



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

The National Curriculum; An explanation for parents

The children in Reception follow the Foundation Stage curriculum based on a new system of age-related statements and goals called 'Development Matters'. Some children who have special educational needs may have their progress measured in P levels.. These are carefully tracked and monitored by the school where the children are judged against each standardised marker as Emerging, expected and exceeding.

From Year 1 on in their school life, all children are assessed against the National Curriculum 2014 which removed levels; In order that we are able to meet the needs of every child we use Key Performance indicators to assess the children. This is tracked using a system called Target Tracker alongside Local Authority and National data. We also benchmark ourselves against like for like schools.

This is how the **Target Tracker** assessment inform us.

B	B+	W	W+	S	S+
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These relate to Beginning, beginning plus, working at, working at plus and secure, secure plus. Whilst these are an indicator all children learn at a different rate and we also carefully assess the progress that the children are making.

We want all children to make expected progress across each year which equates to 5 points progress and this target is set at the beginning of each year. Accelerated progress is expected for children who may need to narrow the gap of a higher target is set and monitored and targeted quality first teaching alongside possible interventions will be put into place.

S is the level expected of the average child at the end of each year (assuming they started at b)

Every year the children will move to the general age appropriate curriculum which shows the Band ie 1,2 3,4.5.6 and the step within the band i.e.b.b+,w,w+s.s+. This would indicate that the child is working within the year group curriculum at which step. The beginning of the year would see children on b or b+

Reported results at Key Stage 1 and Key Stage 2 SATs (Standard Attainment Tests) are not broken down into steps children are given a judgement of emerging expected or exceeding rather than, for example, a 2s+. However, the school records teacher assessment in steps and bands on a half termly basis and reports these to parents/carers three times a year.

Within Key stage 2 we also have the scaled score at the end of the test and we measure progress made across the key stage. These results are published by the DFE and are also available on our website.

The table below shows which level average children should be achieving in each year group.

Year Group	Average OF YEAR level	END
Year 1	1s	
Year 2	2s	
Year 3	3s	
Year 4	4s	
Year 5	5s	
Year 6	6s	

With the exception of Years 2 and 6, these are a general expectation because few children develop at an even pace. Some children need more consolidation in their early years, some develop quickly. Some experience blips along the way, and some need to consolidate their learning at various stages, often at the beginning of a new Key Stage or year group. Please bear in mind that a each band contains a large amount of content and conceptual understanding. When reporting steps and bands it is important to realise that a child may have just started to work within that band or may have almost completed it. Progress can be clearly seen on the target sheets used within all subjects.

Your children are in primary school for seven years and these steps are a guide to their progress. We aim for the children to achieve the best they can do but also to have a broad and balanced education that will enable them to become responsible individuals who are aware of their role in society and how they can make a useful contribution to it.

We hope you find this information useful.

Thank you for your continued support throughout your child's time at The Downley School.



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