



Curriculum Assessment

Witton Middle School 2016-17

The National Curriculum indicates the standard to be acquired by the end of Key Stage One at age 7, and by the end of Key Stage Two at age 11, and it is expected that all children reach the 'Expected Standard' having covered all the curriculum. Schools are expected to develop understanding to a greater depth – or mastery - rather than accelerate pupils onward too quickly through the curriculum.

At Witton, we use the Chris Quigley 'Essentials' Curriculum. This curriculum contains all elements of the National Curriculum organised into broad objectives. We have chosen to adopt this curriculum because it emphasises the importance of developing the depth of children's learning, and recognises both the behaviours and understanding of pupils, who are characterised as '**Basic, Advancing and Deep**' learners.

Milestones curriculum assessment recognises that when we learn something we begin with the basic steps. We can 'dip our toe in the water' but will need lots of direct support.

Then, at the advancing stage of our learning – swimming –we will need reminders and lots of practice, until we are so competent that we can begin to use what we have learned in other contexts.

As we deepen our understanding, we no longer have to think about what our arms and legs are doing but can concentrate upon diving for those 'pearls of wisdom!'

Depth of Learning



Milestones Assessment

The Essentials Curriculum fully reflects the requirements of the National Curriculum and organises them into Milestones. The 'Milestones' Assessment system provides a clear way to evaluate children's learning and identify the next steps for them. Each subject in the Essentials Curriculum is organised into three 'Milestones':

Milestone 1: The KS1 Curriculum - Years 1 and 2.

Milestone 2: Lower KS2 – Years 3 and 4

Milestone 3: Upper KS2 – Years 5 and 6

Challenge: From the KS3 Curriculum – Years 7-9

Your child's teacher will assess your child's understanding of the relevant Milestone for their age at Basic, Advancing and Deep, and whether the demonstrated evidence shows that the breadth of understanding at each stage is isolated (1) or widespread (2). During each term, we will continuously assess the depth of your child's understanding within that milestone –whether it is basic, advancing or deep. Each milestone will have 6 assessment points: Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, Deep 2.

All children will begin at a 'Basic' level for the Milestone. This does not indicate ability level but the stage of understanding they are at. Some children will find it more challenging to move to the next stage. Others may move more quickly to the 'Advancing' stage or beyond. Children reaching the Advancing Widespread (A2) for their Milestone will be considered to have reached the expected standard for their age. Those who move to a 'Deep' understanding will be recognised as moving beyond the expected standard – achieving 'mastery' of the content for their age.

Therefore, for a child who is consistently able to learn from the Upper KS2 curriculum (M3) and is demonstrating widespread examples of an advancing understanding, they would be assessed as 3A2. This is the expected standard for the end of KS2.

Learning at the 'Basic' stage would indicate that children are at their most dependent upon adults for guidance, support and introduction to new concepts.

It is expected that children would remain at the 'Advancing' stage for longer, as a wider range of concepts are practiced, developed and refined with increasing independence and reminders.

	Type of learner	Typical traits
Basic	Dependent	The pupil will often: Need a high level of support (from an adult or type of task). Need frequent encouragement. 'Pretend' to listen and struggle to begin task. Find it difficult to follow instructions in large group teaching. Need lots of examples. Ask for support before having a go.
Advancing	Independent	The pupil will often: Require a check list to help remember the key points to include. Enjoy making decisions on how to go about a task. Apply knowledge and skills to new situations, given the right conditions. Be keen to begin, looking for guidance during the task. Forget things that they know but, with encouragement, remember. Reflect on work done, finding some positives and negatives. Have a go first, then ask for guidance.
Deep	Inter-dependent	The pupil will often: Enjoy challenges. Not listen to instruction if it is something they have done before, preferring to get on with a challenge. Collaborate well with others. Want to explain their reasons for choosing to do a task in a particular way. Enjoy talking about methods and approaches. Want to choose success criteria and justify it. Work for extended periods of time without intervention.

Children operating at a 'Deep' stage will be able to show fluent and adaptable application of the content from that Milestone, thereby demonstrating a mastery of the concepts concerned. The stage that the children are operating at will affect the teaching strategies and methods that are employed by their teacher at different stages of their development in understanding.

Expected Pathways

The following table shows the National Curriculum Key Stages and school years, alongside the Milestones. A child who was 'exceeding' expected standards at Early Years or Key Stage 1 will usually be expected to attain more highly at the end of a Milestone and Key Stage, maintaining the attributes and the attainment of a 'Deep' learner.

Early Years		KS1 Year 1 and 2		KS2 Year 3 and 4		KS 2 Year 5 and 6		KS3 Year 7	
Support		Milestone 1		Milestone 2		Milestone 3		Challenge	
EYFS Emerging	EYFS Expected	Basic	Advancing	Basic	Advancing	Basic	Advancing	Below/Toward	Expected standard
	EYFS Exceeding	Advancing	Deep	Advancing	Deep	Advancing	Deep	Expected standard	Greater depth
R		Y1	Y2	Y3	Y4	Y5	Y6	Y7	

Pupils will be set learning targets throughout their 'learning journey' during upper Key Stage 2 and Key Stage 3. Teachers will continue to use prior attainment information to ascertain the developmental stage that your child should be expected to maintain. At Key Stage 2, we will refer to the child's previous performance at the end of Key Stage 1 in order to ascertain if the child is performing as highly as they might.

So, for example, if your child was viewed as demonstrating advanced understanding at KS1, we will be monitoring them closely to ensure that they continue to be provided with the opportunity and support to attain this standard at the end of Key Stage 2. Equally, as before, children working below the expected standard will continue to receive additional support in order to move them to the expected standard.

However, because the curriculum only changed for pupils in September 2014, it will be necessary for schools to work towards closing the gap between the old curriculum and the demands of the new curriculum. This may mean that some children appear to be assessed at a stage lower than they previously were. It may also mean that they are set learning targets from a previous academic year, or Milestone, because they need this 'gap' filled before it is appropriate for them to move on. All pupils will be taught from the new curriculum as soon as they enter that year, and teachers will assess their work to identify and close any gaps left by the change in curriculum through a 'responsive' teaching model.

Reporting

Your child's progress rate, behaviour and effort will be reported to you three times a year in all subjects. In addition, attainment in the form of Milestones will be reported in core subjects and your child will receive regularly updated learning targets, or 'small steps' in learning. Children will be assessed continuously through lessons and have some tests and mini-assessments as part of normal teaching. All children at the end of KS2 (Year 6) will also receive external assessment results.

National Testing and Standards

National testing, or SATs, will take place at the end of Key Stage 2, and these will provide snapshot information about your child's performance, to sit alongside teacher assessments. The results of these tests will be reported as a standardised 'scaled score' based upon the average outcomes of all year 6 children nationally. Scores from the tests are combined and averages used each year, to determine how the actual test scores will be scaled. Then, children's attainment in the test will be reported to parents using the scaled score. The lowest score a child can attain is 80, and the highest is 120. The 'expected standard' for all pupils is a scaled score of 100. This means that a scaled score of 100 is a 'pass'. Children who are below 100 will be considered not to have met the expected standard for the end of Key Stage 2.

Scaled Score Thresholds:

Standard	Score
Not meeting expected standard	80-99
Expected standard	100-120
High score	110-120

In addition to the scaled score from the results of the test, schools are required to report a teacher assessment. This assessment indicates whether the teacher deems the child to be working Below, Toward, At the Expected Standard, or if they are working at Greater Depth within the expected standard. Schools will use their own assessment systems to support these judgements, along with national guidance, based upon the child's work and in-class performance.

Year 7

Children will be taught the age-appropriate elements of the Key Stage 3 Curriculum, which is a three-year programme of study, with the aim of ensuring that all children are 'Year 8 ready'. We will use our professional judgement in building upon the KS2 Curriculum - and as part of our staff working in partnership with staff at Droitwich Spa High School - to ascertain what 'Year 8 Ready' looks like at the end of Year 7. You can then understand whether your child is working at a standard that will set them up appropriately for the next stage of their education. During Year 7, children will be identified as working 'below, toward, at the expected standard or greater depth' for a child in Year 7. This will inform you whether your child is 'on track' to meet age-related standards at the end of Year 7.

Current Year 7 pupils are the first to study the new National Curriculum from Year 5. For this reason, at the beginning of Year 7 we will assess children against Milestone 3, to identify where these skills may need strengthening. Children will be taught content from the KS3 Curriculum, but this assessment will be used to identify gaps.