

CHANGES TO ASSESSMENT AND REPORTING OF CHILDREN'S ATTAINMENT

A guide for Parents and Carers

LAST TERM WAS OUR LAST TERM OF LEVELS SO ...

- Last academic year we continued to use the leveling system that you may be familiar with and children in Years 2 and 6 were assessed against the old National Curriculum using these levels.
- These levels were entered onto our iTrack system so that we could look at progress across the year.
- In addition to this teachers also assessed children at the end of the year in line with the new curriculum and entered these results onto a parallel iTrack system to act as a baseline for judging progress this year

WHAT CHANGES HAVE
COME FROM THE
DEPARTMENT FOR
EDUCATION (DFE)?

- “As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils’ learning.
- The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.”

National curriculum and assessment from September 2014: information for schools

HOW WILL THIS
CHANGE THE
ASSESSMENT AND
REPORTING OF MY
CHILD'S ATTAINMENT?

MOVING ASSESSMENT AT COOKHAM RISE FORWARD

- With levels now gone, all schools have been given the freedom to select an assessment procedure that is clearer for parents and carers.
- As a school we must report back on whether a pupil is achieving the expectations in reading, writing and maths for the end of each key stage.
- At Cookham Rise we have looked at the expectations for each year group and clarified, where possible, what these will look like if a child is 'emerging' 'at expected' or 'exceeding'. These will be available on our website by the end of September 2015. We have decided to use five headings in order to make our assessments more finely tuned and will use:
Emerging / Expected minus / Expected / Expected plus / Exceeding

HOW WILL WE REPORT BACK TO PARENTS?

From Year 1 to Year 6, every pupil has a set of 'End of Year Expectations' to achieve by the end of each academic year in Reading, Writing and Mathematics. At parental consultations, and in your child's report, you will be given information on:

- Our assessment of whether your child is emerging within their Year group expectations, reaching expected levels or exceeding them

The ultimate aim, by the end of Year 6, is for every pupil to be ready for Secondary school, by achieving the Year 6 'Expected' grade.

- We have looked at our end of year reports to see how we might adapt them in order to give more regular feedback across the year. This has been discussed with parents at a Parent Forum in the spring and their advice taken on board. There will be a new report format this year which you will be shown later in the presentation.

IT IS IMPORTANT TO NOTE THAT...

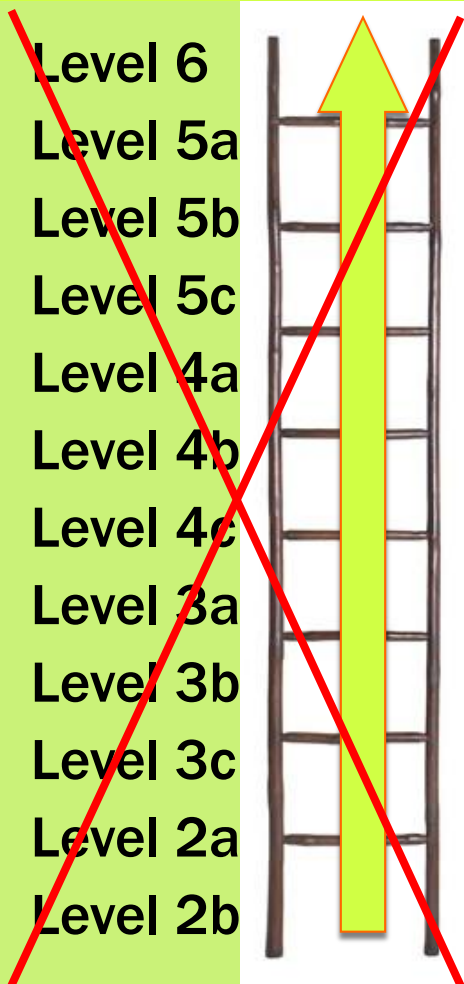
- the new curriculum is very challenging - the bar has been raised for every year group.
- to achieve an 'Expected' grade in Year 6, researchers and educationalists have compared it to an old level 4A/5C. Previously, a child only had to reach the level 4C threshold to have met the old national expectations for the end of Key Stage 2.



SO WHAT WILL THIS NEW
SYSTEM LOOK LIKE?

We move away from an assessment system that runs throughout the School and across Year Groups where children are encouraged to accelerate through the levels.

We move to a system where pupils are assessed against a key set of expectations per Year Group. The children are to learn in greater depth and apply their learning to a wide variety of situations. They are not accelerated through levels, instead they develop a deeper understanding and an ability to apply this understanding across other subjects and in a variety of situations. At the beginning of each year they face the challenge of a new set of End of Year Expectations



Emerging		Expected		Exceeding
Year 6 Emerging	Year 6 Expected minus	Year 6 Expected	Year 6 Expected plus	Year 6 Exceeding
Year 5 Emerging	Year 5 Expected minus	Year 5 Expected	Year 5 Expected plus	Year 5 Exceeding
Year 4 Emerging	Year 4 Expected minus	Year 4 Expected	Year 4 Expected plus	Year 4 Exceeding
Year 3 Emerging	Year 3 Expected minus	Year 3 Expected	Year 3 Expected plus	Year 3 Exceeding
Year 2 Emerging	Year 2 Expected minus	Year 2 Expected	Year 2 Expected plus	Year 2 Exceeding
Year 1 Emerging	Year 1 Expected minus	Year 1 Expected	Year 1 Expected plus	Year 1 Exceeding

HOW WILL OUR
ASSESSMENT SYSTEM
WORK WITHIN
EACH YEAR
GROUP?

ALL CHILDREN AT THE START OF EACH YEAR BEGIN AT EMERGING. AS THEY BEGIN TO ACHIEVE THE OBJECTIVES FOR THAT YEAR, THEY MOVE TOWARDS 'EXPECTED'. THIS IS THE DESIRED GRADE FOR THE END OF EACH ACADEMIC YEAR, TO BE READY/PREPARED FOR THE FOLLOWING YEAR.

For each Year Group, there are a set of 'Exceeding Expectations' for children who have met 100% of the Year Group expectations, To achieve these 'Exceeding Expectations' a child must show that:

- They make very few/no mistakes
- They work at a rapid pace
- They can consistently apply that objective in a range of situations
- They can apply what they know to other subjects
- They have a 'mastery' of that objective

Expected is the aim for children to achieve by the end of each academic year. This is split into three in order to help fine tune the assessment process.

Emerging – children start at this point each year

Below the National Standard	Emerging	Expected minus	Expected	Expected Plus	EXCEEDING	Exceptional
Children are not able to access their age-related expectations and are working on expectations from previous year groups (in exceptional cases only)						Children have completed 100% of the exceeding statements for their age-related expectations. This is the stage that describes children with attainment significantly beyond age typical expectations.

potential progression throughout the year



AN EXAMPLE OF PART OF ONE OF OUR NEW WRITING GRIDS - YEAR 2

	Emerging	Expected minus	Expected	Expected plus	Exceeding
Writing composition and effect	Beginning to develop positive attitudes towards and stamina for writing: sequencing sentences to form short narratives. <u>Planning</u> Planning or saying out loud what they are going to write about. <u>Writing</u> Can write out a sentence that they have planned. Build a sentence and orally rehearse. Able to write narratives about personal experiences. Begin to use adventurous vocabulary in their writing to describe people, objects and settings. <u>Evaluating and Editing</u> I can re-read my work to check it makes sense (including starting to check for full stops and capital letters). Read aloud what they have written.	Secure positive attitude towards writing which include a clear beginning, middle and end. <u>Planning</u> Writing down ideas and/or key words including new vocabulary with an awareness of audience. <u>Writing</u> Show evidence of using planning in their writing. Compose and rehearse quality sentences. Beginning to use appropriate language across different types of writing - e.g. story language, non-fiction Consistently adventurous vocabulary in their writing to describe people, objects and settings. Use interesting adverbs to describe actions. <u>Evaluating and Editing</u> I can re-read my work to check that verbs to indicate time (jump, jumped, jumping) are used correctly and consistently and that full stops and capital letters are correctly used. Read aloud what they have written showing awareness of the punctuation they have used. Discuss their writing with their teacher and adapt their work according to verbal feedback given.	Quality sustained throughout a piece of writing. <u>Planning</u> Having a clear plan which helps structure their writing, with some modifications to audience <u>Writing</u> Encapsulating what they want to say, sentence by sentence (making sure plan has been utilised). Use quality sentences throughout their writing. Able to think about and implement the different styles needed for different types of writing. Choice of vocabulary is generally appropriate (includes use of similes). <u>Evaluating and Editing</u> Proof-reading to check for errors in grammar and punctuation. Assess their own writing and make simple improvements through green pen editing. Read aloud what they have written with appropriate intonation. Be able to evaluate their own and others' writing and act upon the verbal feedback given.		

HOW WILL TEACHERS
KNOW WHICH STAGE
MY CHILD IS AT?

- Teachers will keep running records of children's understanding of these expectations and use the reading and writing grids we have produced to assess children
- Teachers will make a judgement about when a child has achieved an expectation – adding notes where necessary
- Teachers will use our newly purchased 'Rising Stars assessment tests' to help them make judgements. These will be done at the end of particular topics or ½ termly in Reading, Maths and Spelling, Punctuation and Grammar
- Teachers can then look at expectations achieved against expectations needed, to show an assessment of Emerging , Expected minus, Expected , Expected plus or Exceeding
 - Teachers will continue to enter data onto our iTrack system
- We will continue to hold termly PPMs (Pupil progress Meetings) but will also have half termly interim meetings to look at the progress of any children causing concern and our Pupil Premium children

REPORTS

Behaviour

Oct Dec Apr Jul

Excellent

Very good

Good

Needs improving

We will also be reporting on

- Homework
- Attitude to learning
- Attendance

As well as reading, writing and maths

ATTITUDE TO LEARNING

Super learners...

Concentrate

Manage distractions, do one thing at a time, plan and think it through, break things down, draw diagrams and jot things down

Don't give up

Work hard, practice lots, keep going, ask for help, start again, try new strategies, take a brain break

Co-operate

Listen to others, say when you don't understand, be kind when you disagree, explain things to others, be tolerant

ATTITUDE TO LEARNING

Super learners...

Have a go

Have a growth mindset, don't worry if things go wrong, learn from mistakes, be excited to try new things

Keep improving

Keep reviewing your work, identify your best bits, improve one thing first, try to be better than last time, take small steps, don't compare yourself to others but concentrate on a pb (personal best)

Enjoy learning

Feel proud of your achievements, be creative, ask questions, be curious, research, notice things, use what you have learnt

WHEN DOES THIS NEW
ASSESSMENT AND
REPORTING SYSTEM
BEGIN?

IT IS ALREADY IN PLACE...

- Over the past few terms teachers have been developing this new system
- Since the start of the last academic year, lessons have been taught to begin achieving these expectations in line with the new National Curriculum requirements (except in Years 2 and 6 where SATs were based on the 'old' National Curriculum)
- At the end of the last academic year we levelled children (to complete this year's assessment cycle) but also looking at where they were in relation to 'End of Year Expectations' so that we have a baseline for this year
- We have updated our end of year reports in response to the curriculum changes, feedback from Parent Forum and subsequent changes we have made to our assessment procedures

IMPORTANT POINTS FOR PARENTS

This is a new assessment system that changes how we all look at attainment and progress.

Parents need to be aware of the following important points:-

- When children move into a new year group they will all start at Emerging for that year group. The children will be taught a new set of objectives for that year group, following a curriculum that takes an academic year to teach. The assessments made in October, December and March will make a judgement about where a child is in relation to the objectives taught so far.
- The new curriculum has much higher and challenging expectations for each year group than those in the previous curriculum. Although we started introducing elements of this curriculum last academic year, children further up the school have not covered this curriculum in previous years and staff are working hard to ensure they have the skills and knowledge to access the new curriculum. This is the same for all children across the country.