

## A Parents' guide to Progress and Attainment

When we assess the children throughout their time with us we use evidence produced by the children (e.g. taken from observing their learning in class, looking at their work in books and also through using standardised assessments) to make judgements about their current attainment and progress.

At St Luke's we use the term '**Bands**' to describe their attainment:

Bands broadly represent School Years, e.g. Band 1 statements are associated with Year 1; Band 2 statements are associated with Year 2, etc. However, a distinction is made between Bands and Years as Bands may have a broader spectrum where some pupils may be working above or below their School Year progression.

Each band is roughly 3 terms of learning which is denoted by the steps: 'E' Emerging in that band; 'D' Developing their skills/knowledge while working within the band; or 'S' Secure and confident within the band.

Year	Autumn		Spring		Summer	
1	Embedding EYFS outcomes.	Band 1 Emerging	Band 1 Emerging	Band 1 Developing	Band 1 Developing	Band 1 Secure
2	Band 1 Secure	Band 2 Emerging	Band 2 Emerging	Band 2 Developing	Band 2 Developing	Band 2 Secure
3	Band 2 Secure	Band 3 Emerging	Band 3 Emerging	Band 3 Developing	Band 3 Developing	Band 3 Secure
4	Band 3 Secure	Band 4 Emerging	Band 4 Emerging	Band 4 Developing	Band 4 Developing	Band 4 Secure
5	Band 4 Secure	Band 5 Emerging	Band 5 Emerging	Band 5 Developing	Band 5 Developing	Band 5 Secure
6	Band 5 Secure	Band 6 Emerging	Band 6 Emerging	Band 6 Developing	Band 6 Developing	Band 6 Secure

**Emerging** Pupils have been taught the skill but rarely are able to apply their understanding.

**Developing** Pupils begin to apply their understanding – this is usually with the support of a teacher or adult.

**Secure** They are consistently working at this level.

### Frequently Asked Questions

#### **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, phonics assessments in Reception and Year 1, standardised reading and maths assessments and elements of UK national tests in 6 and the EYFS Profile. How is the progress between each step worked out? At St Luke's we use our tracking system 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 Education department who moderate work from Reception, Year 2 and Year 6.

**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.

If you would like to understand more about how we assess children at St Luke's School, feel free to chat with Mr Turner, Mrs Hepworth or any Senior Leadership Team member.