

Iford and Kingston CE Primary School

Assessment Overview

As you may be aware, the use of levels to measure attainment and progress of children was scrapped at the end of the 2013-2014 year. Levels, it was decided, were not well understood by parents and failed to give an acceptable description of children's progress and attainment. Levels are not to be replaced by a single national system of assessment; instead, schools have been given the freedom to develop their own methods of assessment to measure the attainment and progress of children and to aid in reporting to parents.

Iford and Kingston CE Primary School have been exploring a variety of ways in which progress and attainment can be measured and described, internally to other staff and externally to parents and to other schools which children move on to. We have also been liaising with other schools in the Lewes area to try and ensure that a similar assessment system is used across the town, as well as with the Local Authority.

We are currently looking at using assessment materials prepared by the NAHT (National Association of Head Teachers). These materials were produced at the request of the DfE (Department for Education) and have been made available to members of the NAHT. We are also liaising with the Local Authority to develop assessment materials for reading and writing which can then be distributed more widely to schools across the county.

The NAHT assessment materials are based around the Programmes of Study from the National Curriculum. These are then condensed into Key Performance Indicators (KPIs) which staff use to assess progress and attainment of children. At the end of the year the assessments are related to a Performance Descriptor which describes the progress made by a child over the course of the year and any outstanding areas which need to be developed further.

The teaching staff at the school have checked the KPIs for maths suggested by the NAHT against the Programmes of Study in the National Curriculum to ensure that we feel they address the needs of the children at Iford and Kingston CE Primary School. The assessment materials have been in use since January 2015.

The school is also trialling assessment materials for reading and writing on behalf of the LA. These materials have been produced by consultants from the Standards, Learning and Effectiveness Service at East Sussex County Council. They work on a similar set of principles to the NAHT assessment materials: the statutory requirements for the teaching reading and writing have been condensed to a series of key statements for each year group and staff assess children's progress and attainment against these statements.

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In reading, writing and maths children will be reported as either Working Towards, Working At or having Mastery of the standards expected for their age. Working Towards means that children have experienced the learning related to the expectations for their age group but are not yet fully competent in them. Working At means that children have experienced the learning related to the expectations for their age group and displayed a competence in them. Mastery of the standards for their age group means that children have experienced the learning related to the expectations for their age group, displayed a competence in them and shown that they can apply that competence consistently and accurately in a wide range of situations and contexts beyond the lessons in which they have been experienced.

As from September 2016, with an option to begin in September 2015, all schools will also be required to produce a baseline assessment of children in the first few weeks of YR. Schools will select from a range of assessment materials published by organisations commissioned by the DfE. As yet, none of these assessment materials have been published.