

All children begin each milestone at the 'basic' level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the 'basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone. We will report this to parents as **working towards National Age-Related Expectations (NARE)**

After children are able to demonstrate this ability on multiple occasions, they move to the 'advancing' stage.



Children in the advancing stage are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically they are able to: explain, classify, infer meaning, make predictions, interpret, summarise and apply their skills to solve problems. This is the **National Age-related Expectation (NARE)** for each child in each year group.



Finally some children may reach the 'deep' level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove. At this level, children will have '**mastered**' all skills and concepts taught. This is reported as children working at a **Greater Depth**.



Most children will have elements of all of the above at some point in their learning. For example, in maths a child may have '**mastered**' multiplication but be working at **NARE** in algebra. We ensure our children know their strengths and next steps, which helps them to become independent, confident and successful learners.