



NEW ASSESSMENT ARRANGEMENTS

Background

The government instructed an expert panel (led by Tim Oates) to review the national curriculum for primary schools in England.

The expert panel discovered:

1. The common features of curriculums within high performing schools & countries had:
 - fewer objectives so that there were more opportunities for deeper learning
 - assessment which was focused on whether the children had understood a key concept
 - no levels
2. Labels (i.e. levels) lead to children labelling themselves which is dysfunctional. Furthermore, it forces teachers to plan for undue pace which doesn't give time for deeper learning and can lead to inaccurate assessment because they are only a best fit.
3. Good learning has an aim that advances: Knowledge; Skills; Understanding; and Learning Behaviours and we need to be able to say what progress the children have made against these four areas.

As a result, the government has instructed all schools to find their own assessment tool which assesses children's depth of learning from year one to year 6.

Ofsted have placed an informative video which outlines the features of a good assessment model:

<https://www.youtube.com/watch?v=H7whb8dOk5Q>

At Eastwick Schools

After much research, we have decided to adopt Chris Quigley's assessment materials. All staff have received training in the new system and we are now finding ways to share this information with parents so that you continue to know how well your child(ren) are progressing against end of year expectations. If you would like to know more information on the Quigley model, please follow this link for some video footage: <https://www.youtube.com/playlist?list=PLIXvnfvMBPUN3lcsQU-q-EDAYY61Ib98E>

Early Years Foundation Stage: At the end of their Reception year children will be assessed as either emerging into, having achieved or exceeded each of the 17 Early Learning Goals.

Key Stage 1: Children in key stage 1 (years 1 & 2) have a set of expectations to work towards and the expectation is that they will achieve these expectations by the *end* of year 2, with some children mastering these end of year expectations.

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Lower key stage 2: Children in lower key stage 2 (years 3 & 4) have a set of expectations to work towards and the expectation is that they will achieve these expectations by the *end* of year 4, with some children mastering these end of year expectations.

Upper key stage 2: Children in upper key stage 2 (years 5 & 6) have a set of expectations to work towards and the expectation is that they will achieve these expectations by the *end* of year 6, with some children mastering these end of year expectations.

The table below shows the system used for KS1 & KS2:

Depth of learning (attainment)		Description	Depth of learning index (progress)
Child language	Adult language		
Paddling	Basic 1	Isolated examples that the child is working towards national expectations	1
	Basic 2	Wide spread examples that the child is working towards national expectations	2
Snorkelling	Advancing 1	Isolated examples that the child has achieved national expectations	3
	Advancing 2	Wide spread examples that the child has achieved national expectations	4
Diving	Deep 1 (mastery)	Isolated examples that the child has mastered national expectations	5
	Deep 2 (mastery)	Wide spread examples that the child has mastered national expectations	6

To measure the children's depth of learning we will be applying the following system:

Early Years Foundation Stage: At the end of their Reception year, those children who achieve the Early Learning Goals in the Prime Areas of Physical Development, Communication and Language and Personal, Social and Emotional Development will be judged to have achieved a Good Level of Development. In addition we assess how the children learn against the Characteristics of Learning; playing and exploring, active learning and creative and critical thinking.

Measuring attainment in KS 1 & 2:

Our aim is for every child to meet the end of key stage expectations which will mean that children at the *end* of year 2, year 4 and year 6 need to be assessed as advancing 2. Those children mastering the end of year expectations will be assessed as deep 2. For those children not able to meet end of year expectations, they will have access to 'Pebbles'. This is a programme designed to show progress a child has made in smaller steps. More details of this will be shared where appropriate.

Measuring progress in KS 1 & 2:

Progress will be measured over two years. It is our aim for all children to make expected progress which will mean an average depth of learning index of '4'. Those children exceeding expected progress will have an average depth of learning index of more than '4'.

Reporting attainment and progress

At our autumn term parent consultations, staff will discuss:

- how well your child has settled into their new class;
- their strengths;
- their areas for growth in order to meet end of key stage expectations.

During spring term parent consultations, staff will discuss the areas above and will also share with you your child's attainment (i.e. basic, advanced or deep) and the progress they have made so far.

During the summer term, parents will receive an end of year report which will show your child's progress against end of key stage expectations.

With such significant changes, I am sure you have further questions you would like answered. I would like to encourage you to email these questions to Rachel Hall (r.hall@eastwickschools.net). Over the course of the next month, we will compile a 'frequently asked questions and answers' page on our website which we hope will be useful.