

Assessment at Garlinge Primary School and Nursery

Years 1-6

The new National Curriculum (introduced in September 2014 for pupils in Years 1, 3, 4 & 5 and September 2015 for pupils in Years 2 & 6) has much higher expectations in terms of standards of learning for all children. The Government removed the former National Curriculum assessment levels (2c, 2b, 2a etc). However, no new national way of measuring pupil achievement has been introduced to replace it. It is up to individual schools to have their own assessment systems. There is however an expectation that all schools will be able to assess children's learning, progress and attainment and that this information can be compared with assessment outcomes in other schools and can be easily understood by parents and children.

WHAT IS GARLINGE USING TO MEASURE PUPIL ACHIEVEMENT AND PROGRESS?

The assessment system that we have begun to use across the school is being widely adopted throughout Kent. It allows teachers to assess the pupils' learning within their year group expectations (called 'Bands') against a variety of progressive statements. For each year group there are six age-related 'bands' and the aim is that pupils will progress through these throughout the year to reach the 'end of year expectations' for their year group.

The system is similar to the system used in the Foundation stage. This was to take the end of year expectations for each year group and to split this into categories as follows:

Below age expected (Emerging)— Yet to be secure in the end of year expectations.

At age expected (Expected)—Secure in the majority of the end of year expectations.

Exceeding age expected (Exceeding)—Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Under the old 'levels' system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket 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 Mastery and Depth. Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are unlikely to be emerging at the end of the year may work towards the expectations from the year group below.

The bands that children will be tracked through include low emerging, high emerging, low expected, high expected, low exceeding and high exceeding.

Children achieving the 'Expected' Level at the end of any academic year are ready to start the age-related Programme of Study for the following Year and therefore are likely to be tracked through the Exceeding bands of the previous year group in Term 1 and 2, Emerging bands in the Term 3 and 4 and Expected bands in Term 5 and 6 if they have made at least expected progress.

We believe that effective assessment provides information to improve teaching and learning. We will be giving learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We will continue to give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims for a whole school approach to assessment:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. We acknowledge that there are two distinct types of assessment used by the school. These include:

- Assessment **for** learning which helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- Assessment **of** learning which is more associated with judgements based on grades, ranks and with public accountability.

Our new assessment system will enable us to do both.

Where is your child working and are they on track to make the expected standard by the end of the year 3?

Below is a year 3 progress grid that shows where your child is working at certain points during the year. The numbers on the grid show which 'band' the children are working at. The headings (Y3 Emerging, Y3 Expected etc) show the **End of Year expectation** where the child is working at the **end of Term 6**.

If they are working in a band that is light blue at that point in the year they are **not on track to be at the expected standard** at the end of the year. If they are in the green at that point in the year they **are on track to make the expected standard** and if they are in the dark blue they are **on track to be at the exceeding standard** by the end of the year.

Year 3 Garlinge Progress grids – 6 steps

READING

___% of children on track to make expected standard ___% of children on track to exceed expected standard

	Below	Y2 Emerging		Y2 Expected		Y2 Exceeding		Below on track/ On track/ Above on track to make expected standard						
								Y3 Emerging		Y3 Expected		Y3 Exceeding		Above
		10	11	12	13	14	15	16	17	18	19	20	21	
July 15														
End T1														
End T2														
End T3														
End T4														
End T5														
End T6														
	Below	Y2 Emerging		Y2 Expected		Y2 Exceeding		Below on track/ On track/ Above on track to make expected standard						
								Y3 Emerging		Y3 Expected		Y3 Exceeding		Above
		10	11	12	13	14	15	16	17	18	19	20	21	
Target														

Where is your child working and are they on track to make the expected standard by the end of the year 5?

Below is a year 5 progress grid that shows where your child is working at certain points during the year. The numbers on the grid show which 'band' the children are working at. The headings (Y5 Emerging, Y5 Expected etc) show the **End of Year expectation** where the child is working at the **end of Term 6**.

If they are working in a band that is light blue at that point in the year they are **not on track to be at the expected standard** at the end of the year. If they are in the green at that point in the year they **are on track to make the expected standard** and if they are in the dark blue they are **on track to be at the exceeding standard** by the end of the year.

Year 5 Garlinge Progress grids – 6 steps

READING

___% of children on track to make expected standard ___% of children on track to exceed expected standard

	Below	Y4 Emerging		Y4 Expected		Y4 Exceeding		Below on track/ On track/ Above on track to make expected standard						
								Y5 Emerging		Y5 Expected		Y5 Exceeding		Above
		22	23	24	25	26	27	28	29	30	31	32	33	
July 15														
End T1														
End T2														
End T3														
End T4														
End T5														
End T6														
	Below	Y4 Emerging		Y4 Expected		Y4 Exceeding		Below on track/ On track/ Above on track to make expected standard						
								Y5 Emerging		Y5 Expected		Y5 Exceeding		Above
		22	23	24	25	26	27	28	29	30	31	32	33	
Target														

Where is your child working and are they on track to make the expected standard by the end of the year 6?

Below is a year 6 progress grid that shows where your child is working at certain points during the year. The numbers on the grid show which 'band' the children are working at. The headings (Y6 Emerging, Y6 Expected etc) show the **End of Year expectation** where the child is working at the **end of Term 6**.

If they are working in a band that is light blue at that point in the year they are **not on track to be at the expected standard** at the end of the year. If they are in the green at that point in the year they **are on track to make the expected standard** and if they are in the dark blue they are **on track to be at the exceeding standard** by the end of the year.

Year 6 Garlinge Progress grids – 6 steps

READING

___% of children on track to make expected standard ___% of children on track to exceed expected standard

	Below	Y5 Emerging		Y5 Expected		Y5 Exceeding		Below on track/ On track/ Above on track to make expected standard					
		Y6 Emerging		Y6 Expected		Y6 Exceeding		Above					
	28	29	30	31	32	33	34	35	36	37	38	39	
July 15													
End T1													
End T2													
End T3													
End T4													
End T5													
End T6													
	Below	Y5 Emerging		Y5 Expected		Y5 Exceeding		Below on track/ On track/ Above on track to make expected standard					
		Y6 Emerging		Y6 Expected		Y6 Exceeding		Above					
	28	29	30	31	32	33	34	35	36	37	38	39	
Target													