



St Thomas of Canterbury Catholic Primary School
Where every child is special

Assessment in Reports for Key Stage 1 and 2

In previous years your child will have received a Level to represent their attainment e.g. 2b or 4c in English, Maths and Science.

This year we will be reporting your child's attainment using the following vocabulary; this is an example of a Year 4 report:

Working below the expected standard for Year 4 - Your child is working within age related expectations at a year group below their age.

Beginning to work towards the expected standard for Year 4 - Your child has met *some* of the age related expectations for their year group.

Working towards the expected standard for Year 4 - Your child has met *most of* the age related expectations for their year group.

Working at the expected standard for Year 4 - Your child has met *all* of the age related expectations for their year group *and* has a secure understanding of these concepts.

Working at the expected standard for Year 4 at greater depth - Your child has met *all* of the age related expectations for their year group *and* has a *deeper* and *extended* understanding of these concepts. They have mastered these concepts across a range of contexts.

The children will also receive a comment about their progress and their effort and attitude to learning, further details will be distributed with the reports.



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Frequently Asked Questions

Why has the assessment system changed? It is a part of the new National Curriculum. The Government wants a simpler system for parents to understand and for each school to develop their own system.

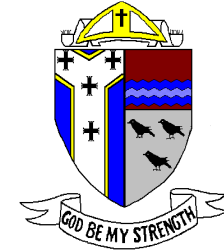
Will children still have SATs? Yes, the SATs this year will reflect the new National Curriculum content. See the SATs evening presentations on the school website for more information.

What can I do to help my child? Parental help is vital; reading is very important using the questions given to you at the beginning of the year along with times tables, spellings and practising number bonds. Also completing homework as well as talking about what they are learning at school.

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 daily to know and check children's understanding and progress. Throughout all lessons teachers continuously monitor and assess learning, ensuring any misconceptions are quickly addressed, so that they can continue to make progress. 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.

How do all schools know that their judgements about progress and attainment match up with each other? At St. Thomas' we work across the school and with other local schools to agree and 'moderate' attainment assessments. We also use nationally provided evidence to support our judgements.

What happens when my child goes to Secondary School? Secondary schools will have their own systems but transition meetings with the Heads of Year 7 and the Year 6 teachers ensure there is discussion and continuity for a child's progress.



St Thomas of Canterbury
Catholic Primary School
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**An information leaflet about
how we assess children's
learning at St. Thomas of
Canterbury.**

**This leaflet explains the changes
in assessment throughout the
School and how we are assessing
and tracking the children's
learning and progress.**

**There is also an update on what
your child's report will include
this year.**



Key Changes to Assessment

This leaflet contains a summary of the key changes to assessment this year which are explained in further detail throughout this leaflet:

- There are no more levels – schools have devised their own way to track and assess a child’s attainment and progress. At St. Thomas’ we still monitor and assess each child using a range of strategies, using some tests as well as observations during lessons.
- There is a new National Curriculum with more content that is of a higher standard. This curriculum now provides Age Related Expectations (ARE) for each year group.
- This year the way we report your child’s attainment and progress will be different with new vocabulary.
- The Key Stage 1 and 2 SATs reflect this new curriculum content and the Age Related Expectations.
- EYFS assessments using the ‘Early Learning Goals’ remain the same as in previous years.
- If you have any further queries please ask your child’s teacher or contact Mrs Grove, our Data and Assessment Leader or Mr Lewin.



Assessment in Early Years Foundation Stage (EYFS)

Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process. Regular assessments of children’s learning are made and this information is used to ensure that future planning reflects identified needs.

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 is shared with parents at parents’ evenings.

All staff assist with making observations and assessments of each child’s achievements, interests and learning styles. These are then used to identify each child’s progress and the next steps in their development.

Children in EYFS are tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. At the end of the year the EYFS Profile completes the picture of everything they have learnt and are able to do. By the end of EYFS it is expected that a child will reach the ‘Early Learning Goals’. Foundation Stage teachers will assess whether a child is meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels, ‘emerging’. This is outlined in the end of year report for parents in July which also shows how much progress has been made from the beginning of the year, and so teachers in Year 1 are ready to teach them their next steps in the new National Curriculum.



Assessment in Key Stage 1 and 2 (Years 1-6)

This year the way children’s attainment is assessed has changed; these new assessments reflect the new National Curriculum. The National Curriculum has been written to give Age Related Expectations (ARE) for the end of each year group. Children are now tracked and assessed against these ARE. The new curriculum is pitched higher than the old one and has more content; therefore this year it may appear that your child has not made as much progress as in previous years. We still have high expectations of our children and they continue to be challenged in all of their lessons whilst consolidating and embedding the new curriculum.

Children are now tracked and assessed against their year group’s ARE and progress is monitored very carefully. Each year group is broken down into steps which roughly represent a half term’s progress, although it is important to remember that every child is unique and will make different rates of progress. These steps are called: ‘Beginning’ (B, B+), ‘Developing’ (D, D+) and ‘Secure’ (S, S+). As teachers track your child’s progress closely the + is used to show the progress made within each step. This gives a total of 6 steps per year which is our school expectation over the course of the year.

Children are individuals and develop at different rates with differing needs so some may be working towards meeting expectations below their year group so that their learning makes sense. They will be given the specific support they need but still be challenged.

To be considered ‘secure’ or ‘working at the expected standard’ at the end of the year, your child will have needed to have met **all** of the age related expectations for their year group and have a secure understanding of these concepts.