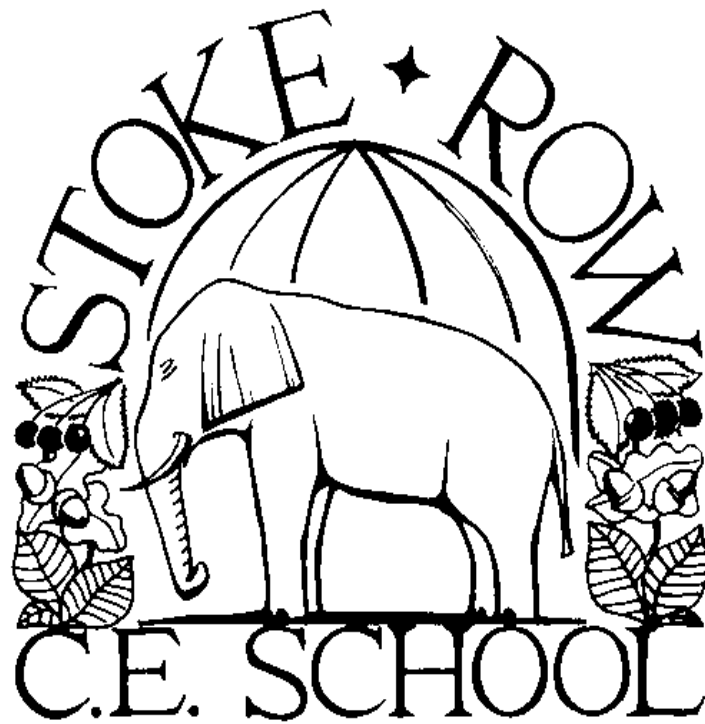


Stoke Row CE
Primary School Guide
to Assessment 2015



'Shine like stars'

Introduction

As part of ensuring effective partnerships with parents we endeavour to provide parents and carers with valuable information about their child/children's progress. In order to do this it is important parents and carers have an understanding of what their children learn and how their achievement and progress is measured. This guide aims to provide outline information about the changes to assessment as a result of the introduction of the new National Curriculum (September 2014) as well as the removal of National Curriculum Levels. This guide in is no way designed to replace effective dialogue between parents and teachers. It is hoped that this will provide an overview that will aid more productive dialogue during parents evening.

Context

Since 1988 all primary schools have delivered the National Curriculum and assessed children's attainment based on National Curriculum Levels. Children were assessed using tasks and tests. Scores from these tasks and tests were converted into a national curriculum level. Levels ranged from 1c through to 5a and more recently level 6.

1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6
Children would typically work in this range of levels during Key Stage One – years One and Two.					They would be expected to achieve level 2b at the end of Key Stage 1. Children would typically work in this range of levels during Key Stage Two (Years 3,4,5 & 6). All children national were expected to achieve L4 at the end of Year 6. More recently Level 4b has been defined as the expected level for the end of year 6 and children achieving this have been considered 'secondary ready'.										

Benchmarks at key points were designed for parents to understand how their child's attainment compared with children nationally. For example at the end of Keys Stage One (end of Year 2) children were expected to have achieved level 2b. By the end of Key Stage 2 (year 6) children were expected to have achieved a Level 4 (more recently this has been defined as level 4b). Standardised tasks, tests and mark schemes were designed to try to achieve consistency.

Following the introduction of a new National Curriculum framework from September 2014, the government has also decided to remove level descriptors. The government's policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not very good with respect to helping parents to understand how far their child is improving. In their place, from September 2014, "it will be for schools to decide how they assess pupils' progress".

During the academic year 2014-15, the school was in a period of transition from old levels to new assessment descriptors:

- Reception (Bubble Class) assessments did not change in school or nationally.
- Year groups 1, 3, 4 and 5 were assessed using the old levels throughout the year and internally draft judgements were made using the new descriptors.
- Year groups 2 and 6 continued to be assessed using levels and sub-levels, in-line with national testing arrangements for 2015. It would have been unfair to judge them against a new curriculum they had only worked on for 1 year.

Our school system for assessing the new curriculum is based upon the following principles:

- Children are focused on their own individual next steps and learning journey and not aiming for a certain number or 'level'
- Everyone in the school community; pupils, staff, parents and governors apply the principles of 'Growth Mindset' when discussing assessment and progress
- Effective feedback based on accurate assessment by all adults in conjunction with pupils is central to our learning principles. Clear pupil friendly systems ensure feedback is acted upon to improve learning.
- Formative and summative assessment is used to improve teaching and learning, curriculum provision and raise achievement.
- Assessment is based upon the work children produce over time in a range of contexts. Tests are used to help judge progress and identify gaps in understanding for both individuals and groups.
- Assessment judgements are carefully moderated with colleagues and other professionals from within and beyond the school (through the Partnership of local schools and Local Authority networks).
- Assessment evaluates how well pupils are doing against year group expectations. This helps identify pupils who might be falling behind and ensures there is challenge for all groups of learners.
- School leaders, including governors are able to use assessment summaries as a tool to monitor progress and attainment to ensure the school is helping pupils achieve well.
- Parents are provided with a clear and accurate sense of their child's achievement and progress as well as areas where they can support their child's learning.
- The school can provide data for external teams to show how children are performing.

Early Years (EY)

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development. They will be assessed on an ongoing basis as to their progress in these areas. At the end of the year adults will decide if they are 'emerging', 'expected' or 'exceeding' in these areas. Children who are 'expected' in all the prime areas and also in Literacy and Maths will be considered to have achieved a Good Level of Development (GLD). The proportion of children achieving a GLD at the school is one of the measures schools would use to self-evaluate and compare themselves with schools nationally. Children should mostly develop the 3 prime areas first. These are:

- Communication and language;

- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Children in Year 1- Phonics Screening

Children in Year 1 will be assessed on their ability to use and apply synthetic phonics. In June they undertake a 'screening'. This 'screening' involves working one to one with the class teacher to read a list of forty words some of which are 'nonsense' words. They will receive a score. If their score meets or exceeds the nationally set threshold (previously 32/40) they will be considered to have met the expected standard. Parents will be informed if children have met the expected standard or not. If a child has not met the expected standard parents will be informed as to what additional support the child will receive. Children who do not meet the required standard would be 'screened' again at the end of Year Two.

Children in Years 1 - 6

The old and new curriculum has different content including totally new expectations such as the teaching of computer science (programming). Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum. It is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements of the new National Curriculum, this means a shift in thinking and in the way we assess children's outcomes. This may mean for some children who were previously judged as working at age related expectations have some 'gaps to close' and so may not be at the age related expectation of the new curriculum. Class teachers will continue to provide your child's next steps and suggest ways in which you can support their learning at home at parent evenings and learning review discussions.

The school uses an online system to record judgements about children's performance against the objectives set out in the National Curriculum. This is done individually for each child and enables personalised next step reports and information to be created for individual children. Teachers then review this information and refine it before sharing with parents at parents evening.

The new National Curriculum has set out clear expectations for what children should achieve by the end of each Key Stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. These expectations have been developed into a set of statements for each subject and each year group.

These statements are used by teachers to help define and guide next steps in learning. Through their next steps pupils will be aware of specific statements they are working on to improve their learning.

To track pupil attainment and progress we use a system of steps. This performs the function of tracking and communicating progression and attainment in a simple format. This is based on a carefully considered logical approach to assessment. The terminology has been selected for consistency and clarity.

Each year band (set of statements) has been broken down into four steps: Emerging, Developing, Secure and Mastering.

The sections may be thought of in these terms-

Emerging - Pupil learning is solely focused in the year group band with all previous band elements achieved.

Developing – Over half the statements in the year group band are confidently achieved.

Secure – Broadly confident in all of the criteria for the year group band. Pupils are beginning to look at more in depth understanding. 90% of the statements have been achieved.

Mastering- Confidence in all of the criteria for the year group band and the child is beginning to work at a deeper level of understanding. In special circumstances may be working some elements of the following year objectives.

We are now assessing children against the new framework. There may still be some areas where content has moved so children need to catch up those gaps, especially for older pupils. For children to be working at age related expectation, they would need to reach the Secure (S) step at the end of the appropriate year.

Year group (Stage)																		
6																		E D S M
5																		E D S M
4																		E D S M
3																		E D S M
2																		E D S M
1																		E D S M

E= Emerging, D= Developing, S= Secure, M= Mastering

Where appropriate, children will have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their understanding of a particular skill at a deep and thorough level.

We would expect children who are at Secure (S) level in the year group band of statements to have the opportunity to apply their understanding in a range of challenging real life contexts. If they reach this stage before the end of the year they will then be working towards Mastering.

Where the old levels were a ladder and pupils had to progress through each step (2c to 2b to 2a to 3c...) our new assessment stages are more like steps. It is expected that pupils reach at least the expected standard by the end of the year. Some children will reach 'Mastering' and in special circumstances be working on statements from the following stage.

End of year reports will clearly state what stage a child has reached by the end of the year and list the next steps required.

Measuring Progress

Children will be carrying out progress assessments 3 times a year. These assessments will be progressively difficult and children's results will be analysed to monitor the progress they are making each term. Staff will be able to use these assessments to identify gaps in learning for individual pupils and groups. This will help them focus the learning for the next term. Progress will be identified as "Below Expected", "Expected" or "Above Expected".

There is not a clear formula that states how a child moves through the stages of Emerging, Developing and Secure. It is not expected that all children will achieve Mastering, but it is expected that pupils will achieve the secure stage before moving onto the next stage of statements.

2			E	D	S	M	
1	E	D	S	M			

Teachers will be looking closely at test and assessment outcomes, and on ensuring children are making progress against the statements they are working on. We will be looking closely and reviewing the information we report to parents over the coming year.

End of Key stage Assessments

Children will continue to be assessed at the end of Y2 and Y6. Children will receive a scaled score where the national average is a score of 100 and the range goes from 70 to 130. It won't be connected to their age like you may have seen in entrance exams. These scores between EYFS / Y2 / Y6 will be used to measure the progress the children has made compared to children who were in a similar starting position to them.

We will offer sessions to find out more about these new assessments and the results your child will receive later in the year when we have received further information from the DfE.