



### Assessment at KV CP School From September 2015

The new National Curriculum for England is now being taught in all maintained schools. As part of this **Government reform**, assessing the curriculum using levels has now been removed and schools from September 2015 are expected to '**Assess without Levels**'.

Assessment across all schools will look very different and it will look different at Knowsley Village too from September 15. Please do not worry. This is an exciting change that I and the staff of Knowsley Village are welcoming and embracing. It is a positive change for your children too and their learning.

#### Curriculum changes

English: The new programme of study is knowledge based. There is an increased emphasis on the technical aspects of language. A specific content is provided for spelling, vocabulary, grammar and punctuation.

Maths: The main areas of the new programme of study are called domains. These are: number, measurement, geometry, statistics, ratio and proportion and algebra. The content for each year group is more challenging with this new national curriculum.

Science: The National Curriculum for Science aims to develop scientific knowledge and conceptual understanding in the disciplines of Biology, Chemistry and Physics. Scientific enquiry is explored in a range of ways where children are encouraged to ask and answer questions about the world around them. The programmes of study are set out year-by-year for Key Stages 1 and 2 to ensure all children receive full coverage of the curriculum.

Foundation subjects: Art, Religion, History, Geography, P.E., Technology, Computing, Music, foreign language (French for our school) in KS2.

Knowsley Village School follows the National Curriculum with a creative approach as specified in our 'Cornerstones' curriculum. (Information on the website). We also teach P.S.H.C.E. (Personal, Social, Health and Citizenship education) and Global Education.

#### Why do we assess?

To enable us to know how each child is performing so that teachers can help individuals improve. To help schools improve outcomes for all children – first at individual level, cohort level, then year group level, then at whole school level.

Previously, schools tracked the progress and attainment of each child using levels, using a child's starting point and level at the end of KS1. Starting at 1 and potentially achieving at level 3 4 5 or 6 by the end of Key Stage 2. Each level was divided into 3 sections; A B C. EG A level 4C represented a child who was a level 2C at the end of KS1 and in Y6 had reached a level 4C.

#### So why have levels been removed?

The **DFE** wanted to remove 'the level race' where children moved through the levels quickly to achieve higher attainment.

The old National Curriculum levels were not limited to their National Curriculum year groups. eg. a Y4 child could be Level 3, 4 or 5. Many believe there was no breadth or depth of knowledge at each curriculum level. A child could achieve a level but not be secure in it.

### Assessment at Knowsley Village from September 2015



From September we will introduce a new system which is MORE personalised to each child, where knowledge and skills within each subject is assessed and therefore empowering pupils, teachers and parents.

Assessment continues to be at the heart of teaching and learning at Knowsley Village School and assessment is at the heart of effective practice. At Knowsley Village School, assessment is purposeful, honest and consistent. We believe it drives all children to success. **You will not notice any negative difference in the educational provision for your child; the difference will be how we record assessments and feedback to parents.**

**Emerging** – Yet to be secure in end of year expectations.

**Expected** – Secure in almost all end of year expectations.

**Exceeding** – Secure in all end of year expectations and able to display knowledge and skills confidently across a range of learning situations.

In the old system, children who were ‘exceeding’ might have moved to the next level. Now, they will add more depth and breadth to their knowledge and have more opportunities to do this through using and applying their skills.

We will be continuing with our electronic tracking systems which will clearly show how each pupil is performing against National Curriculum as well as introducing extra systems for teachers to track progress. All teachers will have data to enable them to summarise and analyse attainment and progress of their pupils and their classes, and use the data to plan learning for every pupil, ensuring they meet or exceed expectations. The Leadership Team will analyse the data across the whole school to ensure pupils are making appropriate progress and all pupils are challenged.

Our aim is for each child to reach his/her full potential. We remember that a child’s potential is not fixed at any one time. High expectations are consistent throughout the school. Assessment is not meant to be used as a measure of your child’s ability at school but as a means to improve their ability to learn; their knowledge, their understanding and their skills.

### **Parental Involvement**

From September 2015, when we talk to you about your child’s progress, either verbally or in written form, we will be using different terminology than previously.

In the past, we have discussed with you, your child’s progress towards their end of year target level. Now, your child will be assessed against the expectations of his/her year group, ie. a child in Year 4, for the first time, will be judged against the expectations for the end of the National Curriculum for Year 4.

At the heart of all effective practice is a child’s love and thirst for learning. This will be enhanced by the new assessment without levels system and will be further enhanced by your parental support so that school and home can continue to work together successfully. I will be holding meetings in the autumn term for parents who wish to attend. Thank you for your continued support.