



KINGSKERSWELL CHURCH OF ENGLAND PRIMARY SCHOOL

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Dear Parents and Carers,

Following on from our previous communication (school website - inspection documents; assessment without levels) regarding the changes to assessment procedures nationally, as a school, we have now established our own assessment procedures which meet new national requirements and are tailored to the specific needs of the school. There is no set model for schools to use to track the progress of their children, but we have worked alongside all staff, colleagues from other local schools and curriculum advisors to develop a model that we feel is both informative, and most importantly, will impact on learning and progress.

Under the new curriculum, every child is expected to work within their year group expectations. Those who have not yet met objectives from the previous year will have specific targets, addressed in class and through targeted intervention. For those who are more able, the focus has moved to ensuring that they have mastered every part of their year group curriculum and can apply it in a range of contexts.

For pupils in years 3 and 4 and years 5 and 6 nationally, the English curriculum is organised over a two year phase. Therefore, if your child is in either year 3 or 5, it is not the expectation that they will have fully mastered the 3/4 or 5/6 English curriculum until the end of year 4 or 6. The other curriculum areas are year group specific.

In all classes, we will measure pupils' progress through the completion and mastery of their year group curriculum expectations. The table below shows how we make judgements regarding their progress. This information will be shared with you at parent consultation meetings (October and February); the end of the autumn and spring terms in the form of a summary report; and also in the final end of year report issued in July.

### **Early Years (Reception)**

The Early Years curriculum is split in to age specific development bands going from birth up to five. These bands overlap i.e. 22-36 months, 30-50months and 40-60months. At the end of the Reception year, children are expected to achieve the 'Early Learning Goal' in all seventeen different strands of learning. The seventeen strands are split in to eight 'Prime' strands and nine 'Specific' strands. The national benchmark for schools is how many children achieve the eight 'Prime' Early Learning Goals plus Reading, Writing and Maths. This is called the 'Good Level of Development'. These are the areas that we will report on throughout the year. At the end of the year, you will receive a more detailed, written report, highlighting achievement in all seventeen areas of learning.

In Early Years, we now have to undertake a nationally accredited baseline assessment. Following this, we plan our provision accordingly to meet the needs of all children. We have attempted to match the progress through the age development bands to the whole school assessment model. An example is highlighted on the following pages.

### Whole school assessment model

What does this look like?		
<b>SIGNIFICANTLY BELOW (Sig Below)</b>		Children working significantly below <u>Age Related Expectations (ARE)</u> ; may have additional needs associated with cognitive delay. Likely to have a DAF (Devon Assessment Framework) 2 or 3 in place.
<b>WORKING BELOW (WB)</b>		Not yet accessing the current year group expectations. Has a short term provision map in place with key targets
<b>ENTERING</b>	≠1	This child has been presented with the new learning, knowledge and skills and has experienced the objective within the class, possibly on more than one occasion. They have an emerging understanding of the fundamentals, but cannot yet apply the new knowledge or skills on a consistent basis or without close support. They need to further secure their knowledge and skills in order to be confidently demonstrating the objective
	≠2	
	≠3	
<b>DEVELOPING INDEPENDENCE</b>	≠1	The child is developing independence in using and applying the objective in independent and teacher facilitated activities and are becoming secure in their understanding. They are also growing in confidence and consistency in demonstrating this skill in a variety of ways, possibly in different contexts. They are starting to use appropriate vocabulary when expressing their thinking.
	≠2	
	≠3	
<b>MASTERY</b>	≠1	The child is independent in using and applying the objective across a wider range of independent activities, possibly across the curriculum. This may give rise to their own independent exploration or personal discovery. They also show a deep understanding of subject knowledge and skills when questioned in different contexts and naturally use appropriate vocabulary related to the subject. Further to this, they may teach and younger children, helping these children to further develop their knowledge and skills.
	≠2	
	≠3	

# 1 / 2 / 3 refers to progress through a particular stage within their year group expectation

### Whole school assessment model matched to early years outcomes.

What does this look like?		
<b>SIGNIFICANTLY BELOW (Sig Below)</b>		Working within 22-36 months
<b>WORKING BELOW (WB)</b>		30-50 Low (i.e. competent in only 1 or 2 statements in the 30-50 month band)
<b>ENTERING</b>	≠1	30-50 Mid (i.e. competent in some statements in the 30-50 month band)
	≠2	30-50 High (i.e. competent in most / all statements in the 30-50 month band)
	≠3	40-60 Low (i.e. competent in only 1 or 2 statements in the 40-60 month band)
<b>DEVELOPING INDEPENDENCE</b>	≠1	40-60 Mid (i.e. competent in some statements in the 40-60 month band)
	≠2	40-60 High (i.e. competent in most / all statements in the 40-60 month band)
	≠3	Early Learning Goal met (best fit) – Expected standard nationally
<b>MASTERY</b>	≠1	Early Learning Goal met (completely)
	≠2	Early Learning Goal Exceeded
	≠3	

**End of Autumn Term**

Child's name:

Class:

Year group:

**Age Related Expectation at end of Autumn Term****PRIME AREAS**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+

**READING**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+

**WRITING**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+

**MATHS**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+

**Read Write Inc. (find out more info on the school website)**

Set 1 sounds	Ditties	Green	Purple	Pink	Orange	Yellow	Blue	Grey

**Attitude to learning**

Excellent	Good	Inconsistent	Poor

**Effort**

Excellent	Good	Inconsistent	Poor

If you would like to discuss this report further, please contact the school office to make an appointment to meet with your child's class teacher

**EXAMPLE**

**End of Autumn Term**

Child's name: X

Class: Koala

Year group: Reception

**Age Related Expectation at end of Autumn Term**

**PRIME AREAS**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+
					√					

**READING**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+
					√					

**WRITING**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+
				√						

**MATHS**

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
22-36	30-50L	30-50M	30-50H	40-60L	40-60M	40-60H	ELG	ELG	ELG+	ELG+
					√	√				

**Read Write Inc. (find out more info on the school website)**

Set 1 sounds	Ditties	Green	Purple	Pink	Orange	Yellow	Blue	Grey
	√							

**Attitude to learning**

Excellent		Good	√	Inconsistent		Poor	
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**Effort**

Excellent		Good	√	Inconsistent		Poor	
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