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WHAT IS NEW?  
WHAT ARE THE CHANGES?  
A BRIEF SUMMARY

The National Curriculum has changed . It has more content , and is pitched higher.

It now gives Age Related Expectations (ARE) for each year group. The Government want all schools to develop their own tracking methods to record attainment and progress using the new Age Related Expectations.

The old 'levels' will no longer be used. Bands will replace levels to reference attainment. The bands relate to each year group.

Each year is divided into three phases Entering , Developing and Securing (E,D,S).

Yr	Aut	Spr	Sum
1	1E	1D	1S
2	2E	2D	2S
3	3E	3D	3S
4	4E	4D	4S
5	5E	5D	5S
6	6E	6D	6S

We recognise that pupils have different starting points and may be working above or below age related expectations. **ALL** children will receive the challenge and support necessary for them to continue to learn and secure the skills required to succeed and progress.

Where pupils reach the 'S' (secure) phase before the end of the year or summer term, they will be provided with opportunities to develop 'mastery' of their learnt skills to broaden and deepen their understanding and application of their skills

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Frequently asked Questions

**Why is the system changing?** It is part of the new revised National Curriculum. The Government wants a simpler system for parents to understand and for each school to develop their own.

**Will children still have SATs?** Yes, SATs this year will be the same as previous years. This year the Yr2 and Yr6 have continued on the 'old' curriculum which is what they will be assessed on. Next Year the SATs will alter to reflect the requirements of the new curriculum.

**What can I do to help my child?** There is so much parents can help with, reading is very important along with time tables, spellings and practicing number bonds. Completing homework as well as talking about what they are learning at school. Your class teacher will, if required, give you some specific pointers to help your child at home.

**What do teachers use to gauge children's progress?** Children's independent work is the biggest indicator of what they can do and how they do it. Teachers use this on a daily basis to know and check pupil understanding and progress. Special pieces of work to inform assessment is set up throughout the year alongside termly reading, spelling and maths age tests, the Phonic Screening Check in Yr 1, Year end tests in KS2 and the EYFS Profile.

**How is the progress between each step worked out?** We use the skills criteria set out in the National Curriculum for each year group and make judgements based on a child's achievement and consolidation of each skill.

**How do all schools know that their judgements about progress and attainment match up with each other?** We work across the school and with other local schools to agree and 'moderate' attainment levels. We are also subject to periodic external moderation from the Local Authority.



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## Church Preen Primary School

A parents' guide to.....

How we assess

## PROGRESS & ATTAINMENT

The New Curriculum requires that schools no longer use the 'Level' system.

This leaflet explains how Church Preen Primary School assesses and tracks pupils' learning to ensure your child makes good progress throughout their time with us.

### What is Staying the same?

Children in Reception continue to be tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. By the end of their Reception Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next. This is used as a datum point from which we can track and monitor progress.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

A 'Learning Journey' is kept of their development—which we will share with you through out the year, parents can contribute to it and include what children can do and are interested in at home. At the end of the Reception year the EYFS Profile completes the picture of everything they have learnt, and are able to do.

This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

The New National Curriculum has changed and with it the way all schools track attainment and progress. Previously, teachers will have given you a Level to represent your child's attainment. For example '3C'. The number gave the level and the letter denoted steps within that level. So 3C would be a child just entering Level 3, and 3A a child who was secure in the level and ready to move on to level 4. Because of the way old curriculum worked the numbers did not automatically represent the year group a child would be in.

The new National Curriculum has been written to give Age Related Expectations (ARE) for the end of each year. As children progress from Year 1 to Year 6 in our school, they will be tracked against the 'Age Related Expectations'. At Church Preen these are Year numbered bands which indicate the Year and the developmental phase within that Year band.

As all children are individual and develop at different rates and have differing needs, they will work in the band which is appropriate to them to make sure that learning makes sense. Extra help or challenge is given to make sure they are all learning at the right level.

Each Band is divided into 3 phases which each (roughly) represent a term's progress. Over the year the phases are called: Entering 'E', Developing 'D' and Secure 'S'. We further break down each phase into two steps in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning. The extra steps are denoted with a '+'. This gives a total of 6 steps for a year.

At whichever point children begin their learning in September we expect them to make 6 steps progress. So if they start at 2S+ in Year 3, we generally will expect them to be at least 3S+ at the end of Year 3. Over time, accelerated progress of more than 6 steps will close gaps where pupils are below ARE and take some pupils beyond ARE.

The 'M' designation at the end of each band is used where learners have demonstrated security of the skills in each band and are depending their understanding of skills through application. They may also be challenged (where appropriate) by progressing to content in the next band to develop 'Mastery' in the subject.

