



Assessment without Levels

The Government has changed how children are assessed at Primary School to set higher standards for education. The National Curriculum has changed and is now more challenging; in addition to this children will be assessed using age-related expectations.

“The new assessment and accountability system for primary schools will set a higher bar. With the continued improvement in teaching and the sharper focus of the new curriculum, results should rise.”

Department for Education March 2014

The exact reporting system is still at the consultation stage; however schools are required to report children’s attainment and progress using new systems. This leaflet will explain the changes being made at Paston Ridings Primary School.

Who will these changes affect?

These changes affect all children in school, it means that age related expectations will now be reported as:

- Above age related expectations (Exceeding)
- Within age related expectations (At)
- Below age related expectations (Emerging)

These statements are quite broad and the exact terminology to be used has not yet been confirmed by the Government. We will be using a system created by Target Tracker, a UK assessment data company, along with the majority of Peterborough Schools.

How will we form judgements?

On-going teacher led assessments will continue. This happens daily in school where the teacher sets up an activity or task for all the children to complete. Children complete the activity (which could be written or practical) and the teacher will decide on whether or not the learning objectives have been met and whether they are then met subsequently on different occasions where the child works independently. This kind of on-going assessment is vital at school, as it helps the teacher plan what each child needs to learn next.

Foundation Stage Children

The Government have now introduced a statutory baseline assessment for all Reception children. Within the first six weeks of children starting school in September they will be observed by the adults in their class to assess the individual child's starting point. As a school we have chosen to use the EExBA baseline assessment which takes a very holistic approach, and allows the teacher to teach and work with children just like they always have.

End of KS1

At the end of Year 2, children will still be assessed using externally set government tests, but will be marked internally by the teacher. This will be done for maths, reading and writing. There will also be an externally set spelling, punctuation and grammar test, which will be part of the writing assessment. Children will be given a scaled score which will be out of 100, where 100 is the new standard for that stage.

End of Key Stage 2

Teacher assessment will continue throughout the year, this includes continually assessing writing. Children will also sit National Tests at the end of the year in maths, reading and grammar, spelling and punctuation. These will be externally set and externally marked. Children will be given a scaled score, which parents will be able to compare with the average for the school, the local area and nationally. The scaled score will be out of 100, where 100 is the new standard for that stage. This will allow parents to understand whether your child is working below age related expectations, within age related expectations or above age related expectation.

Reporting to Parents:

Target Tracker has organised the National Curriculum statements into Bands from 1 - 6 which broadly correlate to Year groups. (e.g. an average Year 4 child will be working in Band 4).

The Bands are then broken up into six Steps which lend themselves to the six half terms in a school year.

- ***Beginning*** ***(B)***
- ***Beginning +*** ***(B+)***
- ***Working within*** ***(W)***
- ***Working within +*** ***(W+)***
- ***Secure*** ***(S)***
- ***Secure +*** ***(S+)***

Children may not fall exactly into the same band as the majority of their Year group as all children are different. However, this is no different from the present situation as children work at a variety of levels and paces.

How is progress measured?

At present the advice is that six Steps in one academic year is 'Good' progress, we aim for 6.3 steps as an average per class. It is important to remember that it is not where the children begin that matters but where they finish and the progress they make.

	Autumn (November)			Spring (February)			Summer (June)			End of Year Target
	Previous Level	Current Level	Steps Progress	Previous Level	Current Level	Steps Progress	Previous Level	Current Level	Steps Progress	
Reading	4B	4B+	1	4B+	4W+	2				5B
Writing	3S+	4B	1	4B	4W	2				4S+
Maths	4B+	4W	1	4W	4S	2				5B+

Steps work in a sequence of:

Beginning (B), Beginning + (B+), Working Within (W), Working Within + (W+), Secure (S) and Secure + (S+)

Revised 'expected progress' is 1 step per half term.

By February, good progress is an average of 3.15 Steps, for example if your child began the year at a 4B they should be a 4W+.

The above reporting grid is an example of the information you will be given at Parents' Evening. It shows how children will be given a Band number and Step letter.

Please be assured that children's progress is constantly being assessed by their teachers and we will continue to use interventions and progression groups to support children that would benefit from them.

