

Assessment in the New Curriculum

Information for Parents

Moving on from levels

- Depth and breadth were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant a child could have serious gaps in their knowledge and understanding, but still placed within a level, or sub-level.
- Levels did not lend themselves to assessing the underpinning knowledge and understanding of a concept. The changes to the new national curriculum now provide the basis for a different, more secure assessment based on deeper learning.
- Sometimes formative assessment was not always used as an integral part of effective teaching.

Formative assessment

- Main focus in the classroom now is based around formative assessment, for example through questioning.
- High quality formative assessment is at the heart of good teaching.
- Used to inform teaching and learning.

Assessing with KLIPS

- Our school has decided to use the Lancashire KLIPs to help with assessment in reading, writing and maths in depth. These are based on key learning.
- Provides detailed formative assessment information for future planning and next steps.
- Teachers make a judgement in relation to all of the key learning statements.
- A child not only needs to know the information but has to be able to apply that knowledge securely and in a range of contexts.
- A judgement should be made about the child's current position in learning and whether they are on track to achieve the age related expectations by the end of the academic year.
 - **Entering** – starting to demonstrate some of the features of the year group expectations, although perhaps not independently. This would be on track at the end of the autumn term.
 - **Developing** – demonstrating more of the features of the year group's expectations. This would be on track at the end of the spring term.
 - **Secure** – demonstrating most (or indeed all) of the features of the year group's expectations. To attain a secure judgement, a child must have achieved all the bold or underlined statements unless they have a specific learning difficulty that prevents them from doing so. Their knowledge and skills are embedded. This would be on track at the end of the summer term.

Working above or below

- It is envisaged that most children will be assessed against the key learning indicators which reflects the year groups to which they belong.
- For lowest attainers, teachers will use KLIPS for where they are in their development. For children working below age related expectations, timely intervention will be provided to support them to close their learning gap.
- For children that are working above – deeper learning is provided. This does not mean treading water. Once and only when teachers are extremely confident that this learning is very securely embedded across a range of contexts will children be moved on to the next year group's year expectations.

Assessing in Foundation Subjects

- The foundation subjects will be assessed at the end of the year using evidence throughout the year to demonstrate whether a child has achieved the year group's statement in each of the foundation subjects. Teachers will consider whether a child can apply and understand the skills and processes, knowledge and understanding consistently and independently in different contexts.

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