

Eastern High Progression Pathway Overview				
Grade	Stage	Description		
5.1	Exceeding	Demonstrates exceptional mastery and originality in applying learning beyond the expected standard. Can evaluate, adapt, and innovate when faced with complex or unfamiliar challenges. Shows leadership by supporting and guiding others learning, explaining concepts clearly, and contributing creative ideas that extend classroom understanding (typically A* - A Grade).	Progress Step 5 Summary	<p><b>Expected nationally: By the end of Progress Step 5 (around age 16), pupils are typically working at 5.2 Secure</b></p> <p>Year 10: Typically 5.4–5.3 (Beginning–Developing) as pupils begin to access qualification level content, apply prior learning to new and more complex contexts, and develop confidence in meeting the demands of assessment criteria.</p> <p>Year 11: Often 5.2–5.1 (Developing–Exceeding) as pupils show sustained independence, accuracy, and critical thinking across subjects. They apply knowledge and skills fluently, evaluate their work effectively, and demonstrate readiness for post-16 education, employment, or training.</p>
5.2	Secure	Has mastered the knowledge, understanding, and skills for Progress Step 5. Applies learning confidently and accurately across a wide range of subjects and contexts. Demonstrates independent thinking and the ability to solve problems effectively at GCSE standard (typically A - B grade).		
5.3	Developing	Demonstrates a growing understanding of the key knowledge and skills within Progress Step 5. Can apply learning in familiar contexts and is beginning to make links between topics. Shows increasing independence and accuracy, though still benefits from guidance when tackling more complex or unfamiliar tasks. Work is becoming more consistent but may lack depth or precision in reasoning. (typically D - C Grade).		
5.4	Beginning	Is starting to access the knowledge and skills within Progress Step 5. Understands core ideas but requires structured support to apply them effectively. Work may be inconsistent or heavily scaffolded, but pupils are beginning to show curiosity and attempt independent thinking. Focus remains on building confidence, accuracy, and recall of foundational concepts. (typically E - D performance).		
4.1	Exceeding	Demonstrates exceptional depth of understanding across Progress Step 4. Applies learning creatively and independently across unfamiliar contexts. Able to analyse, evaluate, and explain concepts clearly to others, showing leadership and initiative. Work shows insight, originality, and curiosity well beyond age expectations.	Progress Step 4 Summary	<p><b>Expected nationally: By the end of Progress Step 4 (around age 14), pupils are typically working at 4.2 Secure,</b></p> <p>Year 8: Typically 4.4 - 4.2 (Beginning - Developing) as pupils deepen their understanding of key concepts, build confidence in applying skills independently, and start to make meaningful links across different subjects.</p> <p>Year 9: Often 5.2 - 5.1 (Secure–Exceeding) as pupils demonstrate greater consistency and accuracy in their work, apply learning confidently in a range of contexts, and show readiness to transition towards the qualification-level demands of Progress Step 5</p>
4.2	Secure	Has mastered the key knowledge, skills, and understanding for Progress Step 4. Applies learning accurately and independently across different subjects and contexts. Demonstrates consistent reasoning, reflection, and problem solving, ready to progress confidently to Progress Step 5.		
4.3	Developing	Demonstrates a growing grasp of key concepts across Progress Step 4 and can apply learning in familiar contexts. Beginning to make links between ideas and to think more independently. Requires occasional support to secure understanding or extend reasoning. Work is becoming more detailed, accurate, and consistent.		
4.4	Beginning	Starting to access the knowledge, skills, and concepts of Progress Step 4. Understands the basics with help and can apply them when guided. Developing confidence, organisation, and recall of prior learning. Focus is on building foundations and developing independence in new subjects and contexts.		
3.1	Exceeding	Demonstrates advanced mastery of Progress Step 3 knowledge and skills. Applies learning creatively, independently, and in new situations. Shows the ability to explain and justify ideas clearly, supporting others and making confident links between different topics. Ready to begin Progress Step 4.	Progress Step 3 Summary	<p><b>End of primary school expectation (nationally): Around 3.2 Secure.</b></p> <p>Typical entry to Eastern High: Around 3.4 Beginning or 3.3 Developing, slightly below age related expectations.</p> <p>The focus at this stage is to close gaps, build confidence, and prepare pupils for the more abstract and applied learning required in Progress Step 4.</p>
3.2	Secure	Has mastered the key knowledge, understanding, and skills for Progress Step 3. Applies learning accurately and independently in a range of familiar contexts. Demonstrates curiosity, reflection, and consistent accuracy when completing tasks.		
3.3	Developing	Demonstrates a growing understanding of the main concepts within Progress Step 3. Can apply learning with support and shows increasing confidence and independence. Beginning to make links between subjects and concepts and starting to express ideas clearly.		
3.4	Beginning	Starting to access Progress Step 3 learning. Understands core concepts with guidance but requires structured support to apply them. Developing confidence in basic literacy, numeracy, and digital skills. Focus is on building secure foundations and establishing readiness for secondary learning.		
2.1	Exceeding	Demonstrates secure and confident mastery of Progress Step 2 learning. Applies knowledge and skills independently across different contexts. Can explain thinking clearly, showing curiosity and creativity. Ready to transition towards the broader expectations of Progress Step 3.	Progress Step 2 Summary	<p><b>Expected nationally at age 7: Around 2.2 Secure.</b></p> <p>Pupils working within this range at Eastern High are typically those with significant gaps in prior learning or identified additional learning needs (ALN). Or where the subject has not been accessed before such as French or Performing Arts.</p> <p>The focus is on developing core skills, independence, and readiness to access Progress Step 3 through tailored support, targeted interventions, and structured learning experiences.</p>
2.2	Secure	Has mastered the main knowledge, skills, and understanding for Progress Step 2. Works accurately and independently in familiar situations. Demonstrates consistent application of literacy, numeracy, and problem solving skills.		
2.3	Developing	Demonstrates a growing understanding of core concepts for Progress Step 2 and can apply them with guidance. Beginning to work independently in some areas. Still requires support for more complex or unfamiliar tasks. Developing confidence, recall, and curiosity.		
2.4	Beginning	Starting to engage with the key learning for Progress Step 2. Understands and recalls basic ideas with help. Requires clear structure, modelling, and encouragement to apply new skills. Focus is on building confidence, communication, and foundational literacy and numeracy.		