



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Guide to Assessment at Cononley Primary School

Previously, children's attainment in **Years 1 – 6** of primary school, was described in terms of **levels**. Following the introduction of a new National Curriculum in September 2014, the government decided that 'levels' were no longer suitable for assessing children's learning.

The Problem with Levels

- **Too narrow** – children could achieve a particular level by fulfilling narrow assessment criteria without gaining a breadth and depth of understanding.
- **Pace** – '**too many things too quickly**'. Children were encouraged to move on to the next level before they had a chance to **apply** the knowledge and skills they had learned in different contexts through problem solving and investigations.
- **Gaps in learning** – children had gaps in their learning because they were encouraged to move on too quickly.

We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools.

(Department for Education)

What next?

From now on, children will be assessed against the **end of year expectations** for their year group. Schools have been given the freedom to develop their own approach to assessing progress. With the new assessment system, there will be an emphasis on:

- Strong foundations
- Broad, deep understanding
- Not racing too far, too fast, too high

(If you would like to see the **end of year expectations** for your child, please follow the links on the school web-site under the 'Curriculum' tab; alternatively, you can ask your child's teacher.)

How will children progress through the new curriculum?

- Children will work on the expectations for their own year group.
- Children who show greater understanding and grasp concepts quickly will be challenged through 'mastery' or 'deeper learning' tasks such as problems and investigations, which enable them to apply what they have learned in different contexts.
- In exceptional circumstances, children may access work from either above or below their year group.

Please note that the expectations for what each year group is expected to achieve are **higher** than in the previous curriculum.

How will my child be assessed at Cononley Primary School?

Ongoing Teacher Assessment

Children will be assessed daily by their teachers in the following ways:

- Through questioning and discussion to ensure that they understand.
- Marking work regularly to check learning.
- Giving children feedback so that they know how to improve.
- Giving children tools to assess their own learning and giving them time to make improvements.

Tests and National Tests

Children will carry out formal and informal tests in Maths, Reading, Writing, Grammar, Spelling and Punctuation at the end of each term. They will also carry out the following National Tests:

- **Y1- Phonics Check** – Summer Term
- **Y2 – SATS** – Summer Term
- **Y6 – SATS** – Summer Term

When we report our assessments of your children's learning, we will use the following descriptions:

P	W1	W2	W3	A	GD
Prior (achieving below expectation for the year group)	Working towards end of year expectations. (This has been split in to 3 steps so you can see how your child is progressing.)			At end of year expectations	Working at greater depth

How will I find out about my child's progress?

Here is an example of how we will report progress at the end of this term:

Mickey Mouse Year 1	Teacher Assessment Spring Term:	Predicted standard at the end of the year:	Targets
Reading	Working towards W2	Working at expected standard	To decode words using phonics.
Writing	Working towards W1	Working towards	To use capital letters and full stops.
Maths	Working at expected standard W3	Working at greater depth	To solve problems using addition facts to 20.
GPAS	Working towards W1	Working towards / at	To spell the words on the Y1 list.

At the end of the year, in the end of year report, you will be given information about how your child has achieved in all curriculum subjects.

How can I help my child?

- By completing homework tasks set by the class teacher.
- Reading regularly with your child.
- Helping them to learn their spellings.
- Helping them to learn their number bonds and times tables.

What if my child does not achieve end of year expectations?

If there are areas of the curriculum which your child finds difficult, your child's class teacher will keep you informed about progress, additional help which is being given in school and advice about how to help at home. Children develop at different rates and may need additional time and support, such as a targeted intervention group, to help them to gain a secure understanding of a particular concept or skill. The aim is to have all children achieving at least end of year expectations by the end of Year 6 so that they are ready for secondary school.

If you would like to have anything explained in greater detail, your child's teacher will be happy to help you.