



ST. CHRISTOPHER'S C.E. PRIMARY SCHOOL

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22 January 2016

Dear Parents,

From September 2015 how schools assess children's progress and attainment in Years 1 – 6 has changed, as they are taught the new National Curriculum. If your child is in EYFS, assessment remains the same as in previous years.

The New Curriculum requires that schools no longer use the 'Level' system. Previously, if you had a child in school, teachers will have given you a level to represent your child's attainment. For example, '3C'. The number gave the level, and the letter denoted steps within that level. So 3C would be a child just entering level 3, and 3A would be a child who was secure in the level and ready to move on to level 4. Because of the way the old curriculum worked, the numbers did not automatically represent the year group a child would be in.

The new National Curriculum has been written to give age-related expectations (ARE) for the end of each year. As children travel from Year 1 to Year 6 in our school, they will be tracked against the age-related expectations. At St Christopher's, these are numbered bands.

The bands give the level of attainment.

So Year 1 is band 1, and so on until Year 5 is band 5 and Year 6 is band 6.

Because all children are individual and develop at different rates and have differing needs, they will work in the band which is appropriate to them to make sure that learning makes sense. Extra help or challenge is given to make sure they are learning at the right level.

Progress within bands

As children develop through each band, we track their progress very carefully. Each band is broken into 6 steps which roughly represents a small term's progress. Over the year the steps are called:

Beginning (B)

Beginning + (B+)

Within (W)

Within + (W+)

Secure (S)

Secure + (S+)

Eg. 2W shows a child is working within band 2.

2W+ shows a child is working very well within band 2, and teachers will be looking to move them to 2S

4S+ would show a child is very secure at band 4, and teachers will be preparing them to move to band 5

1B+ would show a child has an excellent basis to begin Band 1, and teachers will be ready to move them to 1W.

The above gives a total of 6 steps for a year. Where every child begins their learning in September, we expect them to make at least 6 steps progress. So, if they start at 2W+ in Year 3, we generally will expect them to be at least 3W+ at the end of Year 3. Over time, accelerated progress of more than 6 steps will close gaps. For the academic year 2015-16 we expect at least 5 steps as we have completed the baseline step in Autumn 1.

The table below shows how we would measure progress through the school.

Year						
1	1 B	1B+	1 W	1W+	1 S	1S+
2	2 B	2B+	2 W	2W+	2 S	2S+
3	3 B	3B+	3 W	3W+	3 S	3S+
4	4 B	4B+	4 W	4W+	4 S	4S+
5	5 B	5B+	5 W	5W+	5 S	5S+
6	6B	6B+	6W	6W+	6S	6S+

Tracking Progress in the EYFS

Children in the EYFS continue to be tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next. This is shared at the first parents' evening of the year.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

A learning Journey is kept of their development—which we will share with you throughout the year. Parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how

much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

Frequently Asked Questions

Why is the system changing?

It is part of the new revised National Curriculum. The Government wants a simpler system for parents to understand and for each school to develop their own. The new system enables teachers, pupils and parents to concentrate on learning to make progress, rather than just focusing on levels.

What can I do to help my child?

There is so much parents can help with, reading is very important along with time tables, spellings and practising number bonds. Also completing homework as well as talking about what they are learning at school. Our website has links to supporting websites and the BBC website where there are lots of fun games to support primary learning. Your class teacher will also give you some specific pointers to help your child at home.

What do teachers use to gauge children's progress?

Children's independent work is the biggest indicator of what they can do and how they do it. Teachers use this on a daily basis to know and check pupil understanding and progress. Special pieces of work to inform assessment are set up throughout the year. This is done alongside Reading and Spelling age tests, the Phonic screen in Yr 1, Year-end tests in KS2 and the EYFS Profile .

How is the progress between each step worked out?

At St Christopher's Primary we use the Target Tracker Assessment System to benchmark progress. This has been developed by Essex County Council and is used by Schools nationally and also in the Oxford Diocesan Schools Trust.

In October we completed a benchmark progress, and aligned all children to the Essex Target Tracker system for the 'B' Beginning, 'W' Working within and 'S' secure for progress within each band. Please see the website for more details:

<http://www.targettracker.org/>

How do all schools know that their judgements about progress and attainment match up with each other?

At St Christopher's Primary we work across the school and with other local schools to agree and 'moderate' attainment levels. All schools also have external moderation from the Local Authority. Essex Target tracker also enables us to moderate against samples of work nationally.

What happens when my child goes to Secondary School?

Secondary schools will have their own systems and will work with the primaries to ensure that the systems work together, so there is continuity for children's progress.

Do the teachers use any other forms of assessment?

Throughout all lessons teachers continuously monitor and assess learning, ensuring that any misconceptions pupils have in learning are quickly addressed, so that they can continue to make progress within that session.

As well as reviewing pupils recorded work, teachers will also use tests to review how well pupils have retained learning over a period of time.

If you have any questions about assessment, please see me, or the Deputy Head, Mrs Davies.

Best wishes

Mrs S Broadbent
Headteacher