

Dear Parents,

As a result of the feedback from staff after Parent Consultations this week, I am now aware that there is some confusion about how children's progress is measured as a result of Government changes.

### The new Curriculum

Many of you might know, as of September 2014, the DfE removed assessing with levels for children in primary schools.

The new National Curriculum in England is now in place and we no longer assess children using the level descriptors, as they have been abolished by the DfE and will not be replaced.

### Assessment of pupils without levels

The government has encouraged Local Authorities and schools to introduce their own approaches to assessment during both primary and secondary stages of schooling, to support pupil attainment and progression.

We have adopted the Kent approach to assessment without levels and 'Year End Expectations' have been taken from the New National Curriculum; these state the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with age expected standards.

At the end of each year children will be assessed as:

**Below:** not able to access the age-appropriate curriculum

**Emerging:** taught the age-appropriate curriculum and partially achieved the objectives with support.

**Expected:** exactly age appropriate - they are where they should be with their learning according to their age / year group

**Exceeding:** they have covered the requirements of their year group programme of study and have been able to consolidate this learning, and in some cases begin the programme of study for the year above.

During the year we will assess children as:

**Below:** Not expected (at this point) to reach age appropriate standard ('Expected') by the end of the school year. Children who are below are given intense support and robust interventions in order to make rapid progress. Children with Special Educational Needs (SEN) will receive appropriate support directed by the Special Educational Needs Coordinator (SENCO). In some cases, such interventions will have an impact within one or two terms, in others the impact may be over a long period of time, depending on their needs.

**On track:** Should be assessed as 'Expected' at the end of the school year and are currently working at an age-appropriate standard.

**Above:** Are predicted to finish the year as 'Exceeding' and are currently working above age expectations.

## Early Years Foundation Stage (EYFS)

Children in the EYFS will continue to be assessed against the Early Years Foundation Stage Profile (EYFSP for short). This consists of Ages and Stages criteria for nursery learners moving into Early Learning Goals for Reception aged learners.

At the end of Reception these are reported as **Emerging, Expected** or **Exceeding** the Early Learning Goals in each area.

Evidence is gathered across the year to create 'Learning Journeys' for all children in EYFS and we value all contributions from parents and carers to these documents.

Assessment in EYFS is gathered through observations of learners, samples of learning, photographs and conversations which demonstrate the child's understanding of a given concept. In addition to this, we identify the learning behaviours of children and plan lessons and activities to develop a wide range of learning skills in preparation for the next stage in their education Key Stage 1 (Years 1 and 2).

## Key Stage SATs

The first new Key Stage 1 and Key Stage 2 tests in English and mathematics, based on the new national curriculum, will be taken by pupils for the first time in the summer of 2016. The exact methodology of how results will be reported is still to be determined by the DfE and we will inform you once we have the information.

## Data

The school has a data system in line with the new 'Assessment without Levels' which is updated termly and tracks the progress of all children in core subjects. Robust termly meetings with myself and class teachers determines the provision in the following term of all children to support them in achieving their full potential.

In spite of so many changes nationally in education at this period of time, I would like to reassure you that our priority remains the same - to ensure we provide an outstanding educational experience for every child.

Please remember that you are more than welcome to make an appointment to meet me for further clarification if you are unsure of any area of your child's education and well-being.

Thank you for your continued support,

Ms J.M.Kennett  
Head Teacher