Assessment
A Guide for Parents

In 2013 the government announced plans to overhaul the National Curriculum. For most children, these changes took effect from September 2014, now all children in Years 1 – 4 will be assessed against the new objectives.

Why the big curriculum change?

The main aim is to raise standards and has been inspired by what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, as well as in the best UK schools. The Government believe that the new curriculum will produce productive, creative and well educated students.

Although the new curriculum is intended to be more challenging, the content is actually slimmer than the previous curriculum, focusing on essential core subject knowledge and skills such as essay writing and computer programming.

Do all primary schools follow the new curriculum?

Maintained schools are required to follow the National Curriculum, academies and free schools do not have to follow the new curriculum, it is a choice for them to make. As a Voluntary Aided maintained school we are required to follow the curriculum.

Relevant quotes from 'National curriculum and assessment from September 2014: information for schools'

'As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.'

'The programmes of study within the new National Curriculum set out expectations at the end of each key stage and schools are free to develop a curriculum relevant to their pupils that teaches this content.'

'***The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage and to report regularly to parents.'***

Key Facts about the new National Curriculum

- Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.
- The new National Curriculum identifies what to teach but not how to teach.
- The new National Curriculum does not have levels of attainment, but expectations at each banding (i.e. at particular age related assessment milestones such as Year 2 SATs tests).
- 'Literacy' title has been replaced by 'English'.
- 'ICT' title is replaced by 'Computing'
- In Maths there will be a greater emphasis on arithmetic, and the promotion of efficient written methods of long multiplication and division. There will also be a more demanding content in fractions, decimals and percentages with pupils expected to know such content at an earlier stage than in the previous curriculum.
- In Science there is a stronger focus on the importance of scientific knowledge and language and a greater emphasis on the core scientific concepts underpinning pupils' understanding. For the first time primary aged children will learn about evolution and inheritance.
- The English programmes of study will embody higher standards of literacy. Pupils will be expected to develop a stronger command of the written and spoken word. Through the teaching of phonics pupils will be helped to read fluently.
- The study of languages is compulsory in Key Stage 2.
- The current ICT curriculum is replaced with a new computing curriculum with a much greater emphasis on computational thinking and practical programming skills.
- It is essential to distinguish between the statutory National Curriculum and the whole school curriculum. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.
- Academies and Free Schools have the freedom to depart from the National Curriculum. All schools must teach religious education at all key stages
- In other subjects and key stages there is a greater amount of time and flexibility for schools and teachers to design their curriculum and lessons by focusing only on the essential knowledge to be taught in each subject.

A Summary of Changes

Subject	What's new?
English	• Stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will be taught in KS1). • **Handwriting** (not currently assessed under the previous curriculum) is expected to be fluent, legible and speedy. • **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills.
Maths	• **Five-year-olds will be expected to learn to count up to 100** (compared to 20 under the previous curriculum) and learn **number bonds to 20** (currently up to 10). • **Simple fractions (1/4 and 1/2) will be taught from KS1**, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. 0.375 = 3/8). • By the age of nine, children will be expected to know **times tables up to 12×12** (under the previous curriculum 10×10 by the end of primary school – age eleven). • Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.
Science	• Strong **focus on scientific knowledge and language**, rather than understanding the nature and methods of science in abstract terms. • **Evolution** will be taught in primary schools for the first time. • Non-core subjects like caring for animals will be replaced by topics like the human circulatory system.
Design & Technology	• Design and Technology has become more important in the new curriculum, setting children on the path to becoming the designers and engineers of the future. • More sophisticated **use of design equipment** such as electronics and robotics. • In KS2, children will learn about how key events and individuals in design and technology have shaped the world.
Computing	• **Computing** replaces Information and Communication Technology (ICT), with a **greater focus on programming rather than on operating programs.** • From age five, children will learn to write and test simple programs, and to organise, store and retrieve data. • From seven, they will be taught to understand computer networks, including the internet. • Internet safety will be taught in primary schools.
Languages	• **A modern foreign language or ancient language is now mandatory in KS2.** Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language.

Assessment

At Cranborne First school the tracking of every child's progress is on-going both in lessons and through teacher assessments and testing. For the most part this will not change as we need to assess what our children understand in order to plan our lessons.

However, the way in which judgements are measured has changed with the removal of Levels.

We continue to use our tracking system, School Pupil Tracker Online, to support us in the tracking of pupil progress and assessing the next steps in their learning.

Our New Assessment System

There are two parts to our assessment system that need to be understood. The first element we have called 'Curriculum Coverage', and the second is called 'Tracking Points'. By far the most important of these is Curriculum Coverage.

Curriculum Coverage

As mentioned earlier on, the new National Curriculum sets out the expectations for what children should achieve and the learning they should understand by certain stages in their growth. These expectations can be further broken down into year by year objectives that teachers then use to form the backbone of the curriculum that we teach a child in any particular year group.

For example, in Year 3, the following are the learning objectives that a child should have achieved in Maths Multiplication and Division by the end of the year. In the table below, the national curriculum objective is called '*Learning Objectives*', and the '*Success Criteria*' column is the same objective, translated into language that the children will find easier to understand:

Learning Objectives	Success Criteria
1. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	*I know my 3, 4 and 8 times tables.*
2. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	*I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.*
3. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	*I can solve more complex problems and missing number questions involving multiplication and division.*

Alongside Multiplication and Division, there are also objectives for the Maths areas of:

- Number and Place Value
- Addition and Subtraction
- Fractions
- Measurement
- Shape
- Statistics

All in all, in Year 3 there are 41 new curriculum objectives that children should know and understand before the end of the year. This process is the same for all curriculum areas.

To track and keep record of the progress our children are making for Curriculum Coverage, we have to know how much of the required learning they have covered, how much they understand it and how much they could use the knowledge independently or in new contexts.

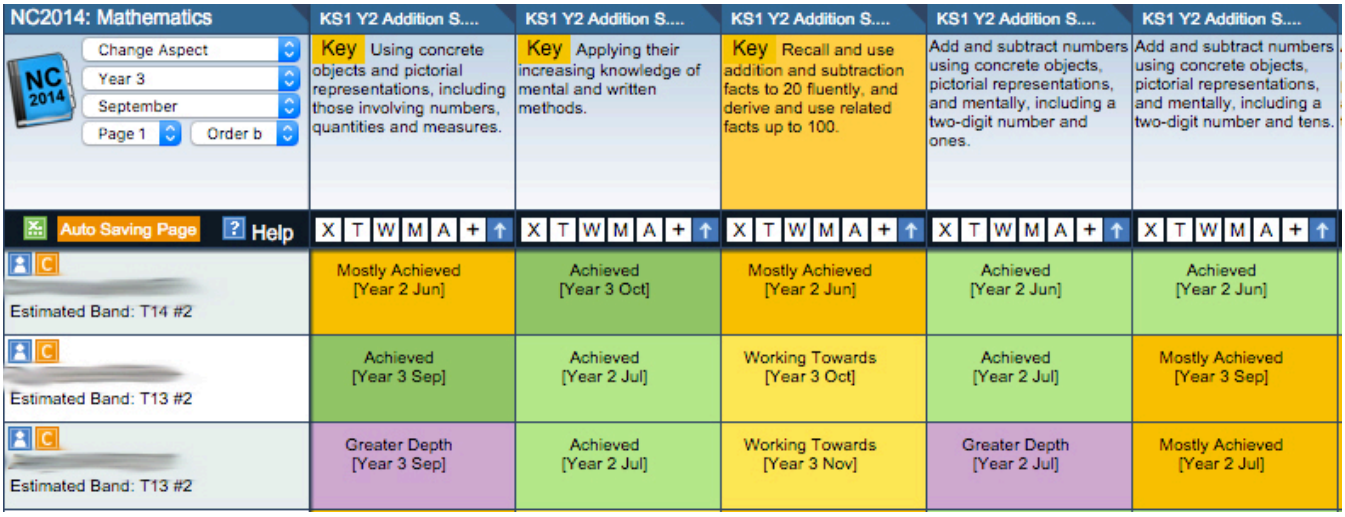
Although in class we may teach some new learning on any given day and a child may demonstrate understanding of that learning, time can often have an impact on how well that information is remembered or used in the future. We need to be sure that a child has absorbed and understood new learning before we feel comfortable ticking it

off as 'achieved' learning. To this end we have a process of assessment that enables us to judge a child's curriculum coverage over time.

The first time we may see a child use a particular skill or learning, we would make a judgement that they were 'Working Towards' that objective. When they are observed using the same knowledge or skill again more independently, we would say that they had 'Mostly Achieved' the learning. Finally, when we see a third and independent use of the same skill, we are able to classify the objective as 'Achieved'. For more able children who are able to independently demonstrate a use of the knowledge in a way that makes links with other learning, or can identify new ways of applying that skill, we may say that they have 'Achieved' the objective 'At Greater Depth'.

Teachers are constantly assessing the children's learning in different ways. This ongoing assessment is what enables us to make the judgements described in the paragraph above.

As we move through an academic year, you will appreciate that this process builds a comprehensive picture of not only how much of the curriculum your child has covered, but also how well they are able to use and apply that knowledge. Our objective is to ensure that every child has 'Achieved' every one of their year group's curriculum objectives by the end of the academic year, and for as many children as possible to be demonstrating that they are also using the skills 'At Greater Depth'. Our record of these judgements looks like this:



NC2014: Mathematics	KS1 Y2 Addition S....	KS1 Y2 Addition S....	KS1 Y2 Addition S....	KS1 Y2 Addition S....	KS1 Y2 Addition S....
Change Aspect / Year 3 / September / Page 1 / Order b	Key Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	Key Applying their increasing knowledge of mental and written methods.	Key Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.
Auto Saving Page / Help	X T W M A + ↑	X T W M A + ↑	X T W M A + ↑	X T W M A + ↑	X T W M A + ↑
Estimated Band: T14 #2	Mostly Achieved [Year 2 Jun]	Achieved [Year 3 Oct]	Mostly Achieved [Year 2 Jun]	Achieved [Year 2 Jun]	Achieved [Year 2 Jun]
Estimated Band: T13 #2	Achieved [Year 3 Sep]	Achieved [Year 2 Jul]	Working Towards [Year 3 Oct]	Achieved [Year 2 Jul]	Mostly Achieved [Year 3 Sep]
Estimated Band: T13 #2	Greater Depth [Year 3 Sep]	Achieved [Year 2 Jul]	Working Towards [Year 3 Nov]	Greater Depth [Year 2 Jul]	Mostly Achieved [Year 2 Jul]

The process described above is 'Curriculum Coverage', and it is the bricks and mortar of our daily practice as we teach and learn together. At any time, the picture of Curriculum Coverage for a class, group of children or individual is what we use to identify the gaps in learning that a teacher will plan to address with their upcoming teaching.

We need to know what your child has learned, what they are in the process of learning and what they still have to learn. Everything revolves around this and that is why it is the core element of our assessment of learning.

In school we have staff meetings where we moderate the judgements we are making about a child's learning. These professional discussions create a means to measure the way such judgements are made and support our own practice and consistency.

Tracking Points

Once we have established the picture of Curriculum Coverage, we take each child's individual situation and turn it into a number in order for us to analyse and track patterns of data across the school. The numbers we use are called Tracking Points, and these are simply a representation of your child's Curriculum Coverage at any point in time. It is a system that helps us in school to keep on top of the big picture, but the information it provides always points us back to Curriculum Coverage and where we need to address that coverage to support learners in the classroom.

The assessment tracking software that we use has an in-built algorithm that crunches and analyses a child's Curriculum Coverage and turns it into a relative Tracking Point based on the amount of 'Working Towards', 'Mostly Achieved', 'Achieved' or 'Greater Depth' judgements have been awarded from each year group's curriculum. This is done on an individual basis for every individual child. For analysis purposes, each year of learning is separated into 3 stages with a point for each stage. In summary, in data terms, our expectation is for children to make 3 Tracking Points of progress each year.

It is not the teachers who assign Tracking Points, it is the computer algorithm. Tracking Points are created to reflect a pupil's learning profile at any point in time, and by allowing the computer to make that calculation using an algorithm that is the same for every child across the school, we free up our teachers to focus on their core responsibility of assessing pupil's progress and planning great learning to keep children at the edge of their competence. Tracking Points are simply a reference tool that allows us to check how a child's Curriculum Coverage is developing at that moment and also over a period of time.

The chart below shows which Tracking Points are assigned to each stage of learning – a child is said to be working at Age Related expectations if they are working at the required Tracking Point by the end of the relevant term. I.e. A child working at Tracking Point 17 by the end of the Spring term would be working at Age Related expectations.

Age Range	**Reception**			**Key Stage 1**						**Lower Key Stage 2**					
Year Group	**Year R**			**Year 1**			**Year 2**			**Year 3**			**Year 4**		
Term	**Au**	**Sp**	**Su**	**Au**	**Sp**	**Su**	**Au**	**Sp**	**Su**	**Au**	**Sp**	**Su**	**Au**	**Sp**	**Su**
Tracking Point	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**
EYFS Profile		Emerging	Expected	Exceeding											

Greater Depth

In order to identify the depth of understanding that pupils have, we have introduced a mastery code in addition to the tracking points.

This is added as #1, #2, #3 or #4 after the pupil's attainment code.

e.g. Y3S #3 Criteria used for the mastery rating:

Rating	Shallow Learner	Expected Depth	Deeper Learner	Deepest Learner
Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is **below the expected standard** depth of application and understanding. Does not apply	This is the **expected standard** depth of application and understanding. Average application of	This is **above the expected standard** depth of application and understanding. Good	This is **well above the expected standard** depth of application and understanding. Very good
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into
Example Golden Code	Y2S #1	Y2S #2	Y2D #3	Y2E #4
Bloom's Taxonomy examples	**1. Knowledge:** Define, Identify	**2. Comprehension** : Explain, Summarize **3. Application:** Demonstrate, Show	**4. Analysis:** Infer, Separate **5. Synthesis:** Combine, Compose, Create,	**6. Evaluation:** Compare, Judge