

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 further denoted steps: **B/W/S** if a child is **B**eginning that band, is **W**orking within or **S**ecure, ready to move on to the next band.

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

Yr	Autumn	Spring	End of year/ summer
1	1B	1W	1S
2	2B	2W	2S
3	3B	3W	3S
4	4B	4W	4S
5	5B	5W	5S

A new attainment level will be written (eg) 2W+

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

The new 'B' does not link to the old 1B/2B/3B etc.

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, SATs this year will be the same as previous years. This year the Year 2 SATs will be based on the new curriculum. This is the same for Y6 pupils.

What can I do to help my child? There is so much parents can help with, reading is very important along with time tables, spellings and practising number bonds. Making sure your child completes and returns their homework is most helpful (without doing it for them!) as well talking about what they are learning at school. The BBC website has lots of fun games to support primary learning as do many other sites. Our children can also access Purple Mash at home with their personal log in. 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?

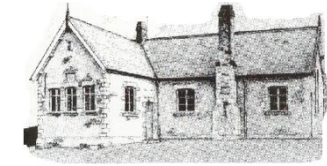
Children's independent work is the biggest indicator of what they can do and how they do it. Teachers use this on a daily basis to know and check pupil understanding and progress. Special pieces of work to inform assessment is set up throughout the year. In Key Stage 1 & 2 children may have talked to you about pre - topic tests. These are used to find out what children can do at the beginning of a unit of work to help us plan our work accordingly. Other tests include the Phonic screening in Y1 and half termly progress assessment tests in KS1/2.

How is the progress between each step recorded?

At Hunton & Arrathorne we use Target Tracker to benchmark progress. See <http://www.targettracker.org/> for more information. This year our reports to parents will be produced 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 local schools to agree and 'moderate' attainment levels. All school also have external moderation from the Local Authority.



A Parents' guide to how we assess PROGRESS & ATTAINMENT

*From September 2015
schools will change how
they assess children's
progress and attainment.*

*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 EYFS 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 every-

thing 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.

In Year 1 we are then 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 changes are for children in KS1 and KS2. The National Curriculum has changed and with it the way all schools track attainment and progress.

Previously, if you have a had 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 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 Hunton & Arrathorne 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 two 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 '+'

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) 'within' (W) and 'secure' (S)*

Year	Autumn	Spring	Summer
1	1 B	1 W	1 S
2	2 B	2 W	2 S
3	3 B	3 W	3 S
4	4 B	4 W	4 S
5	5 B	5 W	5 S

✓ 2W+ shows a child is working well within Band 2

This gives a total of 6 steps for a year. Where ever children begin their learning in September we expect them to make 6 steps progress. So if they start at 2W+ in Year 3, we generally will expect them to be at least 3W+ at the end of Year 3. Over time accelerated progress of more than 6 steps will close gaps.

CHALLENGE 2015-16

Children have moved from the old to the New National Curriculum. 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.

* Hunton & Arrathorne uses 'Target Tracker' to track data. This is a tool that thousands of schools use. Nationally. The B/W/S system is devised and supported by TargetTracker.