



South Cave C of E
Primary School



Assessment Information For Parents
Autumn 2

Background to the changes in our assessment procedures

As you will be aware, particularly if you have attended our English and Maths workshops, in September 2014 the Government introduced a new National Curriculum which provided raised expectations for all year groups. The new National Curriculum made no mention of levels and schools were told that from September 2015 we were free to design our own systems of assessing and tracking pupil progress and attainment.

At South Cave CE Primary School, we believe that accurate assessment is vital in order to both celebrate a pupil's success and to allow teachers to accurately identify the next stages in a child's learning. Accurate assessment is also important in order to track and benchmark a pupil's attainment against that of other pupils nationally.

Alongside several local schools in the South Hunsley Partnership, our school put together a series of key expectations for each year group for Reading, Writing and Maths against which pupils' attainment could be judged. These statements link directly to the raised expectations of the new National Curriculum and allow more accurate and meaningful on-going assessments

On-going Classroom Assessment

Within the class, all pupils are regularly assessed against their year group expectations within the Programme of Study, using a new online assessment tool called Class Track. This allows staff to assess the lesson objective for each pupil and record whether pupils have: 'not yet understood'; 'shown signs of understanding'; 'achieved' or 'mastered' the objective being taught.

Alongside this information leaflet you should have received a colour coded copy of this record for your child, outlining the main objectives covered in reading, writing and maths over the Autumn term and how your child has so far been assessed against them.

- Red— 'not yet understood'
- Amber—'shown signs of understanding'
- Green— 'achieved '
- Purple—'mastered '

This provides vital information about each pupil's strengths or gaps in learning. The objectives in 'red' are the areas that your child has been taught but has so far not shown any sign of understanding and will be target areas for your child in the next term. If you are able to help your child in these areas it would be appreciated.

Summative end of term assessment

At the end of the term the teachers use the on-going Class Track records to make a summative assessment judgement for each child. This is based on a formula linked to the number of objectives achieved and was agreed by all schools within the South Hunsley Partnership. Each child is then assessed as being B, B+, D, D+ or S, S+ (Beginning, Developing, Secure) in relation to the National expectations for each year group. Hopefully the table below will help you understand this better.

Working below end of year expectations		Working towards end of year expectations		Working at end of year expectations	Working above end of year expectations	
Beginning	Beginning+	Developing	Developing +	Secure	Secure +	For a child to be assessed in the next band they MUST at least be being taught the objectives from the next year group.
B	B+	D	D+	S	S+	
Pupil learning is chiefly focussed on the criteria for the band but with significant support from the teacher or TA's. There may be minimal elements of the previous band still to gain complete confidence in.		Pupil learning is fully focussed on the criteria for the band. Children may require support or more repetition of objectives to secure their understanding.		Confidence in all of the criteria for the band.	Pupils demonstrate mastery of skills	

Year Group Expectation Ladder

At our school, we have high expectations for all of our pupils and recognise that some pupils progress more quickly than others. However, the government do not expect schools to teach children the curriculum of year groups above a child's chronological age except in very rare situations, especially since many objectives within the new curriculum are taken from objectives that were previously in a higher year group, or even key stage. Instead they expect that children are given opportunities to broaden their understanding, skills and concepts through problem solving and extension opportunities across the curriculum.

Some children may, however, be working on objectives from a lower year group and will be receiving support to accelerate their learning so that they can access the expectations from within their own year group as quickly as possible.

Below is a table that shows our progress expectation ladder for the majority of our pupils in order that they can meet and exceed the National Standard by the end of Year 6 with 'S' (secure) being expected and S+ being above expected.

Year 6	Summer	Band 6 secure (S6)
	Spring	Band 6 developing (D6)
	Autumn	Band 6 beginning (B6)
Year 5	Summer	Band 5 secure (S5)
	Spring	Band 5 developing (D5)
	Autumn	Band 5 beginning (B5)
Year 4	Summer	Band 4 secure (S4)
	Spring	Band 4 developing (D4)
	Autumn	Band 4 beginning (B4)
Year 3	Summer	Band 3 secure (S3)
	Spring	Band 3 developing (D3)
	Autumn	Band 3 beginning (B3)
Year 2	Summer	Band 2 secure (S2)
	Spring	Band 2 developing (D2)
	Autumn	Band 2 beginning (B2)
Year 1	Summer	Band 1 secure (S1)
	Spring	Band 1 developing (D1)
	Autumn	Band 1 beginning (B1)

End of year targets

All pupils have been set end of year targets (B, B+,D, D+,S, S+) based on the baseline as they entered their current year group as well as their level of attainment at the end of their previous Key Stage. This was done by using a correlation table that we produced, matching up the previous 'levels' to the new year group expectations. This was checked by a Local Authority Assessment Advisor to ensure it was realistic. For example children achieving Level 2 at the end of KS1 would in the past have been expected to achieve Level 4 at the end of KS2, these children are now expected to achieve S6. Children achieving Level 3 at the end of KS1 would in the past have been expected to achieve Level 5 at the end of KS2, these children are now expected to achieve S6+. These targets have been added to our summative assessment system and at the end of each term, when current assessment judgements are made, we are able to check if children are on track to achieve their own target as well as the age related expectations for their year group.

This information is then used during termly Pupil Progress Meetings. These meetings involve the English or Maths subject leader, SENDCo, Headteacher and classteacher. During this meeting samples of work are assessed to moderate the teacher's judgements to ensure accuracy. Children who do not appear to be on track for their own end of year target are also identified for intervention support the following term.

The class teacher then prepares a class intervention plan for the following term, which identifies the children requiring support as well as the objectives within the curriculum that this support should be based on. These are likely to be taken from the objectives that are 'red' on the subject list of objectives for each child. The SENDCo then assigns Teaching Assistant Support to the areas of greatest need.

National assessment framework

Schools have been provided with an assessment framework for teacher assessment in Y2 and Y6 which is interim and to be used for 15-16 only.

Key Stage One

At the end of Year 2 a teacher judgement will be made for:

Reading, writing, maths and science and children given one of the following judgements for each

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth with the expected standard

SATs will also continue to be used to support teacher assessment in Year 2, with the introduction of separate 'Spelling, Grammar and Punctuation' paper.

Key Stage Two

At the end of Year 6 a teacher judgement will be made for writing and children will be given one of the following judgements for each

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth with the expected standard

For reading, maths and science there is only one standard which is 'working at the expected standards' which children will or will not meet.

SATs will remain in Year 6, children will receive a raw score out of 110 and these results will be reported as a scaled score, although schools will not be told about the scaling until after all the papers have been marked. They will also receive a judgement as to whether pupils have met the National Standard for Year 6.

From an attainment point of view, schools are expected to get 65% of children to achieve the national standard in reading and writing and maths. However it is still unclear what the progress expectation will be and currently we are being told this information will not be available until after the 2016 tests have taken place when schools will be informed if pupils have made 'sufficient progress'.

This system is very new for us in school, as well as parents at home, and we are still not sure how a school will be judged at the end of the year or how data will be compared. We will try to keep you updated as the year goes on. In the meantime I hope you find your child's report card useful.

J. Newby