

Why do we assess children?

Assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements in learning against age related expectations. Our assessment informs our immediate and long term planning.

Assessment gives.....

- pupils an understanding of where they are secure, what it is they need to do to rectify any gaps and the next steps needed to extend their learning.
- teachers the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching.
- parents and carers regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children.
- school leaders and Governors information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school.

We remain committed to ensuring all children achieve their full potential.

We have worked hard to plan the delivery of the curriculum so that our children build on their progress to date and continue to develop their learning effectively within the new framework.



SCHOOL

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ST MICHAEL & ALL ANGELS CATHOLIC PPRIMARY

Information for Parents

Helping you understand assessment in school



ASSESSING WITHOUT LEVELS

Changes in Assessment

In September 2014 Years 1, 3, 4 and 5 started working from a new statutory Primary Curriculum. We as a school are committed to meeting the requirements of the new curriculum.

Years 2 and 6 will continue to work from the programmes of study in the old curriculum for the remainder of this year and will then move over to the new curriculum. Foundation 1 and 2 will continue to work from the EYFS framework.

In the past we have reported to you your child's attainment using a Levels system. Nationally this has now changed as the government felt that schools should have greater autonomy in deciding how they assess pupil achievement. It was also felt that parents did not feel that levels were clear enough in explaining their child's attainment and progress.

There is currently no prescribed model to report or measure attainment.



Each school will adopt its own recording and reporting system.

We have spent a long time researching various different methods of assessing pupils alongside our cluster schools.

We have agreed on a system that is similar to the system used in the Early Years Foundation Stage. It looks at whether pupils are working at, below or above age related expectations in their year group. We will use the following categories -

Emerging - yet to be secure in the end of year expectations

Developing - achieving many of the end of year expectations

Secure - secure in the end of year expectations and is able to use and apply their knowledge



From January 2015 children in Years 1, 3, 4 and 5 will be assessed without National Curriculum levels. We will assess in these year groups in relation to age related expectations.

National curriculum levels will continue to be used in Years 2 and 6 but only for the academic year 2014-15.

The new curriculum is different in both content and expectations, aspects of which will not have previously been taught and require new assessment criteria.

Due to these significant changes there will be a period of transition before pupils can reasonably be expected to achieve the new standards for their age.

