



# BORINGDON PRIMARY SCHOOL



COURTLAND CRESCENT, PLYMPTON, PLYMOUTH PL7 4HJ

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Head of School: Mr J C SCALES BEd (Hons)

Dear Parents,

## **BORINGDON PRIMARY SCHOOL ASSESSMENT WITHOUT LEVELS Information for Parents 2017/2018**

Please find below a guide to the new national curriculum and the new assessment arrangements. Assessment nationally has changed dramatically. For us, the changes are not as extensive as for many schools. We will continue to constantly assess the children thoroughly, to determine how they are progressing and identify their next steps in learning. We will continue to track pupils throughout the year to determine their attainment and their progress, and put measures in place to support those who are at risk of not meeting their targets, as we have for the past ten years or more. Our overriding aim will not change, as I have stated at every New Reception Parents' Evening for the past ten years. We will still strive to ensure your children leave us in Year 6 with the building blocks to become literate, numerate, ICT literate, caring, tolerant, well balanced, self-motivated and disciplined individuals, with a love for learning and the necessary skills to pursue this. We still want excellence and enjoyment for every child. We still want each child to have opportunities and experiences to excel at Music, Art and Sport. We still want them to be interested and fascinated by Science, History, Geography, DT and MFL.

### Introduction

From September 2014, the new national curriculum came into place in our Year 1, 3, 4 and 5 classes and from September 2015, it came into place for Years 2 and 6.

The Government has made huge changes to the way in which children are assessed. This will look very different to how it has been done for the last twenty years. The new assessment processes are designed to tie in with the new curriculum. It is widely accepted that the 'bar' has been raised, and that the children are expected to learn more at a lower age than in the past. For example, many of the knowledge, skills and understanding in Maths that would typically have been taught in Year 4 under the old curriculum, are now expected to be taught and mastered in Year 3, or some even in Year 2.

### The New National Curriculum

There are many changes to the curriculum, but for the sake of an understanding of assessment, we will focus on those subjects that are traditionally assessed.

English – the new programme of study for English is more knowledge based. This means its focus is on knowing facts, rather than just developing skills and understanding. There is also a greater emphasis on technical aspects of language. The new curriculum sets out clearly what children at a particular age should be covering in spelling and vocabulary, grammar and punctuation (SPaG), as well as comprehension and writing composition.

Mathematics – the Mathematics curriculum is divided into seven areas: number, measurement, geometry, statistics, ratio, proportion and algebra. Each year group has a set group of mathematical areas to focus upon. Most of the changes to the Mathematics curriculum involve the content being brought down to earlier years.

### Why are National Curriculum Levels Disappearing?

The Government want to avoid what has been termed 'The Level Race', where children have moved through the old national curriculum levels quickly, to achieve higher attainment. The old national curriculum was subdivided into levels, but these levels were not linked to the child's national curriculum year group. For example, a child in Year 4 could be a Level 3 or a Level 5. Children were achieving between Level 3 and Level 6, by the end of Key Stage 2 in a test. However, the view of the Government was that children were not always secure in these levels. The Government felt that the old national curriculum and the levels system, failed to adequately ensure that children had breadth and depth of knowledge at each national curriculum level. Under the old system, the highest achieving children were sometimes quickly moved to the next level, without acquiring the necessary breadth and depth of knowledge. As from September 2015, no children in English state schools will be assessed using the levels system. The old system cannot be used to assess progress against the new national curriculum, as there are no corresponding level descriptors. When levels were abolished, no new system was put in place for schools to follow. Therefore, schools have needed to research/ develop their own assessment programmes.





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## The New Approach to Assessing Progress – Age Related Expectations (ARE)

All children in Years 1 to 9, will now be working towards Age Related Expectations (ARE). These expectations have been set by the Government and are an integral aspect of the new national curriculum. Each year group has a set of objectives that children will be assessed against. You can find a copy of these on our website ([www.boringdon.plymouth.sch.uk/school/curriculum](http://www.boringdon.plymouth.sch.uk/school/curriculum)). During the academic year, children will make progress towards the end of year Age Related Expectations, appropriate for their chronological age. The only exceptions will be children who have recognised special educational needs, or exceptionally able children.

At the beginning of each academic year, the vast majority of children will be working towards the Age Related Expectations (Emerging) for their year group. No child will be more than working towards the Age Related Expectation, because there will be new learning of knowledge and skills that they have not covered before. As the year goes by, most children will become more secure in their knowledge and skills, as set out in the Age Related Expectations.

<p><b>Emerging</b> Working towards the ARE – this is where most children will be at the start of the year.</p>	<p><b>Developing</b> Working towards achieving between 50% and 70% of the objectives for the year i.e. September to July</p>	<p><b>Securing</b> This is the EXPECTED position for a child at the end of the year in relation to the ARE. Working towards achieving between 70% and 90% of the objectives for the year i.e. September to July.</p>	<p><b>Mastering</b> These are the children that are more than secure in most, if not all, of the ARE.</p>
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For those children who are making slower progress, the curriculum will be differentiated in such a way to ensure they have extra support and guidance, and if necessary, intervention to aid their progress.

For those children who gain a secure grasp of the Age Related Expectations before the end of the year, a programme to provide appropriate support and challenge will be put in place. This will involve the children gaining a greater depth and breadth of the Age Related knowledge and skills, by applying their knowledge and skills in a variety of ways. Only in very exceptional cases, will children be working at Age Related Expectations beyond those set for their year group.

There will be End of Key Stage Expectations that children will be expected to achieve by the end of Year 2 and Year 6. Again there will be children who will be working towards these End of Key Stage expectations, and those who will be further extending their knowledge and skills, through depth and breadth of understanding.

## Whole School Tracking of Progress

As a school, all teachers will continue to regularly assess children’s progress towards securing Age Related Expectations through regular teacher assessment. This will include questioning, marking written work, setting class tests and talking to the children. As a result of the teacher assessments, the planning for future work will be differentiated to ensure that the children move towards the end of year expectations. Teachers will ensure children know what they need to do to achieve their ‘next steps’ by giving clear success criteria within the lesson.

## Talking to Parents about Attainment and Progress

We will be making you aware of your child’s progress towards the Age Related Expectations. This information will be given to parents at the mid-year consultation, and in end of year reports. As children will be working towards new Age Related Expectations at the beginning of a new school year, discussions with parents at the



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October consultation evening will focus on the child's attitudes to learning, their ability to make good progress towards securing the Age Related Expectations for their year and any areas that need particular development, to support the child in making the expected progress during the year.

We hope the information in this guide is helpful. If you have any questions, or need further clarification, please don't hesitate to contact your child's class teacher.

The link below gives you access to the current primary national curriculum document  
[www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum](http://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum)

Yours sincerely,

Head of School

