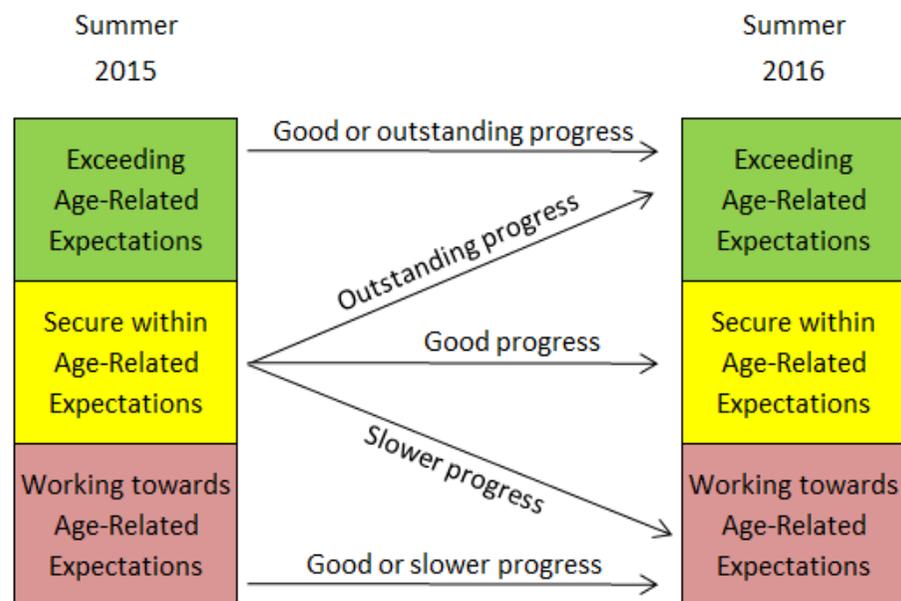


## HOW WILL WE TALK ABOUT PROGRESS?

The design of the new curriculum assumes that a child who continues to meet Age-Related Expectations is a child who is making Good Progress.

Whilst much is still unclear in this 'transition' year, we are looking ahead and hope that the following diagram makes clear the way in which we will talk about progress.

In June 2016 we will be able to compare 'like with like' and provide much greater clarity.



## THE RECEPTION YEAR

The Reception Year Group continues to work on the Early Years Foundation Stage (EYFS). From September 2015, the Government requires schools to introduce a new 'baseline' assessment for Reception. We have chosen an observation-based approach, rather than a test. In the summer of 2022, for the first time, a measure of progress will exist for the totality of a child's primary education. Until now the only statutory and nationally recognised progress measure has been from the end of Year 2 to the end of Year 6.



# Our guide to ASSESSMENT in the new National Curriculum

## CHANGES

This has been a year of considerable change in primary schools. As well as the introduction of a new National Curriculum, with its 'new' subjects of Foreign Languages and Computing, and the higher expectations it brings for children's learning, the old system of levels has been abolished. The changes have been phased in - Years 1, 3, 4 and 5 in the current school year, whilst current Year 2 and Year 6 children move to the new system from September 2015.

The Department for Education has stated...

- "The current system of national curriculum levels and level descriptions will be removed and not replaced".
- "Teachers will continue to track progress and provide regular information to parents. How they do so will be for them to decide. We will not prescribe a single system for ongoing assessment and reporting."
- "Schools will be free to design their approaches to assessment, to support pupil attainment and progression."

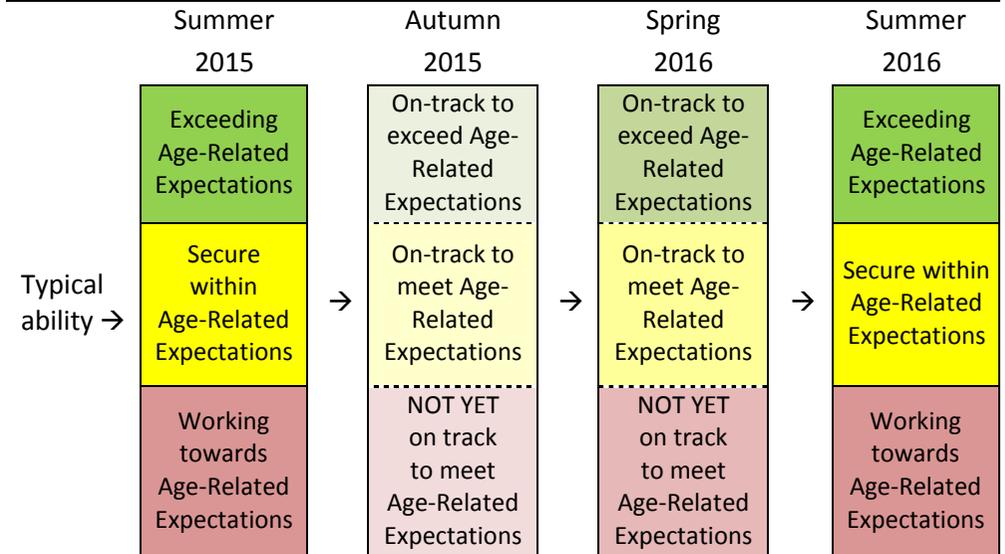
We have been working to refine our approach throughout the year. In the autumn term we provided handouts which detailed our Year-End expectations. In our end of year reports we are using terminology based around Age-Related Expectations (ARE). We have chosen to describe children's current learning as

- "Secure" (working in line with expectations)
- "exceeding" those expectations, or
- "Working towards" the level expected for their school year group.

We have made our judgements using on-going assessments, supported by test results. Given the wide ranging changes, attainment cannot easily be compared with previous years. Since each school is "free to design their own approaches to assessment," it is likely that comparison with other schools could also be misleading.

The government has recently commissioned an expert group to look again at assessment and to prepare further advice for schools. This commission will report in the autumn (nearly two years after the decision to abolish levels for Years 1, 3, 4 and 5). Until that time the words we have used to describe attainment of remain 'provisional'.

## HOW WILL WE DESCRIBE ATTAINMENT?



## HOW DO THE CHANGES AFFECT PUPIL PROGRESS?

The new National Curriculum sets higher standards, and for the older children these standards represent a significant change of pace as they attempt to 'catch up' to the expectations in some new areas. In some areas, Year 5 have been expected to make up three years' worth of 'new' curriculum work, whilst finding out that their learning in other areas will not be assessed at the end of Key Stage Two because it has been 'dropped' from the new curriculum.

The new National Curriculum requires progress to be made at a faster rate, to meet (or exceed) new Age-Related Expectations.

