

Our new assessment tracking system at Thorndown Primary School.

When the Government introduced a new curriculum in September 2014, they also changed the tracking assessment system. Attainment in the old National Curriculum was reported in terms of levels of achievement. From September 2015, each school in England can choose their own format of tracking assessment. The government has continued to insist that all pupils in Year 6 and in Year 2 have SATs tests and pupils will be assessed to determine whether they have met the national standard for their age in each core subject. A baseline test for Foundation pupils has also been introduced this year. How the government is going to measure the results and national pupil progress without levels has not yet been published and is not expected to be done until July 2016. When we have more information on this, we will be contacting parents of pupils involved.

At Thorndown, we want our pupils to be high attaining, lifelong learners. We encourage 'breadth', 'challenge', and 'application' in learning. This means that we think that learning is not like climbing a ladder; it is not linear, nor a race to the top. It is more like picking our way round a complicated climbing frame.

We always like to keep you informed of your child's learning during Parents' Evenings. In the Autumn Term, we will explain to you what we are expecting your child to achieve by the end of the year. In the Spring Term, we will share with you how your child's learning is progressing, their strengths and how we can work in partnership to address areas for development. The format for this meeting was discussed at Parent Forum.

Children are assessed continuously during lessons to help them move on with their learning. This is recorded on an ongoing basis, both informally by the teacher and the children, who will comment on their work in their books or in person.

Given that we are now only formally assessing the children in June, we still need to ensure we track our children's progress. We input assessment data onto our school tracking system six times a year. The tracking is really very simple! We use it for reading, writing, maths and science. As teachers, we are working with your children, day in day out, so we have a really good knowledge of where each child is in their learning.

For each area of learning, these judgments are made:

| | |
|-------------------------------------|--|
| Working towards | These are children who have evidence for some of the learning in a particular area, but are not yet secure. When pupils are starting their age related expectations, they are recorded as 'W'. As they start to gain knowledge and skills, they move to 'W+'. |
| At age related expectations | Children who have achieved a breadth of learning across almost all of the objectives for that year group are judged as working at age related expectations. As a pupil enters this stage, they are recorded as 'A' and then, when they are secure, they are recorded as 'A+'. |
| Working at a Greater depth/ Mastery | A child who has moved on to more challenging learning and has applied what he/she has learned in new and unfamiliar situations is judged to be working at greater depth. As pupils enter this band, they are recorded as 'M'. In exceptional cases, pupils will be assessed as 'M+'. |

| | | | | | |
|---|----|---|----|---|----|
| W | W+ | A | A+ | M | M+ |
|---|----|---|----|---|----|

