

What is staying the same?

Children in the Early Years will still be tracked using 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'. 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.

A learning Journey is kept of their 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 Assessment completes the picture of everything 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 during the year, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

What is New?

In Early Years - At the beginning of the year a **new national 'baseline' assessment** shows everything children can do when starting school so that teachers know what they need to learn next. This will be shared at the first Robin class parents' evening.

In Years 1-6 - The bands give the level of attainment.

So Year 1 is Band 1, and so on until Year 5 is Band 5 and Year 6 is Band 6.

Because all children are individual and develop at different rates and have differing needs, they will work in the band 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.

How will children make progress within bands?

As children develop through each Band, we track their progress very carefully. Each Band is broken into 6 steps which roughly represents a half term's progress. Over the year the steps are called:

'beginning the band'
(B) (B+)

'working within the band'
(W) (W +)

'secure in the band'
(S) (S+)

Year	Autumn		Spring		Summer	
1	1B	1B+	1W	1W+	1S	1S+
2	2B	2B+	2W	2W+	2S	2S+
3	3B	3B+	3W	3W+	3S	3S+
4	4B	4B+	4W	4W+	4S	4S+
5	5B	5B+	5W	5W+	5S	5S+
6	6B	6B+	6W	6W+	6S	6S+

This gives a total of 6 steps for a year. Wherever children begin their learning in September we expect them to make 6 steps progress. So if they start at 2W+ in Year 3, we generally will expect them to be at least 3W+ at the end of Year 3. Not all children will start at B for the beginning of the year; it will depend on individual children and their needs.

Frequently Asked Questions

Why is the system changing?

It is part of the new revised National Curriculum. The Government wants a simpler system for parents to understand and for each school to develop their own approach to assessment.

Will children still have SATs?

Yes, there will be standard assessment tests (SATs) at the end of Years 2 and 6. These will however take a different format than those in previous years.

What can I do to help my child?

There is so much parents can help with, reading is very important along with time tables, spellings and practicing number bonds. Also completing homework and talking about what your child is learning at school helps support your child's learning in school. Your class teacher will also give you some specific pointers to help your child at home.

How do teachers measure children's progress?

Children's independent work is the biggest indicator of what they can do and how they do it. Teachers use this on a daily basis to check pupil understanding and progress. Special pieces of work to inform assessment are set up throughout the year. This is done alongside maths, reading and spelling age tests, the phonics screen in Year 1, national tests in Year 2 and 6 and the EYFS Profile.

How is the progress between each step worked out?

At Meldreth Primary we use Target Tracker steps to benchmark progress. This system is used by other local schools and we will moderate our judgements across local schools. All schools also have external moderation from the Local Authority.

What happens when my child moves on?

Secondary schools too will have their own systems and work with primaries to ensure that the systems work together, so there is continuity for children's progress.



Where have all the levels gone?



A Parents' guide to Progress and Attainment

The National Curriculum has changed. It has more content, is pitched higher and now gives **Age Related Expectations** for each year group.

The Government want all schools to develop their own tracking methods to record attainment and progress using the new Age Related Expectations.

'Levels' will no longer be used

At Meldreth we will use Year Bands to replace levels

Here are the new 'bands' we will be working with. Each band is roughly 3 terms of learning which is denoted by the steps: **'B'** Beginning that band; **'W'** Working within; or **'S'** Secure and ready to move on the following year.

A **'+'** will indicate when a child is well within that that step. From now on teachers will share your child's attainment written as e.g. **2W+** (Working well within the expectations for Year 2)