



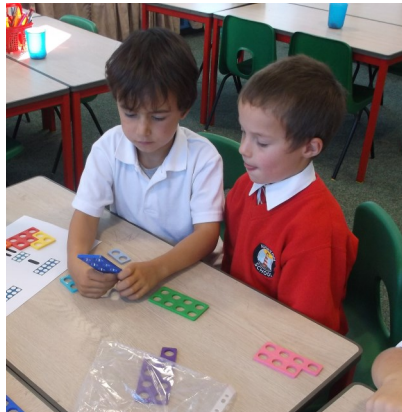
Having an up-to-date knowledge of where your child is working in our school is fundamental to our vision statement's aim that all pupils make at least expected progress in Reading, Writing and Maths in their time at Alverton School.

Thorough ongoing assessment enables teachers and staff to constantly consider how well pupils have understood their learning and what their next steps are, ensuring that lessons and learning experiences are tailored effectively to meet the needs of your child. Ongoing assessment also quickly highlights where children may have barriers to learning so that effective intervention can be planned.

Teachers use assessment statements to assess Reading, Writing and Maths. These are also used to set targets with the children and teachers will talk to children about their next steps so that they know the things they need to get better at doing.

Children's progress is discussed and reviewed regularly with school leaders.

We report your child's attainment in Reading, Writing and Maths to you at the end of each academic year and will refer to them as part of our ongoing discussion at parents' evenings and other meetings.



# Alverton Primary School



## Assessment

## Parent Guide

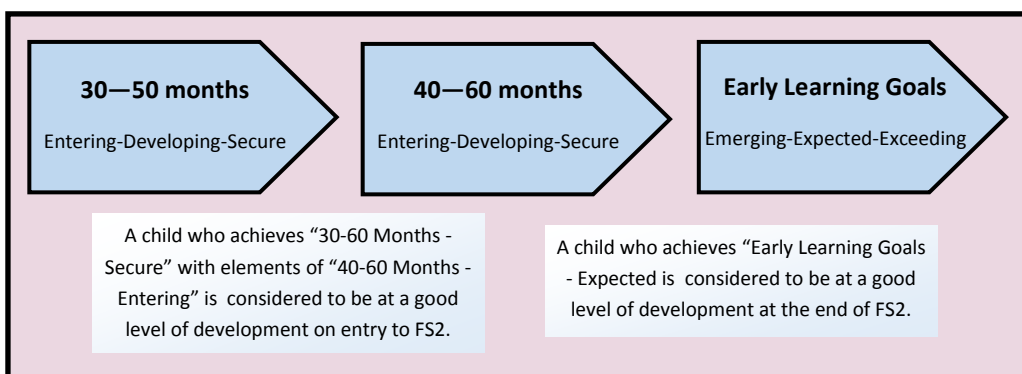
Number 24

## Assessment Without Levels

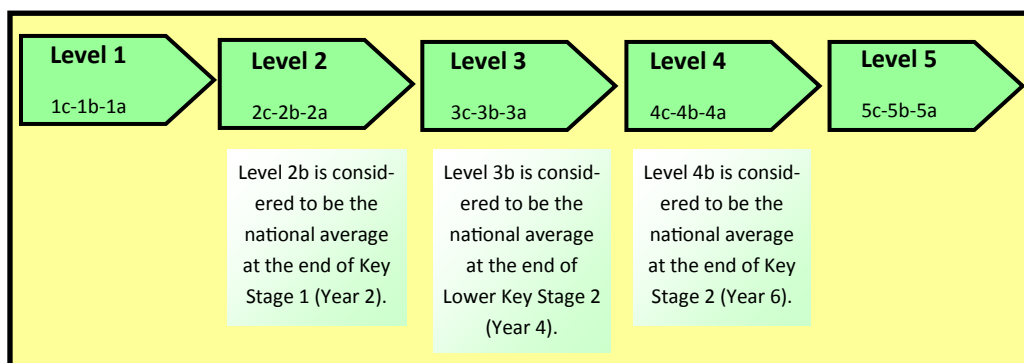
As part of the new National Curriculum, the previous system of assessment and levels has been removed by the government and schools have been allowed to design their own assessment framework.

### Early Years Foundation Stage

Assessment in the EYFS has not changed.



### The “Old “System (Levels)



## Assessing the new National Curriculum

Children will now be assessed using steps which describe their attainment against the National Curriculum statements for each year group.

<b>Curriculum Year 1</b>	Emerging
	Developing
	Secure
<b>Curriculum Year 2</b>	Emerging
	Developing
	Secure
<b>Curriculum Year 3</b>	Emerging
	Developing
	Secure
<b>Curriculum Year 4</b>	Emerging
	Developing
	Secure
<b>Curriculum Year 5</b>	Emerging
	Developing
	Secure
<b>Curriculum Year 6</b>	Emerging
	Developing
	Secure

The expectation for a child at the end of each year will be that they are “Secure” in the expectations for that year, i.e. a child who has achieved their Year 1 objectives will be considered to be “Year 1 Secure”.

Some children may have exceeded year group expectations and be considered to be working at “Mastery” level.

Children develop at different rates but assessment against age-expected criteria can give you an idea of how your child’s progress compares with what is typical for their age. However, end of year expectations only give a broad indication of what the majority of children nationally are expected to achieve. Few children develop at an even pace; some children need more consolidation in their earlier years, some develop quickly. Some experience barriers along the way and some need to consolidate their learning at various stages. Other may make a huge leap forward in one year and then spend the next consolidating before forging ahead again the next year.

It is important to recognise that children progress at different rates and some will be working below or above age-related expectations. More information will be shared with parents if this is the case.