

# **Emmbrook Infant and Junior Schools**



7<sup>th</sup> December 2015

Dear Parents,

Firstly, we would like to say thank you to all of you who attended our curriculum evening about "Assessment Without Levels". We hope this evening has provided context for the information communicated at parents' evenings.

As promised, we have enclosed your responses and answers to our questions. You should have already received the year group expectations for your child and we will have all year groups expectations on our school websites when they are launched in January.

If you have any further queries, please do not hesitate to contact us.

Best Wishes

A handwritten signature in cursive script that reads 'L.N. Gurney'.

Louisa Gurney  
Head teacher Emmbrook Junior School  
School

A handwritten signature in cursive script that reads 'Corrina Gillard'.

Corrina Gillard  
Head teacher Emmbrook Infant

Questions from Parents	School Response
<p>Given that 'Exceeding +' represents meeting 50% of the objectives of the year above, will you be teaching to those levels, and supporting able learners in class time? i.e. In Year 3 will you be teaching able learners the objectives of Year 4, so they can attain 'Exceeding +'?</p>	<p>Yes, we will be teaching to these levels and supporting able learners in class time. All class work is differentiated to meet the needs of the children.</p>
<p>If a document can be produced for all year groups, to send by Parent Mail in PDF format, this would be welcome.</p>	<p>We have sent your child's current year group expectations via Parent Mail. When the website is up and running the whole document will be available.</p>
<p>The report forms do not seem to include the plus boxes. Shouldn't there be six boxes?  Form for parents evening requires six boxes instead of three illustrated. Parents will want to know if pupil is emerging or emerging + met, met + exceeding, exceeding +.</p>	<p>We are only making a prediction because you cannot make an assessment until all objectives are taught. This prediction is not as precise as going into the "+" category. So predictions are only based on 3 categories, "emerging", "meeting" and "exceeding".</p>
<p>If the goal is only meeting expectations, how will more able children be challenged?</p>	<p>Meeting is the minimum requirement for the average child. More able children have always been challenged and will continue to be challenged under the new system.</p>
<p>If exceeding is about deepening understanding and not accelerating, then why is it defined by 50% of next year's expectations? Are you planning to teach it a year ahead, because if not then no child should be.</p>	<p>More able children need to apply knowledge but still need to be taught new skills. New knowledge also needs to be taught. If children were not extended beyond their year group, we could be seen to be applying a glass ceiling to learning.</p>
<p>Slightly worried that our kids will be under lots of pressure now the expectations have raised. If we have to fill gaps at home, when do they get to be children!</p>	<p>We all need to work together to ensure learning is fun and that children achieve as much as possible.</p>
<p>Will parents' evening tell us where they are now, and where they should be at the end of the year?</p>	<p>Parents' evenings will tell you which expectations your child is being taught and whether they are on track to "meet" or "exceed" at the end of the year. They will also tell you if they will not meet all of the Year group expectations.</p>
<p>If a child is in Year 5, will they have time to meet the new, more challenging criteria by the end of Year 6?</p>	<p>This is difficult to answer. The requirement is that most children "meet" their year expectations. We will obviously extend our more able children as far as possible. Secondary schools will then extend the children's learning from where they are.</p>
<p>What was the reason for raising the bar? i.e. learn 12 x 12 by Year 4, that used to be Year 7.</p>	<p>These are expectations in the new National Curriculum. The aim of the curriculum is to raise standards. Schools do not determine the National Curriculum.</p>

For the exceeding plus, how does that affect their school work, if they are already exceeding at start of the year?	Work will be matched to the ability level of the child. If they are already exceeding their year group expectations, work will be planned to take into account more of the next year groups objectives.
The reporting form needs a current assessment box, not just a prediction so everyone knows what gap needs closing.	At this stage it is impossible to give an exact judgement as only a limited amount of objectives have been taught. Teachers will be using their professional judgement to predict how the child will cope with the rest of the year's expectations.
Who has built the assessment? What input came from parents?	The two schools have worked together to "build" the assessment system. The head teachers have looked and analysed all the systems available (of which there are many) and have tailored a system to meet our schools' needs.
Which EYFS baseline provider do you use?	Early Excellence for this year.
What extra help will they get if they are not going to meet expected standard?  The jump in expectations to what constitutes 'meeting' is a big one. What additional resource will underperforming pupils get?	Underperforming children will receive all the resources that are available to us as schools to attempt to close the gap.
How will the gaps be bridged as it appears they are big gaps?	Closing gaps will take time. School and parents need to work together to ensure the best possible experiences are provided for children.
How is it possible to compare schools performance if each school is interpreting the objectives differently?	Schools will be compared at the end of Year 2 and Year 6 against nationally set standardised scores after SATS tests. It will be difficult to compare school performance across schools in other year groups. Our school cluster is already planning across school moderation to look at these issues.
How is it possible to compare the schools performance in Ofsted if all the objectives are interpreted differently by school?	This will be difficult for OFSTED but they will need to look at the performance of each school. Each school will need to be able to explain their assessment to OFSTED system.
If expectations have increased in each year group, does this mean they have to work to catch up?	The aim is for children to close the gaps.
How to assess other subjects except English and Maths, such as PE and Music?	Other subjects will be reported to you as usual, at the end of the year. We will inform you of the format in due course.
How long will the Government give the school to implement this before Ofsteding?	Schools will be inspected on the normal inspection framework and no time will be given for this.
It would have been nice to have had the option to ask a question on the evening.	We wanted to give all parents the chance to ask questions but time was limited due to the two meetings so hence we used the post-it notes.

<p>How will progress be measured?</p>	<p>Progress will be measured from year to year. Teachers will track whether children are achieving expectations and make progress judgements accordingly.</p>
<p>How can progress be shared with parents?</p>	<p>Progress is shared with parents at parents' evening by the teachers making a professional judgement as to whether your child is on track.</p>
<p>Will there be feedback on personal, social and emotional development? Friendship groups? Alongside the academic goals of reading, writing and maths?</p>	<p>Other information is always shared with parents verbally and will be included in the summer term report.</p>
<p>If we want our child to be "exceeding" no matter what level she is now, can we work with you to achieve that, whatever that takes to do?</p>	<p>We have the highest expectations for all children and we would be happy to work with you to achieve this.</p>
<p>If your child is Emerging every year, as weaker children will be, then how will their progress be measured? To the child, they will be failing every year, and how will the school know if the gap is widening or lessening.</p>	<p>Progress will be measured from where they are at the end of the previous year. End of year <del>end of</del> year.</p>
<p>The Exceeding level appears to only advance to the next year. With old system the pupil could potentially be two years in advance, is that correct?</p>	<p>Children could still be two years in advance but this would be an exception. We will continue to match work to the childrens ability level but there will be more emphasis on application across the curriculum.</p>