

Changes to Assessment at our School

From September 2015 the way schools assess children has changed. The previous levels that were used in school where a typical Year 2 child was expected to be a 2B and a typical 11 year old was expected to be a 4B have been taken away. Schools are now required to develop their own system around the new National Curriculum.

Further information about life after levels can be found at:

https://www.gov.uk/government/uploads/.../Commission_report_.pdf

We have considered this report in the development of our assessment procedures. At our school the teaching staff have worked alongside colleagues from other local schools. We have worked together as a Bradley team to review our assessment of children and decided to use a 7 point scale as detailed below. Every Year group will have its own 7 point scale which will be used to assess your child. The majority of children will work within points 2,3,4 and 5 as this is working at National Curriculum age expected.

Working below age-typical expectations 1	Working within age-typical expectations 2	Working within age-typical expectations 3	Working within age-typical expectations 4	Achieved 5	Mastery 6	Exceptional 7
Not yet achieved age expected	Children achieving age expected for their age				Children exceeding age expected	

The new assessment system will be used to track individual progress as well as our whole school progress. As with anything new that is implemented we expect the process to evolve over the time it is used. We have already planned time for staff to review and share our work over the coming terms.

We wanted to share our new approach to assessment with you as parents to make you aware of the changes that you will start to hear about when talking about your child's achievements.

The fundamental elements of our assessment system:

- It is National Curriculum led
- Children are assessed against age expected achievements for their year group
- Assessment will be a combination of formative ongoing assessments made by the teacher in addition to summative testing used as a resource for checking achievement
- More able children have their breadth of use and understanding assessed
- Assessment directly informs future planning



We want to build a pyramid of learning with a broad breadth of foundations to build upon. It is important to secure the foundations which future learning will be built upon.

Thank you for your support and interest!



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