

More able children

Rather than moving onto the next year's curriculum, children who attain the National standard in any areas of the curriculum, will work on 'mastering' their knowledge through the application of skills in different contexts– they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Children with SEND

Children who need additional support with their learning will still be assessed , initially, on the curriculum for their relevant year group. However, where it is felt necessary, a child may be allocated to follow the curriculum expectations for year group content below their chronological age. For example, a Year 4 child may follow the programme of study for Year 3 in mathematics. This will be communicated directly with parents where it is required.

Children in the Reception Year group

Children in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Progress will be tracked using O-Track system



Assessment 2016

Assessment Without Levels

The new National Curriculum was introduced in September 2014 and begun to be taught across all year groups from September 2015. There is now a separate programme of study for each year group which children begin in the September of each academic year. As the year progresses, children work towards attaining the National standard for that year of study. Year group objectives for Maths, Reading and Writing can be found on the Assessment page on the school website.

www.barnabasoley.cambs.sch.uk/our-learning/assessment-expectations

At the end of the year children will be graded as:

Below National Standard

At National Standard

Exceeding National Standard

These judgements will be based on all the ongoing assessments made of your child's progress throughout the year and for Years 2 and 6 on their outcomes from Standardised Assessment Tasks (SATs)

With levels removed and the focus remaining on raising the achievement of every pupil, Barnabas Oley have chosen to measure pupil attainment and progress using a seven step scale to monitor progress towards the National Standard throughout the year.

A small group of children may be here by the end of the year	The vast majority of children will be working on one of these bands whilst in a particular National Curriculum Year of Study				This is the National standard achieved.	A few children may attain beyond National expectations at Exceeding National standard.
B	W1	W2	W3	W4	A	E

All children start in September at the Beginning (**B**) and as they make progress within their curriculum they will move through the four steps W1 to W4. (**W**) stands for Working towards National Standard. By the Summer term it is expected that the majority of children will have achieved the National Standard (**A**). Some children may be demonstrating that their learning is exceeding the National standard (**E**). Some children may not reach the expected National Standard.

We are using a new online system to record progress and attainment. This is called O-Track. Assessments may take place at the end of a lesson, a module of study, half termly tests and during annual tests during the Summer term (SATs). All these results will be entered into O-Track so that teachers have a clear idea of skills and knowledge that children have acquired.

The O-Track system allows teachers, to review attainment for all the curriculum areas taught to each child and to assist in setting targets for next steps in learning. It can provide detailed reports for parents at the end of the year so they can see exactly what their children have achieved across each subject. It allows us to record whether a child can complete activities independently or whether they have needed additional adult support.