



Assessment without levels at Deal Parochial C.E.P School.

Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being “**The best that I can be**”.

Historical over view - reasons for change to the national curriculum and assessment arrangements

Alongside the introduction of a new national curriculum, the government has abolished attainment levels as the main assessment measure in primary schools. Schools have been encouraged to be creative in devising their own assessment procedures.

As part of reforms to the national curriculum, the previous system of ‘levels’ used to report children’s attainment and progress, was removed from September 2014 and will not be replaced. By removing levels, the DFE hopes to allow teachers greater flexibility in the way that they plan and assess pupils’ learning.

The curriculum must include an assessment system which enables schools to check what pupils have learnt and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Levels will not be updated to reflect the new National Curriculum and will not be used to report the results of National Curriculum tests.

Deal Parochial CEP School.

At Deal Parochial school we are conscious that the new curriculum is not in alignment with the old National Curriculum levels.

Pupil progress and achievement will be communicated in terms of descriptive profiles, rather than numerical summaries. We will track progress across the year using our own numerical points and data summary.

All pupils are working at the age appropriate curriculum, unless they follow an adapted curriculum to meet their special educational needs. All pupils are tracked to achieve the expected outcome by the end of the year.

At Deal Parochial School we use subject-specific criteria based on age-related expectations and the curriculum.

Age appropriate expectations will be moderated through a number of methods to guarantee accurate judgements.

- In school shared moderations
- Senior lead teacher moderations
- Deal Alliance subject specific moderations
- Local Authority moderations, training and external assessment moderations.

The school is using the STAT Sheffield toolkit in order to track progress. Two other schools in the DLA are also using this tracking system. Teachers are meeting in order to sample assessment judgements against the new requirements and curriculum. Standards of work are measured against the expected attainment criteria for the end of the year.

Teachers assess pupils against the statements on the STAT Sheffield assessment toolkit, six times a year, once a term.

The assessment coordinator uses the assessment statements to track pupil progress and attainment.

As a result pupil progress meetings take place between the class teachers, the senior teachers and the SENCO. At these meetings additional provision, strategies and support are reviewed and allocated in order to narrow any gaps that are evident from the data.

The range for pupils meeting “expected” standards is a wide parameter. Therefore the vast majority of pupils – 94% are expected to be judged meeting the as expected standards.

There will be a small number of children who may exceed, or fall bellow the “expected” standard of attainment and skills. Previously, the majority of pupils at Deal Parochial School have been judged to be above age appropriate attainment levels in the old system of assessing pupils with levels. Prior to the changes in 2014, pupils were expected to achieve the old national curriculum level 4b by the end of Yr 6. Many children at Deal Parochial School outperformed this and therefore parents were informed that their child may be attaining above national expectations. This was a common assessment feature throughout

all the school year groups. Currently all children are now working within the expected range, with an expectation that they will develop and master the skills and knowledge of the age appropriate curriculum.

As the curriculum is taught across the year, teachers will continue to assess against the criteria assessment stages, pupils will move from 'Entering' where only a minority of the year group objectives have been achieved, to '**Developing**' where about half or more of the year's curriculum objectives have been achieved to '**Secure**'. This is when all the objectives have been taught and learnt. Children are unlikely to achieve this until they have been taught the curriculum.

When the majority of the objectives have been achieved pupils can be judged as "**Secure**" within their year group. Some additional pupils may demonstrate a deeper level of understanding. These pupils will have the opportunity to master and deepen their learning within the age appropriate level. The Department for Education has designed the curriculum so that pupils do not move on from one year's curriculum to another until they enter the next class and year group.

Please refer to the summary table below.

Progress through Deal Parochial CEP School																				
Children enter, develop and then become secure against the National Curriculum statements for each year group.																				
Term 1&2	Term 3&4	Term 5&6	Term 1&2	Term 3&4	Term 5&6	Term 1&2	Term 3&4	Term 5&6	Term 1&2	Term 3&4	Term 5&6	Term 1&2	Term 3&4	Term 5&6	Term 1&2	Term 3&4	Term 5&6	Term 1&2	Term 3&4	Term 5&6
Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure
Year R			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		



For example...

Secure Year 1 (S1) will be considered the expectation for a child at the end of Y1.

Secure Year 3 (S3) will be considered the expectation for a child at the end of Y3.

Secure Year 5 (S5) will be considered the expectation for a child at the end of Y5.

Please refer to the full assessment policy for further detail and information. Thank you

Ms Justine Brown. Head Teacher