

IS MY CHILD ON TRACK?

A parent-friendly UK curriculum benchmark sheet from EduBridge Tutoring

Use this guide to start a constructive conversation about learning - not to label your child or make a diagnosis. Children develop at different rates, and one difficult area does not automatically mean they are falling behind.

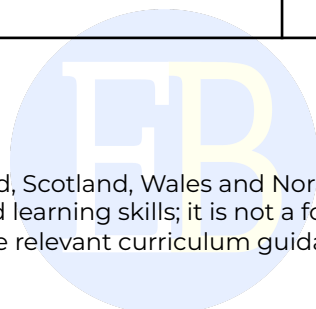
1. Start with your child's Year Group

Select the year group that best matches your child. These broad descriptions are prompts for discussion, not official attainment standards. Schools, exam boards and individual learning pathways vary.

Year group	Broad skills to look for	Possible signs to explore
Primary: Years 1–2 (ages 5–7)	Building early reading fluency and comprehension; writing simple sentences; developing number sense, counting and basic calculations.	Reading remains very effortful; difficulty understanding simple texts; number facts and basic calculations are persistently hard.
Primary: Years 3–4 (ages 7–9)	Reading to learn; explaining ideas in writing; using multiplication and division facts; solving straightforward problems and explaining methods.	Avoids reading or writing tasks; struggles to recall key number facts; finds it difficult to explain how an answer was reached.
Upper primary: Years 5–6 (ages 9–11)	Understanding increasingly complex texts; writing for different purposes; secure arithmetic and applying maths to multi-step problems; preparing for KS2 assessments where relevant.	Gaps in fractions, decimals or times tables; difficulty selecting methods for word problems; written answers do not show understanding.
Secondary: Years 7–9 (ages 11–14)	Adapting to subject-specific learning; taking useful notes; explaining ideas with evidence; applying core maths and literacy across subjects; becoming more independent.	Knowledge from earlier years is shaky; homework often cannot be started without help; difficulty recalling or applying recent learning across several subjects.
Years 10–11 GCSE (ages 14–16)	Coverage of the specification; understanding core concepts; selecting methods; using subject vocabulary; structuring written answers; applying mark-scheme feedback; attempting exam-style questions.	Revision is mostly rereading; the same errors keep appearing; answers do not address the question; timing is difficult; confidence drops sharply when questions are unfamiliar.

A note on the UK curriculum

Education systems differ across England, Scotland, Wales and Northern Ireland. This guide uses familiar year-group language and broad learning skills; it is not a formal assessment and does not replace your child's teacher's view or the relevant curriculum guidance.



2. A-Levels/post-16 study

At these stages, progress is not just about remembering content. Look at whether your child can explain ideas, apply knowledge to unfamiliar questions and learn from feedback.

Stage	Broad skills to look for	Possible signs to explore
Years 12–13 A-Level or equivalent (ages 16–18)	Independent reading and study; deeper subject understanding; linking concepts; evaluating evidence or methods; planning extended responses; applying knowledge to unfamiliar problems; managing longer-term deadlines.	Struggles to explain concepts beyond memorised notes; coursework or revision is repeatedly delayed; cannot use feedback to improve; exam answers lack depth, reasoning or structure.
Other qualifications/ pathways	Clear progress against the learning objectives for the course; increasing independence; ability to apply feedback and demonstrate the required skills.	Progress feels unclear, tasks remain persistently inaccessible, or the student and family are unsure what success looks like for the qualification.

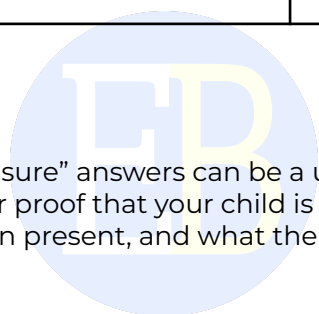
3. A simple self-check

For each statement, mark the option that best describes what you have noticed recently. Try to think about patterns over several weeks rather than one difficult day.

Statement	Usually	Sometimes	Not yet / unsure
My child can explain what they are learning in their own words.			
They can complete age-appropriate work without constant prompting.			
They can remember and use learning from previous weeks.			
They understand feedback and can use it to improve their next attempt.			
They know which topics they find difficult and what help to ask for.			
Their workload, confidence and routine feel manageable most of the time.			

How to interpret this

Several “sometimes” or “not yet / unsure” answers can be a useful prompt to ask questions and seek clarity — they are not a score or proof that your child is behind. Consider the subject, the length of time the difficulty has been present, and what their teacher has observed.



4. What to do if you have concerns

1. Talk to your child - Ask what feels easy, what feels difficult and whether they know how to get help. Keep the conversation curious rather than critical.
2. Speak to their teacher - Ask which skills are secure, where the gaps are, how progress compares with the course expectations, and what to practise next.
3. Look at actual work - Review a recent test, marked assignment or piece of homework. Look for repeated errors and feedback that has not yet been acted on.
4. Agree one or two next steps - Choose specific, manageable actions and revisit them after a few weeks. If difficulties persist, ask the school what additional support may be available.

5. Questions to take to a teacher or tutor

- Which skills is my child currently confident with?
- What are the two most important areas to work on next?
- Are these gaps affecting other topics or subjects?
- What would useful progress look like over the next 4–6 weeks?
- How can we support practice at home without adding unnecessary pressure?

Notes and next steps

Would a little extra support help?

If your child is struggling in several areas, a personalised support plan can help identify priorities and give them a clearer path forward. EduBridge Tutoring offers tailored 1-to-1 online tuition, experienced tutors and support from our Student Success Team.

Get in touch with EduBridge Tutoring to discuss what support may suit your child!

Important: This sheet is an informal discussion aid, not a diagnostic tool or an official attainment benchmark. It does not set expected grades or replace advice from your child's school. If you have ongoing concerns about learning, wellbeing or additional needs, speak with the school or an appropriate professional.

