demonstrating secure understanding of all the curriculum content that has been taught up to a certain point in time would be 'On track to be working at the Expected Standard'. If they continue to make good progress to the end of the year, they would end the year 'Working at the Expected Standard'.

NB all judgments are made with regard to the curriculum that the child has been learning, appropriate to their age group. Where a child's entry to school has been deferred because they are summer-born, the judgements are made in relation to their attainment within the curriculum they have been accessing, i.e. the year group they have been working in, rather than in relation to their age. Hence we are using the term 'Curriculum Expectations' rather than 'Age-Related Expectations'.

For extra guidance specific to **using Easy Tracking in EYFS**, refer to pages 5-6 of this document.

The codes to be entered into SIMS Assessment Manager 7 (whether it is an interim checkpoint or the end of the year) would be:

- PRE
- WTS
- EXS
- GDS

SIMS marksheets would show columns for 3 data entry points, called:

- Checkpoint 1
- Checkpoint 2
- Endpoint

NB if schools decide to adopt a model of using just 2 data entry points, they would use Checkpoint 1 and Endpoint. Nothing would be entered into the Checkpoint 2 column.

(For example, a school might decide to use 3 checkpoints for reading, writing and maths, but just 1 or 2 checkpoints for science - the system can be used flexibly.)

The system does not allow for more than 3 data entry points per year, as this frequency of summative assessment is not recommended in the DfE's teacher workload advisory group report '[Making data work](#)'.

The use of reports to inform discussions around standards

It is important to focus on both attainment and progress. The aim of the curriculum should be for all pupils to secure the learning relevant to their curriculum year. Therefore, whilst we wish to acknowledge the progress that has been made by a child who ended one year on 'Working Towards the Standard' and ended the subsequent year still on 'Working Towards the Standard', it should be noted that in order to close attainment gaps, there needs to be a drive towards supporting such pupils to 'catch up' with their peers and make it to the Expected Standard.

With this in mind, suitable questions for use in 'Pupil Progress & Attainment Discussions' have been produced.

Some Key Points to Note

It should be noted that we are using the terms 'Pre' and 'WTS' differently to the way in which the STA uses these terms for statutory assessment at the end of Key Stages 1 and 2. We are focusing on the expectations of a year group, so WTS means 'working towards the curriculum expectations of the year group' whereas STA use it to mean 'working towards the expectations of the Key Stage'.

And likewise we are using PRE to mean 'pre expectations of the year group', whereas STA's 'Pre Key Stage standards' represent a much lower standard.

It is vital that teachers (particularly those teaching Years 2 or 6) do not confuse these two different usages of these terms. For example, there could be a child in Year 2 who has been assessed as 'Pre' in the school's internal data (because they are working at a Year 1 standard) who, at the end of KS1 when assessed against the KS1 Teacher Assessment Framework, can be seen to be Working Towards the Standard for KS1. Schools must not equate 'Pre-Curriculum Expectations' with 'Pre-Key Stage standards'.

At the end of Years 2 and 6, when making final statutory teacher assessment judgements, teachers must refer to the official Teacher Assessment Frameworks, published by the STA.

Key Reports

There are two sub-sets of reports:

- Attainment & Progress Grids
- Attainment & Progress Detailed Breakdown

Attainment & Progress Grids - these can be run either to show progress from the end of the previous Key Stage, or the end of the previous academic year

The columns indicate each pupil's current level of attainment.
The rows indicate each pupil's prior attainment (either previous year or previous Key Stage).

					Total	Light Green and Above		Dark Green	
MATHS	On track to be PRE-CE	On track to be WTS	On track to be EXS	On track to be GDS	No.	No.	%	No.	%
Prior Attainment	No Data		1		1				
	PRE	2	1		3	1	33.3	1	33.3
	WTS		2		2	2	100.0		
	EXS		7	28	35	28	80.0		
	GDS				2	2	100.0		
Total	2 (4.7%)	10 (23.3%)	29 (67.4%)	2 (4.7%)	42	33	78.6	1	2.4

(Anonymised version, to provide a simple overview that could be shared with governors)

MATHS	On track to be PRE-CE	On track to be WTS	On track to be EXS	On track to be GDS
Prior Attainment	No Data		Lily D	
	PRE	Jaden C Ralph K	Mark H	
	WTS		Eleanor C Dominik F	
	EXS		Aini B Claudiu B Ingrid B Jake E Tamara G Ashley J Saffron L	Nancy A, Candis A, Olivia B, Vincent B, Konrad B, Matthew C, Michael C, Tom C, Julia C, Sila C, Andrew C, Kenzie C, Monica E, Imhan G, Faye G, Padm J, Nina J, Pippa J, Eliza K, Robert L, Anthony L, Aafia M, Arielle M, Harvey M, Paul M, Oliver M, Aaban M, Walter N
	GDS			Tamsin C Anastasya G

(Pupil names version, for use in Pupil Progress & Attainment Discussions)

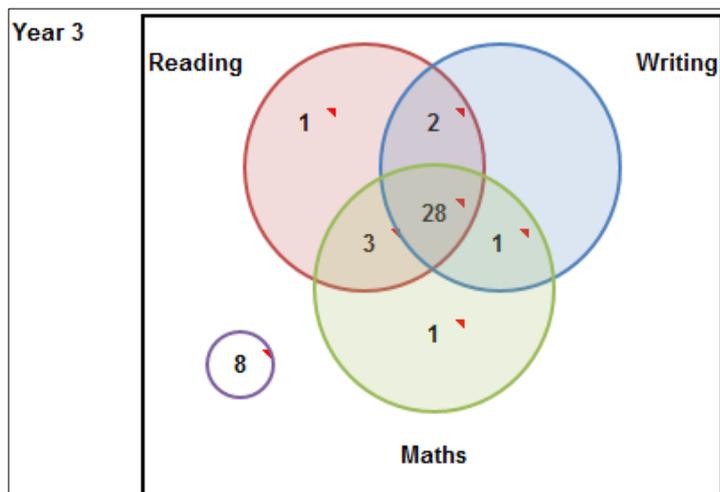
Following feedback from schools, the progress shown is specific to the subject, e.g. illustrating a child's current attainment in maths compared to their previous attainment in maths.

A future development, once the DfE has published the methodology that will be used to produce official KS2 progress measures in future, will be to produce a separate report to look at progress across KS2 in a similar way.

This subset of reports also includes the following whole school attainment summary for each subject:

Maths										
	PRE		WTS		EXS		GDS		EXS + GDS	
	No	%	No	%	No	%	No	%	No	%
Year 1	2	4.7	10	23.3	29	67.4	2	4.7	31	72.1
Year 2	2	4.9	7	17.1	25	61.0	7	17.1	32	78.0
Year 3	2	4.5	9	20.5	17	38.6	16	36.4	33	75.0
Year 4	6	14.3	6	14.3	23	54.8	7	16.7	30	71.4
Year 5	2	4.4	16	35.6	18	40.0	9	20.0	27	60.0
Year 6	2	4.7	7	16.3	25	58.1	9	20.9	34	79.1
All Years	16	6.2	55	21.3	137	53.1	50	19.4	187	72.5

In KS1 and KS2, Venn diagrams for each year group are also available, demonstrating the numbers of children achieving the Expected Standard or Greater Depth in all three areas of reading, writing and maths:



Attainment & Progress Detailed Breakdown - these reports allow for more detailed analysis, including tracking individual children over time and filtering the data to look at particular subsets of pupils.

Attainment summary sheet - this gives a breakdown of numbers and percentages for all chosen year groups by key disadvantaged groups:

→ EXS or GDS																		
READING																		
	All		Boys		Girls		SEN		Non SEN		FSM		Non FSM		Ever FSM		Non Ever FSM	
Year 1	28 (43)	65.1%	12 (22)	54.5%	16 (21)	76.2%	3 (4)	75.0%	25 (39)	64.1%	4 (8)	50.0%	24 (35)	68.6%	4 (8)	50.0%	24 (35)	68.6%
Year 2	30 (41)	73.2%	16 (22)	72.7%	14 (19)	73.7%	2 (2)	100.0%	28 (39)	71.8%	5 (8)	62.5%	25 (33)	75.8%	5 (8)	62.5%	25 (33)	75.8%
Year 3	34 (44)	77.3%	19 (27)	70.4%	15 (17)	88.2%	2 (2)	100.0%	32 (42)	76.2%	5 (9)	55.6%	29 (35)	82.9%	5 (9)	55.6%	29 (35)	82.9%
Year 4	28 (42)	66.7%	13 (20)	65.0%	15 (22)	68.2%	1 (2)	50.0%	27 (40)	67.5%	7 (7)	100.0%	21 (35)	60.0%	7 (7)	100.0%	21 (35)	60.0%
Year 5	30 (45)	66.7%	19 (27)	70.4%	11 (18)	61.1%	6 (6)	100.0%	24 (39)	61.5%	5 (6)	83.3%	25 (39)	64.1%	6 (7)	85.7%	24 (38)	63.2%
Year 6	32 (43)	74.4%	15 (18)	83.3%	17 (25)	68.0%	1 (1)	100.0%	31 (42)	73.8%	8 (10)	80.0%	24 (33)	72.7%	8 (10)	80.0%	24 (33)	72.7%
ALL	182 (258)	70.5%	94 (136)	69.1%	88 (122)	72.1%	15 (17)	88.2%	167 (241)	69.3%	34 (48)	70.8%	148 (210)	70.5%	35 (49)	71.4%	147 (209)	70.3%

Progress summary sheet - this gives a breakdown of numbers and percentages for all chosen year groups by key disadvantaged groups.

→ Key Stage		→ Light Green & Above		Using KS1 Validated data only for progre																	
READING																					
	All		Boys		Girls		SEN		Non SEN		FSM		Non FSM		Ever FSM		Non Ever FSM				
Year 1	14 (42)	33.3%	8 (22)	36.4%	6 (20)	30.0%	2 (4)	50.0%	12 (38)	31.6%	2 (8)	25.0%	12 (34)	35.3%	2 (8)	25.0%	12 (34)	35.3%			
Year 2	33 (39)	84.6%	17 (21)	81.0%	16 (18)	88.9%	1 (1)	100.0%	32 (38)	84.2%	4 (7)	57.1%	29 (32)	90.6%	4 (7)	57.1%	29 (32)	90.6%			
Year 3	40 (44)	90.9%	24 (27)	88.9%	16 (17)	94.1%	2 (2)	100.0%	38 (42)	90.5%	7 (9)	77.8%	33 (35)	94.3%	7 (9)	77.8%	33 (35)	94.3%			
Year 4	30 (41)	73.2%	13 (19)	68.4%	17 (22)	77.3%	2 (2)	100.0%	28 (39)	71.8%	6 (7)	85.7%	24 (34)	70.6%	6 (7)	85.7%	24 (34)	70.6%			
Year 5	29 (45)	64.4%	19 (27)	70.4%	10 (18)	55.6%	5 (6)	83.3%	24 (39)	61.5%	2 (6)	33.3%	27 (39)	69.2%	3 (7)	42.9%	26 (38)	68.4%			
Year 6	32 (39)	82.1%	14 (16)	87.5%	18 (23)	78.3%	1 (1)	100.0%	31 (38)	81.6%	7 (9)	77.8%	25 (30)	83.3%	7 (9)	77.8%	25 (30)	83.3%			
ALL	178 (250)	71.2%	95 (132)	72.0%	83 (118)	70.3%	13 (16)	81.3%	165 (234)	70.5%	28 (46)	60.9%	150 (204)	73.5%	29 (47)	61.7%	149 (203)	73.4%			

Pupil-level data over time:

Surname	Forename	Reg	Year 2			Year 3									Year 4								
			KS1 Validated Data			Checkpoint 1			Checkpoint 2			Endpoint			Checkpoint 1			Checkpoint 2			Endpoint		
			REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT	REA	WRI	MAT
Abdullah	Tamwar	4ES	EXS	EXS	GDS																		
Beynon	Harvey	4ES	EXS	EXS	GDS																		
Carrick	Oliver	4ES																					
Carter	Daniel	4ES	EXS	EXS	WTS																		
Cassidy	Michael	4ES	PKF	BLW	PKF																		
Cedric-Smith	Lucie	4ES	EXS	EXS	GDS																		
Ciprio	Alicia	4ES	GDS	GDS	GDS																		
Clarke	Matthew	4ES	EXS	EXS	EXS																		
Cole	Samuel	4ES	GDS	GDS	GDS																		
Danes	Tilly	4ES	EXS	EXS	EXS																		
Dexter	Bethany	4ES	EXS	EXS	EXS																		
DiMonaco	Silvana	4ES	EXS	EXS	EXS																		
Erickson	Scarlett	4ES	EXS	EXS	EXS																		
Evans	Chelsey	4ES	GDS	EXS	GDS																		
Ewas	Kasia	4ES	GDS	EXS	GDS																		
Fleming	Poppy	4ES	EXS	EXS	EXS																		
Franklin	Ethan	4ES	EXS	EXS	GDS																		
Griffiths	Eve	4ES	PKF	PKF	WTS																		
Hammet	Aurelia	4ES	EXS	EXS	EXS																		
Hope	John	4ES	GDS	EXS	GDS																		
Ivan	Anastasiya	4ES	BLW	BLW	BLW																		
Izolda	Eia	4ES	EXS	EXS	EXS																		
Jeffries	Lauren	4ES	EXS	EXS	EXS																		
Kidson	James	4ES	GDS	EXS	EXS																		
Lowe	Joshua	4ES	GDS	EXS	EXS																		
Marsden	Olivia	4ES	EXS	EXS	EXS																		
Martin	Heston	4ES	WTS	WTS	WTS																		

For further details about running and using any of these reports, please refer to the document 'Using the Herts for Learning SIMS Assessment Manager 7 (AM7) 'Easy Tracking' Templates and Reports' (Doc Ref PA018) which can be found on [PA Plus](#).

Using Easy Tacking in the EYFS

As discussed and agreed with our schools working party, we have created marksheets for 8 aspects of the Early Years Foundation Stage. These are, for 6 of the 7 Areas of Learning, a judgement about each child's attainment across that whole area of learning, but in the case of Literacy, 2 separate judgements – attainment in Reading and attainment in Writing.

In other words, the 8 areas for which data can be recorded are:

CL, PSED, PD, R, W, M, UW and EAD.

NB it is up to individual schools to decide in which areas of learning you choose to record assessment data, for internal assessment tracking. You do not need to record in all 8 curriculum areas.

In the case of the Reception year, at the end of the year these judgements should be applied as follows:

Pre-Curriculum Expectations = a child who is not yet working within/accessing the range of learning experiences that are typical for that curriculum year (i.e. typical 4-5 year-olds)*

Working Towards the Curriculum Expectations = a child who is working within/accessing the range of learning experiences that are typical for that curriculum year, but has not achieved the Early Learning Goal*

Expected Standard = a child who has achieved the Early Learning Goal

Greater Depth = a child who has strongly achieved the Early Learning Goal and displays some significant aspects of development that would more typically occur in Year 1

** (Summer 2021 only) for schools that have not yet adopted the Early Years Reforms, children working within the 40-60 month band of attainment at the end of the Reception year (but have not yet achieved the Early Learning Goal) should be categorised as Working Towards the Curriculum Expectations. Children working within the 30-50 month band or lower should be categorised as Pre-Curriculum Expectations.*

In the case of the Nursery N2 year, at the end of the year these judgements should be applied as follows:

Pre-Curriculum Expectations = a child who is not yet working within/accessing the range of learning experiences that are typical for that curriculum year (i.e. typical 3-4 year-olds)*

Working Towards the Curriculum Expectations = a child who is working within/accessing the range of learning experiences that are typical for that curriculum year (3-4 year-olds) but is not working confidently in that range or achieving the Observation Checkpoint for 4-year-olds (where applicable)*

Expected Standard = a child who is working confidently within the range of learning experiences that are typical for that curriculum year (3-4 year-olds) and achieving the Observation Checkpoint for 4-year-olds (where applicable) – i.e. they are ready to begin the learning experiences of the Reception year

Greater Depth = a child who has reached the Expected Standard (as described above) and is demonstrating some significant aspects of development that would more typically occur in the Reception Year

** (Summer 2021 only) for schools that have not yet adopted the Early Years Reforms, children working within the 30-50 month band of attainment at the end of the N2 year (but are not yet attaining securely within this band) should be categorised as Working Towards the Curriculum Expectations. Children working within the 22-36 month band or lower should be categorised as Pre-Curriculum Expectations.*