

# Understanding Pupil Progress

Information for parents

# Expected Attainment and Progress

# Age-related expectations

- The benchmark for pupils at the end of Key Stage 1 (Year 2) is **Level 2b**
- The benchmark for the end of Key Stage 2 (Year 6) is **Level 4b**
- Therefore pupils reaching **Level 3b** by the end of Year 4 are on track to meet age related expectations
- This represents **expected** attainment and progress

# KS1 and KS2 Progress

- **KS1** Children are **expected** to make 2 levels progress in 2 years  
(Level W – Level 2)
- **KS2** Children are **expected** to make 2 levels progress in 4 years  
(Level 2 – Level 4)

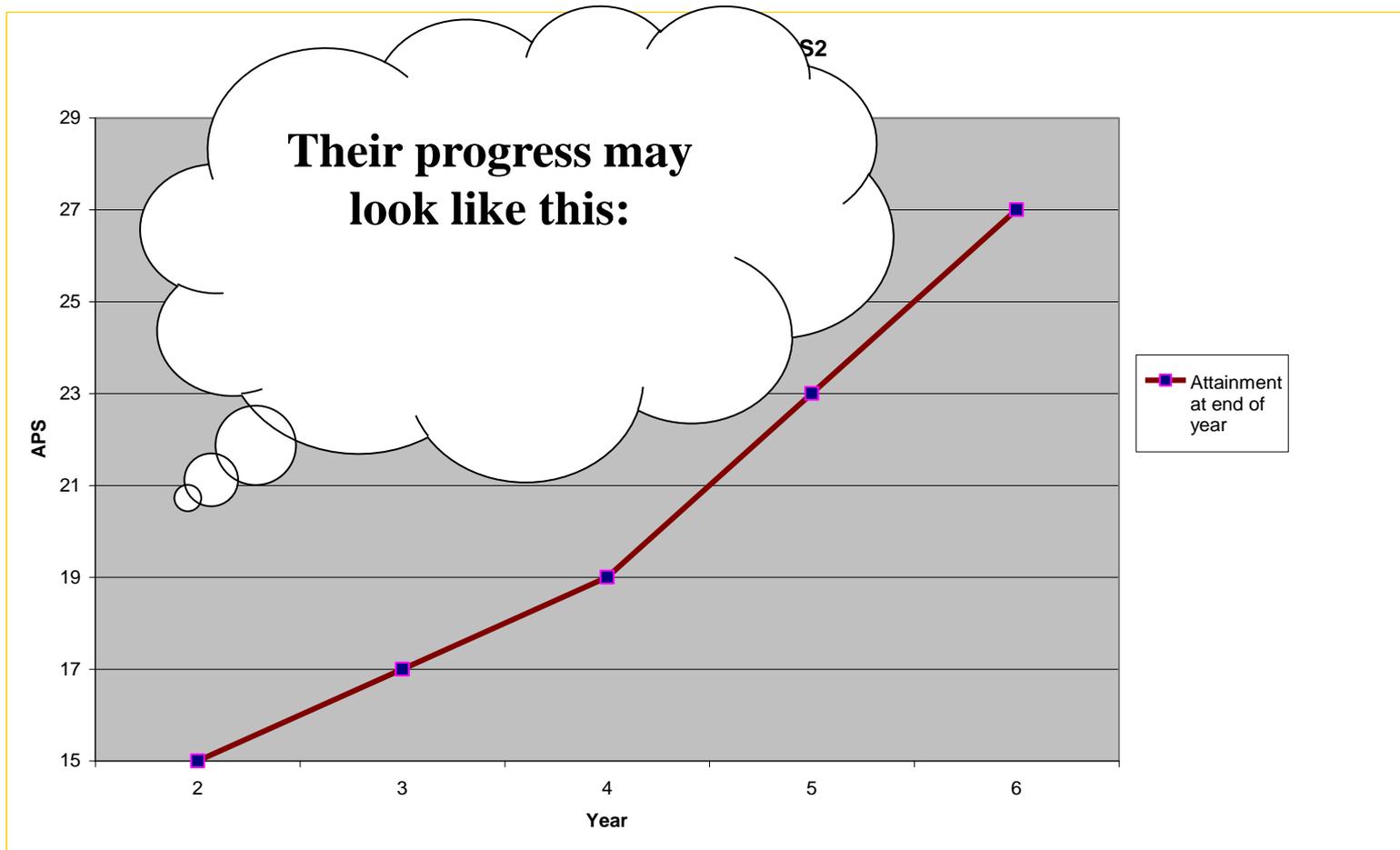
# Levels and breadth of study

- KS1 – 2 levels in 2 years
- KS2 – 2 levels in 4 years

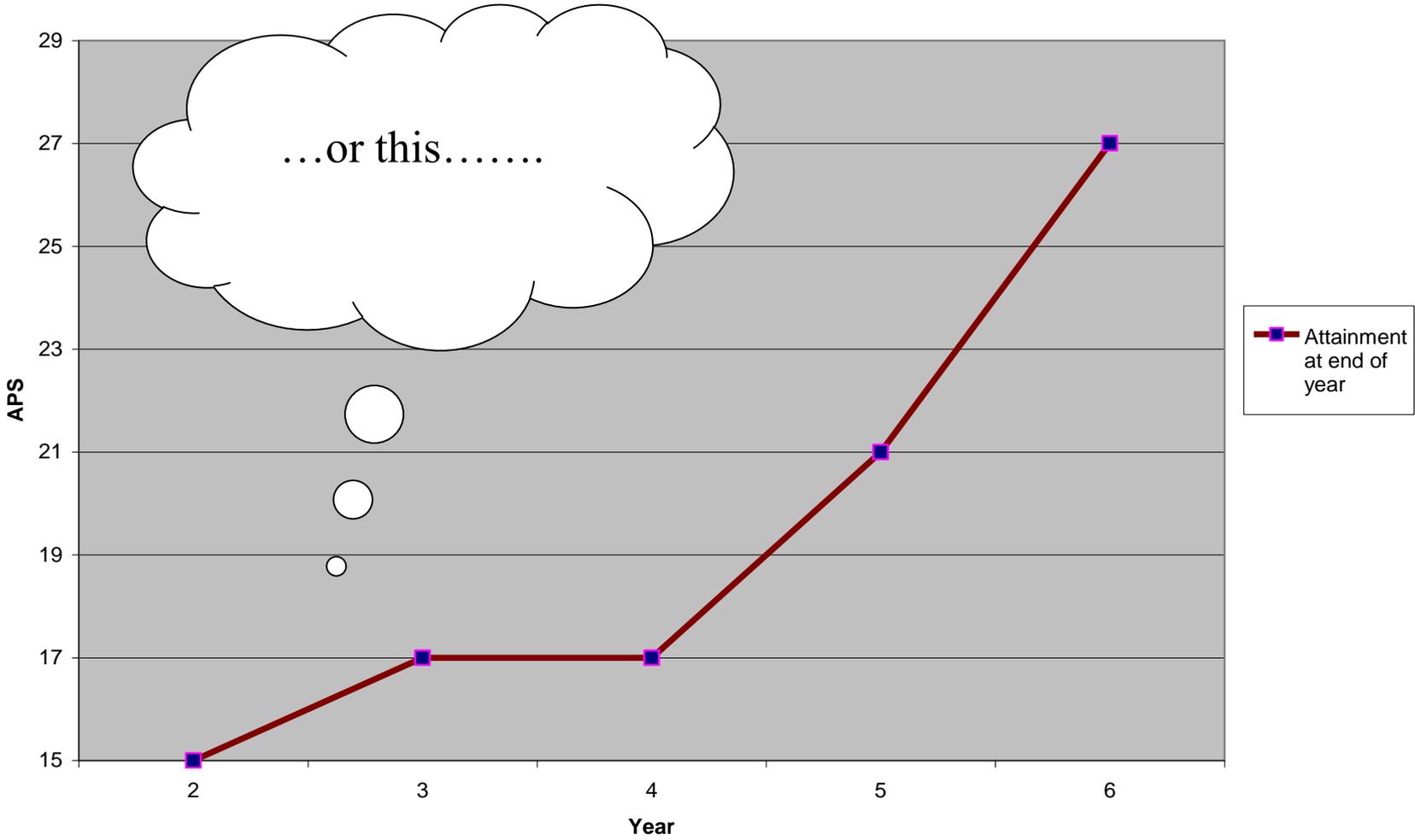
Why?

- Levels 3 and 4 have greater content than levels 1 and 2
- Level 3 has the greatest content

A pupil leaves KS1 achieving age related expectations (2b)  
They make expected progress and leave KS2 achieving age related expectations (4b)

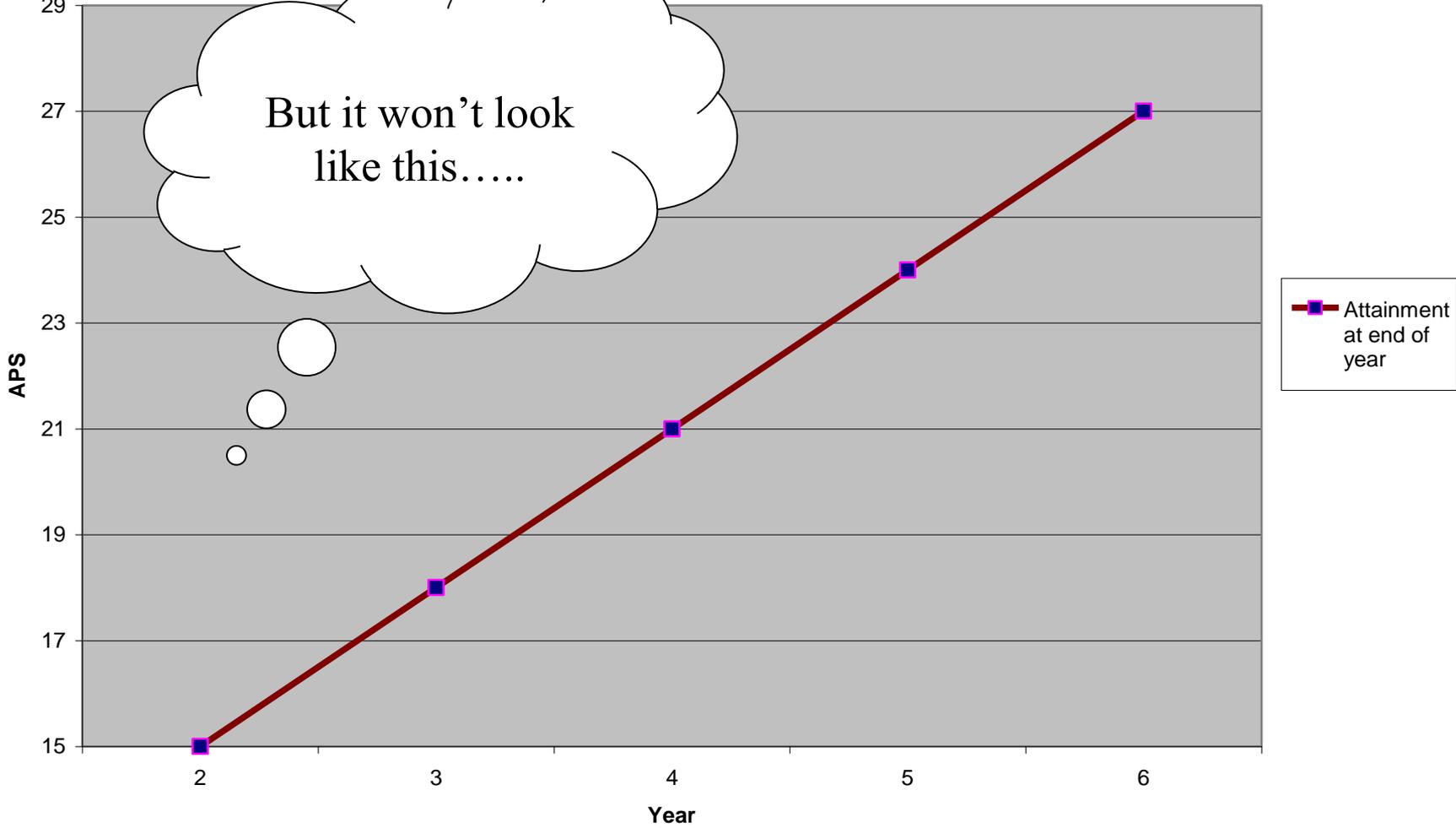


# Pupil Progress in KS2



# Pupil Progress in KS2

But it won't look like this.....



## Key Message

**Progress is not  
linear**

# Progress is not linear because...

- Content of levels is different; some have more steps to cover than others
- Children progress at different rates – age related expectations are a guide.
- Many factors affect rates of progress eg; diet, sleep, emotional well-being, attendance, attitude to learning, parental support.....

<b>Wc</b>	<b>Wb</b>	<b>Wa</b>	<b>1c</b>	<b>1b</b>	<b>1a</b>	<b>2c</b>	<b>2b</b>	<b>2a</b>	<b>3c</b>	<b>3b</b>	<b>3a</b>	<b>4c</b>	<b>4b</b>	<b>4a</b>	<b>5c</b>	<b>5b</b>	<b>5a</b>
							<b>Y2</b>			<b>Y4</b>			<b>Y6</b>				

# How do we ensure pupils make better than **expected** progress?

(Our teaching and learning policy)

- Assessment (formative and summative)
- Quality First teaching – planning, delivery, feedback
- Pupil Progress Meetings
- Intervention strategies
- Targets (numerical and personal)
- Moderation of assessment