



February 2016

In 2013, the Secretary of State announced: 'as part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced.' This announcement made it clear that central government was no longer going to dictate how schools should record and report progress between statutory tests.

The advent of a new national curriculum in 2014 alongside a revised approach to recording and assessing progress, offers a unique challenge and opportunity for us to create our own assessment system. National curriculum levels had previously provided a 'best fit' judgement. However, the new curriculum offers far more specific age-related content with an increased expectation of attainment. Judgements will be made against these age-related objectives. You will be told how well your child is progressing against the objectives, for their National Curriculum Year Group, throughout the year.

There are a huge number of published schemes being produced and offered as an option for schools to follow. Having looked into these schemes, none of them provided the exact system that we wanted plus they were hugely expensive. In light of this, we decided to create and publish our own assessment system.

Below is a summary of the information that I presented to parents at the Assessment Information Evening:

The Heron Way Flight Path

AIMS

The aim of the Heron Way Primary School Flight Path is to give children the best insight into how they are progressing against age-related expectations. The National Curriculum sets out clear objectives based upon the year group that a child is in. It is our aim to ensure that children, staff and parents are informed on a child's progress against these objectives. Only then can a collaborative partnership ensure that each and every child achieves age-related attainment. We must understand together, what steps a child needs to take, in order to ensure that they perform and attain when assessed against the national expectations.

Our ultimate aim is that all children leave school having achieved the age related expectations for Year 6 and ready to start secondary school.

THE HERON WAY FLIGHT PATH EXPLAINED

The children will be assessed using both formative and summative assessments. Regular tests will be used to ensure that a child is on track to meet age-related expectations for the end of that academic year.

Formative assessments will be made on a daily basis and closely linked to the planning and lesson objectives. Where possible objectives from the National Curriculum have been turned into the "I Can" statements found within the boarding cards within this booklet. Children will need to demonstrate their understanding and attainment of these statements on up to six occasions or "flights." Three will be self or peer assessed and their teacher will assess three. When all flights have been completed the children will

receive a sticker. It may be possible for an objective or "route" to be achieved by demonstrating an understanding or mastery on fewer occasions.

Lesson objectives, where possible, will be turned into a question asking the children whether or not they are able to do something. The children can then self-assess within the lesson their success by answering the "I can" statement in their boarding card. Each successful individual assessment will be a "flight" for the children.

For example:

Lesson Objective:

Can you use full stops and capital letters to make a sentence?

Writing Boarding Card:

I can use full stops correctly at the end of a sentence. (Route)

I can use capital letters correctly at the beginning of a sentence. (Route)

Writing Boarding Card

Route: I can use capital letters at the beginning of a sentence

Route
Complete

Flight 1 Flight 2 Flight 3 Flight 3 Flight 4 Flight5 Flight 6



The above example shows a lesson that challenges a child to use full stops and capital letters. Time will be given in the lesson for a child to self-assess their own work, have a partner to assess their work or perhaps be working with a teacher who assesses alongside them.

When a child has achieved an objective, or route, the teacher will plan opportunities for the child to deepen their understanding by applying it across a number of different contexts.

When a child has not fulfilled the objective; further opportunities will be planned by the teacher for the child to demonstrate their understanding and then subsequently apply it across a range of contexts.

The number of objectives (routes) that your child "masters" will inform them, you and the class teacher as to how they are progressing against end of year expectations. The class teacher will make judgments on five specific occasions as to how a child is progressing. The following language will be used:

Working Towards: If children are working below age related expectations, previous year group's objectives will be used to identify where they are working. E.g. a year 4 pupil may be working within the year 2 objectives, they may also be working across a range of previous years' objectives in different aspects and it is not possible to say which year they are working within, however they are working below year 4. Next steps will be planned to support them in working towards their age related expectations, raising their attainment.

A clear target will be set for the child, over time, so that the class teacher, child and parent is very aware of their role in raising the child's attainment. The aim, where possible, is for the child to meet end of year expectations by the end of KS2.

Working Within: If children are working within age related expectations then they are working at the required level of attainment for their age, however, they have not yet achieved all of the objectives outlined in the National Curriculum for their Year Group.

Achieved: Your child has achieved all of the objectives for their Year Group and work is planned to support a deepening of their understanding of these objectives.

All children will start in September **Working Towards** age related expectations. By the end of the first half term the following judgments will be made:

- Your child is on track to be **Working Towards** age related expectations by the end of the academic year.
- Your child is on track to be **Working Within** age related expectations by the end of the academic year but has not achieved all of them.
- Your child is on track to have **Achieved** age related expectations by the end of the academic year.

Further judgments will be made in the spring and summer terms.

Additional assessments will also be carried out on those children in:

- Year 1 – Assessment also made forecasting whether or not the child is on track to meet the expectations at the end of Key Stage One (Year 2)
- Year 3 – Assessment also made forecasting whether or not the child is on track to meet expectations at the end of Year 4.
- Year 5 - Assessment also made forecasting whether or not the child is on track to meet expectations at the end of Year 6.

The aim is to build on the progress that the child has made in previous years. We will develop our curriculum and plan "next steps" to increase the number of children that have Achieved age related expectations by the end of the following academic year. This will ensure many children make better than expected progress.

Kind regards



James Crump