

Assessing Pupils in Key Stages 1 and 2

Since its introduction in 2014, the new National Curriculum for England gives schools the direct responsibility and freedom to implement their own approach to reporting progress at Key Stage 1 (Years 1-2) and Key Stage 2 (Years 3-6). The system of levelling to report on student attainment is no longer used.

The 2014 curriculum aims to increase both rigour and depth in acquiring and using the knowledge, skills and understanding in individual subject areas. Assessment lies at the heart of the new curriculum with students expected to 'know' and 'apply' the skills with increasing mastery as they move through the Key Stage. Children will be assessed continuously using a range of opportunities that are aligned to the attainment targets within each subject.

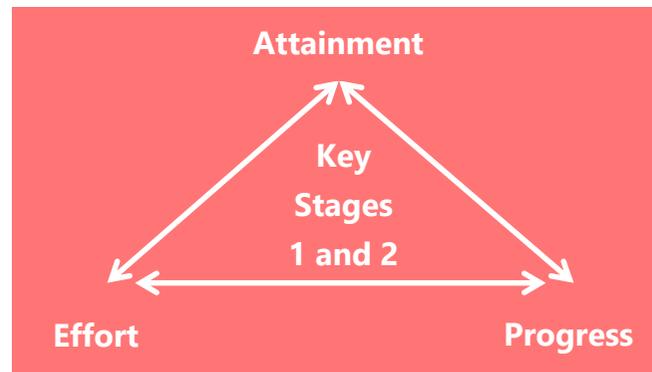


Our Approach at Blanchelande

At Blanchelande our assessment and reporting system for Years 1 to 6 enables all curriculum subjects to demonstrate:

- How well your child is learning
- The progress your child is making
- Whether your child is on track to meet the expectations of their teachers
- Whether your child requires further support to meet curriculum expectations for their year group

You will receive two written reports per year. The first at the end of the Michaelmas Term which outlines your child's performance. The second full written report is at the end of the Trinity Term which details how well your child has performed for that year. Additional to these written reports, are two parent teacher meetings where your child's attainment, effort and progress are discussed.



Attainment

At Blanchelande we will be measuring attainment against the attainment targets in the National Curriculum. These reflect the knowledge, skills and understanding required in individual subject areas.

We will use a 3-point scale that will describe the extent to which your child is meeting/exceeding National Curriculum expectations at Key Stages 1 and 2 for their particular year group.

Working at Greater Depth	The child has demonstrated an depth of knowledge, understanding and development of skills which can be applied in familiar and unfamiliar contexts.
Expected	The child has demonstrated a good grasp of the knowledge, understanding and development of skills which meet the requirements of the National Curriculum.
Working Towards	The child is working towards gaining the knowledge, understanding and skill development in order to meet the requirements of the National Curriculum.

Progress

Blanchelande recognises that all children join us with different starting points. Whilst the National Curriculum for England details specific national expectations, it is also right for us to determine appropriate expectations for individual students based upon their prior ability. We will continue to use a range of information sources to measure the progress of our children including prior attainment and CAT scores.

We will use a 4-point scale that will describe the level of progress your child has made during the term.

Exceeding	With reference to their prior attainment, the student is exceeding the expectations of his/ her teacher.
Meeting	With reference to their prior attainment, the student is meeting the expectations of his/her teacher
Consistent	With reference to their prior attainment, the student is sometimes meeting the expectations of his/her teacher.
Below	With reference to their prior attainment, the student is not meeting the expectations of his/ her teacher and is in danger of underachieving.

Effort

Blanchelande will use a 4-point scale that will describe the level of effort your child has put in over the course of the term. Teachers will base this grade on the work your child has completed both at home and in school.

Excellent	Children who always complete work to a high standard, often exceeding expectations. They engage fully in the learning process and make valuable contributions to lessons. They are independent learners who take responsibility for their own learning.
Good	Child who complete work to a good standard. They engage well in the learning process and often make good contributions to lessons. They are able to work with increasing independence, developing the skills to use new ideas.
Inconsistent	Child whose attitude to learning is inconsistent, sometimes lacking the motivation to complete work. They engage partially in the learning process and sometimes make contributions in lessons, however, they often lack the initiative to develop their own learning further.
Poor	Child who rarely complete classwork and lacks motivation. They show minimal commitment to classwork and home learning; and behaviour and participation in lessons are inconsistent. They need regular reminders to stay on task and frequently disrupt the learning of others.



Assessment and Progress Reporting for Key Stage 1 and 2

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