

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 1

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

In this leaflet you will find a description of a Cardinal Newman Learner through Year 1 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
- Curious and want to find out more
- Able to sit still
- Ready to listen
- Looking at teacher or board
- Move to working space thinking about what need to do

Enthusiastic and able to talk

about their learning

- Share ideas with talk partners – one idea at a time
- Listen to each other
- Talk is about learning

Always confident to have a go and speak out

- Using the right voice for learning
- Happy to talk to neighbour, group or whole class

A Risk taker

- Always have a go
- Positive approach to new learning

Happy to try and try again

- Looks at finished work and thinks how it can be improved – is it my best?
- Know what good looks like because shared with teacher first.

Not afraid to learn from their mistakes

- Use time given for reflection to see what could have been better

Able to learn well with others

- Able to work with talk partners to aid my learning
- Happy to work with everyone

Able to learn well on their own

- Can stay focussed and concentrate for sustained periods of time even without an adult working with me

Attitude to Learning

- Excited
- It's okay to be wrong as long as you try your best
- Aim to produce your best every time

Independence

- Develop the ability to remain on task and work independently for up to 10 minutes
- Begin to take responsibility for own organisation including all belongings and routines
- Change for PE in under 5 minutes
- If upset, try to begin to solve any issues independently

Relationships with Others

- Begin to show empathy towards others
- Treat children and adults with respect

Behaviour

- Agree to our classroom rules
- Demonstrate respect for everyone at all times