

St Nicholas CE VA Primary School ‘...to be the best we can be.’

How will the teacher know whether or not my child is making progress and on track to meet their end of year target?

Procedures

Formative Assessment - These types of assessment take place on a regular basis: Self and Peer assessment, next step marking (see **Marking Policy**) Learning conversations and rich probing questions to help teachers and pupils to make judgements which then inform their planning.

Summative Assessments (standardised tests that support Teachers Assessment) - we are currently researching new material to use.

- Subject Leaders are currently developing tracking sheets for each subject, to record pupils progress against key objectives. This information will support our termly summative assessments

- The information from this formative and summative assessment is recorded electronically on School Pupil Tracker (SPTO). Objectives are recorded as ‘Achieved’ only when a child has mastered it. In order to master an objective children must:
 - Be taught it
 - Practise it
 - Apply it
 - Apply it successfully in a different context.

THIS INFORMATION THEN PROVIDES US WITH A TERMLY ‘DATA -SNAP SHOT’

Tracking Points will be used to examine progress towards their end of year target. The Tracking Point scale starts at Tracking Point 1, which is the first term in the first year in Nursery. This can then be counted up to Tracking Point 15 (the end of Year 2) and Tracking Point 27 (the end of Year 6). There is an expectation that all children will move on 3 tracking points in a year = 12 MONTHS progress. (*See attached table*)

WHAT LANGUAGE WILL WE BE USING WHEN REPORTING YOUR CHILD’S ATTAINMENT AND WHAT DOES IT MEAN?

How we will talk to you about how your child’s progress and attainment at the end of the year has posed the biggest challenge.

- With the old National Curriculum levels, each year children were given a target for the end of the year, and during the year we would tell you what National Curriculum level your child was at.

For Example: A child could finish Year 3 with a level 3a, and in Year 4 would have a target of a 4b for the end of the year. At Parent’s Evenings throughout the year you may have been told that they had moved to a 4c and then on to a 4b and made good progress. We could use the levels system this way because there was no correlation between a level and a child’s year group. However, **the new National Curriculum sets out expectations for each year group and children will be assessed against those every year**, so a child in Year 4 will always be judged in the first instance against the expectations for the end of Year 4.

Early Years and Foundation Stage (Reception) currently use the following terminology to report achievement to parents. End of year expectations are split into the following 3 categories and this currently will remain the same.

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- **Emerging**— Yet to be secure in the end of year expectations.
- **Expected**—Secure -all objectives met
- **Exceeding**—Secure all the end of year expectations and is able to use and apply their knowledge and skills confidently.

From Year 1 to Year 6 the end of Year Expectations have been split into 4 Attainment categories

- **Emerging** – yet to be secure in the end of year expectations. (Roughly 0-33% of objectives have been met) e.g Y2 Emerging (Y2E)
 - **Developing** - (Roughly 34-67% objectives have been met) e.g Y2 D
 - **Secure** –Secure -all objectives met (68-100 % objectives have been met) e.g Y2 S
 - **Exceeding (Next Year Low)** –Secure in all the end of year expectations and is able to use and apply their knowledge and skills confidently. E.G they are a Y2 child but their attainment is exceeding end of year expectations so would be reported as Y3E (Year 3 emerging)
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- Under the old levels system children who were working ‘**above average**’, might have moved into the next level. The DfE (Department for Education) now want children who are in the **secure** bracket to add more depth and breadth to their learning , and to be able to demonstrate that they can apply their knowledge and skills in a variety of contexts .They are calling this phase of learning, ‘**Mastery and Depth.**’
 - Only exceptional children will move into working towards the end of year expectations from the year above. It is anticipated that a smaller number of children will reach **Exceeding**.
 - Similarly, children who are unlikely to be emerging at the end of the year may work towards the expectations from the year below. For Example - they might be a Year 2 child but be working at a Year 1 secure level, at the end of their Year 2. Their attainment would be reported as : Y1S

So how will this look at the end of each year and Key Stage?

- The Government expectation is that **85%** of children will have reached expected levels of attainment in reading, writing and maths combined, **by the end of year 6**. In other words they will have a ‘**Secure**’ understanding of the Y6 Curriculum in all of those areas. **This Floor Target has been raised by 20%. Please note:** This will **NOT** apply to our current Year 2 and Year 6 children (2014-15) due to sit statutory tests in the Summer Term 2015 . Their achievement will be judged against the **old curriculum** and their **attainment will be reported in levels**. From **September 2015 ALL** children will be judged on the new curriculum.
- As a school we have set our end of year target as 85% for **all year groups** in all core subjects (Reading , Writing , Maths and Science) in line with the revised government expectations.