



Attainment vs. Progress

Attainment is an academic measure as to whether your child has attained / reached a set of nationally recognised standards for their age.

There are 3 measures we use to describe this:

Working Towards the Expected Standard

Meeting or Working At the Expected Standard

Working at Greater Depth within the Expected Standard.

Progress is a more holistic, qualitative measure completely separate from the attainment measure described above. It encapsulates amongst other things the learning attitude and the social and emotional aspects of a child's character. Progress is by no means linear, but it *is* measured from a relative and individual starting point.

There are 3 measures we use to describe this:

Steady: describes the consolidation of knowledge or that there may be minimal momentum.

Good: describes a sound attitude to their learning, where there is noticeable effort and good momentum.

Rapid: describes an excellent learning attitude where there is considerable effort and strong and positive momentum.

Progress measures are subject to the Professional judgement of the Class Teacher.

NOTE: In light of these definitions, *it may be possible for a child to make Rapid progress yet still be Working Towards the Expected Standard. Equally it may also be possible that a child is Working at Greater Depth within the Expected Standard yet be making Steady Progress.*