

To track pupil attainment we will use a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is reflecting current exemplary practise within the EYFS and is a carefully considered logical approach to assessment.

Terminology

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into six steps:

- beginning (b)
- beginning + (b+)
- working within (w)
- working within + (w+)
- secure (s)
- secure + (s+)

Example for Year 2

Band 2b	Band 2b+	Band 2 w	Band 2w+	Band 2s	Band 2s+
				Age related expectation for end of Year 2	Mastery of a range of skills at a deeper level

The three broader sections may be thought of in these terms-

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in

Working Within – Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met

Where the sections have been broken down into steps this is designed to allow the class teacher to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in year 2. The next time the practitioner records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made

progress. An assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year.

Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. Children who are secure (s) in the band of statements they are working on to have these experiences, and therefore be working at the secure + (s+) step before being assessed against the following year band statements.

Setting Targets for Progress

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

This is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, 6 secure (6s) at the end of Year 6.

Year 1 Autumn 1 assessment	End of Year 1 target	End of Year 2 target	End of Year 3 target	End of Year 4 target	End of Year 5 target	End of Year 6 target
40-60s+	1s	2s	3s	4s	5s	6s

Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.