

**A parent's guide to:**

# **How my child is doing at School**

Special Educational Needs  
and Disability Information,  
Advice & Support Service

**sendiass**  
OXFORDSHIRE

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From September 2015, schools changed the way they assess how well a child is doing and the progress they are making. This leaflet outlines the main changes and suggests some questions you could ask at school to find out about your child's progress.

## What were the key changes?

- National Curriculum levels are no longer being used
- Schools have to develop their own methods of tracking pupil progress
- Children will be tracked against Age Related Expectations (ARE) outlined in the National Curriculum
- There is a new National Curriculum at all Key Stages (KS).
- From September 2016 all children entering Foundation stage will have a Baseline assessment. The baseline assessment will be used to assess pupils' progress from reception to age 11
- Young people starting GCSEs in September 2015 will be assessed on a scale of 1-9 for subjects following the new curriculum rather than A\*-G

## So how will my child be assessed at school?

Although each school will be developing their own assessment and tracking system, there are three main forms of assessment that schools will use:

**Day-to-day in-school assessment**, also called 'formative' assessment which help teachers see how a child is learning, their strengths and areas for development. This also helps a teacher monitor how well the children are learning a particular subject or topic and to see whether they need to take a different approach to teaching it. This form of assessment may include:

- Question and answer during class
- Marking pupils' work
- Watching children as they do their work and talking to them about their learning
- One-to-one or small group discussion and questioning
- Regular short quizzes going over what has already been taught
- Informally looking over children's work to see how they are doing and what progress they are making

**In-school assessment** which reports achievement or progress in a particular area, also called 'summative' assessment. This type of assessment may include:

- End of year exams
- Short end of topic or unit tests
- Termly Reviews for pupils with SEN and disabilities who are supported by SEN Support or through an EHC Plan.
- Diagnostic tests in such areas as Maths, Reading, or Spelling, analysing which areas children are stronger or weaker in so that teaching can be carefully targeted.

**Nationally standardised assessment.** This includes:

- National Curriculum tests at the end of Key Stage 2 (Year 6)
- National Curriculum assessments at the end of Key Stage 1 (Year 2)
- GCSE examinations at the end of Key Stage 4 (Year 11)

**Assessment should provide information to parents about how their child is doing at school and what their child's next steps in learning are.**

## **P scales**

If your child is working well below Age Related Expectations by Christmas of Year 1, the school will use P scales to continue to track their progress. The P scales break down the important skills into small achievable steps. This means that very small steps of progress can be measured. The P scales use eight levels, P1 - P8, starting at P1. P Scales are still currently being used although their use may be reviewed.

## **What about SATs?**

**Children will still sit SATs at the end of KS1 (Year 2) & the end of KS2 (Year 6)**

In the summer term of 2016, children in Year 2 and Year 6 will be the first to take the new SATs papers. These tests in English and Maths will be in line with what is in the new national curriculum/

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar

These tests are set and marked externally, and the results will be used to measure your child's progress and the school's performance. Your child's marks will be used alongside teacher assessment to give a broader picture of their attainment.

## SATs will be measured and reported differently

Instead of a National Curriculum Level children will be given:

- a raw score (the actual number of marks they get on the test)
- a scaled score (The pupil's raw score will be translated into a scaled score using a conversion table to show their score in comparison to all the other children who took the test)
- confirmation of whether or not they attained the national standard

A pupil who achieves the national standard of 100 will have demonstrated sufficient knowledge in the areas assessed by the tests. The Department for Education is aiming for 85 per cent of children to reach or exceed that standard.

## What about GCSEs?

- Reformed GCSEs will be introduced gradually over three years from September 2015
- They will be graded from 9 to 1, instead of A\* to G
- Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A\* to G grades
- The Department for Education has decided that a Grade 5 will be a good pass

| New GCSE Grading Structure produced by Ofqual |   |   |   |   |   |   |   |     |   |
|---|---|---|---|---|---|---|---|-----|---|
| 9   | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1   | U |
| A*  |   | A |   | B | C | D | E | F G | U |

- Students will take all of their exams at the end of the course rather than taking modules throughout the course.
- From 2016 schools' performance will be measured by Progress 8 which tracks whether pupils in the school made above or below average progress compared to similar pupils in other schools

## Questions to ask at school about your child's progress

- How are you measuring my child's progress against Age Related Expectations?
- Do you have leaflet or example that I can take away that explains the new assessment framework you are using?
- Where have you assessed my child as being at the moment?
- In which areas or skills has my child made progress this year?
- What are my child's next steps in learning?
- How are you supporting my child to make progress in...?
- You've told me that my child is not yet working at Age Related Expectations, what additional support is available to help him/her?
- Have you asked for outside or specialist advice in order to know how best to support them?
- If so, what difference is the advice they have given making to my child's progress?
- What can I do to help my child's learning at home?

You can see the new Aged Related Expectations for years 1- 6 in [Maths](#), [Writing](#) and [Reading](#) by clicking on the links.

If you want further detailed information on changes to the national curriculum, you can visit:

[www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum](http://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum)

[www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum](http://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum)

### Sendiass Oxfordshire can offer:

- A telephone helpline: **01865 810516**
- Information, advice and support on matters to do with your child's SEN
- Help with communication between you and the Local Authority
- Trained volunteer Independent Parental Supporters and Independent Supporters
- Advice about preventing and resolving disagreements
- Training events for parents and groups – see SENDIASS website
- An informal Drop In SEN Advice session, 'Talking Points', – see website for dates

**Contact us on: 01865 810516 or**

**text 07786 524294**

**[sendiass@oxfordshire.gov.uk](mailto:sendiass@oxfordshire.gov.uk)**

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### **Confidentiality Code:**

Everything you tell us will be treated in strict confidence. We will not disclose our records to, or discuss the case with, a third party outside SENDIASS Oxfordshire without your consent, except if we suspect a child is at risk.