

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 5

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

In this leaflet you will find a description of a Cardinal Newman Learner through Year 5 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 minds, connecting ideas and thoughts
- Able to sit still
- Looking at teacher
- Have all the right equipment out at the beginning of the day

Enthusiastic and able to talk about their learning

- Able to work out the success criteria for my learning
- Able to critically and constructively assess my understanding and learning

Always confident to have a go and speak out

- Always happy to take part in a positive way
- Know when to ask for help

A Risk taker

- Not afraid to have a go
- Not afraid to try something new

Happy to try and try again

- Try by themselves before asking for help
- Ask their neighbour and then an adult if need to

Not afraid to learn from their mistakes

- Able to ask for help
- Able to seek explanations
- Able to reflect and put change in to action

Able to learn well with others

- Able to stay on task
- Compromise with each other
- Value others' ideas

Able to learn well on their own

- Have confidence in own abilities
- Want to do my best always

Attitude to Learning

- Excited about your learning every day
- Have a focused work ethic.

Independence

- Work independently, in pairs, groups
- Complete homework independently, on time
- Come to lessons ready to learn with correct equipment etc
- Get changed for PE in under 3 minutes
- Resolve issues for self and others

Relationships with Others

- Solve conflicts within your peer group independently

Behaviour

- Be actively involved in creating and maintaining classroom and playground rules