



Hatch Warren Infant School

A Parents' guide to...

How we assess progress and
attainment

The National Curriculum requires that schools no longer use the 'Level' system. Read here to find out how our team, driven by our Assessment Principles, assess and track pupil's learning to ensure your child makes good progress throughout their time with us.

What is staying the same?

Children in the EYFS continue to be tracked on the Development Matters bands of 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. This is shared at the first parents' evening of the year. Children are tracked through their reading, writing and maths development by what they write down, through careful observations 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 their Foundation Year the EYFS Profile 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 from the baseline, so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

What's new in the last few years?

The National Curriculum has changed and with it the way all schools track attainment and progress. Previously, if you have had a child in school, teachers will have given you a level to represent your child's attainment. For example '3C' - the number gave the level and the letter denoted steps within that level. So 3C would be a child just entering Level 3, and 3A a child who was secure in the level and ready to move on to Level 4. Because of the way the old curriculum worked the numbers did not automatically represent the year group a child would be in. The 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 2 in our school, they will be tracked against the Age Related Expectations.

The bands give the level of attainment

So Year 1 is band 1 and so on until 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 that learning at the right level.

Progress within bands:

As children develop through each band, we track their progress very carefully. Each band is broken into 3 steps which roughly represents a term's progress.

Frequently Asked Questions

Why did the system changing?

The Government wants a simpler system for parents to understand and have handed it to schools to develop their own method.

What can I do 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 they are learning at school. Your class teacher will also give you some specific pointers to help your child at home.

What do teachers use to gauge 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 know and check pupil understanding and progress. Special pieces of work to inform assessment are set up throughout the year. This is done alongside reading, spelling and phonic assessment in Year 1 and 2.

How is the progress between each step worked out?

At Hatch Warren Infant School we track pupils termly against where they should be in each term according to their Age Related Expectations. How do all schools know their judgements about progress and attainment match up with each other? We work across the school and with other local schools to agree and 'moderate' attainment levels. All schools also have external moderation from the Local Authority.