

## ASSESSMENT · ADULT GUIDE

# Light-Touch Tracking System

Useful tracking, not pointless admin

## The over-tracking problem

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## What to track — the minimum useful list

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**What NOT to track**


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**Tracking frequency — recommended**

What	Frequency	Why this much
Maths level	Termly	Enough to spot intervention needs
Reading level	Termly	Reading underpins everything
Writing level	Termly	Most variable — needs regular check
Science level (KS2)	Termly	Tracked for SATs prep readiness
Phonics progress (Y1)	Half-termly	Phonics screening is May
IEP / SEND targets	Half-termly or termly per child	Required for review meetings
Foundation subjects	Annually	End-of-year teacher assessment
Behaviour data	Recorded as incidents — not assessed	Tracked separately
Attendance	Daily — automatic	Required by DfE
Reading-for-pleasure (book counts)	Termly snapshot only	Useful, not pressure



**Paper vs digital**

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**Who uses the data**

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**Common SLT data requests — and how to handle them**

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**Setting up a light-touch system — first 6 weeks**

- Audit current tracking — what's collected vs what's used?
- Identify data nobody uses — propose stopping collection
- Confirm digital system is up-to-date (Target Tracker / ScholarPack / etc.)
- Set the termly data collection windows (calendar)
- Brief class teachers on the simplified system
- Train new staff on the digital system



■ Confirm SEND tracking is appropriate to need (more frequent for high-need children)

■ Write a one-page 'how we track' document — distribute to all staff

