



## What is Assessment?

The process of how teachers gain an understanding of what a child can do, and needs to do next to progress.

### How do we assess?

- Observing (watching & listening).
- Marking and giving feedback.
- Setting challenges
- Tests



### What has changed?

One of the most important changes with the new curriculum is that the bar has been raised quite substantially in each year group and our children are expected to know a lot more at an earlier age.

This means that it is critical for children to have depth of learning and be entirely secure with their year group expectations, being able to use them ‘inside out’ before moving on to progressively more challenging learning.

### What hasn't changed?

We will continue to show that our children make outstanding progress.

KS1 & KS2 Tests will continue in Reading, SPAG and Mathematics.

### How are we going to assess without levels?

The DfE (Department for Education) decided that ‘The Level Race’ had to go. They believe children moved through the old levels (2b, 3a etc.) too quickly and therefore didn't develop an adequate breadth and depth of knowledge at each level.

The old National Curriculum levels were also not linked to the year groups, for example a child in Year 3 could have achieved a Level 4 and a child in Year 6 may also have been a Level 4, but would the work of these two children have looked the same?

At Wormholt Park, we have decided to use the following stages to report attainment and progress.

Beginning (Beg)	
Beginning Plus (Beg+)	End of Autumn Term
Developing (Dev)	
Developing Plus (Dev+)	End of Spring Term
Embedded (Emb)	
Secure (Sec)	End of Summer Term

We will assess children against objectives in the programmes of study of the New Curriculum in reading, writing and maths across each term. At the end of term, a ‘stage’ will be recorded depending on the number of objectives met. The number next to the stage indicates what curriculum year your child is working in.

EG: At the end of the Autumn term, the majority of children in Year 2, should be 2 Beginning Plus, by the end of Spring, 2 Developing Plus and by the end of Summer, 2 Secure.

Please see charts below.

Please note that if your child is not working at these stages, class teachers will make you aware. Your child will be receiving the very best interventions to ensure that they catch up as quickly as possible.

Year 1 Stages	
1 Beg	1 Beginning
1 Beg+	1 Beginning Plus
1 Dev	1 Developing
1 Dev+	1 Developing Plus
1 Emb	1 Embedded
1 Sec	1 Secure

Year 2 Stages	
2 Beg	2 Beginning
2 Beg+	2 Beginning Plus
2 Dev	2 Developing
2 Dev+	2 Developing Plus
2 Emb	2 Embedded
2 Sec	2 Secure

Year 3 Stages	
3 Beg	3 Beginning
3 Beg+	3 Beginning Plus
3 Dev	3 Developing
3 Dev+	3 Developing Plus
3 Emb	3 Embedded
3 Sec	3 Secure

Year 4 Stages	
4 Beg	4 Beginning
4 Beg+	4 Beginning Plus
4 Dev	4 Developing
4 Dev+	4 Developing Plus
4 Emb	4 Embedded
4 Sec	4 Secure

Year 5 Stages	
5 Beg	5 Beginning
5 Beg+	5 Beginning Plus
5 Dev	5 Developing
5 Dev+	5 Developing Plus
5 Emb	5 Embedded
5 Sec	5 Secure

Year 6 Stages	
6 Beg	6 Beginning
6 Beg+	6 Beginning Plus
6 Dev	6 Developing
6 Dev+	6 Developing Plus
6 Emb	6 Embedded
6 Sec	6 Secure

You will be made aware of what stage your child is working at in parent meetings and in the end of year report.

## The New Curriculum Objectives

Key knowledge and understanding from the 'Programmes of Study' have been adapted to child speak 'I can' statements using all the objectives of the new National Curriculum in Reading, Writing and Maths.

You can access these on the 'Assessment' page, so you can see what your child is learning.

Here is an example of Y3 Reading:



### Reading



Name: \_\_\_\_\_

*By the end of Year 3...*

#### Comprehension Targets:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*I am beginning to make simple inferences using evidence from the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*I am beginning to make simple predictions about what is implied or based on what has happened so far.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*With prompts, I can identify the main ideas from a paragraph and I am beginning to recall and summarise these.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*I am beginning to identify where language is used to create mood or build tension. *I am beginning to identify basic features of a writers use of language e.g. 'there are lots of adjectives in this.'
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*I am beginning to have some awareness of organisational features. *I can use titles and headings to retrieve and record information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*I can listen and discuss poems/plays and begin to express my views. *I am beginning to understand volume, tone and intonation when reading aloud.