

## 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%