

The new National Curriculum has been written to give age-related expectations (ARE) for the end of each year. As children travel from year to year at St Bon's they will be tracked against age-related expectations. Bands will replace levels to give the full level of attainment. The Bands relate to each year group. So Year 1 is Band 1, Year 2 is Band 2 and so on and until Year 6 is Band 6.

Because children are individuals and develop at different rates, teachers will provide extra help or challenge to ensure they are working at the right level within their year group band.

Progress within Bands

As children develop through each Band, we track their progress. Each Band is broken into 3 steps and roughly represents 2 terms' progress; called beginning (B), within (W), and secure (S).

Teachers can further break down each step into 2 in order to track children's progress more closely and ensure they are constantly moving forward and building on their previous learning. The extra steps are denoted with '+'. For example '4W+' shows a child working well within Band 4.

St Bon's uses Target Tracker to track pupils' progress. This is a tool that thousands of schools are using nationally; including many of the schools we are working with to moderate our judgements. The B/W/S system is devised and supported by Target Tracker.

THE CHALLENGE

Under the new National Curriculum, children must only work on their objectives for their year group and cannot be taught skills from a higher year group. For those groups who have reached their end of year expectations, the teachers will provide a range of learning opportunities that offer greater depth and breadth of understanding specific to that year group.

This is a transitional year, when children move from being assessed using levels to a new method for assessing attainment and progress. The new English and Maths National Curriculum is pitched higher and has more content. Not all children will start at 'B' for their band but we have high expectations of our pupils to meet this challenge as they progress into the new curriculum and its content is consolidated and becomes embedded.

How You Can Help?

Parent/Carers can help by:

- Reading daily with your child/ren.
- Practicing times tables, spellings.
- Supporting home learning as well as talking to children about what they are learning in school.



**St Bonaventure's
Catholic Primary
School**

Assessment without levels

2015-2016

A guide for parents

From September 2016 how school assess children's progress and attainment has changed.

The new National Curriculum requires that school no longer use the 'Level' system.

To find out how St Bon's assess and track your children's learning to ensure they make good progress throughout their time with us, please refer to this guide.

A BRIEF SUMMARY OF THE CHANGES

The National Curriculum has changed; it now has more content and is pitched higher.

It now gives age-related expectations for all year groups. The government wants 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 Band represents 6 terms of learning. This is further denoted by steps: ‘B’, ‘W’, ‘S’. This indicates when a child is: ‘B’eginning to work within that Band, or ‘W’orking within the Band or ‘S’ecure in the Band and ready to move on to the next Band. A ‘+’ will indicate when a child is well within that step.

Year	Term 1-2	Term 3-4	Term 5-6
1	1B	1W	1S
2	2B	2W	2S
3	3B	3W	3S
4	4B	4W	4S
5	5B	5W	5S
6	6B	6W	6S

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 system.

Will children still have to sit SATs? In the summer term of 2016, children in Year 2 and Year 6 will be the first to take the new test papers. These tests in English and Maths will reflect the new Nation Curriculum and are intended to be more rigorous. There will also be a completely new marking system.

What do teachers use to gauge children’s progress? Children’s independent work is the biggest indicator of what they can do and when they can do it. Teachers use this daily to check pupils’ understanding and progress. Special pieces of work to inform assessment are set up throughout the year. This is done alongside the ‘EYFS profile’ in Reception, the ‘Phonic Screen’ in Year 1 and the end of Key Stage tests in Years 2 and 6.

How is progress assessed? We use the assessment system TARGET TRACKER to bench-mark progress. This has been developed by schools and is used nationally.

How do all schools know their judgements about progress and attainment match up with each other? At St Bon’s we are working across the school and with other local schools to agree and moderate attainment levels. All schools also have external moderation from the Local Authority at various points.

What happens when my child goes to secondary school? Secondary schools will have their own assessment system and will work with primary schools to ensure there is continuity for children’s progress.

WHAT IS STAYING THE SAME AND WHAT IS NEW?

What is staying the same?

Children in Reception continue to be tracked on ‘Development Matters’ Bands of the Early Years Foundation Stage Curriculum. By the end of their Foundation year in school it is expected that children 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.

Children are tracked through their Reading, Writing and Maths 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 diary is kept of their development which we share with parents/carers several times during the year. Parents/carers can contribute to this to 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 or exceeding. It also shows how much progress has been made from the baseline and teachers are therefore ready to teach them the next steps in the National Curriculum.

What is new?

Previously if you had a child in school, teachers will have given you a level to represent your child’s attainment for example ‘4c’. The number gave the level and the letter denoted the steps within that level. So ‘4c’ would be a child entering level ‘4’ and ‘4a’ a child who was secure on the level and ready to move on to level ‘5’.

The Bands give the level of attainment.

Because of the way the old curriculum worked, the numbers did not automatically represent the year group a child would be in.