



North Tyneside Council



North Tyneside School Improvement Service

Assessment Statement reviewed and adopted by Christ Church c of E School

The system of levels, which had been in place for over 20 years, does not fit the new national Primary Curriculum and the Government has told schools that they must not use levels any more. The new curriculum sets out what is to be taught within each year group or phases, but does not provide any system or structure for assessing pupils' progress. Schools were asked to develop their own high-quality assessment systems, which are find out what children know & what their next steps are.

North Tyneside School Improvement Service worked in partnership with many schools to develop new curriculum materials and the NTAGs (North Tyneside Assessment Guidelines) for Reading, Writing, Maths, Speaking & Listening, Spelling and Handwriting during 2013/14.

The NTAG assessment materials are used in this school to help teachers in planning, teaching and assessing a rich, challenging curriculum. The NTAGs allow teachers to retain their expertise in assessing confidently and have a common language for talking about assessment.

Assessing each child against Year Group expectations

Staff in Key Stages 1 and 2 assess pupils against the expectations set out in the 2014 Primary Curriculum. We use the terms 'Developing', 'Secure' and 'Exceeding' to describe a pupil's understanding of the curriculum for their year group. The new curriculum requires that most pupils would be working securely within the curriculum by the end of the academic year. For example a typical pupil in Year 3 would be described as 'secure' (Y3S), some children may demonstrated a deeper level of understanding and so would be described as 'exceeding' eg Y3E.

A small number of pupils will be able to demonstrate their knowledge and understanding independently and confidently in a variety of contexts, including applying their skills across the curriculum. Pupils who demonstrate this level of understanding and application may be described as Y3M – for having shown 'mastery'.

Pupils may stay in their chronological year group's curriculum for longer rather than moving on to the next year's curriculum as they could with the old national curriculum levels. *We recognise that each pupil is an individual and that learning does not often take a linear path.*

Working below the curriculum expectations	Working at the expectations outlined in the curriculum	Working above the curriculum expectations	Working significantly above the curriculum expectations
Developing <i>is not yet secure</i>	Secure <i>is working confidently with most key objectives</i>	Exceeding <i>is working confidently in all key objectives and can demonstrate this in different contexts</i>	Mastery <i>at the end of the year</i>

Making sure we are consistent with other schools

We recognise the importance of moderating the work our pupils do and the assessment judgements that our teachers make to make sure that they are consistent with other schools. We attend regular moderation sessions hosted by North Tyneside Local Authority, refer to the North Tyneside Assessment Moderation Website and collaborate with other schools in our pyramid.

Tracking the progress of pupils

We are aware of the rise in expectations for each year group in the new Primary Curriculum and so some children may be working below their appropriate age group's curriculum until pupils have had targeted teaching for specific gaps and there has been time to teach the increased content & expectations of the new curriculum.

Therefore, each step of success (Developing, Secure and Exceeding) has a numerical value assigned to it so that we can track a pupil's progress.

ELG	ELG exceeded	21 21.5
Y1	Y1 D	22
Y1	Y1 S	23
Y1	Y1 E	24
Y2	Y2 D	25
Y2	Y2 S	26
Y2	Y2 E	27
Y3	Y3 D	28
Y3	Y3 S	29
Y3	Y3 E	30
Y4	Y4 D	31
Y4	Y4 S	32
Y4	Y4 E	33
Y5	Y5 D	34
Y5	Y5 S	35
Y5	Y5 E	36
Y6	Y6 D	37
Y6	Y6 S	38
Y6	Y6E	39

The 'mastery' of a year group is indicated by an additional 0.5 for example a child who has deemed to have mastered the Year 3 curriculum would be described as Y3M and a tracking points score of 30.5 be awarded.

The tracking of pupils' progress in this numerical way should not be given precedence over the evidence of progress demonstrated in teaching and learning and evidence of pupils' work.