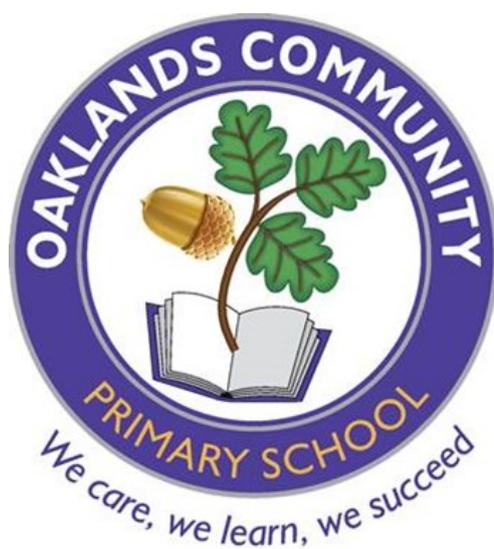


Information for Parents on our Assessment Procedures



As you will be aware the Government has changed the way schools record children's level of attainment and achievement , they have called this

'Assessment without Levels'.

This means that schools can now choose their own method for measuring children's assessment and use their own system of recording that child's level. The level will indicate at what stage your child is in their learning. A predicted level will indicate the level the teacher believes your child is able to reach.

The new assessments coincide with a new national curriculum which has higher expectations for each year group.

Teachers will discuss your child's attainment with you.

Attainment is the term we use when we are discussing the level a child is at, at that particular time.

Tracking is what teachers do to monitor a child's progress. Teachers track and record children's progress against each key objective from the part of the curriculum that their year group is studying.

We talked about levels on the previous page and this is what our new 'levelling' system will look like:

Year 1 - Standard 1

1.1 emerging 1.2 developing 1.3 secure 1.4 excelling

Year 2 - Standard 2

2.1 emerging 2.2 developing 2.3 secure 2.4 excelling

Year 3—Standard 3

3.1 emerging 3.2 developing 3.3 secure 2.4 excelling

And so on (4.1 4.2 4.3), (5.1 5.2 5.3), (6.1 6.2 6.3).

Therefore an average child in the first term of Year One is likely to be levelled as 1.1 emerging.

During the emerging stage children will begin learning the new aspects of this level.

Once the child has emerged (rising through the learning expectations within this level) they will move to developing (1.2).

Developing means that they are increasing their understanding of what they have learned and progressing through the curriculum.

Once the child has developed (they have attained the learning expectation within this level) they will move to secure (1.3).

Secure means that they have a solid understanding of all aspects of this stage and are confident in their knowledge and ability for their year group.

Once a child is fully **secure** in the curriculum and their learning at this level and, if following assessment, the teacher feels that they can reach even further they may be moved to **excelling**, however this would be for the minority of pupils who have achieved outstanding progress and have the ability to expand even further.

Some pupils will excel in their learning, this would be recorded as 1.4, excelling. A child reaching this standard will have developed a rich base of knowledge and a deeper understanding and demonstrated more independent enquiry and application of skills.

At Oaklands we track and monitor pupil progress on a daily basis by questioning, observation and discussion.

We identify:

- When children understand what they are being asked to learn, and more importantly, why.

We support children to:

- Discuss, formulate and agree their own success criteria during lessons. Their work is then assessed against this criteria by the child, the teacher, or both.

We work together by:

- Having three-way feedback - pupil – peer – teacher – which clearly identifies their next steps. This can be verbal or written feedback.

We promote consistency of learning by:

- Checking the children's work in books to demonstrate progress. We frequently monitor books to make sure teachers are providing the best possible learning opportunities and feedback for children.
- We are astute in our differentiation, which ensures that tasks are matched to children's abilities and that they provide high challenges for all.

We check that children are progressing by holding:

- Regular scrutiny of the children's work by the senior leadership team, subject coordinators or whole staff.
- End of unit and end of term assessment, which help us to measure progress over time (achievement).
- Consistently monitoring the progress of each child's objectives to ensure they have reached their current target (attainment), which teachers then record on our tracking system. The data on the system can then be analysed, and if needed, additional support can be targeted and tailored to that child.

Children who are learning at a different pace.

Any child who is working below the age-related expectation, is given personalised learning opportunities to help them reach their potential. Over time, intervention systems and quality teaching will accelerate progress and support most children to enable them to catch up with their peers.

Children with Special Educational Needs or Disabilities

Children will have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but some may not due to their particular needs, however there will still be an expectation of progress within their ability and children with SEND will be supported to learn and achieve.

Foundation Stage

Children in the Foundation Stage Reception continue to be assessed against the Prime and Specific areas of Learning in the Early Years Foundation Stage profile.

Testing

In addition to the internal checks that teachers and Senior Leaders carry out in school during a child's primary education they are also tested externally as follows:

Year Group	Statutory Testing
Reception	Reception baseline testing (upon entry to reception) The children are continually assessed against the EYFS Early Learning Goals – These are reported at the end of the reception year.
Year 1	Phonics Test
Year 4	Timestables Test
Year 2	Phonics Tests retake for those children who didn't pass in Year 1. KS1 National Tests – in reading, writing, maths and SPAG (spelling, punctuation and grammar)
Year 6	KS2 National Tests – in reading, maths and SPAG (spelling, punctuation and grammar).

How we report to parents

We use the following systems to keep parents informed about their child's achievement and progress:

Mid and End of year school reports

Parents evenings – autumn and spring terms

Meetings arranged as appropriate where concerns or worries have arisen.