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Mr J Roddick MA (Ed), BEd (Hons), NPQH

17th October 2016

Dear Parents and Carers,

Re. Eastwick Assessment Arrangements

The purpose of this letter is to remind you of the new assessment arrangements which have been in place since September 2015 for years 1 to 6. Assessments in Early Years have been running for the last three years and reflect the arrangements parents are familiar with from pre-school settings.

Background

The government instructed an expert panel between 2010 – 2013 (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 instructed all schools to find their own assessment tool which assesses children's depth of learning from year 1 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 decided to adopt Chris Quigley's assessment materials. All staff have received training in the new system and have been using the system successfully for the last year. We shared this new system with parents through workshops last year. 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-EDAYY61lb98E>

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 master these expectations by the *end* of year 2, with some children achieving a deeper understanding of these end of year expectations.

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 master these expectations by the *end* of year 4, with some children achieving a deeper understanding of 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 master these expectations by the *end* of year 6, with some children achieving a deeper understanding of these end of year expectations.

It is important to note that the children start a new (two year) milestone at the start of years 1, 3 & 5 and therefore will start at a 'basic 1' again, progressing towards advancing over time. The new milestone brings a new set of challenging objectives to achieve over the two years.



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

Depth of learning (attainment)		Description	Depth of learning index (progress)
Child language	Adult language		
Padding	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 mastered national expectations	3
	Advancing 2	Wide spread examples that the child has mastered national expectations	4
Diving	Deep 1	Isolated examples that the child has achieved a deeper understanding of national expectations	5
	Deep 2	Wide spread examples that the child has achieved a deeper understanding of 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.

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 master end of key stage expectations

I hope this letter provides you with useful information ahead of your parent consultation with your child's class teacher where each teacher looks forward to sharing with you your child's achievements and their next steps.

Yours sincerely,



Kareen O'Brien
Headteacher



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