

## Frequently Asked Questions

### How will children be assessed?

#### School Formative Assessments (day to day observations and feedback)

These are used by teachers to evaluate children's knowledge and understanding on a daily basis; they inform the teacher about what they should plan to teach next.

#### School Summative Assessments (formal tests)

These tell us a lot about children's embedded knowledge and the skills they are secure with. We have invested in a recognised Maths and Reading test scheme. Once sensitively administered each term, the results are analysed providing powerful information about gaps in knowledge and skills that we can use to inform planning and future learning. The two assessments are used alongside each other to give a clearer picture of children's achievements.

#### Nationally Standardised Summative Assessment

National Curriculum tests for Maths, Reading and Grammar, Punctuation and Spelling for Year 2 and Year 6.

Test scores will be converted into scaled scores

Writing still teacher assessed

**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.

**Will children still have SATs?** Yes, SATs this year will be assessing children's skills against the new National Curriculum. The tests and tasks will be more difficult than in previous years and children's results will be given as a numerical score with 100 being the average.

**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 practicing number bonds. Also completing home-work as well talking about what they are learning at school. Our website has links to supporting websites 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. This is done alongside termly reading and maths age related tests, the phonic screening in Yr 1, end of year tests in KS2 and the EYFS profile.

**How is the progress between each step worked out?** At Mountfields Lodge we use a system devised by our family of Loughborough schools (LPAP) in conjunction with the nationally recognised Target Tracker system to benchmark progress.

**How do all schools know that their judgements about progress and attainment match up with each other?** At Mountfields Lodge we work across the school and with the other LPAP schools to agree and 'moderate' attainment levels. All school also have external moderation from the Local Authority.

#### What happens when my child goes to Secondary School?

Secondary schools too 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.

## A Parents' guide to.... How we assess **ACHIEVEMENT** 2015/16



*Aim High  
Reach For The Sky*

**From September 2015 how schools assess all children's progress and attainment is changing. The New Curriculum requires that schools no longer use the 'Levelling' system.**

**Read this guide to find out how Mountfields Lodge assesses and tracks pupil's learning to ensure your child makes good progress throughout their time with us.**

Phone: 01509 214119

[office@mlodge.lincs.sch.uk](mailto:office@mlodge.lincs.sch.uk)



## Is EYFS affected?

Children in the EYFS will 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 will reach the 'Early Learning Goals'.

An externally produced 'baseline' assessment is used at the beginning of the year to assess everything they can do. Teachers then 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' file 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 a profile based on the observations we make completes the picture of everything they are able to do. This is reported to parents in July, sharing your child's nationally recognised achievement.

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.

## What is changing?

**The changes are for children in Years 1-6, because they are taught the National Curriculum. The National Curriculum has changed and with it the way all schools track attainment and progress.**

Previously, 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 a child who was secure in the level and ready to move on to level 4.

Because of the way 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 Mountfields Lodge 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.

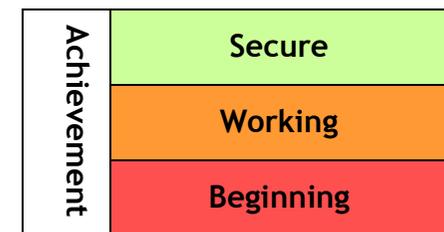
## **WHAT IS NEW? WHAT ARE THE CHANGES? A BRIEF SUMMARY**

The National Curriculum has changed. It has more content, and is pitched higher. It now gives Age Related Expectations for each year group instead of levels. The Government want all schools to develop their own tracking methods to record attainment and progress using the new Age Related Expectations.

**The old 'levels' will no longer be used. Bands will replace levels to reference attainment. The bands relate to each year group.**

Here are the new 'bands' we will be working with. Each band is roughly 3 terms of learning. This is further denoted by steps: **B/W/S** if a child is **B**eginning that band, is **W**orking within or **S**ecure, ready to move on to the next band. A '+' will indicate when a child is exceeding that step.

### Age Related Expectations



*Descriptors within bands*