

Year 1-Year 6

The new National Curriculum has been written to give Age Related Expectations (ARE) for the end of each year. As children travel from Year 1 to Year 6 in our school, they will be tracked against the Age Related Expectations.

Because all children are individual and develop at different rates and have differing needs, they will be given work which is appropriate to them to make sure that learning makes sense. Extra help or challenge is given to make sure they are learning at the right level. At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

Progress within year groups:

As children develop through each band, we track their progress very carefully. Each year group is broken into 5 levels for working at age expected, and 1 further step for in depth working within a year group, which roughly represents a year's progress. Over the year the levels are called: 'beginning,' (B) 'within' (W1,W2,W3) and 'working at' (A), and for some children working in depth (D). Teachers break down each step into parts in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning.

Year	Autumn	Spring	Summer
1	1W2	1W3	1A OR 1D
2	2W2	2W3	2A OR 2D
3	3W2	3W3	3A OR 3D
4	4W2	4W3	4A OR 4D
5	5W2	5W3	5A OR 5D
6	6W2	6W3	6A OR 6D

This gives a total of up to 6 levels for a year. Wherever children begin their learning in September we expect them to make at least 5 steps progress. So if they start at 2A in Year 3, we generally will expect them to be at least 3A at the end of Year 3. Over time accelerated progress of more than 5 levels will close gaps. Not all children will start at B for the beginning of the year; it will depend on individual children and their needs. Each child will still have their own starting point as they progress through the school.

Any questions? See below for some frequently asked questions, or please come in and speak to your child's teacher.

Early Years Foundation Stage

Children in the EYFS continue to be tracked on the Development Matters bands of the Early years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

We use an online programme 'Tapestry' to track children's development which we will share with you throughout the year, parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS year the EYFS Profile completes the picture of every-thing they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum