

Moving your children on in their learning



How do we assess your children at school?

In September 2014, the government changed the system for assessing the attainment and progress of children in KS1 and KS2.

All children are now following the new National Curriculum 2014. You may remember your child's progress being talked about in 'levels' - however levels were linked to the old National Curriculum, and so schools are now free to choose how they assess children and measure their progress. Overleaf we explain how we will report to you about your child's progress.



Why did the levels disappear?

The government felt that schools should make their own decisions on how they assess pupil achievement and measure progress, knowing what was best for their pupils.

The level system had become outdated and did not fit with the new National Curriculum . It was also felt that parents didn't always think Levels were clear enough in explaining their child's attainment and progress.

Reporting to Parents:

We will tell you how your children compares with 'age related expectations' - the standard expected for a child at a particular age. This is based on the outcomes of the National Curriculum.

There are 3 bands:

- Working towards age related expectations
- Working at age related expectations
- Working above / exceeding age related expectations

What about the classroom?

Class teachers assess prior to learning, during learning and after learning—this is how planning for and assessment of children's progress is undertaken and informs the level of the challenge of learning your child will do.

- ◆ Each lesson has a 'learning intention' - what we want the children to learn that lesson. This is generally shared at the start of a lesson.
- ◆ 'Success criteria' is shared too - these are the steps to success that children need to achieve in their learning for that lesson.

We do lots of work to help children self assess against the success criteria. Research shows that children learn best when they are taking responsibility for their learning, and being more independent at assessing how well they are learning.

We give good quality feedback to children—sometimes from school staff, sometimes from another pupil, in order that they know what they do well and what they need to do next.

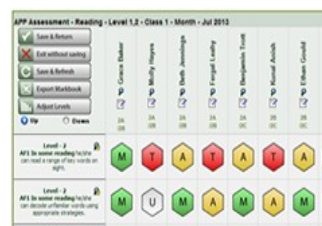
Ask your children about how they use success criteria in class!

The nitty gritty...

Each half term, teachers have a **pupil progress meeting** with senior leaders to discuss the progress that all children are making, and find new strategies if we worry that a child is 'stuck'.

Classroom Monitor: This is the tool we are using to record our assessments. We look at different outcomes for a subject and decide if they are a target for your child, whether your child has met them, or exceeded them. We use this information to monitor their progress, and how they compare to age related expectations.

SATs in Year 6 are changing from 2016—children will be given a score to show how well they have met the outcomes in the National Curriculum. When your child reaches Y6, we will hold parent information meetings to explain it all to you!



The screenshot shows the Classroom Monitor interface for 'APP Assessment - Reading - Level 1.2 - Class 1 - Month - Jul 2015'. It features a table with columns for 'Class 1', 'Class 2', 'Class 3', 'Class 4', 'Class 5', 'Class 6', 'Class 7', and 'Class 8'. Below the table, there are two rows of assessment data. The first row is for 'Level 1.2' and the second row is for 'Level 1.1'. Each row contains a grid of colored circles (green, yellow, red) representing different assessment outcomes for each class.