

# ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL



'Dream, Believe, Achieve!'

With God, all things are possible! Matthew 19:26

## Appendix 1 – Visualisation of Progress

The purpose of this appendix is to provide a visual representation of the nature of progress that children are expected to make, as they experience their learning journey through the national curriculum (2014). It also seeks to explain how progress has changed, reflected in the curriculum's aims and different ethos.

The diagrams presented below, model how learning is expected to develop during the course of each national curriculum subject. They will:

- support subject coordinators when considering how to develop mastery within their subject responsibilities
- reflect the change in assessment requirements and statutory assessment points, in age and stage.
- identify changes in progression and how this will impact staff's understanding of pupil development
- reflect that a higher standard is no longer a statutory requirement, including for the EYFS curriculum from September 2021. Only by the end of KS1 and KS2, in English and Maths, is there a specific requirement to meet a higher standard, known as greater depth. It should be noted that KS1 assessments will be abolished by 2024.

### Changes

1. The 'ladder' of 'expected progress' has been abolished. The assumption that there is a 'flightpath' of expectation no longer exists and therefore is also abolished.
2. Progress is now a 'funnel' model. Progress is viewed as something for children to 'master' and how quickly this occurs, depends upon each subject and pupil responses to it. Therefore, it is not possible to ascribe a consistent points progress system to all subjects, as children will master different subjects at different rates, and then begin to broaden and deepen their understanding.
3. Statutory prior attainment for English and Maths remains a significant measure. Progress of pupils can be viewed through the prism of whether they are still meeting expectations, exceeding them or 'not yet'. The last phrase is significant, as it is promoted by the Growth Mindset Model; that they will make progress but need further support, so 'not yet'. This is a positive expectation of all pupils; that they will master the subject but reach this expected standard at different points.
4. National standards for English and Maths are no longer criterion-referenced. Instead, progress is determined by norm-referenced attainment points. This means that these standards fluctuate from year to year, depending upon equivalent responses of the national cohort of pupils taking the tests. This is significant, as each cohort of pupils at St. Mary's could be above, at, or below the same national cohort, but this will only be determined **after** the statutory assessment points have occurred.
5. There is no longer an expectation that pupils will have obtained the learning objective by the end of 1 lesson. Indeed, there is now an expectation that several lessons, weeks or longer, may be required before children absorb the knowledge or skill being taught. This is reflected in the fundamental change in the reordering of the maths curriculum, as led by the Maths Specialist team, 'Whiterose'.
6. The notion of progress as a ladder, with an expectation of 'a race through the curriculum' as a determining factor of effective learning, has gone. An expectation that a pupil will be WT on Monday, Ex on Wednesday and GD by Friday reflects a poor understanding of the nature of progress. It has been replaced by a different learning ethos, with different teaching strategies employed to broaden and deepen pupil understanding overtime.

## Progress Diagrams








The models shown explain how children are expected to progress as they are taught each national curriculum subject. This will differ between subjects, and will be dependent upon the specific requirements and expectations as outlined in the national curriculum (2014). Unless specified in the national curriculum, there is not a milestone of expectation for each year group, for each subject. This means that pupils will, for example, in art and design, take 4 years, to acquire the necessary skill to obtain a mastery of understanding and so meet the national expected standard, although there are no guidelines or 'milestones' to specify how they progress over those 4 years. Equally, there are no longer any exemplification of standards for any subjects, other than writing, so assumptions regarding an expected standard cannot be nationally verified, except via OFSTED inspections. It will therefore be up to the school and subject coordinators, to consider identifying these milestones.

It should be noted that pupil learning is not uniform and that pupils will make different rates of progress during the course of their time at St. Mary's. Also, that pupils will meet the expected standard at different points in time, and then the curriculum specifies a deepening and a broadening of the curriculum, rather than a progression onto the next key stage of learning. This is to avoid gaps in learning and to ensure a depth of understanding that will enable pupils to be better prepared for KS3, as outlined in the document 'Assessment Without Levels' written by Professor Sir Tim Oates.






Each model shows how pupils are expected to progress and that they may take several years in the case of most subjects, before meeting expectations.

Grammar, Maths and Science.




There is only GD in Maths and Grammar. No Grammar content for EYFS.

EYFS		KS1 1		KS1 2	
LKS2 3		LKS2 4			
UKS2 5		UKS2 6			


Reading, Writing, Phonics & spelling,

EYFS		KS1 1		KS1 2	
LKS2 3 & 4		UKS2 5 & 6		<div>R.E. – Locally Agreed Syllabus alongside the syllabus, 'Understanding Christianity', and PSHE, contain their own standards.</div>	

History, Geography, Music, P.E., Art and Design, Design and Technology and Computing.

EYFS		KS1 1 & 2		KS2 3, 4, 5 & 6	
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Languages

KS2 3, 4, 5 & 6	
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