

Southend-on-Sea Borough Council



Bournes Green Junior LIFE AFTER LEVELS

**Parent Session
April 2015**

LIFE AFTER LEVELS

INTRODUCTION

- ⇒ From September 2014 all maintained schools were required to move to a new curriculum (the National Curriculum 2014 – NC2014)
- ⇒ This New Curriculum is much harder for each year group and activities which were historically covered in Year 5 (and even Year 6) have now been moved into the Year 4 curriculum
- ⇒ At the same time the DfE decided that the old National Curriculum levels would be discontinued with the exception of the current Years 6 and 2 who will continue with this until their SATS Tests in July 2015
- ⇒ All other year groups are to be assessed in a way that the school deems suitable
- ⇒ This must be robust, easy for parent/governors to understand and be able to measure both attainment and progress
- ⇒ The DfE have stated that there is no 'one-way' or right way to do this

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CHANGES

- ⇒ Levels e.g. Level 3, Level 4b etc. no longer exist
- ⇒ All subject areas have been separated into year groups or, in the case of Key Stage 2, Years 3 & 4 and Years 5 & 6 for reading and writing.
- ⇒ Each subject has then been sub-divided into specific sections each with the knowledge that children need to have learned during that year .
- ⇒ It is important to note that these are the **minimum** requirements for the children and that we will be teaching more content than the areas that will be assessed.
- ⇒ To avoid confusion with old 'Levels' we have decided to use the terms **Band** and **Step**
- ⇒ BAND – these are related to the year group corresponding to the level currently being taught to a child
EXAMPLE a child working at Year 2 for reading will now be Band 2
- ⇒ STEP – this will indicate how independent a child is with a specific area

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ASSESSMENT AT Bournes Green

- ⇒ We have agreed that we will introduce a system of assessment which will follow the procedure set out below:
- ⇒ Teacher Assessments will take place half-termly according to the annual cycle
- ⇒ For both **reading** and **writing** in Years 3 & 4 and Years 5 & 6 the National Curriculum has placed the targets on a continuum. Therefore:
 - ⇒ Year 3 and 5 teachers will assess against the Year 3 and Year 5 targets (although naturally it is likely that some of Year 4 may well be covered towards the end of the year and some children may still be working on Year 2 targets)
 - ⇒ Year 4 and 6 teachers will assess against the Year 4 and Year 6 targets but again some children may well still be being assessed at a lower or higher year group
- ⇒ During May, in conjunction with other schools in the **Shoebury Education Partnership**, we are going to use standardised **NFER tests in English and mathematics** (to replace the now obsolete Optional SATs Tests)

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YEAR GROUP TARGETS

- ⇒ All children will have a target sheet for writing and maths and these will be in the front of their books so that they are aware of their progress towards targets
- ⇒ They will also be used when teachers undertake Teacher Assessments so that we are consistent across the whole school
- ⇒ As the new National Curriculum is now year based it is quite likely that children will have different target sheets e.g. a child in Year 3 may be still working on Band 2 standard in writing whilst another child may be working at a Band 4 standard.
- ⇒ These will be called BANDS in order to lessen the perceived 'stigma' of working below the current year group

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ASSESSING EACH CHILD

- ⇒ In September we assessed every child from Year 3 to Year 5 on the new curriculum (Bands:Steps) so that we had some base-line data that we could use to track the progress of all of our children
- ⇒ These assessments **CANNOT** be compared to their results (Levels) from the end of last year as the curriculum content is different
- ⇒ When assessing the competency of a child in a specific statement there will be 6 options to choose from according to the level of competency of that child
- ⇒ These will be called **STEPS** and are sub-divided as follows:

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ASSESSING EACH CHILD

⇒ These will be called **STEPS** and are sub-divided as follows:

Code	Step	Competency Level The child can undertake this area...
B	Beginning	With adult support
B+	Beginning plus	With some adult support but moving towards independence
W	Within	Independently with reminders and occasional adult support
W+	Within plus	Independently with reminders during the task
S	Secure	Independently with reminders before the task
S+	Secure plus	Independently and moving towards the next Band

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ASSESSING EACH CHILD – Tracking Progress and Attainment

PROGRESS

- ⇒ The expectation for progress this year (due to the fact the curriculum was only introduced in September) is that a child will move 5 steps over the year
- ⇒ In future years the expectation for progress will be that a child will move:
 - 6 Steps from the end of one academic year to the end of the next in Years 2 to 6

ATTAINMENT

- ⇒ The expectation is that a child's attainment will be at age-related i.e. working within the Band for his/her actual Year Group

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ASSESSING EACH CHILD – Tracking Progress and Attainment

- ⇒ As a school we have used a program for tracking our children's progress and attainment called Target Tracker
- ⇒ Target Tracker has developed a system for tracking our children's progress and attainment for the new National Curriculum which we are using
- ⇒ Given that this is a new system for everyone there will be some changes made to Target Tracker as it responds to school's requests for additional information
- ⇒ The information gathered from Target Tracker enables the School's Assessment Leader to analyse all classes recent assessments and consider the current standards across the whole school
- ⇒ This information is then used in the termly Pupil Progress Meetings

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PUPIL PROGRESS MEETINGS– Tracking Progress and Attainment

- ⇒ After each assessment period every child's current attainment and progress levels in reading, writing and mathematics are analysed
- ⇒ Following the analysis Pupil Progress Meetings are held for each class
- ⇒ In this meeting every child is discussed individually and actions considered for moving the children forward.
- ⇒ The overall analysis of both progress and attainment of cohorts and groups of children is then fed back to staff and governors so that any necessary changes to the curriculum can be considered and actioned to further improve the quality of learning in our school

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PUPIL PROGRESS MEETINGS– Tracking Progress and Attainment

- ⇒ The class teacher will then complete:
 - a Gap Analysis of each subject to highlight any areas of strength and weakness that needs addressing
 - an Action Plan highlighting specific changes for individual pupils
 - A Provision Map outlining the intervention and/or challenge activities that are required to achieve that actions in the Action Plan

- ⇒ The overall analysis of both progress and attainment of cohorts and groups of children is then fed back to staff and governors so that any necessary changes to the curriculum can be considered and actioned to further improve the quality of learning in our school

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REPORTING TO PARENTS

- ⇒ We believe that it is vital that all parents have a clear understanding of their child's levels of attainment and progress
- ⇒ It is also essential that parents are supported by the school to enable them in turn to support their child at home
- ⇒ Consequently we offer regular opportunities for parents to come into school to find out more about their child's education such as:
 - Parent Workshops (like this one) to give parents the opportunity to find out how we teach specific subjects e.g. phonics, mathematical skills etc.
 - One-to-one meetings as appropriate to discuss specific issues
 - Termly Learning Conferences
 - Weekly Book Look sessions

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REPORTING TO PARENTS

PARENTS' EVENINGS

- ⇒ At Learning Conference s parents will continue to receive information from the class teacher about:
- Their child's current attainment in reading, writing and mathematics
 - The progress that has been made since the end of the previous year (or beginning of September 2014 for this year only)
 - The child's targets for the forthcoming term
 - Any support/challenge that the child will be receiving
 - How parents can support their child at home
 - Other relevant issues

ANNUAL REPORT

- ⇒ Parents will receive the Annual Report detailing the attainment and progress of their child at the end of the year together with other relevant information

Any questions?