

Welcome



*Changes to Curriculum, Assessment and Reporting at
Bransgore*

	2015	2016
EY Age 5 / Rec	2-3 Progress Check EYFS Profile	2-3 Progress Check <i>[EYFS Profile]</i> <i>New early baseline</i>
KS1 Age 7 / Y2	Phonics Screening Check (Y1/2) TA in Rdg / Wtg / Ma (informed by test/task and externally moderated) S&L and Sc	Phonics Screening Check (Y1/2) TA in Rdg / Wtg / Ma (informed by tests and externally moderated; including GP&S) S&L and Sc
KS2 Age 11 / Y6	Test (R/GP&S/Ma) Levels 3-5 & 6 (Sc sample) & TA (inc statutory wtg TA moderation)	Test (R/GP&S/Ma) (Sc sample) & TA (inc statutory wtg TA moderation)

Reforms to National Assessments

New assessments will reflect the more challenging national curriculum.

Specifically we will:

- ✓ introduce more challenging tests that will report a precise scaled score at the end of the key stages rather than a level;
- ✓ make detailed performance descriptors available to inform teacher assessment at the end of key stage 1 and key stage 2. These will be directly linked to the content of the new curriculum;
- ✓ Improve the moderation regime to ensure that teacher assessments are more consistent.

Department of
Education

Reception Baseline

To enable progress to be measured from when a cohort of children start school, we are introducing a new Reception Baseline This will be a short, teacher-administered, age appropriate assessment conducted in the first few weeks of a child starting school.

Schools will be able to choose from a range of baselines in September 2015.

The reception baseline will be the only measure used to assess progress for children who start reception in September 2016 and beyond.

From September 2016, teachers will be no longer required to carry out and submit data on the Early Years Foundation Stage Profile.

**Department of
Education**

A new assessment without levels checklist

- ✓ Termly progress meetings
- ✓ Subject progress meetings
- ✓ Moderation meetings
- ✓ Progress portfolios
- ✓ Tests and related data



Formative:

Enabling progress

Learning culture

Assessment literate pupils

Prior knowledge questions at the start of the lesson

On-going teacher questioning

Agreed strategies for misunderstanding in class

Peer sharing

Support of success criteria for pupils to achieve in the lesson.

Improvements made during lessons

End of lesson next steps/final task/reflection

Teacher feedback and marking policy.

Discussions and justification:

Does success in my classroom look like success across the year group?

Does good evidence in my classroom look like good evidence across the year group?

Which criteria (emerging, expected, exceeding) does each pupil fit into against the learning *so far*, how does their learning show this and is it consistent across the year group?

Child A is emerging because...

Child B is at the expected level because...



Next Steps:

Who has gaps?

What are they and how can I (the class teacher) address them?

Are these gaps consistent across the class and year groups or are they individual?

Shift from levels

Teachers will be moving away from discussing levels but more focused looking at pupils who are working at emerging, expected, exceeding and in very rare cases exceptional.

The school will measure both attainment and progress.

In our school there is already a pilot system in place to measure the progression of pupils year on year.



Tracking Progress Term to Term						
For SEN pupils unable to access curriculum.	Baseline start of Autumn Term	End of Autumn Term	End of Spring Term	End of Summer Term	End of Summer Term	End of Summer Term
Below the N.S	Working towards N.S	Working towards N.S	Working towards N.S	At the N.S	Mastery of the N.S	Exceptional Standard
These pupils will continue working on P scales or other small step progress measures.	Pupils who meet less than 25% of expectations will be in here.	Pupils meeting 25-50% of expectations will be in here.	Pupils meeting over 50% of expectations who you are confident will meet the rest in the next term will be in here.	Pupils meeting all expectations go in here. (This is where a minimum of 85% pupils should be by year end)	Pupils who demonstrate all expectations confidently and all exceeding statements but with some errors.	Confidently achieve all achieving and exceeding statements and apply them confidently. Some work may be from the next standard.

The tracker above will help you to gauge the progress of pupils within your class against the new expectations. It is a rather blunt tool but will get easier with use and as we get to know the standards for each year group. At the end of the year on final assessment combined with teacher assessment the majority of pupils will be placed in the lilac boxes. The floor target is 85%. We would want to significantly exceed this in all year groups.

Bransgore School End of Year 6 point system for National Standards

Assessed position	Below National Standard	Emerging towards N.S	Emerging Towards N.S	Meeting the N.S	Meeting the N.S	Mastery of the N.S	Exceptional standard
Points allocated	0	1	2	3	4	5	6
Guidelines	SEN or other specific barriers to learning mean pupil is unable to access the curriculum	If pupil does not meet 50% of statements	If pupil meets over 50% of statements but not all.	It is accepted that pupil might make occasional errors but is generally confident meeting all expected statements. THIS IS THE "EXPECTED" point for most pupils.	Pupil confidently meets expected statements and works at a rapid rate. They meet over 50% statements for exceeding.	The pupil is able to use year group expectations in context and can independently apply them in a range of situations. They meet the exceeding statements but make occasional errors.	Pupil is extremely confident and is accessing some of the next year's statements. They work independently and with resilience rarely making errors in the exceeding statements.

At the end of the academic year pupils will be placed on this grid. This is an end of year judgement based on testing and T.A. Our aim is for all pupils to get into the light green box 3 with many getting into dark green box 4, some into 5 and exceptional pupils into 6.



Progress Report Spring Term 2015



Name:	Year:
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Dear Parent/Carer,

		EMERGING			EXPECTED	EXCEEDING
	Below the N.S	Working towards N.S	Working towards N.S	Working towards N.S	At the N.S	Mastery of the N.S
Reading						
Writing						
Maths						

	Grade		Grade
Overall Attendance Grade		Overall Attitude Grade	
Overall Behaviour Grade		Overall Progress Grade	

Teacher Comments:

Behaviour	Attendance	Attitude to Learning	Progress
1. Excellent 2. Very Good 3. Good 4. Satisfactory 5. Causing Concern B. Specific behaviour plan	1. Excellent (100%) 2. Very Good (98- 100%) 3. Good (96-98%) 4. Satisfactory (92-98%) 5. Causing concern (below 92%)	1. Excellent 2. Very Good 3. Good 4. Satisfactory 5. Causing Concern	1. Excellent 2. Very Good 3. Good 4. Satisfactory 5. Causing Concern

Teacher's Signature:

Headteacher's Signature:

Thank you!



“Growing in the Forest”