

CARRINGTON JUNIOR SCHOOL ASSESSMENT WITHOUT LEVELS



Information for Parents
2015

Introduction

From September 2015 the New National Curriculum is in place in our school.

The Government has made huge changes to the way in which children are assessed. This will look very different to how it was done for the last 20 years. The new assessment processes are designed to tie in with the new curriculum. It is widely accepted that the 'bar' has been raised and that the children are expected to learn more at a lower age than in the past. As this is a new way of working and the challenge is much greater for children it will take some time for this assessment process to totally bed in.

The aim of this guide is to give you clear information about the changes that are happening in education and what this means for children and parents at Carrington Junior School.

The New National Curriculum

There are many changes to the curriculum but for the sake of an understanding of assessment we will focus on those subjects that are traditionally assessed - Core Subjects.

English - The new programme of study for English is knowledge based: this means its focus is on knowing facts rather than just developing skills and understanding. There is also a greater emphasis on technical aspects of language and less emphasis on creative aspects. The new curriculum sets out clearly what children at a particular age should be covering in spelling and vocabulary, grammar and punctuation.

Mathematics - The Mathematics curriculum is divided into 7 areas: number, measurement, geometry, statistics, ratio, proportion and algebra. Each year group has a set group of mathematical areas to focus upon. Most of the changes to the Mathematics curriculum involve the content being brought down to earlier years.

Why are National Curriculum Levels Disappearing

The Government 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 subdivided into levels, but these levels were not linked to the child's National Curriculum year group. For example a child in Year 4 could be a Level 3 or a Level 5. Children were achieving between Level 4 and Level 6 by the end of Key Stage 2 in a test but the view of the Government was that children were not SECURE in these levels. The Government felt that the old National Curriculum and the levels system failed to adequately ensure that children had breadth and depth of knowledge at each National Curriculum level. Under the old system the highest achieving children were quickly moved to the next level without acquiring the necessary breadth and depth of knowledge. As from September 2015 NO children in English state schools will be assessed using the levels system. The old system

cannot be used to assess progress against the New National Curriculum as there are no corresponding level descriptors.

The New Approach to Assessing Progress

All children in Years 1 → 9 will now be working towards Age Related Expectations (ARE). These expectations have been set by the Government and are an integral aspect of the New National Curriculum. Each year group has a set of objectives that children will be assessed against. During the academic year children will make progress towards the end of year Age Related Expectations appropriate for their chronological age. The only exceptions will be children who have special educational needs or EXCEPTIONALLY able children.

At the beginning of each academic year the VAST majority of children will be working towards the Age Related Expectations for their year group. No children will be more than working towards the Age Related Expectation because there will be new learning of knowledge and skills that they have not covered before. As the year goes by most children will become more secure in their knowledge and skills as set out in the Age Related Expectations.

For those children who are making slower progress the curriculum will be differentiated in such a way to ensure they have extra support and guidance and, if necessary, intervention to aid their progress.

For those children who gain a secure grasp of the Age Related Expectations before the end of the year a programme to provide appropriate support and challenge will be put in place. This will involve the children gaining a greater depth and breadth of the Age Related knowledge and skills by applying their knowledge and skills in a variety of ways. Only in very exceptional cases will children be working at Age Related Expectations beyond those set of their year group.

There will be End of Key Stage Expectations that children will be expected to achieve by the end of Year 6. Again there will be children who will be working towards these End of Key Stage 2 Expectations and those who will be extending their knowledge and skills through depth and breadth of understanding.

Whole School Tracking of Progress

As a school all teachers will be regularly assessing children's progress towards securing Age Related Expectations through regular teacher assessment. This will include questioning, marking written work, setting class tests and talking to the children. As a result of the teacher assessments the planning for future work will be differentiated to ensure that the

children move towards the end of year Expectations. Teachers will ensure children know what they need to do to achieve their 'next steps' by giving clear success criteria.

Talking to Parents about Attainment and Progress

We will be making parents aware of their child's progress towards the Age Related Expectations. This information will be given to parents at the mid-year consultation and in end of year reports. As children will be working towards new Age Related Expectations at the beginning of a new school year discussions with parents at the first consultation evening will focus on the child's attitudes to learning, their ability to make good progress towards securing the Age Related Expectations for their year and any areas that need particular development to support the child in making the expected progress during the year.

If at any time during the school year teachers feel that your child is not making the progress they would expect you will be contacted and a meeting will be arranged for you to speak with the class teacher.

I hope this information in this guide is helpful. If you have any questions or need further clarification please don't hesitate to contact your child's class teacher or a member of the senior leadership team.

To support parents in gaining a greater understanding of the New Curriculum and Assessment Without Levels I will be holding an information evening for parents/carers after half term. The meeting will be held in the school hall on Tuesday 3rd November at 7.00pm. Please note it will not be appropriate to bring children to this meeting.



Mrs Allyson Woodhouse - Interim Headteacher

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