

What is staying the same?

Children in the EYFS continue to be tracked on the Development Matters bands of the Early years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

A learning Journey is kept of their development which we will share with you throughout the year, parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS year, the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

What is new?

The National Curriculum has changed and with it the way all schools track attainment and progress.

Previously, if you have had a child in school, teachers will have given you a Level to represent your child's attainment, (eg 3c). The number gave the level and the letter denoted steps within that level, so 3C would be a child just entering Level 3, and 3A a child who was secure in the level and ready to move on to level 4.

Because of the way old curriculum worked the numbers did not automatically represent the year group a child would be in. The new National Curriculum has been written to give Age Related Expectations (ARE) for the end of each year.

As children travel from Year 1 to Year 6 in our school, they will be tracked against the Age Related Expectations. At St Andrew's we use bands. The bands give the level of attainment for if the child is working below, just below, on target or at greater depth for each area of learning. Because all children are individual and develop at different rates and have differing needs, they will work in the band which is appropriate to them to make sure that learning makes sense. Extra help or challenge is given to make sure they are learning at the right level.

Progress

Assessments are carried out three times in a year group; at the end of autumn term, spring term and summer term. These will consist of three assessment areas. Testing will take place during an assessment week alongside book looks to determine the children's current understanding and teacher knowledge will help to best position the children into the bands.

Throughout the year, progress will be monitored and used to inform which children may need further support, specialist teaching or more challenge to extend their knowledge. For example, if a child is working at age related expectations (on target) during the autumn term assessment and then remains at age related expectations during the spring term assessment, they are making good progress. If the child moves to the greater depth band, they will have made better than expected progress and if they have moved down to working just below, they will have made negative progress and actions will be put into place to support this child.

All assessments that take place are recorded by your child's class teacher and used to inform future learning. These assessments are also monitored by the senior leadership team of the school and a summary of assessments in school is presented to the governors of the school at regular meetings throughout the year.

If you have any further questions on progress and assessment, please feel free to ask your child's class teacher.

Helpful Links:

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

<https://www.gov.uk/guidance/reception-baseline-assessment-information-for-parents>