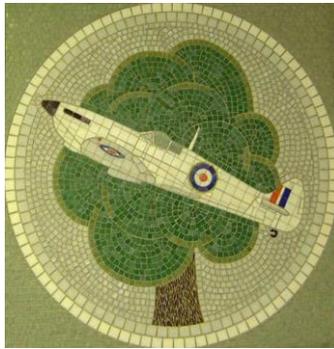


Mereworth Community Primary School

Life without Levels



Presentation to Parents
November 2015

Revised National Curriculum Expectations

New National Curriculum came into force from September 2014.

Expectations are much higher.

Children at the end of Year 4 are now expected to be working at a similar standard to the end of Year 5 under the previous curriculum.

Assessment

Levels will no longer be reported

There is no direct correlation between the old system of levels and the new curriculum.

However in approximate terms children in Year 6 who previously would be expected to be **level 4b** to be deemed average/secure, will now be expected to perform at an equivalent of an **old level 5**.

Expectations are higher in every year group.

Teacher Assessment

Children are assessed formally and informally through the course of their lessons and activities each day.

Assessment is used to inform the next stage of learning.

This is called 'Teacher Assessment' and tracks the attainment of each child throughout the school year.

Test Assessment

From this school year, there are new SATS tests for both Year 2 and Year 6 which are significantly higher in their expectation of the children.

We will be using rigorous end of year testing in the non-SATS year groups as well.

New Expectations

At the end of last school year we reported your child's attainment according to '**Year group related expectations**'. Attainment in Reading, Writing and Maths was indicated as shown:

YEAR GROUP EXPECTATIONS

Below:	<i>Working well below expectations for the year group.</i>
Pre Emerging:	<i>Working below expectations for the year group.</i>
Emerging:	<i>Developing within the expectations for the year group.</i>
Expected:	<i>Secure in the expectations for the year group.</i>
Exceeding:	<i>Exceeding the expectations for the year group.</i>

B - Working Below

Some children are not able to access the curriculum for their year group in one or more subjects.

This was reported as **B – Working Below**.

Class teachers will be able to inform you about the curriculum expectations that your child is working at and their next steps for learning.

E- Exceeding

One major change with the disappearance of levels is that when challenging the more able learners, there is an emphasis on breadth of learning and deepening learning by using and applying their knowledge and skills.

The expectation is that these children will develop a deeper and fuller understanding of the curriculum at their **Year group related expectations.**

This school year 2015 - 2016

NEW WHOLE SCHOOL ASSESSMENT DATA TRACKING SYSTEM

- We have introduced a rigorous tracking system for each **year group** called **21 STEPS**.
- This is now being used in over 50 schools in Kent.
- It provides comprehensive details of what children should be able to do in their year group.
- During Term 1 of this school year the Class Teacher recorded the areas of learning that each child in their class is able to do.
- Throughout this school year they will track every child against the **21 STEPS** and will know exactly what your child needs to do next.

21 STEPS

- The aim of 21 STEPS is for children to move through 3 STEPS per year. These match the three terms of the school year:
 - End of Autumn Term – **Christmas**
 - End of Spring Term – **Easter**
 - End of Summer Term – **July and end of school year report**
- It is important to note that due to the increase in expectations, it may take some children until the end of this school year to catch-up with the end of year '**age group expectations.**' Children have only had one school year at the higher expectations.

21 STEPS

YR	1	2	3
Y1	4	5	6
Y2	7	8	9
Y3	10	11	12
Y4	13	14	15
Y5	16	17	18
Y6	19	20	21

Example of 21 STEPS for the Year 3 Maths

Year 3		Step 10	Step 11	Step 12	End of year Expectations
Problem solving		<ul style="list-style-type: none"> - To solve one-step and two-step questions - To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. - To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence - To solve problems in which n objects are connected to m objects. - To solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. - I can solve problems that involve all of the information on fractions. 			
Number	Place Value	<ul style="list-style-type: none"> - I can find 10 and 100 more and less than a given number using concrete materials - I am beginning to recognise the place value of each digit in a 3-digit number 	<ul style="list-style-type: none"> - I can compare and order numbers up to 1,000 based on the hundreds column - I can find 10 and 100 more and less than a given number using - I can identify, represent and estimate numbers using different representations* <p>*(Allow children to use range of apparatus such as Numicon, counting sticks, cubes, 100 squares etc).</p>	<ul style="list-style-type: none"> - I can read, write, compare and order numbers up to 1,000 in numerals and words - I can recognise the place value of each digit in a 3-digit number 	<ul style="list-style-type: none"> - I can read and write numbers up to 1,000 in numerals and in words - I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). - I can compare and order numbers up to 1,000 - I can identify, represent and estimate numbers using different representations.
	Counting	<ul style="list-style-type: none"> - I can count fluently from 0 in steps of 50 and 100 - I can count forwards and backwards from 0 in steps of 3 and 4. 	<ul style="list-style-type: none"> - I can count forwards and backwards from 0 in steps of 3, 4 and 8. 	<ul style="list-style-type: none"> I can count forwards and backwards in 10s or 100s from any number. 	<ul style="list-style-type: none"> - I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

November Parent's Evening

- The Class Teacher will provide you with a **report** on your child's **next steps** for English and Maths. These are based on judgements made against our new assessment criteria **21 STEPS**.
- **We are not going to report STEPS at this meeting.**
- At **February's Parent Meeting** you will receive information about the **STEP** that your child is on. This will provide a greater level of information than a system that tells you your child is '*working below expectations or developing within the expectations.*'
- You will also know the **STEP** that your child is on when you receive the end of year school report.

21 STEPS

- The **21 STEPS** information will detail your child's attainment and learning journey throughout their school life for:

Reading

Writing

Speaking & Listening

Maths

It will show what your child needs to do next to progress in their learning and to 'master' their year group curriculum.

Thank you for
listening