

Assessment without Levels

As you are aware, teachers continually assess pupils to determine how they are progressing and to identify their next steps in learning. Pupils are tracked throughout the year to determine their attainment and their progress, and measures are put in place to support those who are not meeting their targets.

Since 2014, schools have been teaching the New Primary Curriculum. Instead of assessing a child's attainment using "Levels", the DfE have introduced Age Related Expectations (ARE) for each year group from Year 1 upwards. These outline what every child is expected to know for Reading, Writing and Maths by the end of each school year.

At the end of this academic year, children will be assessed against the Age Related Expectations. The Age Related Expectations for each year group are enclosed and can also be found on our school website.

Schools have been given responsibility for how they assess pupils against these expectations. At St Peter's School a steering group worked on devising a new system for the school to adopt. This new system has been agreed by Governors, the Senior Leadership Team and teaching staff.

The new Age Related Expectations assessment system is outlined below:

- Assessment will use the language of developing, securing or mastering;
- A child is developing (D) their understanding of a programme of study if they have a good understanding of around 50% of the descriptors in the programme of study for a particular year;
- A child is securing (S) their understanding of a programme of study if they have good understanding of around 80% of the descriptors in the programme of study for a particular year;
- A child is mastering (M) a programme of study if they have a good understanding and knowledge of all the descriptors in the programme of study for a particular year and up to 20% of the following year's descriptors.

Your child's report will assess their learning using the following codes:

D - **Developing**

S - **Securing**

M - **Mastering**

The new curriculum has significantly raised the expectations of what pupils are expected to know by the end of each year group. It is very unlikely that any pupils would work above Age Related Expectations unless they are exceptionally gifted. Because of the higher expectations, it is highly unlikely that a child will be taught objectives from the year group above. It is also likely that a child who previously had been working at an expected "level" is now assessed as being below Age Related Expectations.

Children may be taught Age Related Expectations from a younger year group if appropriate.

Eventually, we hope the majority of pupils will achieve Securing (S) or Mastering (M) Age Related Expectations (ARE) for their year group.

We also expect every child to make 3 points progress during a year, so if they start at Developing Year 2, we would hope they would be Developing Year 3 by the end of the year.

At St Peter's we aim to cater for the individual learning needs of all pupils, in line with the new SEND Code of Practice. Children identified with additional needs will be placed on our school's Record of Need (SEND Register) at one of the following two levels:

- Educational Health Care Plan/A Statement of Educational Needs
- Special Educational Needs School Support.

If the 'SS' is circled on the Special Educational Needs section of your child's report, this means he/she is on the SEND Register.

We continue to have high expectations of all our pupils, but we are also completely committed to ensuring their time at school is a positive, enjoyable and enriching experience. To this end, we strive to provide a broad and engaging curriculum.

Please see below for further explanation.



St Peter's Catholic Primary School

Assessment in the New National Curriculum

'Life After Levels'

Information for Parents & Carers

National Curriculum 2014

- As you know, we are now in the second year of the implementation of the new National Curriculum, which was introduced in September 2014.
- Along with this new National Curriculum the system of assessment using levels was removed and not replaced by the Government
- The Government have left it up to schools to design their own assessment framework. St Peter's Catholic School is using the Points Tracker assessment system.
- This year, children will be assessed using steps which describe their attainment against the National Curriculum statements for each year group.

St Peter's Catholic Primary School

Assessment

Assessment in the Early Years Foundation Stage has not changed



A child who achieves 30-50 months – Secure with elements of 40-60 months Entering is considered to be at a good level of development on entry to the Foundation Stage Class

A child who achieve 'Early Learning Goals – Expected' is considered to be at a good level of development at the end of the Foundation Stage

Assessing the new National Curriculum

Appropriate Curriculum	Steps	Annual Report to parents at the end of the year
Year 1	Developing	Working within year group expectations
	Securing	Meeting year group expectations
	Mastering	Exceeding year group expectations
Year 2	Developing	Working within year group expectations
	Securing	Meeting year group expectations
	Mastering	Exceeding year group expectations
Year 3	Developing	Working within year group expectations
	Securing	Meeting year group expectations
	Mastering	Exceeding year group expectations
Year 4	Developing	Working within year group expectations
	Securing	Meeting year group expectations
	Mastering	Exceeding year group expectations
Year 5	Developing	Working within year group expectations
	Securing	Meeting year group expectations
	Mastering	Exceeding year group expectations
Year 6	Developing	Working within year group expectations
	Securing	Meeting year group expectations
	Mastering	Exceeding year group expectations

Children begin, work within and then become secure against
National Curriculum statements for each year group



St Peter's Catholic Primary School

Teachers at St Peter's Catholic Primary School are assessing children all of the time, constantly considering how well they have understood their learning and what the next steps are.

Teachers will talk to children about their next steps (in an age appropriate way) so that they know the things they need to get better at doing.

Teachers complete a teacher assessment for each child at the end of each term and children's progress is discussed regularly through the year with the Senior Leadership Team.

Children's attainment and progress is shared with parents and carers at parents' evenings, with a written report in the summer term.