

Assessment

January 2016

Why change?

- Government decision to scrap levels
- To stop the race to the top culture in schools
- A greater focus on depth of understanding
- To reflect the raised expectations of the new curriculum

Words We Might Use

- **Assessment**
 - Refers to the wide variety of method or tools that school used to evaluate where children are in their learning.
- **Attainment**
 - The level/grade/outcome a child has achieved.
- **Progress**
 - The achievement of a child over a period of time.
- **End of Year Expectations**
 - What an average child is able to do at the end of each year of their education. Currently characterised by a set of targets or objectives.
- **Emerging**
 - Working below the expected standard for their age group.
- **Expected**
 - Working at the expected standard for their age group.
- **Exceeding**
 - Working above the expected standard for their age group.
- **Exceptional**
 - Working at the level of the year above.

Statutory Assessment

Baseline

- Undertaken in the first 6 weeks of a child joining school – reception.
- Observation based
- Whether or not children can do given statements
- Percentage of statements a child can do leads to a judgement below typical, typical, above typical
- From next year, the percentages will also be used to generate a scaled score 80-120 with 100 being at national expectations.

End of EYFS

- Children are assessed using the ages and stages documents
- 17 areas of learning are assessed
- For each area of learning teachers decide whether a child is emerging, expected and exceeding based on a set of statements
- A 'good level of development' score is given by combining each of the following: reading, writing, maths, communication and personal social development.

End of Year 2 & 6

- Children take statutory assessment tests in the following:
 - Reading (2 papers in Year 2)
 - Spelling
 - Grammar and punctuation
 - Maths arithmetic
 - Maths reasoning (2 reasoning papers in Year 6)
- This will result in a standardised score from 80-120 with 100 being at national expectation.

Our New School Assessment System

Our New School Assessment System

- Runs from Year 1 through to Year 6
- Based on End of Year Expectations
- Allows us to make a judgement as to where your child is working.

Emerging

Expected

Exceeding

- Links with the systems used in other Chilwell Schools, including Chilwell Comprehensive.

End of Year Expectations

- These are a set of statements for each year group.
- **Most** children will achieve these by the end of the year.

There are some end of year expectations on your table for you to have a look at.

Using the Statements

- Throughout the year teachers assess the children against these statements.
- They use **RED** – **AMBER** – **GREEN** ratings to decide to what extent a child has achieved an objective.
- They use a range of evidence:
 - Work
 - Tests
 - Observations
 - Conversations
 - Teacher Knowledge
- Teachers will do this based on what they see in school. They are looking for learning to be natural, independent, consistent and embedded.

Making a Judgement

- We make a judgement as to what level a child is working at using a seven point scale.
- This score is found by considering to what extent they have achieved the objectives as a whole
- It also tells us if they are emerging, expected or exceeding for their Year Group

Below Year Level	Emerging			Expected		Exceeding	
	Supporting	Developing	Establishing	Securing		Mastering	Exceptional
	1	2	3	4	5	6	7

Children working below the expected standard

- Some children will be working below the expected standard for their age.
- For the most part, they will still work towards the expectations for their year group.
- These will be presented in a more accessible way so that the children can access the learning.
- A very small number of children may need to work towards the expectations for an earlier year group.
- If your child is struggling we will talk to you about it.

Children working above the expected standard

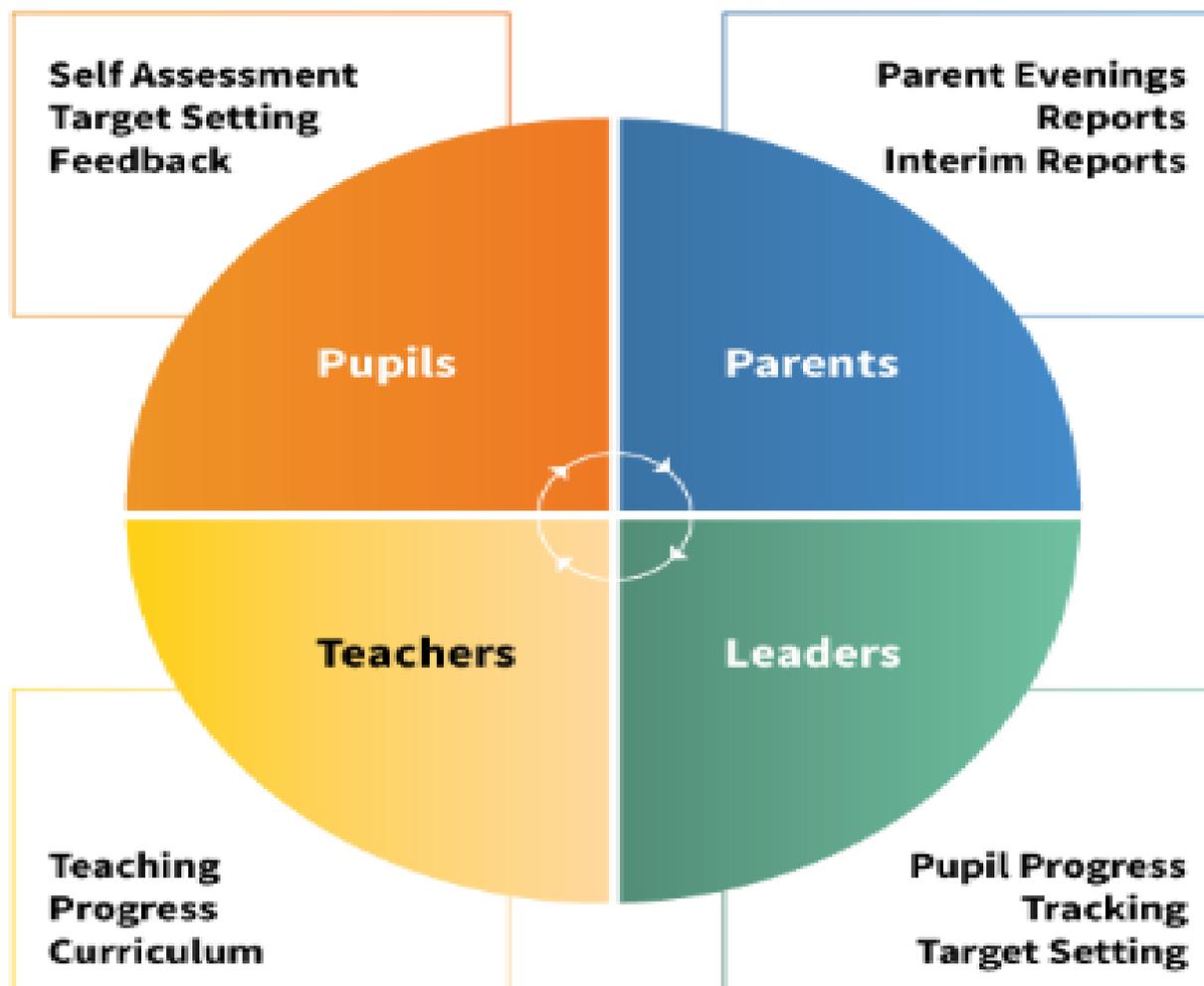
- Due to the raised standards there will be fewer children working above age related expectations.
- Teaching for children who are working at a higher level will aim to deepen and embed their learning in a variety of contexts.
- A very small number of children who are at exceptional level may be working towards the expectations for the following year. This is very rare.

Progress

- We use the new assessment system to track children's progress across the two schools.
- If a child achieves point 4 – expected at Year 1 we would expect them to achieve at least this in year 2 and so on...
- This also links with Chilwell Comprehensive's assessment system.

Below Year Level	Emerging			Expected		Exceeding	
	Supporting	Developing	Establishing	Securing		Mastering	Exceptional
	1	2	3	4	5	6	7

How do we use the information?



Bringing it all together

Moderation meetings

Pupil progress meetings

Senior leaders' monitoring

Everything informs our planning and teaching

We involve the children

Implement support and interventions

Develop depth of learning for more able pupils