

# WHAT IS NEW?

## WHAT ARE THE CHANGES?

### A BRIEF SUMMARY

*(FOR FURTHER INFORMATION PLEASE READ THE WHOLE LEAFLET)*

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

It now gives Age Related Expectations 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.**

Here are the new 'bands' we will be working with. Each band is roughly 3 terms of learning. This is denoted in steps: **B/T/M**

**B** - if a child is **B**eginning that band,

**T** – If a child is working **T**owards the Age Related Expectations for that band.

**M**- If a child has mastered Age Related Expectations for that band and is ready to move on to the next band.

A '+' will indicate when a child is well within that step

| Yr | Autumn | Spring | End of year/ summer |
|----|--------|--------|---------------------|
| 1  | B1     | T1     | M1                  |
| 2  | B2     | T2     | M2                  |
| 3  | B3     | T3     | M3                  |
| 4  | B4     | T4     | M4                  |
| 5  | B5     | T5     | M5                  |
| 6  | B6     | T6     | M6                  |

**A new attainment level will be written (eg T2+ This relates to a child who has been assessed as working towards the Year 2 End of Year Expectations**

Not all children will start at B for the beginning of the year, it will depend on individual children and their needs. Each child will have their own starting point as they progress through the school.

## 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, in 2015/16 KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.

If your child is in Year 6 this year, they will be the first pupils to receive the new tests and the first to receive the new style of reporting results.

From 2016, test scores will be reported as 'scaled scores'.

In the Spring Term there will be KS1 and KS2 Sat's Information Meetings to inform parents of the changes in more detail.

**What can I do to help my child?** There is so much parents can help with, reading is very important along with times tables, spellings and practicing number bonds. Also completing homework as well as talking about what they are learning at school. Our website has links to supporting websites and the BBC website where there are lots of fun games to support primary learning. Your class teacher will also 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 are set up throughout the year. In KS2 children may have talked to you about pre and post tests. These are used to find out what children can do at the beginning and end of a unit of work. Other tests include the Phonic screening in Yr 1 and Year end tests in KS2.

**How is the progress between each step recorded?**

At Sutton School we use a software package called "Otrack" to benchmark progress. See <http://www.Otrack.co.uk/> for more information. We will continue to send home termly assessment reports using this system to give you as much information as possible.

**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 schools in the Easingwold Cluster to agree and 'moderate' attainment levels. All schools also have external moderation from the Local Authority.

SUTTON ON THE FOREST  
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PRIMARY SCHOOL



## A Parents' guide to how we assess... PROGRESS & ATTAINMENT

*From September 2015 how we assess children's progress and attainment has changed.*

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

*Read here to find out how we assess and track pupil's learning to ensure your child makes good progress throughout their time with us.*

## What is staying the same?

Children in the Early Years Foundation Stage continue to be tracked on the Development Matters bands of the EYFS Curriculum. By the end of their Foundation 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 shared at the first parents' evening of the year.

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 throughout the year, parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS 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

Not all children will start on 'B' in the Autumn Term

Not to be confused with the old 1b/2B/3B/4B etc.

## What is new?

**The National Curriculum has changed and with it the way all schools track attainment and progress.**

Previously, if you had a child in school, 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 the 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 travel from Year 1 to Year 6 in our school, they will be tracked against the Age Related Expectations. At Sutton School these are numbered bands.



**The bands give the level of attainment**

**So Year 1 is band 1, and so on until Year 6 is band 6.**

Because 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 learning at the right level.

Teachers can further break down each step into three 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 '+' or a "++".

## Progress within bands:

As children develop through each Band, we track their progress very carefully. Each Band is broken into 3 steps which roughly represents a term's progress. Over the year the steps are called: 'Beginning,' (B) 'Working Towards' (T) and 'Mastered' (M)\*

| Year | Autumn | Spring | Summer |
|------|--------|--------|--------|
| 1    | B1     | T1     | M1     |
| 2    | B2     | T2     | M2     |
| 3    | B3     | T3     | M3     |
| 4    | B3     | T4     | M4     |
| 5    | B5     | T5     | M5     |
| 6    | B6     | T6     | M6     |

**T2++ shows a child is working well within Band 2**

This gives a total of 9 steps for a year. Where ever children begin their learning in September we expect them to make 9 steps progress. So if they start at 2A+ in Year 3, we generally will expect them to be at least 3B+ at the end of Year 3. Over time accelerated progress of more than 9 steps will close gaps.

**An example of 9 steps for a Y2 child making expected progress:**

**B2 B2+ B2++      T2 T2+ T2++      M2 M2+ 2M++**  
**Autumn Term      Spring Term      Summer Term**

## **OUR CHALLENGE 2015/2016...**

**The New 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 children to meet this challenge as they progress onto the new curriculum. We also expect that this will be demonstrated in the steps progress they make this year as new curriculum content is consolidated and becomes embedded.**

