



Information for Parents

The New National Curriculum

How we are assessing and reporting children's achievement

When the New National Curriculum came into effect in September one of the major changes was the removal of the levelling system which schools used to track pupil progress and report to parents. This was a nationwide system so that all schools reported in the same way.

We are now able to design our own assessment system but in order to ensure consistency across our locality and particularly for those secondary schools who receive our children at the end of KS2 we have been, and continue to work with our locality group of schools to devise a suitable replacement for levels.

Levels were removed following a Government review of the previous curriculum which resulted in a national report on all areas of the curriculum including methods of assessment. The review found that:

Levels “do not give parents meaningful information on how their child is performing”.

Levels “do not give pupils information about how to improve”.

“Too much emphasis placed on moving children on through the levels meant that they were only gaining a superficial understanding of the skills they were learning”.

What will replace levels?

Nationally children will now be assessed at three points.

A Reception baseline assessment

Key Stage One assessments – assumed to be similar to those already in place

Key Stage Two (Year 6) – tests in reading and maths. The results will be compared with their baseline assessments from Reception in order to judge progress. In addition there will be teacher assessment of writing.

What will we be doing at Loxwood School?

In addition to the three national reporting points above, parents will obviously want to know how their children are progressing towards these ends of Key Stage assessments.

We will still be assessing each child throughout the academic year using a variety of formative and summative methods.

- Assessing of written work at the end of a unit
- Observation of children
- Questioning of children
- Marking
- Assessment tests half termly in reading comprehension and maths

These will be used to maintain our robust tracking system so that children can be carefully monitored to ensure that appropriate progress is being made.

There will be a change of terminology and you will hear children being described as “beginning” (b or b+), “within” (w or w+) or “securely” (s or s+) at year group expectations. Most children will be w or w+ at the end of the year but our most able children will be “s+” at the end of a year meaning that they demonstrate a secure use of the year’s objectives and are using them independently in a variety of situations. Those children who are not achieving their year group expectations will be provided with SEN support and relevant intervention programmes in exactly the same way as at present.

What will we tell you at parents’ evening?

We will talk to you about your child’s work and their attitude to learning and behaviour in school. You will also be told whether they are:

- On track to meet expectations for the end of the year/key stage
- On track to exceed the expectations for the end of year/key stage (s, s+)
- Not on track to meet the expectations (if this is the case you will hear what is being done to support your child so that they can make progress)

We will also discuss the next steps for your child in order to achieve expectations or demonstrate “mastery” of the skills they have learnt.

There is a huge shift in attitude from the old curriculum to the new curriculum regarding the moving of children through levels without giving them chance to immerse themselves in a subject and apply their skills. This means that Loxwood School will focus on giving children opportunities to master skills and become independent learners. They will not move beyond their year group bands unless there are exceptional circumstances.

We particularly like this image of children dipping a toe in a subject (beginning and beginning+) we also call them Discoverers. Becoming more confident but needing a little help (within and within+), we call them Explorers and those ready to work independently and on their own initiative (secure and secure+) known as Challengers.

Depth of learning

