

Understanding Your Child's Learning: EYFS, Primary & Secondary

Early Years Foundation Stage (EYFS)

- Covers pre-school and Reception (Year R).
 - Children are assessed in months and expected to reach a Good Level of Development by the end of Reception.
 - **Focus areas:** communication, physical development, personal/social skills, literacy, and maths.
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Primary School (Years 1–6)

- Children follow a Programme of Study (PoS) for each year.
- Attainment is described as:
 - **Above Expected** – Working beyond age expectations.
 - **Expected** – Working at age expectations.
 - **Working Towards / Below** – Not yet at age expectations.

Schools aim for **expected progress each year**—think of it like moving up one step on a staircase annually.

Year 1 Phonics Screening Check

- This check looks at how well your child can decode words using phonics (the sounds that letters make).
- Children read **40 words aloud**—some real, some made-up—to show they understand phonics.
- The **expected standard** is usually **32 out of 40 correct**.

Why is this important?

Phonics is the building block for reading. If your child struggles, schools will provide extra support to help them catch up.

If your child does not meet the expected standard in Year 1, they will get additional phonics support and re-check in Year 2.

Year 6 SATs Scaled Scores

- Lowest score: **80**
- Highest score: **120**
- **100 or above** = Expected standard met
- **99 or below** = Expected standard not met

Why This Is Important

- SATs show how well your child understands the Key Stage 2 curriculum in reading, writing, and maths.
- The results help teachers and secondary schools plan the right support for your child.
- They also give you a clear picture of whether your child is on track for secondary school learning.

Secondary School

- **Key Stage 3:** Years 7–9.
- **Key Stage 4:** Years 10–11 (GCSE years).

GCSE Grade Chart

Current	Old
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	
	E
	F
	G
	U

Questions You Can Ask

- Is my child's attainment at **Expected levels** for their age?
- Is my child making **expected progress**? If not, why?
- What extra support or interventions are in place?
- What impact have these interventions had?

KS3 to KS4 Aspirational Progression Flight Path

This flight path outlines the progress a young person can make from Year 7 to Year 11. Movement along the path is flexible, and learners are not limited to a single trajectory. Our aim is to ensure every young person aspires to achieve the highest grades they can, supported by the adults who advocate for them.

KS2 Scores	Year 7		Year 8		Year 9		Year 10		Year 11		GCSE
	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	
											9
										9-	
										8+	8+
									8=	8=	8=
									8-	8-	8-
								7+	7+	7+	7+
							7=	7=	7=	7=	7=
							7-	7-	7-	7-	7-
					6+	6+	6+	6+	6+	6+	6+
					6=	6=	6=	6=	6=	6=	6=
				6-	6-	6-	6-	6-	6-	6-	6-
			5+	5+	5+	5+	5+	5+	5+	5+	5+
		5=	5=	5=	5=	5=	5=	5=	5=	5=	5=
120	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-
118	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+
116	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=
115	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-
114	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
113	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=
112	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-
110	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+
108	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=
106	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-
104	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+
102	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
100	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-
96	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+
92	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=
88	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-
84	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+
80	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=
B	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-
B	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+
0	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=
0	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-

Things to Keep in Mind

- Schools may use different terms, but they should show you where your child fits on the grid.
- Children should follow a clear **flight path of progress**:
- If your child is **Below Expected**, ask **how far below** and what support is planned.
- If your child has **SEN**, they may have lower attainment but should still make progress. Children in specialist settings may use **P levels** (P1–P8) for tracking
- Don't accept “coasting”—ask how your child can move from Expected to Above Expected.

Need Help?

Please feel free to email your **Virtual School Kent (VSK) Locality Team** for advice and support.