

Key Stage 1 (by the end of Y2)

For Teacher Assessment it is anticipated that the majority of children will reach the assessment point of Year 2 working at new national expectations, a smaller number of children will be working at greater depth in the new national expectations and a small number will be working towards the new national expectations. Children with a Special Educational Need will achieve in line with their individual plan. The 2016 SAT tests will be marked internally and will contribute to the overall teacher assessment you receive. You will be informed of whether your child has achieved the national standard.



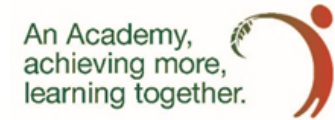
Key Stage 2 (by the end of Y6)

Many of you may have heard of the expression 'Secondary Ready' as the standard children must achieve by the end of Year 6. The DfE have slightly distanced themselves from this phrase and are talking about children reaching the assessment point of Year 6 working at new national expectations. Internal Teacher Assessment will indicate the 'Assessment without levels' information mentioned above. The 2016 SAT test scores will be reported nationally and a scale score of 100 will represent the 'national standard'. There will be children who fall above and below this. You will be informed of whether your child has achieved the national standard.

Progress and Achievement

School staff regularly review your child's learning through marking and at the end of each block. During the year pupil progress will continue to be tracked and teachers will be able to discuss whether your child is on track to achieve the end of year expectations.

Please contact your child's class teacher for more information.



Update Information about Green Meadow Primary School's Curriculum and Assessment Without Levels— SPRING TERM 2016

The Government has made a huge change in the way that children in schools are to be assessed. This is to tie in with the New National Curriculum that started to be used by all schools in September 2014. This is a new way of thinking for schools, and assessment will look very different to how it has done for the past 20 years. The aim of this guide is to hopefully give you some clear information about all the changes that are happening in Education across the country, and what that means for the children here at Green Meadow Primary School.



Curriculum from 2014

The subjects we are required to teach have changed very little. However, there are certain objectives that have been moved from later in the curriculum to earlier e.g. some of the Y3 curriculum objectives in the old curriculum now appear in the Y2 requirements. This means that in the national expectations there is more to achieve in each year group than there was previously. Pupils also need to apply their subject learning across the curriculum.

More information and detail can be found on our website in 'The New National Curriculum in Primary Schools – A guide for Parents' and the Principles for Assessment.

The new curriculum sets out what is to be taught within each year group or phase and what expectations there are for the end of each year. Because of this, class grouping may change frequently as children are organised flexibly lesson by lesson in relation to the amount of support and challenge they are provided with in order for them to be successful in their learning. Many pupils will be working towards national expectations during the year as there is still a large proportion of the curriculum to be taught. Until the end of each year (July) it will not have been possible to teach any year group everything that they are expected to know as



learning is now organised into year group / phase expectations. Please be assured that your child's class teacher regularly reviews your child's progress and this will be shared with you each term on the topic letter and at parents' evening, on half termly targets that are sent home and at the end of the year on your child's annual report.

Why have levels disappeared?

The DfE want to avoid what has been termed 'The level Race' where children have moved through the old National Curriculum levels quickly to achieve higher attainment. The old National Curriculum was sub-divided into levels, but these were not linked to their national curriculum year group. For example, a child in Year 4 could be a Level 3 or even a level 5. Children were achieving Level 5 and 6 at the end of Key Stage 2, but the DfE thought that a significant number were able to achieve a Level 5 or 6 in a test but were not secure at that level in their everyday learning. The assessment was therefore not as accurate as it could be. The feeling from the DfE was that the old national curriculum and the levels system failed to adequately ensure that children had a breadth and depth of knowledge at each national curriculum level.

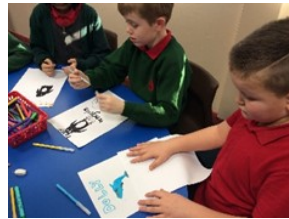


Assessment at Green Meadow Primary

Early Years Foundation Stage (EYFS) - Reception

In September 2015 we used a trial national baseline called Early Excellence to assess reception pupils on entry to school. The national data has proved unreliable but we are confident that our internal assessment used over the past few years has given us an accurate picture of where pupils entered and the next steps in pupil learning. Children in the EYFS will continue to be assessed against the Early Years Foundation Stage Profile (EYFSP for short). This consists of 'Ages and Stages' criteria moving into 'Early Learning Goals' in Reception.

At the end of Reception these are reported as **Emerging**, **Expected** or **Exceeding** the Early Learning Goals in each area.



To do this we need evidence of the children's 'Learning Journey'. This is gathered by observations, samples of learning, photographs and conversations which demonstrate the child's understanding. We value all contributions from parents and carers to these documents. In addition to this, staff identify the learning behaviours of children and plan lessons and activities to develop a wide range of learning skills in preparation for the next stage in their education Key Stage 1 (Years 1 and 2).



Assessing Without Levels

Having announced that there would no longer be National Curriculum levels, schools are now required to set up their own ways of assessing pupils. We have spent a long time researching various methods of assessment and have agreed, for our internal system, the following for each year group:

Working towards national expectations for the year group — yet to be secure in the end of year expectations.

Working at national expectations for the year group — secure in the majority of the end of year expectations.

Working at greater depth in the national expectations for the year group — secure in all the end of year expectations and able to use and apply their knowledge and skills confidently.

The aim is for pupils to add depth and breadth to their knowledge with opportunities to develop and apply skills within their year groups.

