

21st October 2015

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Important information about how assessment is changing

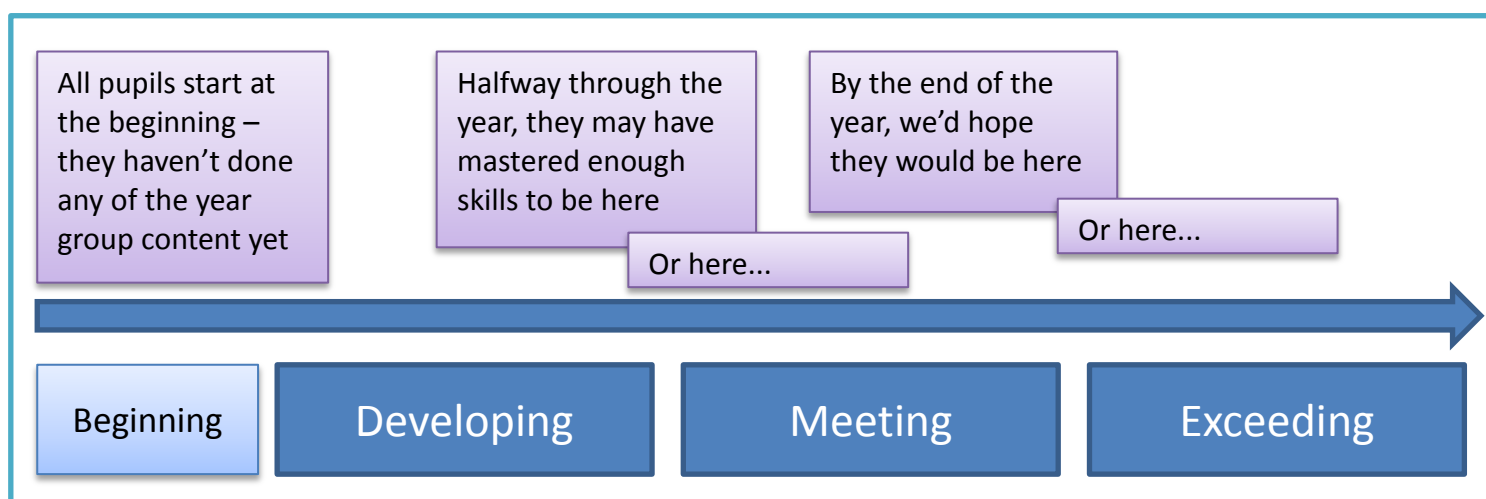
As many of you will be aware, last year the government launched a new curriculum which made a number of significant changes:

- The use of levels as a way of assessing pupil achievement was scrapped, leaving schools to devise their own systems for assessing and reporting achievement.
- For many subjects, nearly all guidance on what to teach (though not for English, Maths and Science) or how to assess was removed.
- The expectations for what a pupil should be achieving at certain ages has been made considerably more challenging; pupils are expected to master skills much earlier than previously.

How has Codsall Middle School adapted to these changes?

In the new curriculum, the focus for assessing pupils is on whether they are achieving Age Related Expectations (A.R.E.). In other words, whether they are mastering the knowledge and skills expected for their age group. Our assessment and reporting arrangements have changed to reflect this.

- Our staff will now be assessing and reporting pupil progress in terms of whether they are DEVELOPING towards, MEETING or EXCEEDING age related expectations. These are the terms that you will see on your child's report.
- As we go through the year, staff will evaluate pupil attainment against a number of 'Key Assessment Criteria'; as the pupils meet more of these they will move along the scale, as below.



- A key principle of the new curriculum is that, instead of pushing children up to the 'next level' when they meet the criteria, there should be a focus on **deepening and broadening** the understanding of pupils so that they really 'master' the year group content. We believe this is a real strength of the new curriculum and will be working hard to find opportunities to enrich the learning of our pupils.

How have reports changed?

- Because pupils move along a scale, 'current attainment' won't be very helpful to parents until the end of the year. Therefore, interim progress reports will give parents a **projection** of where their child will be at the end of the year (PROJECTED ATTAINMENT), if they keep working as they are now.
- Using this projection and the learning profile together will give parents the information they need to raise concerns
- If staff have particular areas they wish to discuss, the teacher will indicate this on the report in the 'priority' column. If there is a **Yes** in the **PRIORITY** box, we feel it is particularly important for you to attend. If that box is blank it does not mean that we don't want to see you, just that we have no serious concerns at this time.

A sample interim progress report:

Edith Evans 6TH		Codsall Middle School Interim Report	
Subject	Projected Attainment	Learning Profile	Priority
Art	Meeting	3	n/a
DT	Developing	8	Y
English	Exceeding	2	n/a

- As previously, pupils will receive a detailed report at the end of the year, giving information about attainment, progress and comments from each teacher.

How will things be different for our pupils?

- On a day to day basis, there won't be many significant changes for pupils.
- Teachers will still be asking them to strive for the next steps so they can progress.
- Some of the content they cover in English and Maths will be different to, and harder than, the work older siblings or friends might have done at their age.
- Pupils' work will be marked and assessed against age related expectations.
- The pupils will be thinking about 'bronze, silver and gold' objectives so that they can aim for personally challenging targets.
- Pupils have taken some online tests that they will revisit at the end of the year so that teachers can evaluate their progress.

Your feedback is welcomed. Please email the school office with any comments or suggestions.