Assessment at Key Stage 2 – A Heatherside Guide for Parents

How is assessment different at Key Stage 2 (Junior School) compared to Key Stage 1 (Infants)?

<table>
<thead>
<tr>
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<th>Key Stage 1</th>
<th>Key Stage 2</th>
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<tbody>
<tr>
<td>SATs</td>
<td>Externally set test papers which are marked in school by teaching staff. These are only used to support Teacher Assessment and are not reported separately.</td>
<td>Externally set and marked. Reported to parents as a statement of whether a child has or has not met the standard. Children's actual test score is converted to a 'scaled score' set by the Government each year. To pass the test, children have to achieve a scaled score of 100+. From 2019, Year 6 children will only receive a test score for Maths, SPAG and Reading with a Met or Not Met test outcome.</td>
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<tr>
<td>Curriculum expectations</td>
<td>A set of ‘standards’ for each Year group as set out in the National Curriculum.</td>
<td>A set of standards for each Year group in Maths but only for Year 4 and Year 6 in English. There are no separate expectations for Years 3 and 5 in English.</td>
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<tr>
<td>Teacher Assessment at end of Key Stage</td>
<td>This is reported to parents matched against Government criteria and based on children’s work.</td>
<td>The only teacher assessment reported at the end of the Key Stage 2 will be Writing and Science from 2019.</td>
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<tr>
<td>Greater Depth</td>
<td>Reported as part of teacher assessment based on the Greater Depth criteria set out by the Government.</td>
<td>There is no Greater Depth criteria at Key Stage 2 (except for Writing in Year 6 only) and therefore we cannot assess children as being at ‘Greater Depth’ as they move through the school. Children achieving a scaled score of 110+ in SATs are deemed to be working at Greater Depth but this is not given as a ‘grading’ or reported to parents.</td>
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How will we be assessing your child’s progress?

We look carefully at your child’s Key Stage 1 results and from this our role is to ensure that they make the expected progress through the school. We assess against the National Curriculum Expectations by:

- Looking at your child’s work and outcomes
- Talking with your child to check their understanding
- Observing how they contribute in class and in groups
- Tests and assessments such as weekly spellings as well as end of term/half term summative assessments. We try hard not to ‘over test’ children but want to help them prepare for Year 6 and beyond.

What information will you receive as parents?

Through Parents Evenings, Reports and ongoing discussions through the year, we will share with you whether your child is on track to make the progress they should, based on their starting points in Year 3.

At the end of Spring Term your child’s Report will tell you:

- Your child’s expected attainment by the end of the year against A.R.E. in Maths and English. (Whether they will be Working Towards, Meeting or Meeting and able to Use, Apply & Extend.)
- Your child’s current progress (Whether they are not yet making expected progress or if they are on track.)
- Your child’s effort and attitude to learning.

If we are concerned that your child is not making the gains in their learning we would expect, we will make sure that this is shared with you and that we work together to get the right support in place to help them achieve their potential.

What are ‘Age Related Expectations?’ (A.R.E)

The National Curriculum sets out the skills and knowledge that children need to be able to demonstrate in order to be ‘Meeting Age Related Expectations’. Children must be secure in all aspects within a subject; it is not ‘best fit.’ The full curriculum is on our website