

Assessment Overview

Government Changes – Overview

Changes in place since 2015/2016 academic year:

- Early years assessments and the KS1 phonics screening check remains unchanged.
- The end of key stage results (Year 2 and Year 6 SATS) no longer give a level. A child will be assessed as either working towards, working at or working at greater depth.
- **Test outcomes (scores)** are presented as scaled scores where 100 is the expected standard (national average). 110 represents high standard/greater depth. A score below 100 shows expected standard has not been met.
- The government also place great emphasis on progress. This is the measure from the end of Reception to the end of KS1 (Year 2) and the end of KS1 to the end of KS2 (Year 6).
- For children who are not working at national curriculum level, the P-Level curriculum was used to plan and track progress. These are no longer used however an alternative has not been provided. Sandwell's Inclusion Support Team are currently working with schools to create a new system.
- The government initially stated that they expected 85% of children to achieve expected in Y6 in reading, writing and maths combined. They reduced this last year to 65%.
- The table below shares the national averages from 2016.

	KS1 expected	KS1 greater depth	KS2 expected	KS2 greater depth
Reading	74%	24%	66%	16%
Writing	65%	13%	74%	15%
Maths	73%	18%	70%	17%

Feedback to Parents:

- Parent consultations take place once every term.
- Target sheets are completed by teachers and given to parents at the first parents evening.
- An annual report is sent home in the summer term.
- Homework grids are accessible on our website which are full of ideas to help further support your child's learning at home.
- You can request to meet to your child's class teacher with any issues or queries via the school office.
- You may contact our SENCO if you have concerns or queries regarding your child's progress.

Old Park Primary School - Assessment Overview

Pupil Progress Meetings take place every term.

- Year group teachers, Mrs Boddington, Mrs Pearce and the Phase Leader attend the meetings.
- This provides an opportunity to discuss, at length, individual pupil's achievements (progress) and attainment (outcomes).
- Every child is discussed and next steps are considered for the following term. Additional support or intervention groups are planned.

Early Years Foundation Stage (EYFS):

- We use 2Build a Profile to collect observations, photos and video clips to use as evidence and to carefully plan individual next steps for children.
- We assess in seven different areas of learning in developmental age bands. There are three prime areas of learning - PSED, physical development and communication and language. These underpin all the work we do in the other areas of learning and are crucial in being a successful learner. We also assess Literacy (reading and writing), Maths (Number and SSM), Understanding the word and Expressive arts and design.
- Alongside this we look for the children's characteristics of learning which give us important information about how that individual child likes to learn.
- At the end of the Reception year we report on the EYFS profile where we decide if the children are working at, above or emerging towards expected levels.

Year Group Stages:

- Each year group has six stages to help them work through the national curriculum expectations. A copy of our National Curriculum is available on our website – this will help you to understand what the expected standard looks like.

Y1	Y2	Y3	Y4	Y5	Y6
1E	2E	3E	4E	5E	6E
1E+	2E+	3E+	4E+	5E+	6E+
1D	2D	3D	4D	5D	6D
1D+	2D+	3D+	4D+	5D+	6D+
1S	2S	3S	4S	5S	6S
1S+	2S+	3S+	4S+	5S+	6S+

E = emerging, D= developing, S= secure

Working towards expected standard

Working at the expected standard

Working at greater depth (above the expected standard)