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**Changes to assessing and recording**

**in line with the new National Curriculum 2014**

**The Changes**

* The new National Curriculum no longer assesses children using levels, but requires a child to be judged against the year group expectations
* All year groups from Year 1 to Year 6 will follow the new National Curriculum from September 2015

**Early Years Foundation Stage Assessment**

Assessment in the Early Years Foundation Stage has not changed. Children are initially assessed and tracked throughout the year against development stages. We continue to use the Early Learning Goals with outcomes of either Emerging, Expected or Exceeding to assess children at the end of their Reception year.

* A child who achieves development stage 30-50 months (with elements of 40 - 60 months) is considered to be at a good level of development on entry to Reception
* A child who achieves Early Learning Goals – Expected or Exceeding is considered to be at a good level of development at the end of Reception

**New National Curriculum 2015 – 2016**

The expectations and curriculum for each year group is more challenging in the new National Curriculum. There are many changes, so it is not possible to transfer the old levels into the new National Curriculum. Teachers will **not** be reporting to parents using the language of levels any more.

**Assessment without levels**

As the Department for Education removed the previous National Curriculum it also removed the previous assessment system of levels, eg. 2a, 3b, 4c etc. It did not replace them. The Department for Education has left it to each individual school to come up with their own model for assessment. Over the past year it has been a priority of our School Improvement Plan, in consultation with the local authority, other schools and outside training agencies, for Mersey Vale to address this issue and to develop an effective assessment system which will track the attainment and progress of our children, without being over-complicated.

**Year Group Expectations**

Within the new National Curriculum every year group in school has clearly indentified year group expectations. Assessment against these expectations makes sense. All children in class must be taught the year group expectations and then rather than simply progressing onto the following year group expectations they should be taught independent work, differentiated to deepen their knowledge and understanding of their current year group expectations. Simply put:

***Experience it, prove it, apply it!***

All pupils should be involved in their learning journey and understand their own next steps to learning. Parents should have the knowledge of where their child is currently and where the school is aiming for them to be by the end of the year. They should also be aware of what they can do to help their child and continue to receive termly feedback through parents/ teacher consultations or written end of year reports.

**Assessment without levels at Mersey Vale Primary School**

At Mersey Vale we have decided to use a combination of several models, which we believe provide a clear and comprehensive system of reporting a pupil’s progress to the child, their parents and to the school’s governing body. This involves the class teacher using a range of formative and summative assessments to judge whether a child is working either at an ***Emerging, Developing, Secure*** or ***Mastered*** stage within their year group expectations.

There will be one further judgement if for some reason the teacher is ***Unable to assess.*** Children working below the National Curriculum expectations will still be assessed using P Scales.

All children regardless of ability will begin each year as ***Emerging*** against their new year group expectations.

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| **YEAR GROUP EXPECTATIONS** | | | | |
| **Unable to assess**  Your child is unable to access the year group expectations and so cannot be assessed against this criteria. | **Emerging**  Your child is beginning to gain knowledge, understanding and skills within their year group expectations.  **ALL CHILDREN START EACH YEAR AT THIS POINT** | **Developing**  Your child is continuing to develop their knowledge, understanding and skills within their year group expectations. | **Secure**  Your child has met the majority/ all of their year group expectations. | **Mastered**  Your child has met all of their year group expectations **AND** can use the skills consistently across a range of learning. |

Reporting to parents/ carers happens three times each year;

1. Autumn term - feedback on how a child is settling into their new class and targets are shared at Autumn term individual parents/ carers meetings with teachers
2. Spring term - feedback on progress shared at Spring term individual parents/ carers meetings with teachers
3. Summer term - feedback on progress and results from assessments/ statutory tests reported to parents/ carers through annual written report and shared on report sharing afternoon