



Maths and English Assessment Steps

Our curriculum is designed to be developmental from birth through to the end of secondary age and into adulthood, the assessment of our curriculum therefore reflects this.

Step (broken into Emerging, Developing & Secure)	Equivalent Age Range Expectations	National Curriculum Age Related
Step 1	Early Years	0-5 years
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		
Step 8		
Step 9		
Step 10		
Step 11		
Step 12		
Step 13		
Step 14	Meeting the level of development expected at the end of the EYFS (expected)	5 years
Step 15		
Step 16	Secure at this step would mean that a pupil is at the Expected Standard at the end of Key Stage 1	6-7 years
Step 17		
Step 18		
Step 19		
Step 20	Secure at this step would mean that a pupil is at the expected Standard at the end of Key Stage 2	10-11 years
Step 21	Key Stage 3 National Curriculum Links	
Step 22		
Step 23		
Step 24		
Step 25		
Step 26		
Step 27		
Step 28		
Step 29		
	Key Stage 4 National Curriculum and Qualification Specification	

Following this model, there are defined key progression points as well as precise descriptors in the form of 'I can' statements within each step. These are sequentially ordered to enable progression including lateral progression. These are matched to age-related expectations as above.

Steps will be assessed using the agreed language of Emerging, Developing or Secure as students cover more of the content in the topic.

We also maintain high expectations for our more able pupils who will move on to qualifications including Entry Level and GCSE.





Key Step 4 Qualifications

In Key Stage 4 pupils will be assessed using the qualification specification that they are learning from for the different subject areas. Some pupils may also be assessed using the Mowbray Steps.

English	Maths
Pre-Entry	Pre-Entry
Step up Silver	Entry Level 1
	ELC 2
Step up Gold	ELC 3
Functional Skills Level 1	Level 1
Functional Skills Level 2	Level 2
GCSE	GCSE

Emerging Started the step but are in the early stages – evidence of learning in books and/or on Evidence Me match the precise descriptors that are part of the sequential progression framework.

Developing Secure in the some of the I can statements within the step but still need to generalise skills and knowledge.

Secure Secure in all of the descriptors are able to use and apply their knowledge and skills confidently in a way that demonstrates mastery.

Rates of Progress

The rates of progress that our children make are often not in line with age related expectations, therefore we are developing our approach to define expected progress and better than expected progress based upon the pathways of pupils and their starting points. Baselines will be completed for all children in maths (number) , reading and writing when they start the school and key assessment points are reflective of the rates of progress children make.

Semi-Formal – 2 points of progress over a year

Formal -Pastoral - 3 points of progress over a year

Formal - 3 points of progress over a year

	September	Autumn 2	Spring 1	Spring 2	Spring 1	Summer 2
Semi Formal Pupils	New pupils baseline	Assessment Point for end of term 1		Assessment Point for end of term 2		End of year assessment point (Starting point for following year)
Formal Pastoral	New pupils baseline	Assessment Point for end of term 1		Assessment Point for end of term 2		End of year assessment point (Starting point for following year)
Formal	New pupils baseline	Assessment Point for end of term 1		Assessment Point for end of term 2		End of year assessment point (Starting point for following year)

