

Depthoflearning.com answers two key questions about your child's progress:

1. Will your child meet or master end of key stage expectations?
2. How well has your child progressed from their starting point?

This document aims to provide you with a clear understanding of the above.

The 2014 National Curriculum is designed around the concept of Mastery.

Think of Mastery being like the process of driving a car.



The *Essentials* Curriculum is broken down into 3 milestones.

In each milestone, pupils may demonstrate three levels of understanding of the content:  
**Basic, Advancing** and **Deep** learning.

These three levels of understanding represent 3 cognitive domains:



**Basic**  
Low-level cognitive demand. Involves following instructions.

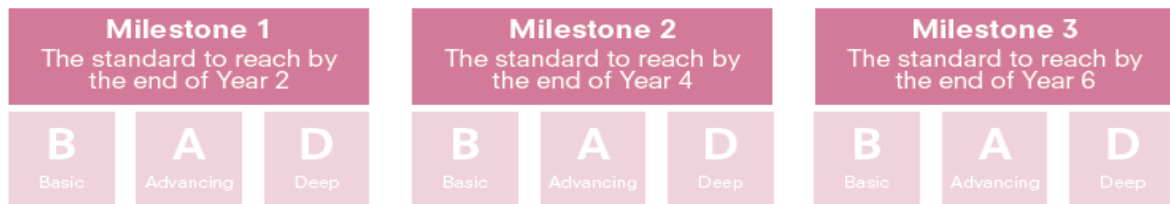


**Advancing**  
Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



**Deep**  
Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

The diagram below shows progression through these cognitive domains within each milestone.



## How do I know if my child is doing well?

**There are three things you should ask:**

- 1) What are the curriculum expectations for my child?
- 2) Is my child on track to meet expectations?
- 3) Is he or she making good progress?

### Curriculum expectations

Children will cover curriculum content appropriate to their year group. There are three sets of curriculum content:

Year groups	Curriculum content
1 and 2	Milestone 1
3 and 4	Milestone 2
5 and 6	Milestone 3

By the end of Year 2, 4 and 6, it is expected that most children will have reached the Advancing stage of understanding within the appropriate Milestone. This means they will be confident in using and applying their knowledge and skills in a range of situations.

If your child reaches this stage of understanding before the end of Year 2, 4 or 6 he or she will not normally be moved into the next Milestone. Instead teachers will deepen his or her understanding by providing non-routine, rich sophisticated problems. This will challenge your child to inventively and creatively use and apply his or her knowledge and skills.

It is possible that your child may not reach the advancing stage of understanding by the end of Year 2, 4 or 6. The school will identify this possibility early and put in place the most appropriate provision to help your child to do the best they can. Even if your child does not reach the advancing stage of understanding by the end of Year 2, 4 or 6, he or she may still be making good progress.

**Is my child on track to meet expectations?**

Your child will first develop a Basic then an Advancing and perhaps a Deep understanding of the curriculum content over two years. Your child's teachers will use his or her starting point to set an expectation of where they should be by the end of the Milestone. They will then give you regular updates on whether he or she is on track to meet this expectation.

**Is my child making good progress?**

If your child is meeting the teacher's expectations, they will be making good progress.

**End of Year expectations for most children in the cohort.****Milestone 1**

By the end of Year 1 most children will have achieved Basic 2

By the end of Year 2 most children will have achieved Advancing 2

**Milestone 2**

By the end of Year 3 most children will have achieved Basic 2

By the end of Year 4 most children will have achieved Advancing 2

**Milestone 3**

By the end of Year 5 most children will have achieved Basic 2

By the end of Year 6 most children will have achieved Advancing 2

These end of year expectations link with national expectations for your child at their phase of development.