



New Curriculum & Assessment Transition Procedures 2015/16

Since 1995, all schools have used National Curriculum **levels** (such as 2b or 4b) as the numerical basis for all assessments. Our Y6 class (at the end of last year) were the last group to be assessed using these levels. 2014-15 is a transition year as levels are phased out and **Age Related Expectations** (or learning objectives) have been phased in, fully in place from the start of this term.

The new National Curriculum has clear set of knowledge and skills (**Age Related Expectations**) that are expected to be 'mastered' at the **end of each year group**. So, for instance, Maths in Year 3, has 35 learning objectives to master through the year.

The extent to which children master these **Age Related Expectations** (*learning objectives*) will be recorded and assessed using a 3 band system for each year group. So, for example, children working in Year 3 will be assessed at different points through the year as either **3e, 3d or 3s**:

3e – this means they have mastered (learnt between 16 and 49% of the objectives for the year group

3d – this means that they have mastered (learnt) between 50 and 84% of the objectives

3s – this means that they have mastered (learnt) more than 80% of the objectives for their year group and up to 15% of the following year group.

Your child's assessment

This year you are likely to find that your child has been assessed to be in the year group lower than their age group. This is because the new National Curriculum has higher expectations of children now and it will take a few years for us to support children to learn all the new objectives expected in their own year group.

Little Stoke Primary School

Little Stoke had an Ofsted Inspection in January 2015 that identified our assessment systems and our drive to improve standards to be very effective. The Quality of Teaching and Achievement of Pupils judgements were both 'Good'. We will continue to support your children in their learning as they move to the new curriculum and are assessed under the more challenging new set of year group expectations.

Most education research identifies the need for high quality feedback to children about their learning. Our marking systems in school are very detailed and set targets for the children to make rapid progress as they move in to the new curriculum.

It will take a while for all of us to adjust to the new system so please do not be unduly concerned if your child is assessed in the year group lower than their class. Do continue to asks questions about their learning in school; What progress have they made? Can you show me some examples? What do they need to do to improve further? Do they enjoy learning? What Learning Values are they working on? How can we help at home?

At Little Stoke Primary School we have undergone a series of changes in order to prepare for the transition process brought about by the new expectations set out above. These have included;

- Whole school Inset to familiarise staff with the new curriculum.
- Training in computing and programming.
- Computing audit, software update and hardware investment.

- Whole school topic planning using the new curriculum.
- Development sessions for assessment in foundation subjects linked to the new curriculum.
- Review of subject leader expectations linked to the new curriculum.
- Curriculum and Assessment information evenings for parents to involve stakeholders in the transition process.
- Governor information sessions to raise awareness on shift in expectations linked to the new curriculum.
- Governor monitoring on new assessment systems for Little Stoke Primary.
- Cluster focus groups to share results of trialing a new assessment system for use in South Gloucestershire schools e.g., Heads cluster, Maths, English cluster groups.
- Strategy meetings to agree which subjects will pilot the new assessment and agree tracking timelines.
- Staff meetings to raise issues with moderation, new expectations, gaps in pupil knowledge and training/resources needs for staff.
- New assessment expectations and systems have been shared with many parents during parent evenings.
- Letters sent home to all parents regarding these changes.
- At Little Stoke Primary School we operate thorough work scrutiny sessions every 6 weeks to ensure standards remain high. We will continue these checks to support the move to a new assessment system in writing and maths as the data created by this new system is baseline only at present and is not comprehensive while it is still being developed. The work scrutiny will focus on vulnerable groups within each cohort and ensure that the following are effective;
 - Coverage and pitch of learning linked to curriculum (according to year group)
 - Progress within lessons
 - Progress over series of lessons
 - Use of success criteria/steps to success
 - Marking linked to success criteria
 - Dialogue with pupils linked to marking
 - Next step targets in books linked to marking/feedback
 - Presentation/handwriting
 - Use of guidance documents e.g. calculation policy/progression grids