

Our new curriculum and assessment arrangements enables us to pinpoint the aspects of the curriculum in which pupils might be struggling whilst recognising exceptional performance too.

Assessment continues to be at the heart of teaching and learning at All Saints CEVA Primary School; and we will strive to make sure that the new arrangements are both accurate and ambitious.

We continue to celebrate all achievements across a broad and balanced curriculum including extra curricular activities, sports, music and performance. We also continue to celebrate pupils behaviour and positive contributions to our school family.

I would like to invite you to attend one of the two Parents Information sessions advertised on the front of this booklet, I really hope you can attend one of these events. If not then do please feel free to contact me at school via the school office or email.

Kind regards,

Mr. D. Ribbins

Deputy Head Teacher

dribbins.allsaints.northants@dbprimary.com

Parents Assessment Information Events:

Thursday 1st October at 6:00 p.m.

Friday 9th October 9:30 a.m.

*A school family learning and growing
together with Jesus Christ*



Understanding The New Assessment Arrangements

at

All Saints CEVA Primary School

Thursday 1st October at 6:00 p.m.

and

Friday 9th October at 9:30 a.m.

Welcome to this Assessment Information Booklet for parents.

As you may know the National Curriculum for all primary schools in England was reviewed in 2014. This review is part of a Government reform which also includes significant changes to how schools assess pupils performance and their progress.

Here at All Saints CEVA Primary school we have been looking for the best ways of ensuring a smooth transition from the previous methods of assessment to our current position.

Previously all schools assessed and tracked pupils attainment and progress using Early Learning Goals in Foundation and then levels starting at Level 1 and potentially ending (at primary school) at Level 6. Each level was then divided into sub levels, with A being the highest part of the level. A 4B represented a child who in Year 6 had reached the national average. Level 4 is what all schools aimed for as an expected outcome. Some pupils at All Saints attain a Level which is better than the national average (for example in the Year 6 SAT's tests in July 2015 43% achieved a Level 5 in Maths and 50% in Reading, it's worth noting too that 37% of our Year 6 children last year achieved a Level 5 in Writing. Indeed we also had two children securing a Level 6 in Maths which equates roughly to a C/D grade at GCSE).

The Government gives many reasons for the removal of levels but the main reasons given include the view that levels didn't accurately capture pupils learning, levels could hide gaps in children's learning and could simply be an average of pupils learning rather than revealing the areas of strength and weakness. Our new arrangements for assessing children match the requirements of National Curriculum and we have been supported in this by Focus Education who are nationally recognised as a leader in school assessment.

Our new scale is totally personalised to each child and ensures that each child can access an appropriate level of challenge. We use two secure web based assessment and reporting tools to help us assess and track each child, these are 'O Track' and 'Class Track'. These two programmes allow teachers to map each child's attainment and progress against all key elements of the national curriculum. Teachers and support staff are now better placed than before to see, at a glance, how well each child is learning and if interventions need to be put in place to support our children.

Staff can now interpret data and information to chart the progress of children and groups of children much more effectively than previously. Staff will assess children continuously as before using a variety of assessment methods. Assessments are recorded at the end of each half term using a new six point scale. The scale runs from Emerging (children are at an early stage of comprehension of the content) to Developing (children are starting to show good evidence of understanding the content) to Securing (children are demonstrating deep understanding and are able to apply their learning to a variety of settings). The codes are E for Emerging, D for Developing and S for Securing. Each of these three steps are then divided in to two, for example a child could be E or E+ if they are showing progress in their understanding. The full scale therefore is:



An example of this would be a child in Year 3 would normally follow the Year 3 National Curriculum content. If they are progressing well they will be working at the Securing stage (S) their full code would therefore be:

S3 or S3+

(S is for Securing and the 3 shows the National Curriculum Year)

More able children will access the next years curriculum once they have been seen to have mastered their year groups work. For example a more able Year 3 child will access the Year 4 curriculum if their teacher has seen good evidence of learning. Obviously the reverse applies for a less able child who may struggle to access their year groups curriculum and they would therefore work from a previous years curriculum.

As there are currently no national expected progress standards we will continue to work closely with other schools, the Local Authority, independent consultants and advisors to ensure that our expected progress measures provide appropriate challenge. Initially we expect children to make four steps progress throughout each year however we all know that children make progress at different rates.