

What's new? A summary

The National Curriculum has changed. It has more content, and is pitched higher.

It now gives **Age Related Expectations** for each year group. The Government want all schools to develop their own tracking methods to record attainment and progress using the new Age Related Expectations.

The old/existing 'levels' will no longer be used.

Bands will replace levels to reference attainment. These bands relate to each year group.

Here are the new 'bands' we will be working with. Each band is broken down into roughly 3 stages of learning, denoted as 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 well within that that step, *for instance 3W+*.

Year	Autumn	Spring	Summer
1	1B	1W	1S
2	2B	2W	2S
3	3B	3W	3S
4	4B	4W	4S
5	5B	5W	5S
6	6B	6W	6S

A new attainment banding will be written (eg 5W+)

Not all children will start at B for the beginning of the year, it will depend on the individual child and their needs. Each child will have their own starting point which progress will be tracked against as they progress through the school.

The new 'B' does not link to the old 1B/2B/3B, etc.

Frequently Asked Questions

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?

Statutory testing at the end of KS2 (Year 6) will remain, although performance in these tests will be in an entirely new form. This is the same for Year 6 pupils at other schools.

What can I do to help my child?

There is so much parents can help with, reading is very important along with times tables, spellings and practicing number bonds. Also completing homework as well as talking about what they are learning at school. Our website has links to activities and fun games to aid 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. Special pieces of work to inform assessment are set up throughout the year. This is done along side formal tests, the Phonic screen in Year 1, National tests in KS2 and the EYFS Profile .

How is the progress between each step worked out?

At Hathern we use a system developed by schools in the Loughborough Primary Academy Partnership (LPAP) to benchmark progress. Pupil progress is checked against a series of objective led statements (key performance indicators).

How do schools know that their judgements about progress and attainment match up with each other?

At Hathern we work across the school and with other LPAP schools to agree and 'moderate' attainment levels. These benchmarks ensure that there is consistency in expectations for each step as well as the Age Related Expectation set by the National Curriculum. External moderation is provided by the Local Authority (Leicestershire County Council).

What happens when my child goes to secondary School?

Secondary schools will have their own systems and will work with primaries to ensure that the systems work together, so there is continuity of provision.

A Parents' guide



How we measure PROGRESS & ATTAINMENT at Hathern CofE

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

Read here to find out how Hathern will assess and track pupil's learning to ensure that your child makes good progress throughout their time with us.

What is staying the same?

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

At the beginning of the year a 'baseline' assessment is made of everything they can do, so that teachers know what they need to learn next.

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.

An online learning Journey is kept of their development using *Tapestry*—which will be shared 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 the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so that parents know if their child is at the age related expectation, is emerging into or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so that teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

Not all children will start on 'B' in the Autumn term

Not to be confused with the old levels

What's new?

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

Previously, teachers were required to prescribe Levels to represent your child's attainment. *For example*, 'Level 3C' this would reflect the ability of 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 these Age Related Expectations. At Hathern these are numbered bands.

✓ **The bands give the level of attainment**

Therefore, Year 1 is Band 1, Year 2 is Band 2 and so on.

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.

Progress within bands:

As children develop through each Band, we track their progress very carefully. Each Band is broken into 3 steps which roughly represents a term's progress. Over the year the **steps** are called: 'beginning,' (B) 'within' (W) and 'secure' (S)*

Year	Autumn	Spring	Summer
1	1B	1W	1S
2	2B	2W	2S
3	3B	3W	3S
4	4B	4W	4S
5	5B	5W	5S
6	6B	6W	6S

* Hathern CofE uses 'Target Tracker' to track data. This is a tool that thousands of schools use. Nationally. The B/W/S system is devised and supported by Target Tracker.

Teachers can further break down each **step** into two in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning. The extra steps are denoted with a '+'. This gives a total of 6 **steps** for a year. *For example*: 3B → 3B+ → 3W → 3W+ → 3S → 3S+

✓ **2W+** shows a child is working well within Band 2

Wherever children begin their learning in September we expect them to make 5-6 steps progress across the year. So if they start at 2W+ in Year 3, we generally will expect them to be at least 3W/3W+ by the end of Year 3. Over time, accelerated progress of more than 6 steps will close gaps.

CHALLENGE for 2015-16

This is the year when all children will be moving from the old to the New National Curriculum. The New Curriculum is pitched higher and has more content. **Not all children will start at 'B' for their band**, but we have high expectations of our children to meet this challenge as they progress onto the new curriculum. We also expect that this will be demonstrated in the steps progress they make this year as new curriculum content is consolidated and becomes embedded.