

Assessment and Reporting

September 2016

QUINTON HOUSE SCHOOL

Why would we change?



- New National Curriculum
- “The old curriculum was not sufficiently challenging”
- Michael Gove decided that NC Levels were to be abolished
- Age related expectations introduced

The National Curriculum defines the programmes of study for key subjects in maintained/state primary and secondary schools in England (Scotland, Wales and Northern Ireland have their own equivalents). Fundamentally, it sets out what your child is supposed to learn and when.

A new version was introduced in September 2014. Academies, free schools and independent schools do not have to follow the curriculum – but we do (as a minimum) as it best prepares the pupils for the external examinations in the Seniors School.

The new curriculum has been developed partly by comparing England's curriculum to those in other countries. As the Department for Education puts it, it's all about trying to compete in the global economy and the forthcoming curriculum "combines the best elements of what is taught in the world's most successful school systems, including Hong Kong, Massachusetts, Singapore and Finland, with some of the most impressive [existing] practice from schools in England." Expectations are considerably higher for any given year group. Whilst some of the content is totally new, existing topics will be introduced a year or two earlier than would currently be the case for most children.

In June 2013, the DfE 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 policy decision followed recommendations from the national curriculum Expert Panel (DfE: 2011) chaired by Tim Oates. The rationale was explained as “We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools”

Pupils will no longer be assessed against grades instead they will be assessed against age related learning goals for each year group. The focus is on widening and deepening the knowledge and skills pupils develop, not just jumping through hoops to reach the next sub level without mastering the previous one properly.

Timetable of Reporting



	Year 1	Year 2	Year 3	Year 4
Autumn 1	Monitoring Report	Monitoring Report	Parents' Evening Thurs 20 th Oct	Parents' Evening Thurs 20 th . Oct
Autumn 2	Parents' Evening Thurs 1 st . Dec	Parents' Evening Thurs 1 st . Dec	Monitoring Report	Monitoring Report
Spring 1	Monitoring Report	Monitoring Reports	Full Reports	Full Reports
Spring 2	Parents' Evening Thurs 16 th . March	Parents' Evening Thurs 16 th . March	Monitoring Reports	Monitoring Reports
Summer 1	Full Reports	Monitoring Reports	Parents' Evening Thurs 11 th . May	Parents' Evening Thurs 11 th . May
Summer 2	Monitoring Report	Full Reports	Monitoring Report	Monitoring Report

Once per half term

2 Face:Face meetings (1 x tutor evening and 1 x Parents' evening)

1 full written report

3 monitoring (data) reports

Monitoring Reports



- English (Reading and Writing), Mathematics and Science.
- 3 times in the year – allowing for breadth and depth of study
- Attitude to Learning grades still given
- Progress measured against Age Related Expectations

Age Related Expectations



2S	3E	3D	3S	3M	4E	4D	4S	4M	5E
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- Emerging
- Developing
- Secure
- Mastery

At the beginning of the year – pupils may be emerging – this is OK.

To meet their age related expectation they should reach secure of their school year e.g. a child in Year 5 meeting age related expectations would progress from 5E in Term 1, to 5D in Term 2 and 5S in Term 3.

Only very able pupils will reach 5M (mastery)

Pupils cannot move above their age related expectations – they continue to mastery – deepen and develop rather than racing through the curriculum as fast as they can.

Pupils can be assessed as below their school year e.g. a child in Year 5 may be assessed as 4D. If this were the case then we would be in contact with you to agree how we could support your child to make accelerated progress to catch them up.

ASSERTIVE MENTORING



- to explain what Assertive Mentoring is
- to see how it will work in our school
- to see how it will benefit you and your child

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Today' s hypothesis

Assertive Mentoring places
the child at the centre of
learning

and raises achievement for
ALL



- The evidence shows that it' s been assertive mentoring that raised achievement in Red Hall

Questions?



- This presentation will be available to download from the School's website at the end of the week.

Aims of Assertive Mentoring

- To raise standards for all
- To motivate and involve children
- To inform and involve parents



Why Assertive Mentoring?

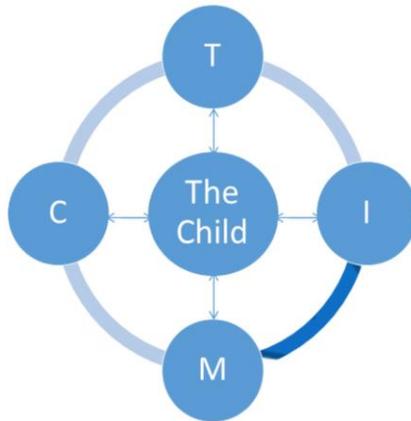
It's a proven system nationally.

It works and it works for ALL pupils.



Assertive Mentoring isn't for specific children. It's for ALL pupils. It motivates them to want to do their best.

Assertive Mentoring Model



- Targets and tracking
- Interventions
- Mentor and motivate
- Checking

Briefly outline the model to parents. It starts with pupils' targets. The school systematically tracks pupil progress against the targets. Teachers intervene quickly if pupils look like dropping off trajectory. Making sure they keep on track. The mentoring makes sure pupils are crystal clear about how they are progressing; what they need to do next & the help they will be given to get there.

It incorporates and facilitates:

- Assessment:
Where are the children?
- Tracking:
How are they progressing?
- Target Setting:
What do they need next?
- Support:
What help is needed?



It brings together everything in one place

Benefits for children



- Focussed teaching
- Know here they are
- Relevant intervention
- Personalised learning
- Motivation
- Targets met
- Success

Why would the children not want this – they get all these things

Questions?



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