

## **Assessment Procedures**

In May 2013, the Secretary of State 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.'

## **Assessment Without Levels**

At Cardinal Newman School we have high expectations for attainment and want to ensure that all children make 'good progress'. Therefore we are working hard to ensure we have robust methods of evaluating children's learning and providing the next steps in their development.

Children's learning across the Curriculum does not conform to a regular pattern or uniform sequence. The children acquire skills at different rates, and in different order. They will demonstrate strengths in some areas and gaps in others. Teachers will need to seek a best fit judgement on whether a child is at the Developing, Expected or Surpassing stage within the year groups level expectations.

At Cardinal Newman it is important to us that the children gain enough of an understanding in any aspect of the curriculum that we can state they demonstrate 'mastery' of that particular aspect.

The term 'mastery' relates to an expectation that learning has been consolidated to such a degree that it is known, understood and embedded thereby leading to fluency.

## **Reporting to parents**

Reporting to parents in Year 2 and 6 will refer to levels as they will still be the currency for end of Key Stage reporting in the Summer of 2015. In other year groups there will be no reference to the current levelling system.

Parents will now be informed whether their child is working at the **Developing, Expected** or **Surpassing** stage within the year groups level expectations. Through the course of the year we would expect children to move fluidly through the stages.



## ***Cardinal Newman School***

Year 3

***Growing and  
developing at  
Cardinal Newman***

In this leaflet you will find a description of a Cardinal Newman Learner through Year 3 and a description of our expectations of how our children might grow and develop in this year in our School. The class teacher will discuss how your child is performing at Parent Teacher interviews and in the end of year report. You will also receive a short report at the end of the Autumn Term which will recognise the Effort your child is contributing towards their school work. We hope that you will find this helpful in understanding your child's academic progress. The teachers will also discuss and report on your child as a Cardinal Newman Learner and the *key* areas of growth and development – we believe that these are crucial areas which underpin academic success and our mission to educate the whole child.

### **A Cardinal Newman Learner is...**

#### ***Always ready to learn***

- Excited about learning
- Inquiring – asking questions
- Able to sit still to listen
- Looking at teacher
- Listening
- Sharpened pencil/pen ready at the start of every lesson

#### ***Enthusiastic and able to talk about their learning***

- Know the success criteria
- Willing to pair/share
- Listen to each other

#### ***Always confident to have a go and speak out***

- Not calling out
- Happy to put hand up

#### ***A Risk taker***

- Always have a go
- Use own initiative

#### ***Happy to try and try again***

- Willing to persevere
- Supportive of peers

#### ***Not afraid to learn from their mistakes***

- Happy to ask for help
- Feel comfortable in classroom environment
- Use time to look back and reflect on learning

#### ***Able to learn well with others***

- Take turns
- Respect each other's opinions
- Cooperate

#### ***Able to learn well on their own***

- Stay on task
- Independent of teacher
- Resourceful
- Can find, use and take care of equipment

#### **Attitude to Learning**

- Look for enjoyment in all learning
- Be prepared and organised
- Understand what needs to be done to move learning forward

#### **Independence**

- Develop the ability to remain on task and work independently for up to 15 minutes
- Manage all personal belongings and personal space including pegs, desks and surrounding area
- Get changed for PE in under 3 minutes

#### **Relationships with Others**

- Be a team player
- Have respect for the opinions' of peers
- Understand how your actions affect other children and adults

#### **Behaviour**

- Behave appropriately at all times
- Know and understand behaviour expectations in different settings
- Understand how your actions have an impact on others