

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

Assessment in the new National Curriculum

Overview

As of September 2014, teachers at Dodford First School have been delivering the new National Curriculum to Years 1, 3 and 4 (Year 2 began in September 2015) alongside a new assessment system introduced by the government, removing the old assessment levels. As a result the school has been working hard over the last year to ensure we have a broad and balanced curriculum and an accurate assessment system to meet these changes.

Purpose

At Dodford First School we use assessment as a means of working out what the children know and what skills they have, in order to help them along their learning journey by planning the right next steps for them. The children are assessed in an informal way (formative) throughout the school day and are also assessed more formally (summative) at various times during their time at Dodford, in line with national assessments and an assessment cycle put in place by the Headteacher.

Assessment provides information to improve teaching and learning and is also an opportunity to feedback to the children about their learning so that they understand what it is that they need to do to get better. This allows us to plan our lessons with a detailed knowledge of each child. Parents are also given vital information about the attainment and progress of their child to enable them to support their child at home.

National Assessments

- Entry to Reception – baseline assessment using a nationally accredited assessment from Early Excellence, this involves assessing the children's personal and social skills as well as their knowledge of Language and Number.
- Exit from Reception – end of Foundation Stage assessment using the national criteria for Early Years which assesses all areas of learning including personal and social development.
- End of Year 1 – national phonic screening check to assess the children's ability to read phonetically (which will be retaken in Year 2 if the national standard is not met by the child).
- End of Year 2 – national tests in reading, writing and maths to establish whether children are meeting the expected level for their age (new tests will be introduced in 2016 including the SPAG (spelling, punctuation and grammar) test).

Assessment across the school

In Years 3 and 4, the children do not undertake national tests and the school uses internal systems to assess

the children's progress. From the end of Reception to the end of Year 4 the school has devised its own system, dividing the curriculum for each year group into three broad steps which are then broken down further to allow smaller steps in progress to be shown. This also works alongside the school's purchased assessment tracking tool (O Track) which has been used previously for assessing against the old levels and will now be used in a similar way under the new system. The children are assessed informally through their everyday performance and during planned assessment weeks towards the end of each half term and then judged to be at one of the following stages:

- Emerging – this means they are working below national age related expectations (ARE)
- Developing – this means that they are working well towards national age related expectations (ARE)
- Secure – this means that they are comfortably working at national age related expectations (ARE), also referred to as a GLD (good level of development)

Staff have identified these stages within their target setting materials in reading, writing and maths and are also working on assessment in the foundation subjects during the 2015-2016 academic year, so that a child's progress can be tracked across all curriculum areas.

These assessments are in place to ensure that children are making good progress in school. It is the progress that is rigorously monitored by teachers and it is important to remember that in 2014 the curriculum and assessment procedures are very different and have a very different criterion to what was in place before 2014.

A child assessed as secure in their age band at the end of the summer term would be considered to have a GLD (good level of development) in that subject. The table below sets out the bands and levels.

Age	Band	Emerging	Emerging+	Developing	Developing+	Secure (GLD)	Secure+
5-6 (Y1)	1	E	E+	D	D+	S	S+
6-7 (Y2)	2	E	E+	D	D+	S	S+
7-8(Y3)	3	E	E+	D	D+	S	S+
8-9 (Y4)	4	E	E+	D	D+	S	S+