



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.

What does this look like?		
SIGNIFICANTLY BELOW (Sig Below)		Children working significantly below <u>A</u> ge <u>R</u> elated <u>E</u> xpectations (ARE); may have additional needs associated with cognitive delay. Likely to have a DAF (Devon Assessment Framework) 2 or 3 in place.
WORKING BELOW (WB)		Not yet accessing the current year group expectations. Has a short term provision map in place with key targets
ENTERING	≠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	
DEVELOPING INDEPENDENCE	≠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	
MASTERY	≠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

Please see attached example of a summary report you will receive at the end of the Autumn and Spring terms. The report that you will receive at the end of the Summer Term will be in greater detail; informing parents of the progress their child has made over the year and set targets for the coming year. These targets will reflect areas of learning or concepts that your child is yet to master.

End of Autumn Term

Child's name:

Class:

Year group:

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

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3

Writing

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3

Spoken Language

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3

Maths

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3

Science

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3

Computing

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3

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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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

Age Related Expectation at end of Autumn Term

Reading

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
					√					

Writing

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
				√						

Spoken Language

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
					√					

Maths

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
						√				

Science

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
					√					

Computing

Sig Below	WB	ENTERING			DEVELOPING INDEPENDENCE			MASTERY		
		1	2	3	1	2	3	1	2	3
				√						

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							√	

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