

Ninian Park Primary School



'Enjoy, Respect, Achieve'

Progression and Assessment Policy

March 2025

Progression and Assessment Rationale

What is Progression?

A successful curriculum, supported by effective teaching and learning enables learners at Ninian Park Primary to make meaningful progress. Progression in learning is a process of developing and improving in skills and knowledge over time. This focuses on understanding what it means to make progress in a given area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions. This is key to them embodying the four purposes and to progressing into different pathways beyond school.

As well as the overarching principles, principles of progression are also described in the context of each Area. However, at Ninian Park in their curriculum design and development will cross-reference the characteristics associated with each of the four purposes in the planning of learning experiences. It is essential that learning progression not only reflects Area knowledge and understanding but also reflects the capabilities reflected in the four purposes, their integral skills, and the cross-curricula skills. While the four purposes do not explicitly refer to progression, they should inform the planning of all learning experiences within the Curriculum for Wales, which brings together content, pedagogical approaches and assessment practices to challenge and support learners. Supporting learners to make progress is a fundamental driver of the Curriculum for Wales and Curriculum for Ninian Park. Progression is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment.

Effective pedagogy is paramount to supporting progression. The pedagogical approaches used by practitioners should be selected to support progression and these will need to adapt to learners' needs. The Curriculum for Wales' twelve pedagogical principles offer a non-exhaustive set of principles of effective teaching that help enable learners to progress, however they are not themselves discrete pedagogical tools. They should be considered alongside these mandatory principles of progression to inform how best to support learners to progress. The pace at which learners progress will be individual to each learner. For example, progression for those with additional learning needs (ALN) may not correlate with the broad two to three-year progression step as expressed in the descriptions of learning. Pace of progression should be evaluated by the professionals working with learners with ALN. As we have developed our curriculum, we have remained mindful of a variety of ways in which learners may progress at different points in the learning journey, and over different lengths of time.

While there may be particular threshold concepts that represent a significant shift in a learner's understanding, these are not linked to specific ages, nor will they happen at the same time in different Areas for individual learners. Support for progression should provide space for diversion, reinforcement and reflection as a learner develops over time to new levels. Progression will require learners to revisit the concepts outlined in the statements of what matters, developing a more sophisticated understanding and application of these as they progress. Consequently, this is not linear, or simply moving from one topic to another, without making connections between learning and developing understanding of the underlying, shared fundamental concepts.

The principles of progression provide a mandatory requirement of what progression must look like for learners. At Ninian Park we have ensured that we have developed a curriculum, that enables learners to progress in the dimensions set out below. This provides national expectations for the ways in which learners are expected to progress throughout the continuum of learning. The principles describe what it means for learners to progress and the capacities and behaviours practitioners must seek to support, regardless of a learners' stage of development. They are designed to be used by practitioners to:

- understand what progression means and should look like in a given Area
- develop the curriculum and learning experiences to enable learners to progress in the ways described
- develop assessment approaches which seek to understand whether this progress is being made

The principles of progression below are distinct from descriptions of learning which provide specific reference points of what progression looks like as learners work towards the statements of what matters at different points on their journey. Together, practitioners can use these two elements to understand what it means for learners to progress, and use this alongside the four purposes to inform learning, teaching and assessment.

Overarching principles of progression

see [curriculum-for-wales-progression-code.pdf \(gov.wales\)](#)

Five principles of progression underpin progression across all Areas. The principles are as follows:

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

At Ninian Park Primary we use the progression code in conjunction with the statements of what matters and the non-exhaustive list of pedagogical purposes, together with our vision for the four purposes, to plan and deliver a high-quality curriculum that is relevant to our community.

Assessment and the Curriculum for Wales

*Assessment arrangements should give priority to their formative role in teaching and learning.
Successful Futures, Recommendation 37.*

Assessment as a concept at Ninian Park Primary is indistinguishable from teaching and learning in that it is used every day for the purpose of moving pupils forward and progressing their learning. It is about them having the right amount of support and challenge in order for them to access the learning, achieve and know that they are achieving and be proud of themselves and confident in what they are doing.

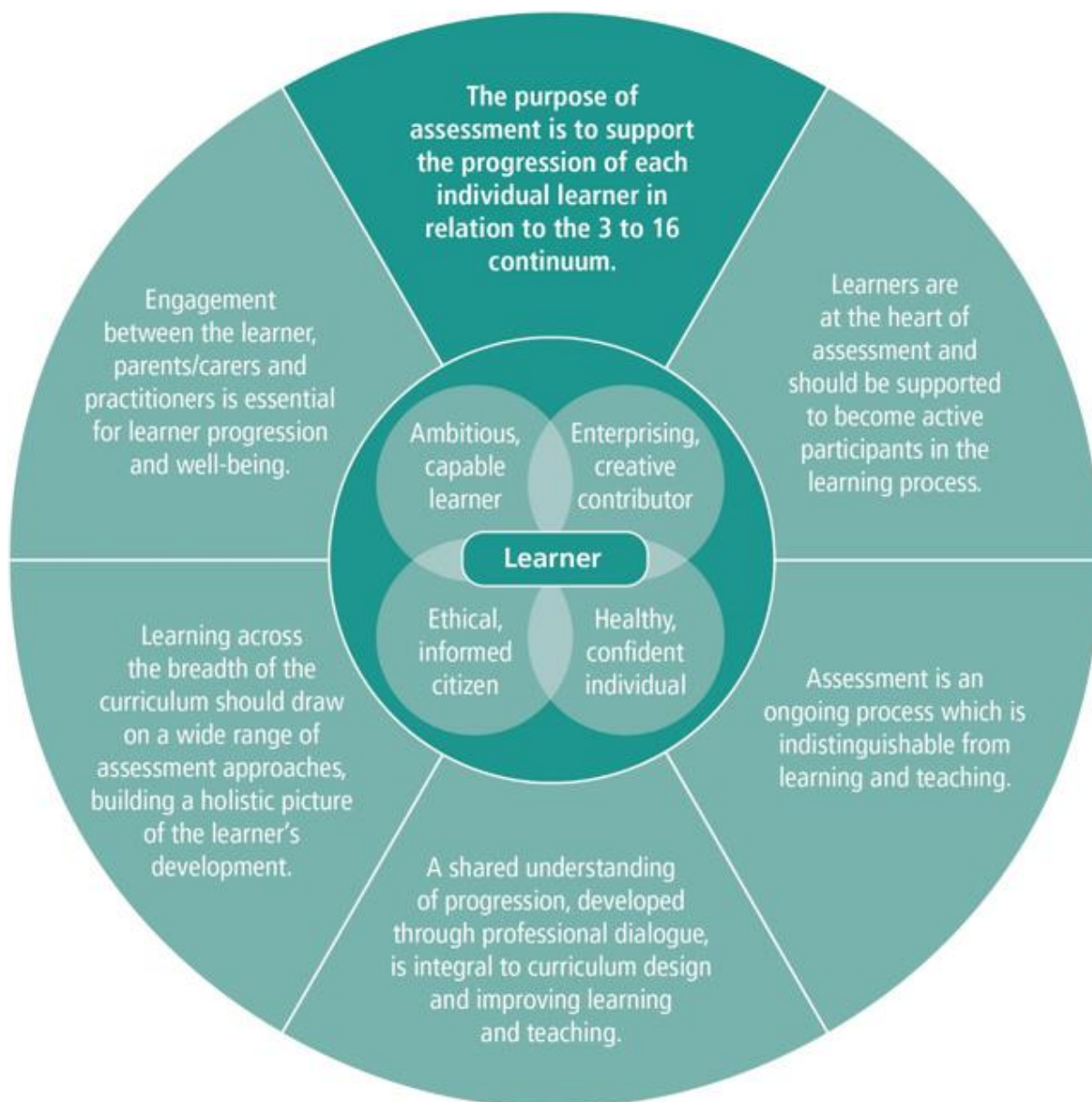
The core purpose of assessment in Ninian Park is to know our children very well, know their next steps for achievement and track their progress carefully so that each child does achieve; no child is lost. It is also that pupils know themselves as learners and know how to get better. Teachers use effective pedagogical principles, to develop pupils' ability to think about their learning and engage with the idea of a 'next step'. They also give plenty of opportunities to reflect on learning in a positive way, celebrate achievement and talk honestly about progress made. There is not specifically a dedicated time to do this because teachers and learners formatively assess as a feature of the daily routine which is part of good pedagogical practice and to accelerate progress as much as possible.

Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring every individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a best-fit basis.

Assessment has three main roles in the process of enabling learner progression:

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice



Use of standardised testing

External, standardised testing provides important benchmarking information and should be used in combination with school tests and teacher assessment. Its frequency should be kept to a minimum in view of its impact on the curriculum and teaching and learning.

Teachers should use tests as an important part of overall assessment arrangements but the limitations of such tests in covering the full range of desired learning should be recognised. Recommendation 42, Successful Futures

Standardised testing gives us a valuable perspective on a pupil's performance when used in the right way. It gives us qualitative standardised data. It does not give us a whole picture of a child, but it does help to support our ongoing teacher assessments and gives us some ideas about particular areas of strength and development. Non-verbal testing helps to show the 'value-added' to a child and a child's achievement rather than just their attainment.

Much teacher assessment does not take additional time, because it consists of observation and the ongoing dialogue within the classroom. Other aspects do require careful planning, time for children to undertake the assessments, marking, feedback and recording. In arriving at plans for assessment a balance needs to be struck between the more informal, ongoing forms of assessment and more formal assessment activities. (Successful Futures)

<u>Standardised testing/baseline testing</u>	
On entry baseline	Nursery and Reception
NFER non-verbal	Reception to Year 6
SWST (spelling)	Year 1 to Year 6
SALFORD Reading test and comprehension	Year 1 to Year 6
100 First Words	Reception – Year 6
WNT Welsh national testing	Year 2 to Year 6
Language links	Year 1/Year 4
PM Benchmarking	Reception (as appropriate) Year 6
Wellcomm	Nursery and Reception
Thrive	Nursery - Year 6
Read Write Inc	Reception – Year 6
Clic (Big Maths Beat That)	Reception – Year 6
Needs Assessment Survey	Reception – Year 6

Data capture takes place half termly (see appendices). In addition, at least three learning reviews take place each year (one per term). Formative teacher assessment is captured at these points and completed in the progress tracker.

Assessment informing school self-evaluation

School self-evaluation should make a vital contribution to raising the quality of education and standards of achievement. Teachers and leaders at all levels need regular information from the assessment recording system to track the progress of individuals and groups of children and young people. This should have as its prime purpose the identification of any particular successes and challenges within the school as a whole, but it will also be a valuable source of evidence for evaluating the impact of teaching, the curriculum, leadership and management. Leaders and governors need this information to inform their evaluations of the progress of the school and to set future priorities for improvement.

Together with other sources of evidence such as observations of classroom activities and performance data, Progression Steps and their Achievement Outcomes can be used to develop a picture about the strengths and weaknesses of the school.

We strongly adhere to the principle of assessment and self-evaluation as processes that work in the same cyclical way and have tried to connect these processes together in our self-evaluation and assessment calendar. Our vision of the cyclical process is in appendix 1. Please look at the appendices for how this works at each level (learners, teachers, subject leaders, SLT, whole school).

Reporting

Reporting to parents /carers provides the opportunity for communication about their child's achievements, abilities and future targets. The termly reports are based on teacher assessments and summative assessment data, which will be personalised by teachers so that they reflect pupils' attitudes, motivation and self-esteem.

At Ninian Park Primary School we will:

- Provide opportunities for termly parent consultation evenings so that parents can discuss how well their child has settled and be involved in learning process
- Provide termly written reports that are holistic – commenting on key skills, experiences, wellbeing, learning attitudes, attendance and next steps. Pupils will also have the opportunity to comment on their progress and achievements.
- Discuss pupil progress at the request of parent by appointment.

Assessment and Progression Roles and responsibilities

The governing body will:

- agree any statutory targets;
- agree SIP;
- approve the Assessment and Progression Policy;
- the ALN governor will liaise with head teacher and ALNCo; and liaise with subject and skills development area coordinators.

The Headteacher and Strategic Leadership Team will:

- ensure the school meets the statutory requirements in accordance with the Progression Code;
- agree statutory whole school targets for inclusion in school improvement plan (SIP)
- measure the school's performance, progress and improvements over time
- identify variations between performance of different groups of learners and respond accordingly;
- agree with class teachers pupil targets
- monitor quality of Assessment and Progression procedures;
- define the role of subject and skill development area coordinators;
- act on any specific staff development issues; and
- allocate financial resources ensuring value for money.

The Assessment Co-ordinator will:

- ensure the Assessment and Progression policy remains up to date, is regularly reviewed and is consistent with other subject and skills development area policies;
- disseminate information and provide INSET training and support for colleagues;
- generate an assessment and progression development plan in line with SIP as required;
- liaise with other subject leaders to ensure coherence;
- make assessment and progression procedures clear to all colleagues and ensure they are followed and used consistently;
- set the timetable for assessment cycle for the whole school;
- determine means for setting standards throughout the school;
- support colleagues in identifying assessment opportunities and in using all available data;
- collate assessment data to inform school target setting;
- compare school performance with national, county and similar school standards;
- use the available data to compare the results of identifiable groups, e.g. Gender, Free School Meals, ALN pupils etc;
- ensure portfolios are generated and standards agreed;
- rationalise assessment systems to ensure manageability; and
- monitor all assessment and progression procedures and practice.

The ALNCo will:

- liaise closely with class teachers;
- provide a supportive environment where assessment can be carried out without damaging pupil self-esteem or motivation;
- monitor pupil's progress against their IDP's and statements in partnership with class teachers;
- undertake specific assessment tasks as required;
- liaise with external agencies including High Schools;
- undertake observations and assessments for health and education
- use the learning reviews to monitor progress and the impact of class based intervention strategies

AoLE groups will:

- ensure the curriculum planning and opportunities for assessment are of good quality;
- monitor their areas of responsibility to ensure assessment informs learning and teaching.
- monitor levels of attainment and standards within their teams;
- monitor the adequacy and use of resources – through the use of audits and teacher questionnaires;
- ensure that all pupils receive their statutory entitlement to the curriculum with appropriate opportunities for building upon skill development;
- use all available data to make changes to learning and teaching as required;
- interpret and analyse data to produce a termly report and set targets for future improvement;
- report to the SLT team, headteacher and governors on standards and the School Improvement Plan (SIP) as appropriate;
- identify own Professional Learning needs and those of others in their team, in relation to skills development and improving learning and teaching;
- moderate evidence of learning from within their teams and across the primary phase to ensure consistency, progression and appropriate level of challenge;
- evaluate the standards of pupils' work against wider school, LA or national standards in the subject or areas of learning and experience.
- disaggregate National Literacy (Reading) and National Numeracy / Reasoning test papers and other standardised / non-standardised test papers with the staff to identify areas of strength, weakness and implications for learning and teaching;
- compare the performance of identified groups of learners within the school (e.g. by gender, Free School Meals (FSM), ALN provision or EMTAS support).

Class teachers will:

- provide a supportive environment where assessment and progression can be carried out formatively without damaging self-esteem of our pupils;
- provide clear planning and share learning objectives with our pupils;
- use assessment information to inform planning;
- provide constructive feedback to our pupils - oral and written comments;
- report to parents on pupils' progress, attainment and next steps through Meet the teacher / Parents Consultation evenings during the autumn and spring terms and a written termly report at the end of each term.
- set individual targets for improvement with our pupils at learning reviews;
- identify pupils who either need to be further challenged or who are in need of extra support – E.g.: Our More Able and Talent (MAT) children and liaise with the ALNCo to write Individual Development Plans (IDPs) our ALN children;
- carry out school-based tests, and any statutory assessments;
- use on-going and summative assessment to highlight and record significant progress, above or below average;
- use the agreed range of assessment methods and techniques to gather and use information in line with school policies;
- ensure that pupil information and the appropriate record files are transferred to the receiving class teacher before the end of the academic year; and
- Year 6 teachers need to ensure that all the required transition data is sent to the receiving High School by the end of the academic year.

Equal opportunities and racial equality

Assessment procedures are undertaken equally with all pupils regardless of gender, race, socio-economic or cultural background. All staff make balanced judgements of pupil attainment. The school is committed to working towards racial equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. Developing positive relationships between pupils of all backgrounds is an essential aspect of the Assessment Policy, and staff are committed to ensuring that all pupils achieve the highest possible standards in an inclusive environment.

Review

The headteacher and Assessment co-ordinator are responsible for monitoring the implementation of this policy. They liaise with all skills development area and subject coordinators when monitoring their area or subject of responsibility. The skills development area and subject coordinators will compile an annual strategic overview for Assessment and Progression to identify strengths, weaknesses and areas for future development.

This policy will be reviewed by the Governing Body Annually.

Date approved by Governing Body:

Appendices

Appendix 1

Process of self-evaluation

Assessment for learning

All classroom teachers and TA's at NPP

All AoLE Teams at NPP

Appendix 2

Assessment timetable

Appendix 3

Ninian Park Stairway (year group expectations)

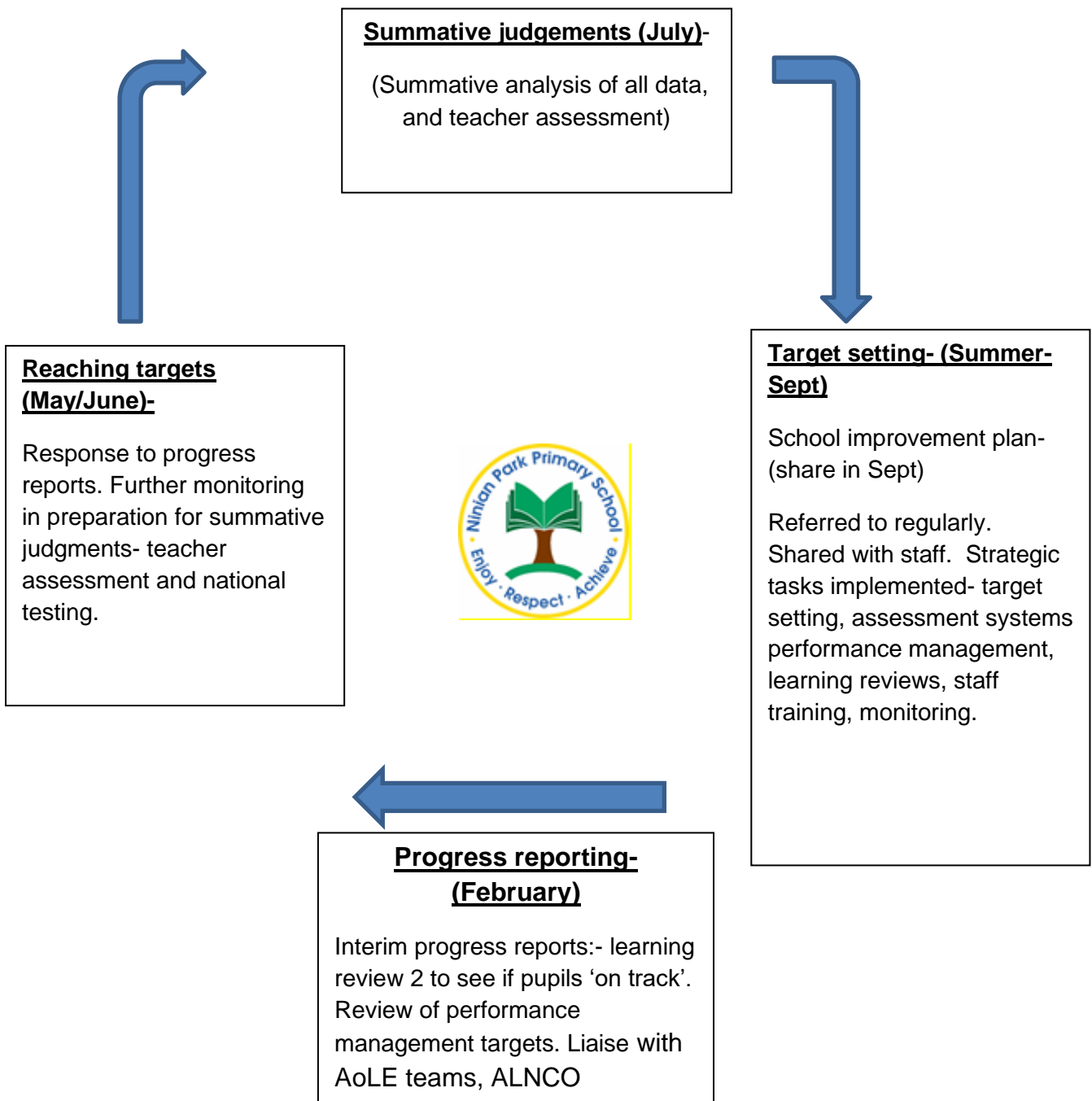
Appendix 1

Processes of Self-evaluation - Model for Ninian Park Primary

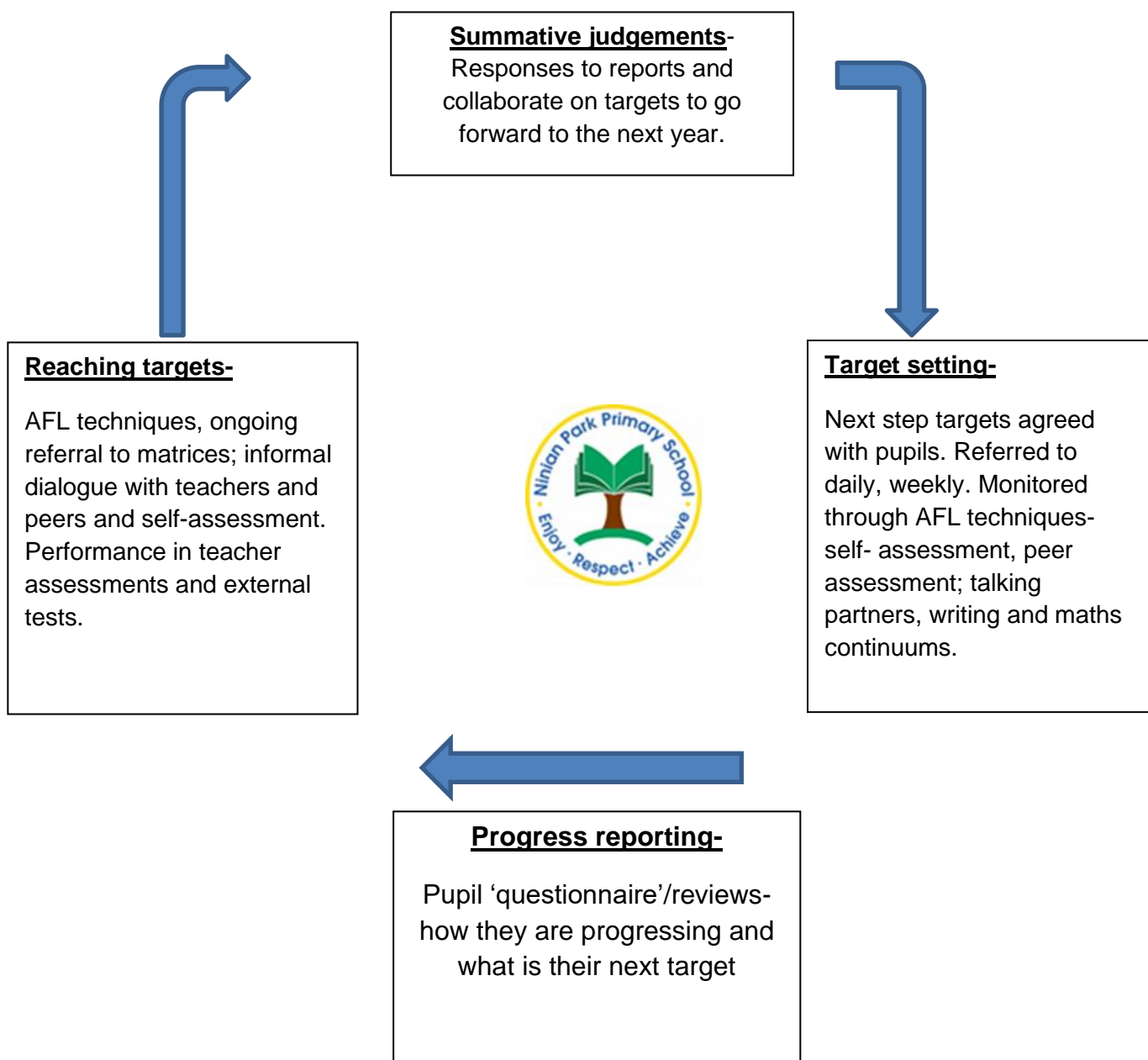
At Ninian Park self-evaluation and assessment is embedded in all processes we carry out for school improvement. We use the same model for:

- Assessment and tracking of individual and groups of learners. (pupils also assess themselves (AFL) within a similar model)
- Assessment and monitoring of teacher/ staff performance (Performance management)
- Assessment and monitoring of teaching and learning of specific subjects/areas of learning
- These then feed into the self-evaluation process of whole school performance which uses the same model.

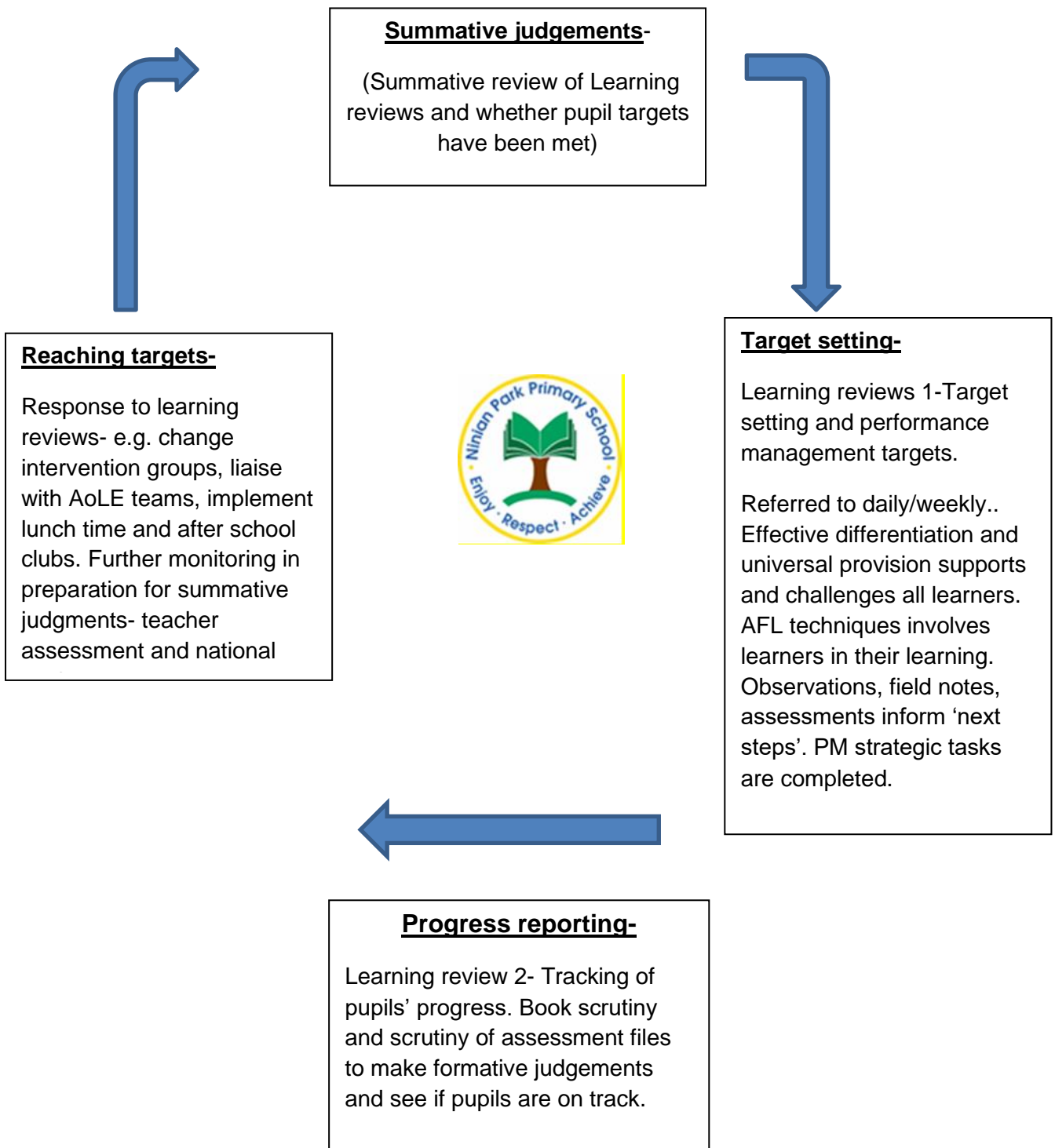
This is the model at whole school level:



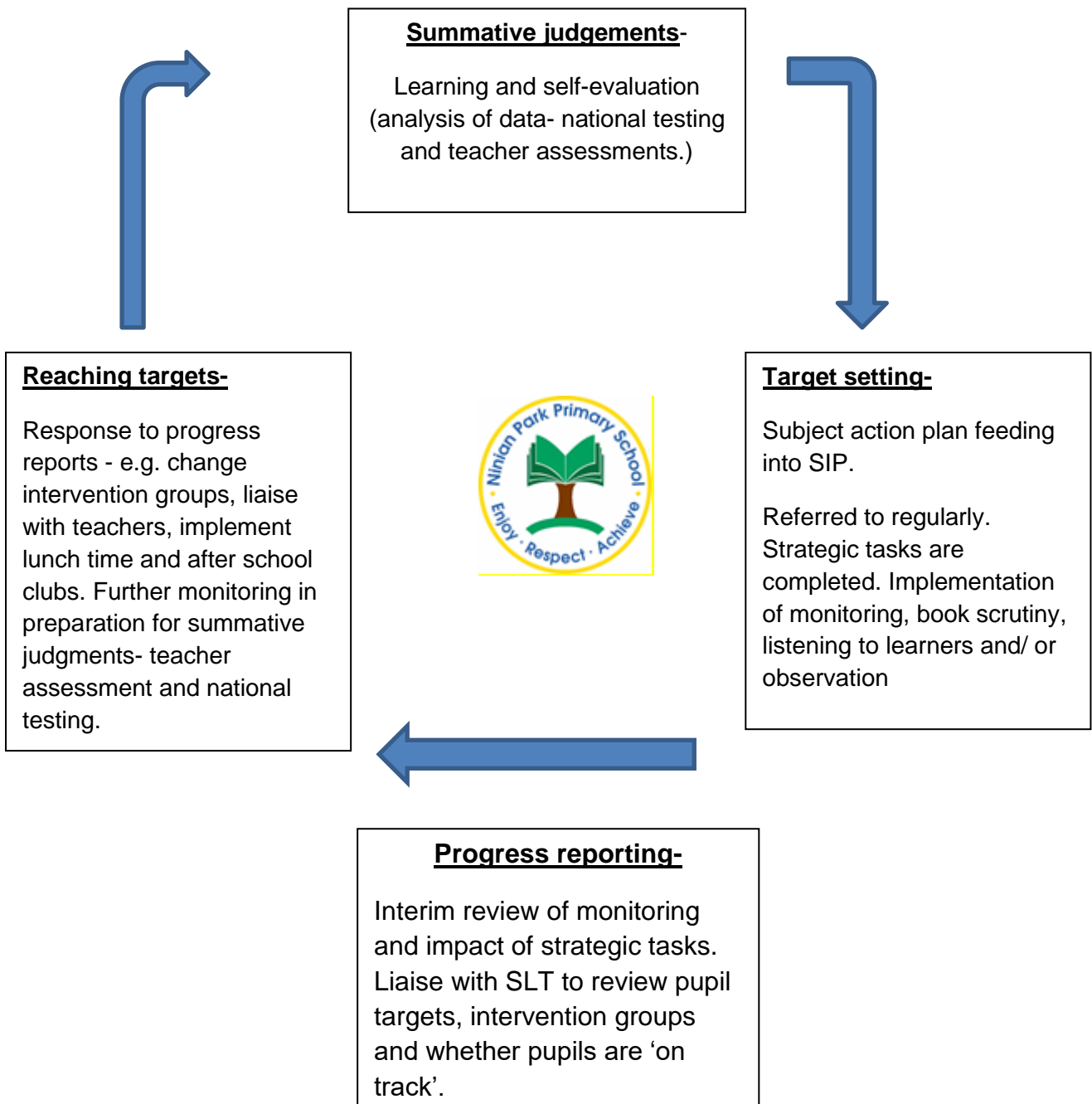
Assessment for learning- All pupils at Ninian Park Primary



All Classroom teachers and TA's at Ninian Park Primary



Subject Leaders- All AOLE teams at Ninian Park Primary



Appendix 2

NINIAN PARK PRIMARY SCHOOL
Assessment Timetable

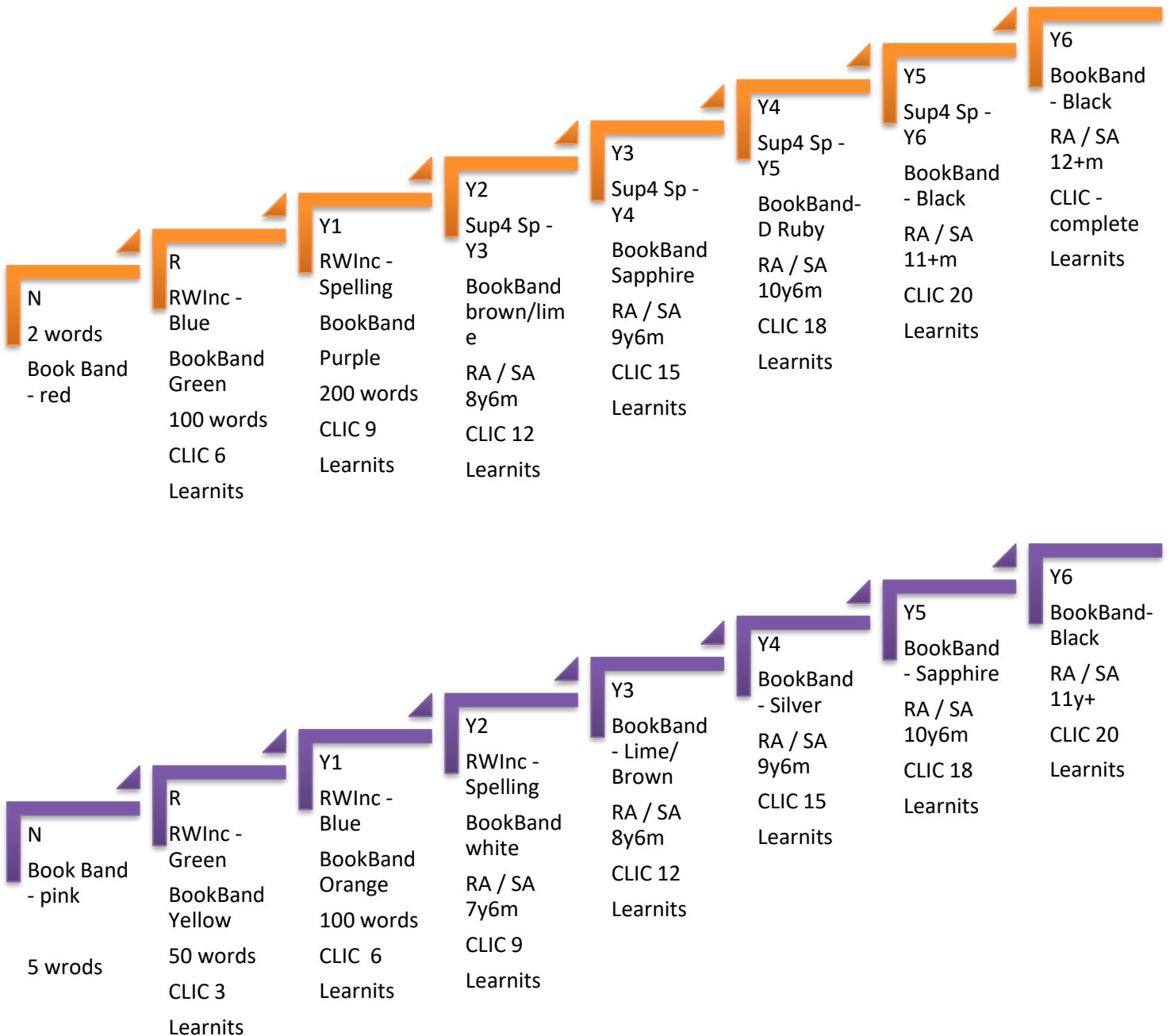
Long term - Annually	Medium term - Termly	Medium term - Half termly	Short term - Weekly/daily
<ul style="list-style-type: none"> Welsh National Test (WNT) Needs Assessment Survey (NAS) Expectations for year groups Stairway (merged with EoY expectations) Nursery/Reception baseline 	<ul style="list-style-type: none"> Hot and cold tasks PM Benchmarking Spelling age Comprehension age Learning Reviews IDPs (where appropriate) An independent piece of writing completed (initial stimuli given but no scaffolds or word banks given). Photo of work added to Incerts <ul style="list-style-type: none"> Autumn 1 = story (NAS piece of independent writing) Spring 1 = instructions Summer 1 = recount Thrive online assessments 	<p>Onto SIMs -</p> <ul style="list-style-type: none"> Book band RWInc level 100 first words CLIC Learn its <p>Monitor Booster group targets</p> <p>Monitor ALN pupil targets</p>	<ul style="list-style-type: none"> Learning objectives & success criteria AfL (whiteboards, finger options, word wave, popcorn, differentiated questioning, thumbs up/down) Marking – forward marking comments, etc – Self and peer assessments - Fieldnotes (including GGR records)

As and when required -

- Non-verbal test for any child who does not have a score
- Baseline completed for any child entering Reception/Nursery (by their 6th week)
- Needs Assessment Survey for those pupils who have arrived after the main assessment is completed (usually in November) so they do not complete a whole year without a Category of English rating.

Ninian Park Primary Stairway for Learning

Expectations for Learners 2024-25



NINIAN PARK PRIMARY SCHOOL

Year 6 expectations

Average (Green child)

	Book Band	RA/SA	CLIC
Start of Sept	31 = Ruby 1	10y 2m	17
End of Aut1	31 = Ruby 1	10y 4m	18
End of Aut2	32 = Ruby 2	10y 6m	18
End of Spr1	32 = Ruby 2	10y 8m	19
End of Spr2	33 = Black	10y 10m	19
End of Sum1	33 = Black	11y+	20
End of Sum2	33 = Black	11y+	Complete



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS

Year 6



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Communicate to a range of audiences outside of school using standard English in a confident manner. • Participate in a drama production (on stage or behind the scenes), clearly communicating either the story or directing the behind stage activities.
Reading	<ul style="list-style-type: none"> • Read a wide range of texts with confidence and fluency for independent research. • Demonstrate comprehension of texts through deduction and inference making connections to the wider world. • Demonstrate an ability to distinguish between fact and opinion.
Writing	<ul style="list-style-type: none"> • Write a series of detailed sentences to inform and entertain, using a range of appropriate grammatical structured sentences. • Use a full range of punctuation to effectively to engage the reader. • Write in response to different text types.
Number	<ul style="list-style-type: none"> • Competently apply the four operations to a range of real-life problems. • Demonstrate understanding of how to solve a mathematical problem through notes and proof work.
Mathematical elements	<ul style="list-style-type: none"> • Apply mathematical facts to real life situations, e.g. calculating the area of a pond; designing a symmetrical prayer mat; etc
Health and Wellbeing	<ul style="list-style-type: none"> • Self-regulate their emotions using a range of appropriate tools. • Have an awareness of the impact of their actions have on others' and how they can try to resolve any difficulties caused. • Demonstrate resilience when faced with a challenge.

NINIAN PARK PRIMARY SCHOOL

Year 5 expectations

Average pupil

	Book Band	RA/SA	CLIC
Start of Sept	28 = Silver 2	9y 2m	15
End of Aut1	29 = Sapphire 1	9y 4m	15
End of Aut2	29 = Sapphire 1	9y 6m	16
End of Spr1	30 = Sapphire 2	9y 8m	16
End of Spr2	30 = Sapphire 2	9y 10m	17
End of Sum1	31 = Ruby 1	10y	17
End of Sum2	31 = Ruby 1	10y 2m	17



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS



Year 5

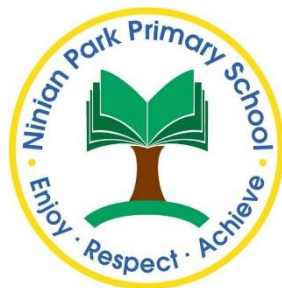
Focus	Targets
Oracy	<ul style="list-style-type: none"> Communicate to a range of audiences in school using standard English in a confident manner.
Reading	<ul style="list-style-type: none"> Read a wide range of texts with confidence and fluency. Demonstrate comprehension of texts through simple deduction and inference.
Writing	<ul style="list-style-type: none"> Write a complex extended sentence including subordinate clauses. Use a full range of punctuation. Write in response to different text types.
Number	<ul style="list-style-type: none"> Competently apply the four operations, including commutativity and multiplicative relationships Locate, order, compare and use numbers accurately. Understand how times tables are calculated, as well as the patterns and relationships between the facts. Secure understanding of addition, subtraction, multiplication and division
Mathematical elements	<ul style="list-style-type: none"> Identify, use and understand relationships between fractions, decimals and percentages.
Health and Wellbeing	<ul style="list-style-type: none"> Self-regulate their emotions and have an awareness of the impact of their actions on others. Know how to keep themselves healthy – mind and body.

NINIAN PARK PRIMARY SCHOOL

Year 4 expectations

Average pupil

	Book Band	RA/SA	CLIC
Start of Sept	25 = Lime 1	8y 2m	12
End of Aut1	26 = Lime 2	8y 4m	12
End of Aut2	26 = Lime 2	8y 6m	13
End of Spr1	27 = Silver 1	8y 8m	13
End of Spr2	27 = Silver 1	8y 10m	14
End of Sum1	28 = Silver 2	9y	14
End of Sum2	28 = Silver 2	9y 2m	15



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS

Year 4



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Work in a group or paired activity collaboratively • Share ideas and opinions in an appropriate manner.
Reading	<ul style="list-style-type: none"> • Share the main points of a piece of text (at an appropriate level) • Read for a sustained period of time (e.g.) • Share opinions about the text.
Writing	<ul style="list-style-type: none"> • Write a sequence of coherent sentences • Use a range of punctuation – capital letters, full stops, commas, exclamation marks, questions marks, speech marks. • Use features of taught of taught texts in work (e.g. letter, recount, non-chronological reports, instructions)
Number	<ul style="list-style-type: none"> • Count in 2s, 3s, 4s, 5s and 10s (same as Year 3) • Identify missing numbers up to 100 • Calculate addition and subtraction within 1,000
Mathematical elements	<ul style="list-style-type: none"> • Calculate the area and perimeter of shapes • Understand decimal notation in money • Convert kg to g, mm to cm to m • Name and describe regular and irregular 2D and 3D shapes (same as Year 3) • Classify by different criteria
Health and Wellbeing	<ul style="list-style-type: none"> • Use different strategies to manage emotions • Follow agreed rules and respond appropriately to positive and negative outcomes • Take part in a range of activities with sustained engagement

NINIAN PARK PRIMARY SCHOOL

Year 3 expectations

Average (Green child)

	Book Band	RA/SA	CLIC
Start of Sept	20 = Purple 2	7y 2m	9
End of Aut1	21 = Gold 1	7y 4m	9
End of Aut2	22 = Gold 2	7y 6m	10
End of Spr1	23 = White 1	7y 8m	10
End of Spr2	24 = White 2	7y 10m	11
End of Sum1	25 = Lime 1	8y	11
End of Sum2	25 = Lime 1	8y 2m	12



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS

Year 3



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Speak with a clear voice • Use vocabulary to engage the listener. • Show an awareness of the audience
Reading	<ul style="list-style-type: none"> • Read with understanding and fluency at lime/brown book band level • Understand the features of different texts.
Writing	<ul style="list-style-type: none"> • Write sentences correctly punctuated with full stops, capital letters and question marks • Write for a variety of purposes • Write with correct letter formation – upper and lower case • Use phonics to spell unknown words.
Number	<ul style="list-style-type: none"> • Understand numbers to 1000 • Count in 2s, 3s, 4s, 5s and 10s • Calculate answers using addition, subtraction, multiplication and division • Fractions – half, quarter, three quarters – shapes and numbers • Know bonds to 100, doubles and halves
Mathematical elements	<ul style="list-style-type: none"> • Measure to the nearest $\frac{1}{2}$ cm; weight in 2, 5, 10 intervals and capacity • Tell the time to 5 minute intervals • Name and describe regular and irregular 2D and 3D shapes
Health and Wellbeing	<ul style="list-style-type: none"> • Articulate their feelings and self-regulate • Confident to be independent in new tasks • Understanding about a healthy diet and exercise • Understand that there are differences within their class – religions, cultures, families, etc

NINIAN PARK PRIMARY SCHOOL

Year 2 expectations

Average (Green child)

	Book Band	RWInc	RA/SA	CLIC
Start of Sept	13 = Green 2	Blue	6y 2m	6
End of Aut1	14 = Green 3	Blue	6y 4m	6
End of Aut2	15 = Orange 1	Grey	6y 6m	7
End of Spr1	16 = Orange 2	Grey	6y 8m	7
End of Spr2	17 = Turquoise 1	Spelling	6y 10m	8
End of Sum1	18 = Turquoise 2	Spelling	7y	8
End of Sum2	20 = Purple 2	Spelling	7y 2m	9



NINIAN PARK PRIMARY SCHOOL
EXPECTATIONS
Year 2



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Use clear speech in a variety of contexts and in front of the class • Carry out multistep instructions • Use newly learnt vocabulary in extended sentences.
Reading	<ul style="list-style-type: none"> • Know and use RWInc Set 3 sounds • RWInc Spellings/Grey books • Book Band - purple • Working within 100-200 HfW
Writing	<ul style="list-style-type: none"> • Spell most HfW correctly • Other spellings are phonetically plausible • Letters formed and orientated correctly • Punctuation includes question marks and speech marks.
Number	<ul style="list-style-type: none"> • Read and write numbers to 100. • Understand place value within 100. • Use numbers within 100 in calculations • Count in 2s, 5s and 10s • CLIC and Learn its 8
Mathematical elements	<ul style="list-style-type: none"> • Recognise regular 2D and 3D shapes and their properties. • Tell the time to quarter to and quarter past • Recognise a right angle. • Interpret data using simple vocabulary.
Health and Wellbeing	<ul style="list-style-type: none"> • Name emotions, giving reasons • Work collaboratively in pairs and groups • Solve problems, starting to lead social situations • Move safely and quickly in and around people and objects. • Tripod pencil grip • Scissors are held correctly and used accurately to cut out irregular shapes.

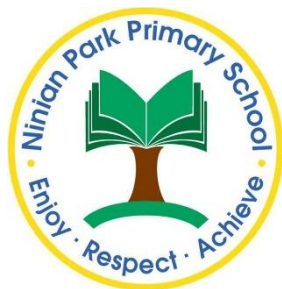
	<ul style="list-style-type: none">• Dress and undress for PE (including shoes and socks)
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NINIAN PARK PRIMARY SCHOOL

Year 1 expectations

Average (Green child)

	Book Band	RWInc	CLIC	100 words
Start of Sept	7 = Yellow 2	Red	3	50
End of Aut1	8 = Yellow 3	Green	3	60
End of Aut2	9 = Blue 1	Purple	4	70
End of Spr1	10 = Blue 2	Orange	4	80
End of Spr2	11 = Blue 3	Yellow	5	90
End of Sum1	12 = Green 1	Yellow	5	95
End of Sum2	13 = Green 2	Blue	6	100



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS

Year 1



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Clear speech in pairs and groups • Using complete sentences with new vocabulary • Responding to multi-step instructions
Reading	<ul style="list-style-type: none"> • Know all set 2 sounds • RWInc – blue level • Orange book band level • 100 HfW
Writing	<ul style="list-style-type: none"> • Emergently write several sentences independently. • Words are phonetically plausible. • Many 4 letter, high, frequency words are spelt correctly. • Correct formation of letters – upper and lower case • Full stops and capital letters are used.
Number	<ul style="list-style-type: none"> • Recognise and use numbers to 20 (including doubles up to 10+10) • Recognise, name and say in order numbers to 50. • CLIC and Learn Its 6
Mathematical elements	<ul style="list-style-type: none"> • Know main 3D shapes – cube, cuboid, sphere, cone, cylinder • Tell the time – o'clock and half past • Recognise and name – whole, half and quarter • Create and read a pictogram and bar chart
Health and Wellbeing	<ul style="list-style-type: none"> • Name and self-regulate their emotions • Share/take turns equipment with the class • Complete a continuous provision task collaboratively with peers • Uses scissors accurately • Throw and catch a large ball

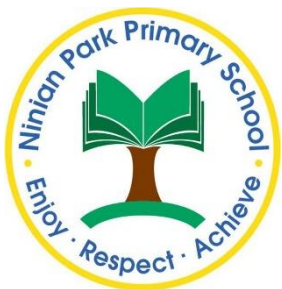
	<ul style="list-style-type: none">• Balance and move safely on gymnastic equipment
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NINIAN PARK PRIMARY SCHOOL

Year R expectations

Average (Green child)

	Book Band	RWInc	CLIC	100 words
Start of Sept	1 = Pink 1			5
End of Aut1	2 = Pink 2	A		12
End of Aut2	3 = Red 1	A	1	20
End of Spr1	4 = Red 2	B	1	27
End of Spr2	5 = Red 3	C	2	35
End of Sum1	6 = Yellow 1	Ditty	2	42
End of Sum2	7 = Yellow 2	Red	3	50



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS

Reception



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Clear speech • Using simple sentences with some new vocabulary • Responding to two step instructions
Reading	<ul style="list-style-type: none"> • Know all set 1 sounds • CVC blending & with special friends • RWInc – green level • Yellow book band level • 50 HfW
Writing	<ul style="list-style-type: none"> • Write own name • Willing to emergent write (with initial and end sounds) independently • Correct formation of letters • Tripod grip
Number	<ul style="list-style-type: none"> • Recognise and use numbers to 10 (including doubles up to 5+5) • Recognise, name and say in order numbers to 20. • CLIC and Learn Its 3
Mathematical elements	<ul style="list-style-type: none"> • Describe 2D shapes – circle, rectangle, square, triangle • Sort by 2 criteria • Compare three objects (long, longer, longest, etc)
Health and Wellbeing	<ul style="list-style-type: none"> • Meet self-care needs (eg toilet independently) • Share equipment with small group • Complete a continuous provision task independently • Uses scissors competently • Sends and receives a large, soft ball • Walks upstairs with alternate feet

NINIAN PARK PRIMARY SCHOOL

Year N2 expectations

Average (Green child)

	Book Band	RWInc	CLIC	100 words
Start of Sept	0 Lilac			0
End of Aut1	0 Lilac			0
End of Aut2	0 Lilac			0
End of Spr1	0 Lilac			1
End of Spr2	0 Lilac			2
End of Sum1	1 Pink 1	A		4
End of Sum2	1 Pink 1	A		5



NINIAN PARK PRIMARY SCHOOL

EXPECTATIONS

Nursery



Focus	Targets
Oracy	<ul style="list-style-type: none"> • Use simple phrases or sentences to express needs. • Follow one step instructions
Reading	<ul style="list-style-type: none"> • Recognise their name • Respond to stories and join in with familiar parts • Turn pages from left to right, one at a time
Writing	<ul style="list-style-type: none"> • Hold a pencil securely enough to make purposeful marks on a page • Make marks on the page to convey meaning
Number	<ul style="list-style-type: none"> • Recognise numbers to 10 • Rote count to 10 • Touch count to 5
Mathematical concepts	<ul style="list-style-type: none"> • Recognise shapes – circle, rectangle, square, triangle • Know comparative terms – big/small, long/short • Know rainbow colours, plus black, white and brown.
Health and Wellbeing	<ul style="list-style-type: none"> • Use the toilet • Put on their coat • Independently explore continuous and enhanced provision • Pedal on a tricycle • Move safely across stepping stone.

NINIAN PARK PRIMARY SCHOOL

Year N1 expectations

Average (Green child)

	Book Band	RA/SA	CLIC	Letters & Sounds	100 words
Start of Sept	0 Lilac			Phase 1	
End of Aut1	0 Lilac			Phase 1	
End of Aut2	0 Lilac			Phase 1	
End of Spr1	0 Lilac			Phase 1	
End of Spr2	0 Lilac			Phase 1	
End of Sum1	0 Lilac			Phase 1	
End of Sum2	0 Lilac			Phase 1	