



QUEEN BOUDICA  
PRIMARY SCHOOL

## Understanding your child's progress and achievement (Years 1 –6)

### What we are teaching your child

Your child is being taught the National Curriculum which was introduced by the government in 2014.

Your child is being taught all of the subjects that were in the previous curriculum, including Reading, Writing, Mathematics, Science, Art, Physical Education and so on.

Expectations of what a pupil will learn have changed under this curriculum. Some of the content from the previous curriculum has moved down to the year group below. Some of the content is new and did not appear in the previous curriculum.

The emphasis now is on pupils becoming secure in their understanding and being able to show their learning in a **range of ways**, not just on one day. We call this **being secure**. It is expected that the majority of pupils will become secure in Reading, Writing and Maths **by the end of the academic year, in the expectations for their year group**.

The expectations for each year group are arranged in **bands**. Band 1 is the set of expectations for Year 1, Band 2 is the set of expectations for Year 2 and so on up to Band 6.

### How we assess and record evidence of your child's learning

Teachers are continually looking at your child's learning and making decisions about it. They will ask your child questions, set them tasks and problems and allow them to try things for themselves with and without support.

Teachers collect a **range of evidence** to help them make decisions about a pupil's learning. This will include observation notes, photographs, work in their books, unaided tests (when appropriate) and discussions with the pupil themselves. All of this will create a judgement about how well the pupil is progressing and whether they are

on track to meet the **end of year expectations**.

The expectations are stored on a piece of software called Target Tracker. This software allows teachers to record how well each pupil is doing on the expectations for **Reading, Writing and Mathematics**.

The expectations for each subject are broken down into statements. To be secure at the end of the academic year, a pupil must demonstrate a good level of understanding in the large majority of these.

### **What we will tell you about your child's progress**

Target Tracker uses a colour coding facility to show how much progress a pupil is making for each statement:

**Black** - the statement has not yet been taught or the pupil has no understanding about it.

**Red** - the statement has been taught and the pupil is developing an understanding about it. They will probably be able to demonstrate this with adult support or in a limited range of ways.

**Blue** - the pupil shows a good understanding and can show this in a range of ways on different occasions. They are fluent, or quick and accurate. In Writing, for example, a pupil would show their security by applying features of writing in different curriculum areas such as History, Geography or Religious Education.

**Gold** - the most able pupils are confident to demonstrate their understanding in deeper and more complex ways. They often link ideas and concepts from different subject areas and can do this independently.

**Parents are sent information about how well their child is doing against the key statements for Reading, Writing and Mathematics three times a year.**