

Rettendon Primary School



A Parent's Guide to National Curriculum Levels

"The National Curriculum sets out what all children in England have a right to learn.

National Curriculum tests provide a snapshot of how the National Curriculum is being delivered across the country."

Aims

To explain how your children will be assessed against national curriculum objectives

To explain national curriculum levels and age related expectations

For further clarification please contact:

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How will my child be assessed?

At the end of their first year at school, pupils leave the **Foundation Stage (Reception Class)** and move into **Key Stage One**.

Key Stage One

The Key Stage 1 curriculum covers two years. - Year 1 and Year 2. Throughout Key Stage 1 pupils are assessed to see how they have achieved the objectives laid down in the National Curriculum. There will be formal assessments (tests), which are set nationally, in reading, writing and maths (SATs) and there are formative assessments made by teachers on a day to day basis.

Key Stage Two

The Key Stage 2 curriculum covers four years - Year 3, 4, 5 and 6. At the end of Key Stage 2, pupils will be formally assessed in reading, writing and maths. These assessments are set nationally and are sent away to be marked externally (except writing, which is externally moderated). In addition termly assessments and formative day to day assessments build a clear picture of each child's progress and attainment.

There are two main forms of assessment, **summative** and **formative**.

Summative assessment (Assessment of Learning) gives information on how well an objective has been achieved at the end of a period of time.

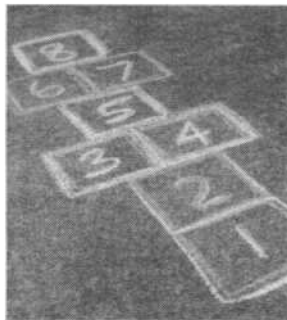
Formative assessment (Assessment for Learning) gives information on how well a child is progressing to meet a given objective or target and provides information to assist the next steps.

SATs at the end of each Key Stage are only a small part of the way in which children are assessed throughout their time in Primary School. At the end of each term, every class teacher is required to carry out assessments in reading, writing and maths. These assessments are then recorded centrally to enable the class teacher and Headteacher to monitor pupil progress. These are largely summative assessments, although obviously they can be used to identify particular strengths or weaknesses to be addressed in future learning.

In addition to these formal assessments, teachers will be continually making assessments of children's progress and using these to inform future planning to meet the children's needs. This could be through looking at written work and marking to indicate the next steps, through observations or through questioning.

What do the different levels mean?

At the end of the Foundation Stage, the majority of children move into Year One ready to move onto the objectives laid out in the Key Stage One Curriculum. The national curriculum is assessed to show the level a child is working at and the progress being made.



The levels begin at 1 and in Primary School progress through to level 5 and even 6. (In secondary school these levels continue through to level 8). Each level is subdivided into three parts, **c**, **b**, **a**, with **a** indicating the highest level of achievement within each level. These are used to show if a child is beginning to work within this level, is working securely or is working confidently within the level.

1c - beginning to access this level

1b - working securely within this level

1a - working confidently within this level

These levels provide guidance on where the majority of children in a class will be working; however it is also important to recognise that children progress at different rates and some will be working below or above age related expectations

End of Year	Age related expectation
Year One	Majority of pupils achieving level 1a or above
Year Two	Majority of pupils achieving level 2b or above
Year Three	Majority of pupils achieving level 3c or above
Year Four	Majority of pupils achieving level 3b or above
Year Five	Majority of pupils achieving level 3a or above
Year Six	Majority of pupils achieving level 4b or above

As already stated, the end of year expectations only give a broad indication of what the majority of children nationally are expected to achieve. Children's progress may not always be in line with age related expectations. They may make a huge leap one year and spend a year consolidating before forging ahead again the next year. It is also important for teachers, parents and pupils to focus on what the individual child is achieving.

For this reason, each child in the school has targets set in reading, writing, maths and science at the beginning of each school year. Their progress is then monitored throughout the year and discussions take place between the Headteacher and class teacher on how to help them achieve their target. The targets set look at the children's attainment at the end of the Summer Term and are based on children making two thirds of a level progress over a school year.

	National Curriculum Levels												
Attainment at end of Summer Term	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c
Target set for end of following Summer Term	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a