



ASSESSING WITHOUT LEVELS

In 2014 the DfE announced that there would no longer be National Curriculum Levels.

A child's 'level' of progress is now age related and recorded in relation to their current year group with end of year expectations for each year group.

Our children have targeted 'I Can' statements in their books which are taken from the National Curriculum in reading, writing, mathematics, spelling, grammar and punctuation and are used by the teaching staff and children themselves to monitor progress.

Expectations for each year group are:

Entering/Beginning:	Yet to be secure in the end of year age related expectations.
Developing/Progressing:	Confident in the majority of the end of year age related expectations.
Secure/Embedded:	Secure in all or almost all of the end of year age related expectations and able to use and apply their knowledge and skills confidently.

Teachers set end of year targets for every child in reading, writing, mathematics, spelling, grammar and punctuation against end of year expectations. We ensure a level of challenge and closely monitor and support our children to enable them to work towards exceeding their expectations.



At Kingsway, teachers, supported by our Teaching Support Staff, are constantly assessing our children, carefully considering how well pupils have understood their learning and what their next steps in learning are.

We assess our children's reading, mathematics, writing, grammar, punctuation and spelling. This information is recorded daily within the marking in our children's books which supports our planning and addresses any gaps in learning and specific targets are set for each child.

Assessment also involves teacher and pupil discussions about learning. Our children are encouraged to take ownership of their learning by responding to the teacher's comments and through self and peer marking and assessment. It is important that our children are aware of what they do well and what they need to do next in order to progress with their learning

More formal assessments are carried out towards the end of each half term and away from the point of learning. The results are recorded on our computerised data tracking system. Teachers submit assessments for each child and every child's progress is discussed regularly throughout the year with school leaders .

Children's attainment and progress is shared with parents and carers at parents' evenings in the autumn and spring terms, and with a written report in the summer term.

Governors are involved throughout the whole progress of target setting and data tracking, achieved through regular monitoring and consultation with the Senior Management Team and Class Teachers and during Governing Body meetings.