

We assume that for most children in the Autumn Term (Term 1) they would usually be 'beginning' to work on the end of year expectations for their year group. In the Spring Term (Term 2) they are becoming more confident and are 'working within' the Stage expectations, and by the end of the year in the Summer Term (Term 3), they are secure in the Stage expectations. This can be broken down each half-term:

| Term 1<br>Autumn                                    |             | Term 2<br>Spring                      |                  | Term 3<br>Summer                 |          |
|---|-------------|---------------------------------------|------------------|----------------------------------|----------|
| Autumn 1  | Autumn 2    | Spring 1                              | Spring 2         | Summer 1                         | Summer 2 |
| Beginning to work on the Stage for their year group |             | Working Within the Stage expectations |                  | Secure in the Stage expectations |          |
| Beginning   | Beginning + | Working Within                        | Working Within + | Secure                           | Secure + |

### Reporting Progress

During the year, when staff have conversations with you as parents about your child's progress, you won't be given an actual definitive position of where your child is on this scale. Instead discussions with teachers will report progress in the following ways:

- ✓ Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus).
- ✓ Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus).
- ✓ Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus).
- ✓ End of Year Reports will indicate where each child is working at:

|  |   |  |
|--|---|--|
| <b>Emerging— Yet to be secure in the end of year expectations.</b> | <b>Expected—Secure in the majority of the end of year expectations.</b> | <b>Exceeding—Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.</b> |
|--|---|--|

We appreciate that much of this information is new and it will take some time for it to be fully implemented. However, we believe that it will enable us all to work more closely together to ensure the best outcomes for all the children. Please contact a member of staff if you have any further questions.

# Assessment without levels at Brompton Village Primary School



March 2016

*Tell me and I forget. Teach me and I remember. Involve me and I learn.*

Benjamin Franklin

*The overriding principle of good assessment is that it should be clearly tied to its intended purpose. It should be used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly as well as enabling schools to evaluate how much a pupil has learned at the end of a teaching period.*

Commission on Assessment without Levels  
September 2015



## Introduction

In September 2014 the old systems of National Curriculum levels and end of Key Stage expectations were removed. Schools were free to devise a system for themselves that tracked progress and allowed proper assessment to be made.

These are the principles behind assessment at Brampton:

- ✓ It should allow meaningful tracking of pupils towards end of Key Stage expectations in the new curriculum including regular feedback to parents.
- ✓ It should provide information which is transferable and easily understood and covers all forms of assessment.
- ✓ It should be able to differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- ✓ It should be reliable and provide information to celebrate successes as well as identifying next steps.

## Early Years Foundation Stage

Children in Reception follow the Early Years Curriculum and those who achieve the Early Learning Goals (the expected levels of attainment) in the prime areas of learning, literacy and mathematics are considered to have reached a good level of development (GLD) for the end of the Early Years Foundation Stage. The levels attained by children are reported to parents as follows:

### Early years outcomes

A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years

| <i>emerging</i> | <i>expected</i> | <i>exceeding</i> |
|-----------------|-----------------|------------------|
|-----------------|-----------------|------------------|

## Key Stage 1 and Key Stage 2

For Years 1-6, the National Curriculum Programmes of Study show the end of year expectations. It is expected that most children will start the year emerging in their year group's expectations and they will make continual progress towards the end of year standards throughout the year. These expectations will be available on the school website.

### The national curriculum in England

Key stages 1 and 2 framework document

The expectation is that 85% of the cohort should meet 85% of the end of year statements for their year group. There should be sufficient evidence before

deciding whether or not a child has met a statement e.g. a number of examples, but we are allowing teachers to exercise professional judgement from their knowledge of the child and the context in which the work used was completed.

## Key elements

- ✓ Pupil progress and tracking is measured in terms of achievement across the year.
- ✓ Children do not need to have met all of the statements before having the opportunity to learn at the deeper level of the 'exceeding' statements.
- ✓ During the year we have Mentoring meetings, which is where each individual child meets with their teacher to discuss progress and future targets.

- ✓ Mastery is a term used widely in the new national curriculum. The essential idea behind it is that all children have a deep understanding



which is sustainable over time and can be built upon in subsequent years. Children will have the opportunity to achieve mastery through using and applying skills and concepts in a new task or more complex context. This does not mean accelerating

pupils into content from subsequent years as progress often goes in peaks and plateaus throughout the year.

- ✓ At the beginning of the school year each child is given a new set of statements to be assessed against. Each term the number of statements 'met' are recorded on our tracking programme. We are using software known as Target Tracker to track progress and identify next steps in learning.



- ✓ Regular monitoring and year group progress meetings with the Senior Leadership Team will help ensure the performance of individuals is not allowed to slip.
- ✓ Each child will be set end of year curriculum targets in Reading, Writing and Mathematics. These targets are set by the class teachers and reviewed by the School Leadership Team. The targets that are set take account of each individual child's starting point and are designed to ensure that every child makes expected progress and that a very high proportion of children reach or exceed the national expectations.
- ✓ We will accurately assess each child and then challenge them to make at least expected progress from wherever they start. When appropriate we will provide support and a level of challenge that will, over time, narrow the gap between where they are and where they need to be. Pupils operating well below the expected level of the cohort will be assessed in the same way but with appropriately altered statements.

