**Barnton Community Primary and Nursery School**

**A School of Opportunity… Inspire, Believe, Achieve!**

**Assessment – Life without Levels**

The Government recently reformed assessment in Primary Schools.

The reforms are based on a clear set of principles:

* Ongoing, teacher-led assessment is a crucial part of effective teacher
* Schools should have the freedom to decide how to teach their curriculum and how to track progress that pupils make
* Both summative teacher assessment and external testing are important
* Assessment must be fair and transparent
* Measure of both progress and attainment are important for understanding school performance
* Information should be published to help parents know how well schools are performing

**At Barnton Community Nursery and Primary School we use Target Tracker to assess and monitor our children’s progress. This is a six step scale that focuses on age-related expectations and measures children’s progress year on year – from Nursery to Year 6.**

Age-Related Expectations

For each subject it is clearly outlined what has to be met in order for a child to be ‘working within’ the expected standard for their year group.

For example, below is the set of statements that would be expected to be met for a pupil ‘working within’ the Year 1 expectations in ***Mathematics (Number)***

**BAND 1**

**Beginning +**

**Working within**

**Working within +**

**Secure**

**Secure +**

**Beginning**

* count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
* read and write numbers from 1 to 20 in numerals and words
* write mathematical statements involving + - ÷ x =
* represent and use number bonds within 20
* add and subtract one-digit and two-digit numbers up to 20 including 0
* use subtraction, addition, multiplication and division to solve one step problems using concrete objects, pictorial representations and arrays
* find half and quarter of a shape, object or quantity

Each year group (band) is split into six steps. Children are assessed at Beginning, Beginning +, Working Within, Working Within +, Secure or Secure +, depending on how they are meeting the objectives. This gives children six clear steps of progression throughout the year.

Sometimes a child might be working below age-related expectations. If this is the case then they will be assessed at the appropriate band. Sometimes a child may be working above age-related expectations. The new curriculum is very clear that children should receive ‘breadth of knowledge’ and opportunities to master their age-related objectives, before moving onto a higher band.

Our regular Pupil Progress meetings with teachers, subject leaders and support staff ensure all our children are accurately assessed and their individual needs catered for.