



Assessing without Levels Information for Parents and Carers September 2015

This information has been put together to inform you of our new assessment procedures at St. Helen's.

As many of you will be aware, the DfE have removed assessing with levels for children in primary schools. Schools are to be encouraged to create their own non-levels based assessment system.

Effective Assessment Systems should;

- Give reliable information to parents about how their child, and their child's school is performing
- Help drive improvement for pupils and teachers
- Make sure the school is keeping up with external best practice and innovation

(DfE Assessment Principles)

Early Years Foundation Stage (Pre-school, Nursery and Reception)

Children in the EYFS will continue to be assessed against the Early Years Foundation Stage Profile. This consists of age bands with outcomes taken from the Development Matters document which makes it clear how children should progress from their on entry assessment in pre-school or nursery and work towards the Early Learning Goals for Reception aged learners.

During the children's time in the pre-school the staff complete a 'Two Year Development Review' with consultation with the child and parent in line with EYFS guidelines. At the end of Reception the children are reported as either **Emerging**, **Expected** or **Exceeding** the Early Learning Goals in each area of the prime areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) as well as in Literacy and Mathematics.

Evidence in the EYFS is gathered through observations of learners, samples of work, photographs of play and conversation records which demonstrate the child's understanding of a given concept. The school also makes use of an electronic system called '2Simple' to record the experiences. Profiles and books are regularly shared with parents through coffee mornings, parent meetings, assemblies etc.



Key Stage One and Two (Years 1 – 6)

From September 2015, children from years 1 to 6 will no longer be assessed against the National Curriculum levels that parents are familiar with.

St Helen's staff are teaching from the New National Curriculum and covering all requirements for the specific year groups. At the end of units teachers complete unit evaluations to assess the children's understanding. The unit evaluations have been devised to ensure continued progress throughout the year in line with age expected standards.

End of unit bands are monitored using 'Target Tracker' every half term and children are given appropriate targets which are also reviewed frequently. Targets for English and Mathematics are stored within children's exercise books to ensure they know their next steps to further develop their learning. Targets are shared and discussed with parents twice a year at parent's evenings.



Children are assessed against the each subject and unit in terms of whether, at each stage, they are **Beginning (B/B+)**, **Working Within (W/W+)** or **Secure (S/S+)**. Below is a table which shows how bands are developed throughout the school.

| | <u>Steps</u> |
|------------------------------------|---------------------|
| Year 1 <i>Band 1</i> | 1 beginning (1b) |
| | 1b+ |
| | 1 working (1w) |
| | 1w+ |
| | 1 secure (1s) |
| | 1s+ |
| Year 2 <i>Band 2</i> | 2 beginning (2b) |
| | 2b+ |
| | 2 working (2w) |
| | 2w+ |
| | 2 secure (2s) |
| | 2s+ |
| Year 3 <i>Band 3</i> | 3 beginning (3b) |
| | 3b+ |
| | 3 working (3w) |
| | 3w+ |
| | 3 secure (3s) |
| | 3s+ |
| Year 4 <i>Band 4</i> | 4 beginning (4b) |
| | 4b+ |
| | 4 working (4w) |
| | 4w+ |
| | 4 secure (4s) |
| | 4s+ |
| Year 5 <i>Band 5</i> | 5 beginning (5b) |
| | 5b+ |
| | 5 working (5w) |
| | 5w+ |
| | 5 secure (5s) |
| | 5s+ |
| Year 6 <i>Band 6</i> | 6 beginning (6b) |
| | 6b+ |
| | 6 working (6w) |
| | 6w+ |
| | 6 secure (6s) |
| | 6s+ |

The New Curriculum focuses on ensuring children have an outstanding breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is of greater importance now. Rather than moving 'up' the stages (similar to the old levelling system), the focus is on moving 'outwards' to develop a deeper understanding.

Gathering evidence of learners progress and development will continue with a wide range of formative assessment; (day to day assessment through learning completed, observations, conversations and guided sessions) which will inform staff's planning and also summative assessment (more formal assessment/tests) which will play a part in the overall assessment and progress checks for learners at set times in the year.