

ASSESSMENT NEWS - UPDATE 2018

How is my child getting on at school?

The biggest change introduced with the 2014 primary national curriculum was the removal of levels. Until 2016 parents have been informed on how well their child is doing through the use of levels (i.e. 2B is average for the end of year 2 and 4B is average for a child at the end of year 6).

These changes came about because the DfE want to avoid what has been termed 'The level Race' where children have moved through the old National Curriculum levels quickly to achieve higher attainment. The old National Curriculum was sub-divided into levels, but these were not linked to their national curriculum year group. For example, a child in Year 4 could be a Level 3 or even a level 5. Children were achieving Level 5 and 6 at the end of Key Stage 2, but the DfE thought that a significant number were able to achieve a Level 5 or 6 in a test—but were **not secure** at that level. The feeling from the DfE was that the old national curriculum and the levels system failed to adequately ensure that children had a **breadth and depth of knowledge** at each national curriculum level.

Under the old levels system children who were considered to be exceeding might have moved into the next level. The DfE now want children who might be exceeding to add more **depth and breadth to their knowledge**, and to have more opportunities to develop their **using and applying skills**. They are calling this phase of learning **greater depth**. Progression is more focused on developing greater depth in the curriculum rather than the mere progression to the next set of content.

Each year group (Years 1-6) has their own set of curriculum objectives for each subject. Children now need to be **secure** in most/all of these statements in order to be assessed as being "**expected**" for their age/year group. The pedagogy is that they need to be secure in most/all in order to have the foundation to be able to access the next year's curriculum objectives.

For a child to be assessed as **greater depth** they will need to demonstrate that they can –

Confidently and independently reason and deduce solutions from a range of increasingly complex problems that demonstrate making connections between all areas of learning across all curriculum subjects. They will need to be able to do this consistently in almost all learning situations.

Greater depth is not about working with bigger numbers or more challenging reading texts or working on content from the next year group. The table below summarises some of the elements required for greater depth:

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|---------------------|--|
| Independence | Apply the skill or knowledge without recall to the teacher |
| Fluency | Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding |
| Application | Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum |
| Consistency | Consistently use their skills, knowledge and understanding in a range of situations |
| Synthesise | Organise ideas and make connections with other areas of learning and new areas |
| Re-Visit | Return to this aspect of learning after a break and still feel confident that they can work on the skills and knowledge without difficulty |
| Explain it | Able to explain to others their understanding and perhaps be a learning buddy to others |

Since the introduction of the 2014 National Curriculum we have been working collaboratively with all the Deal schools to develop planning and assessment tools. We updated these in July 2017 after we were able to evaluate our current practice against the 2016 and 2017 statutory tests. Teachers are planning from these materials and assess the children’s progress every day against what the learning objectives for each lesson are. Teachers use this assessment to identify children’s strengths and areas for development, they identify the next step in learning and any strategies that may be needed to modify lessons. Children are regularly involved in this process as they identify how successful they have been in achieving the objectives of the lesson and can plan their own next steps. This has more value than giving a level. However, your child’s attainment will be reported using the following definitions:

| | |
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| Working at Greater Depth within year group expectation | Children are working at a greater depth within the year group and heading towards achieving ALMOST ALL the end of year expectations. |
| Working At year group expectation | Children are working at the expected pace towards achieving MOST of the end of year expectations |
| Working Towards year group expectation | Children are working at a slower pace towards achieving end of year expectations and may not achieve the expected standard unless they work on..... |
| Working Below the year group expectation | Children are working on a lower year group curriculum and therefore unlikely to achieve age related expectations |

How we will share information about your child’s learning.

Parent consultations will take place in October and March. A report card will be sent home in mid-year updating achievement since October stating where your child is currently. An end of year report will come home in July following statutory assessment (Y2 and 6) and will give a judgement on your child’s achievement against end of year expectations.

Report Cards – Reports to parents have been updated to reflect these changes in assessment. The attainment grade given on the Mid-Year report card is based on your child’s ability and year group expectation at this stage of the academic year. **It is very unlikely that your child will be assessed as working at greater depth at this stage as they will have not covered all areas of learning.** The attainment grade given on the July report card is based on your child’s achievement against the end of year expectations for their age group. As with the curriculum, our assessment is used to help develop the “whole child”. So our assessment is underpinned by our Learning and Christian values and will also consider the progress children are making socially, emotionally and behaviourally. This is also reflected in our report cards.

Parent Consultations - We will still be sharing with you what areas of the curriculum your child is doing well in, what areas of the curriculum needs support and we will still talk with you about how we are supporting them to achieve well and how you can also help at home. You will be given an indication as to whether your child is currently on track to meet age expected attainment at the end of the year. Parent consultations happen twice a year but teachers are happy to discuss how your child is progressing at other times too. If you have any concerns or want to know what more you can do to support home learning then make an appointment with the class teacher through the home school contact book.

Further information about our principles of assessment can be found at (www.downs.kent.sch.uk/parentzone/curriculum)