

Assessment Booklet



**Waterhouses CE (VC)
Primary School**

Assessment Without Levels



Dear Parent/Carer,

There is much change going on in education, including a new National Curriculum. Most of this is happening over the next few years and your son/daughter will experience all of these changes.

The new National Curriculum has a greater focus on depth and breadth of skills within each year group before moving on to the next year phase. Another key change is the removal of assessment levels, something which pupils and parents may have heard referred to either in the media or by the staff.

These developments provide an opportunity for an exciting curriculum that spirals and builds to create a body of skills and learning for our pupils to succeed in the modern world. The new National Curriculum also gives us the chance to develop better assessments which highlight specific strengths and areas for development as the pupils' progress along this continuum, rather than a simple overall level.

The assessment system we have introduced has been developed with the Leek Education Partnership (LEP). It is designed to measure progress while your child is at Waterhouses School. If your child is moving on to Churnet View or another Leek school, the same system will be continued. If your child is moving on to Queen Elizabeth's Grammar School (QEGS) or another school outside of the Leek system, a range of data will be passed on at the end of Year 4 or Year 6- outcomes of SATs tests and other standardised tests and school reports. Most importantly, there is always a strong dialogue between teachers to ensure all information about the holistic achievements of the child is passed on eg in sport, art, music as well as in academic subjects

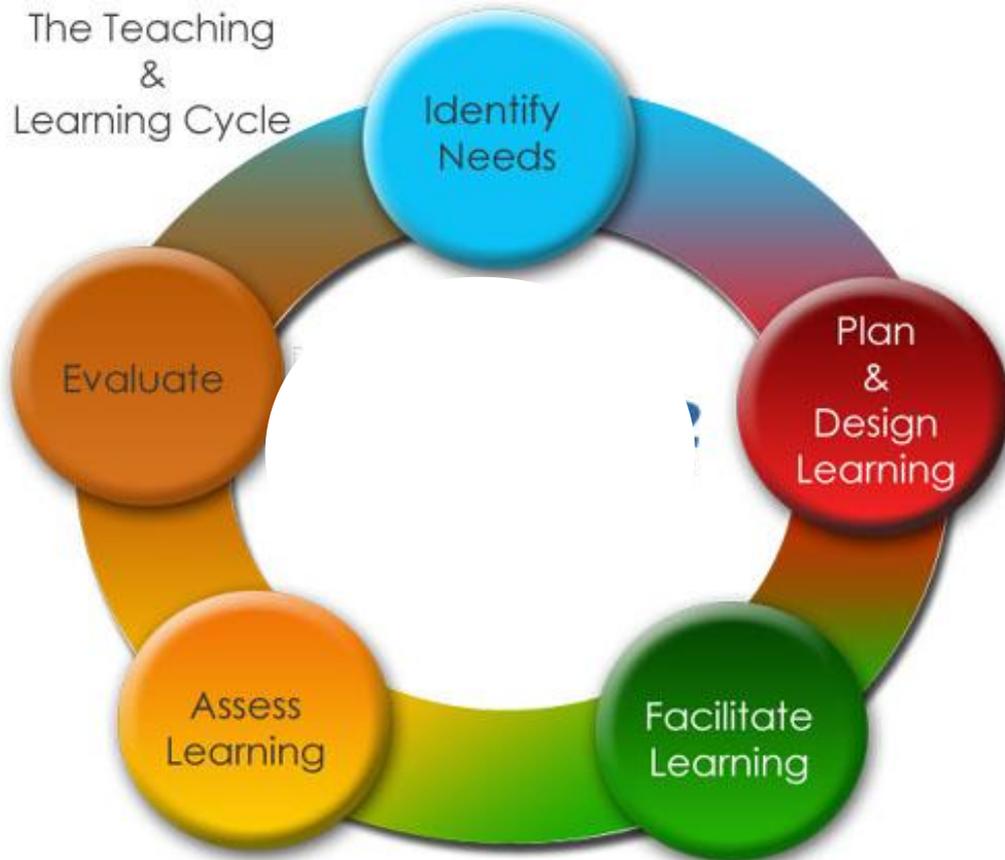
Key aims of the LEP Assessment System:

- to track progress and attainment throughout all tiers of education;
- to be simple – so that it can easily be understood at a glance by internal and external users of the data. For this reason a simple numerical attainment is used;
- to inform self-evaluation and form a good starting point for demonstrating progress to Ofsted;
- to enable users to determine with confidence whether or not children are on track to meet the expected standards in the statutory assessments which will take place at the ends of Key Stages.

These are challenging aims, but we are committed to do all we can to prepare our students for the challenges that lie ahead.

Assessment at EYFS, Key Stage 1 & 2

Assessment at all stages is based on a teaching and learning cycle.



Pupils are assessed on entry to school, at the start of their Reception Year, to provide a baseline assessment, from which practitioners can identify where children are in their learning and what their next steps are.

Teachers plan learning opportunities and assess pupils' development against assessment criteria, which sets out expected skills and knowledge for each year group. Most children will work within age related expectations. Some may not, and their learning will always be differentiated to match their needs.

Assessment and Progress

There will be a combination of on-going assessment called Assessment for Learning (AfL), and Summative Assessments or end of term/ end of unit assessments.

Examples of summative assessments are:

- national key stage tests at the end of KS1 (Year 2) and KS2 (Year 6);
- non- statutory standardised tests, e.g. standardised reading or maths tests;
- moderation of assessments between schools;

Assessment for Learning (AfL)

Assessment for Learning or AfL will be present in lessons as an on-going and continuous process. Ongoing teacher assessments with younger children will be based primarily on observation of daily activities and events, and as children move through KS1 into KS2, ongoing assessments will also include evidence from learning tasks, books, extended pieces of writing, etc.



Summative Assessments

At half-term points, or at the end of a unit of work, teachers make summative assessments for each child, based on all assessments to that point. Summative assessments will take a variety of forms, depending on the nature of each subject and the age of the child.

Summative assessments:

- provide a summary judgement about each child at a specific point in time;
- show what pupils' can achieve without support;
- inform any subsequent intervention activities;

Expectations

The New Curriculum has higher expectations for all pupils than the previous curriculum and many requirements have been placed in a lower year than before e.g. in maths adding and subtracting fractions with different denominators has been moved from Year 7 (Key Stage 3) to Year 6 (Key Stage 2).

Children working outside their year group will be assessed using the appropriate criteria. However, the purpose of this system is to allow schools to further enrich a pupil's understanding by exploring higher-level skills, but within the content of the year group expectations.

Statutory Assessments in EYFS, KS1 and 2

From Autumn 2015, children entering Reception will complete a baseline assessment during their first few weeks of school.

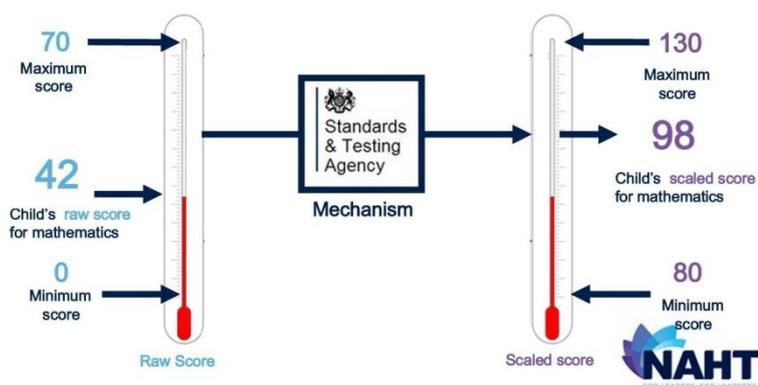
In Year 1, children complete the statutory Phonics Assessment.

At the end of each key stage (in Year 2 and Year 6) children sit national tests.

From summer 2016, the results of these statutory tests will be reported as a scaled score, where 100 is the expected standard.

The expected national standard will be set after the tests. Scaling will be used to convert the raw score into a scaled score, and a conversion table will be published by the DfE. The DfE state that if children achieve the national standard (a scaled score of 100), they have demonstrated in the test sufficient knowledge in the areas assessed, therefore placing them in a good position to succeed in the next steps of their education.

Scaled Scoring



How Assessments are measured

A new assessment system is being introduced which indicates where the children are in terms of developing knowledge and skills against year group expectations.

In Early Years, children are assessed against age related bands, for example 30-50 months, or 40-60 months. Children may be assessed as entering, developing or secure within each band.

For children in Year 1 and above, children's attainment is assessed against Year group expectations. Children will be assessed as entering, developing, secure or working at greater depth within the Year group.

Working at greater depth	Pupils have demonstrated a comprehensive understanding of <u>all</u> concepts and skills in a unit of work and can apply to new situations without help. Exceptional pupils may be <i>starting</i> to work, independently, on the next year's age related criteria. Attainment is high when compared to other pupils nationally.
Secure	Pupils have a secure and advanced understanding of the main concepts and skills when applied to familiar contexts. They have some independent skills within the framework of the curriculum
Developing	Pupils have grasped some of the main ideas and skills in a unit of work, others require development.
Entering	Pupils are beginning to grasp some of the main ideas and skills in a unit of work. The work does not yet consistently meet the expected standard for this age group. There may be support needed.

Children meeting age related expectations at the end of the year will be **secure** or **at expected** against age related expectations.

Progress will also be tracked with pupils aiming to stay within the same band from year to year to maintain their flight path to success at GCSE and beyond.

As always, if you have any questions or concerns about your child's progress or you would like to ask any further questions, don't hesitate to contact us.