

FAQ Assessment without Levels

- **Does every child begin their new academic year at the beginning level and progress through to secure and beyond?**

Children will be assessed in the first challenge week of the year to see where they are in relation to the age related expectations for their year group. Their starting point will not necessarily be at the beginning level. Throughout the year we will continue to have Challenge Weeks at regular intervals where children will be tracked to monitor the progress they are making compared to their starting point at the start of the academic year and against the end of year expectations.

- **Do the age related expectations overlap? i.e. would a Y2 secure+ be approximately beginning+ in Y3?**

The age related expectations are the minimum requirements that a child must meet in order to ensure continued progress through the curriculum. In some areas there will be some overlap between the end of one year expectations and the next as children build and develop previous skills.

- **For each age – related expectation is there built-in allowance for children who are younger in the school year?**

The National Curriculum states that “the majority of pupils will move through the programmes of study at broadly the same pace. Pupils who grasp content rapidly should be challenged through being offered rich and sophisticated problems before acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice before moving on.” i.e. there is the expectation that all children should work towards their end of year expectations, however teacher assessments will highlight those who may need more support than others to achieve this. There are no allowances built in for younger children in the year group.

- **How does this affect the current Y6 pupils that have no experience at the new curriculum?**

The new curriculum began in September 2014 so the Year 6s have been working hard for the past 18 months to bring them up to the new expectations. The change for them comes in the expectations of the new style SATs.

- **SATs information**

Year 6 SATs will take place the week beginning Monday 9th May and KS1 SATs take place throughout the month of May. School will prepare children for the papers through practising test techniques using past questions.

As parents we ask that you practise their tables, read regularly and support their homework throughout the year. In SATs week please ensure your child has a good breakfast and plenty of sleep!

- **Scaled Scores**

At the moment there is little information available about the scaled score. The government will determine what score equates to a score of 100 and different questions will have different weightings. We will not know until all the SATs papers have been marked what equates to 100. As soon as we have more information about how scaled scores will be used, we will share it with you.

- **What is the process for feedback of the assessment through the year? How and when will parents be informed?**

Information about children’s progress against end of year expectations will be shared at parent’s evenings. If a child is struggling, we will continue to keep you informed on a more regular basis if needed. At the end of the year children’s reports will include information about whether they have reached the end of year expectations. Only the Y2s and Y6s will have a scaled score for their SATs.

- **11+ and Assessment**

The 11+ is completely independent of the work and assessment that takes place in school. It is set by the secondary schools and we have no input into what is on the papers. We will continue to do the familiarisation papers to support the children as provided but are not allowed to provide tutoring sessions to get them ready for the grammar entrance exam.

- **What will happen if a child isn’t meeting the expectations for the year?**

If any child is identified as not reaching the expected level of progress at any point in the year or when covering any topic then a number of steps will be put in place. Initially there will be support in class called “over teaching” individually or in small groups to go over learning. Intervention may take place, which is a quick burst of small group or individual work over a few weeks for the children to learn a particular concept or skill. If a child is not making expected learning gains, then further investigation will be undertaken to ascertain the underlying causes and to decide what specific support is needed to address these needs. There will also be full involvement of parents and the pupil.

- **How is this being explained to the children and when?**

The end of year expectations will be shared with children in various “child-friendly” ways which are deemed appropriate for their age so that they are clear on what they are working towards and can take ownership of their learning. We will ensure that a broad and balanced curriculum is delivered and will also continue to focus on each child’s personal development as well as their academic progress.

The school is also preparing “child friendly” booklets for each year group so they can take ownership and know how well they are doing and what they need to improve.