

Assessment Tracking

We use the National Curriculum Levels to assess a child's progress. The levels at the primary age range from Level 1 to Level 5.

When a child is in YR they worked towards achieving Foundation Stage Early Learning Goal (ELG) across 17 different Foundation Stage areas of learning.

This is how the levels build up:

ELG -> 1c -> 1b -> 1a -> 2c -> 2b -> 2a -> 3c -> 3b -> 3a -> 4c -> 4b -> 4a -> 5c -> 5b -> 5a -> 6

Curriculum Levels 1 to 5 are sub divided so that teachers can monitor progress more closely.

C - the child has just met the required standard

B - the child is working well within the level

A - the child has reached the top of the level and is working towards the next level.

There are average end of year expected levels for each year group.

Year 1 - 1a / 2c

Year 2 - 2b

Year 3 - 2a/3c

Year 4 - 3b

Year 5 - 3a/4c

Year 6 - 4b

Children are expected to achieve one full level of progress every two years.

For example, a child achieving Level 2b at the end of Year 2 should achieve Level 3b by the end of Year 4 and Level 4b by the end of Year 6.

It is important to remember that all children are individuals and we must recognise that pupils will not always progress in a straight-forward, linear manner. There may not be even amounts of progress each academic year.

How We Assess

We use continuous teacher assessment throughout the school and the information gathered from this process is used formatively to decide what a child's next step in their learning is.

Because each child will progress at a different rate, we believe nothing can replace accurate, rigorous assessment to enable teachers to determine precisely the attainment levels of pupils, at a particular moment in time.

You will receive updates on the progress your child is making throughout the year at parents evenings and you will receive a formal report on teachers' assessments at the end of each Key Stage (Year 2 and Year 6).

For reading, writing, speaking and listening, maths and science the teachers use an assessment framework against which they make assessments. The Department of Education, Sport & Culture quality assures teacher assessment through internal and external moderation visits.

All children, including our pupils in the Inclusive Learning Centre (ILC) are part of the data percentages show below.

Academic Year 2018/19 end of year attainment data End of Foundation Stage

Percentage of pupils achieving a Good Level of Development at the end of Foundation Stage (Reception Class).

To achieve a Good Level of Development children need to be **secure** in the Early Learning Goal for all 8 Prime strands and the Literacy and Maths strands (12 strands in total).

July 2019 Foundation Stage Good Level of Development = 93.8%

End of Key Stage One (Year 2)

The percentage of pupils completing who achieved Level 1, Level 2, Level 2b (average) and Level 3

Level 1

- i) Speaking and Listening 100%
- ii) Reading 100%
- iii) Writing 100%
- iv) Mathematics 100%
- v) Science 100%

Level 2

- i) Speaking and Listening 100%
- ii) Reading 87.5%
- iii) Writing 100%
- iv) Mathematics 100%
- v) Science 100%

Level 2b+ (average for the end of Key Stage One)

- i) Speaking and Listening 87.5%
- ii) Reading 87.5%
- iii) Writing 87.5%
- iv) Mathematics 75%
- v) Science 100%

Level 3

- i) Speaking and Listening 0%
- ii) Reading 0%
- iii) Writing 0%
- iv) Mathematics 0%
- v) Science 0%

End of Key Stage Two (Year 6)

The percentage of pupils completing who achieved Level 3, Level 4 (average) and Level 5

Level 3

- i) Speaking and Listening 94.1%
- ii) Reading 94.1%
- iii) Writing 94.1%
- iv) Mathematics 94.1%
- v) Science 94.1%

Level 4 (average for the end of Key Stage Two)

- i) Speaking and Listening 82.4%
- ii) Reading 94.1%
- iii) Writing 82.4%
- iv) Mathematics 82.4%
- v) Science 82.4%

Level 5

- i) Speaking and Listening 29.4%
- ii) Reading 41.2%
- iii) Writing 35.3%
- iv) Mathematics 47.1%
- v) Science 47.1%