



## Changes to assessment and reporting of children's attainment at SS Simon and Jude – A Guide for Parents/Carers/Governors

### What changes have come from the Department for Education (DfE)?

*“As part of our reforms to the national curriculum, the current system of levels used to report children's attainment and progress will be removed and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.”*

The programme of study (what teachers need to teach) set out expectations for the end of each Key Stage ie by the end of Key Stage One and by the end of Key Stage 2. Schools have the freedom to develop a curriculum relevant to their pupils that teaches this content. At SSSJ, we deliver the content through daily English and Mathematic lessons as well as the highly successful International Primary Curriculum. The curriculum provision must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of each key stage.

### How will this change the assessment and reporting of my child's attainment?

In order to move assessment forward at SSSJ, the SLT spent the previous academic year researching assessment models. As a school there is a requirement to report to parents/carers as to whether a pupil is achieving the expectations for the end of each key stage. The assessment model that will be used at SSSJ goes a stage further and focuses on end of year expectations for English and Mathematics as each pupil moves through primary school. This is based on a list of key objectives that pupils need to know by the end of the year. More information on this will be provided during the Parent Conference Evening.

At the start of Reception, all children will complete a baseline assessment which will inform parents and staff where children are working. This information is used to aid the planning and teaching process at the start of the academic year. Through Reception, children have a set of expectations which they should achieve by the end of the academic year. If a child meets the expectation, this is known as meeting the 'Early Learning Goals'.

From Year 1 to Year 6, every pupil has a set of 'end of year expectations' to achieve by the end of each academic year in English and Mathematics. At both Parent Conference Evenings and in the final end of year report, parents/carers will be given information on where their child is working.

Within the year group expectations, there are 3 key phrases: beginning, working within and secure. This is explained in more detail in the 'So what will this new system look like?' section.

For subject such as History, Science, Geography etc, pupil progress is monitored through the International Primary Curriculum assessment rubrics.

The ultimate aim is by the end of Year 6, every pupil is 'secondary school ready' by meeting the Year 6 expectations.

***It is important to note that the new curriculum is very challenging. The bar has been raised for each year group.***

## So what will this new system look like?

There is a move away from the system of assessing using levels where pupils were encouraged to accelerate through the levels.



The new assessment system focuses on pupils being assessed against a key list of expectations for each year group. The children are encouraged to learn in greater depth and apply their learning to a wide variety of situations. They are not accelerated through levels, instead they develop a deeper understanding and an ability to apply this understanding across other subjects and in a variety of situations.

The new assessment system will focus on bands and steps within each band. Each band relates to the year group: Band 1 – Year 1, Band 2 – Year 2, Band 3 – Year 3 etc.



The definitions of each step within each band are:

**Beginning:** pupil learning is mainly focused on the criteria for the band however there may still be statements from the previous band to gain complete confidence in.

**Working within:** pupil learning is fully focused on the criteria for the band. Around 40-70% of the statements have been achieved.

**Secure:** pupils are confident in the vast majority of the criteria for the band – there may be some statements which pupils need to gain complete confidence with.

**Exceeding:** pupils have met 100% of the expectations for their band and are typically beginning to work on expectations in the band above.

## How will our assessment system work within each year group?

Pupils will build on prior learning as they move through each year group with the ultimate aim that pupils will be working at age-related expectation at the end of each academic year. By using the step assessments, teachers can clearly identify where each pupil is working and provide the support that each pupil needs to make progress.

For example, in Band 4 (Year 4), the Number and Place Value statements expected by the end of the year are:

Number & Place Value	
<i>I can count in multiples of 6, 7, 9, 25 and 1000.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can find 1000 more or less than a given number.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can count backwards through 0 to include negative numbers.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can order and compare numbers beyond 1000.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can identify, represent and estimate numbers using different representations including measures.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can round numbers to the nearest 10, 100 or 1000.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can solve number and practical problems that involve large positive numbers.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.</i>	<input type="checkbox"/> <input type="checkbox"/>
Addition & Subtraction	
<i>I can add and subtract numbers with up to four digits using formal column methods.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can use estimating and inverse operations to check my answers.</i>	<input type="checkbox"/> <input type="checkbox"/>
<i>I can solve two step addition and subtraction problems, using different methods, and explain why I used them.</i>	<input type="checkbox"/> <input type="checkbox"/>

At regular intervals during the academic year, teachers assess where each pupil is working and record this information on the schools assessment database. This information will be shared with parents/carers at Parent Conference Evenings and in the end of year written report. Year group expectations for reading, writing and mathematics can be found on the school website under the relevant year group tab.

[www.sssj.bolton.sch.uk](http://www.sssj.bolton.sch.uk)

## When does this new assessment and reporting system begin?

**It is already in place to start this academic year!** At the first Parent Conference Evening, parents/carers will be able to discuss their child's progress towards meeting the end of year expectations. The end of year reports will also be re-vamped in response to the curriculum changes.