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Friday 8th January 2016

# Happy New Year!

Happy New Year to everyone in the Chad Vale Family! We hope that you had a restful and relaxing Christmas break. The children returned on Tuesday looking very smart and happy. They have all made a fantastic start to their learning at the beginning of this new term. Well done everyone!

On Monday, the teachers had a full day of training that covered the latest developments in safeguarding, helping all the adults in school to identify signs of abuse and to ensure that all school policies are followed for reporting and following up of any child protection or safeguarding issues.

We followed this with some training to improve the way we carry out marking and feedback of children's learning at Chad Vale. Next time you see their books, you will see our brand new 'Steps to Success', which help the children to know exactly what they need to do in order to meet the learning objectives set by the teachers. In this example here, the learning objective, or 'WALT' is clearly shown, and the steps to success are indicated so that the teachers and children can assess the learning in order that they know their 'next steps'.

**WALT: order and compare numbers beyond 1000.** (M) ☆ → △

	S	P	T
Order sets of numbers from largest to smallest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-combine numbers on place value cards correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partition 5 and 6-digit numbers accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the place value of each digit to order and compare numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the digit with the most value to help you order and compare numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The teachers also had some training on the 'Mastery Curriculum', an aim for all children to reach a greater depth and understanding of their learning; teachers will be giving all children the opportunity to 'master' the curriculum through the addition of problem solving activities and ensuring that children can apply their learning in different contexts. On the next 2 pages are some additional details of how we do assessment without levels at Chad Vale Primary, and we will be creating a new website page to explain this further over the next few weeks. We are looking forward to an exciting term ahead— thank-you all for your ongoing support.

## Assessment without Levels at Chad Vale Primary School

From September 2015 the government told schools to stop using levels of attainment for children and to devise their own ways of recording achievement and progress. This document helps to explain what we do at Chad Vale Primary School, in 'life after levels'.

### History

Since 1998, schools have used National Curriculum 'Levels' to describe achievement and to track progress. If you have older children, you will know that in the past, we expected children in Y2 to reach a 'Level 2' and by Year 6 to reach a 'Level 4'. The government felt that levels were confusing for parents and resulted in gaps in learning because levels had always been a 'best fit' approach.

### Life after Levels

At Chad Vale we carry out continuous assessments so that teachers know what the children can do and what they can't do. All lessons have a 'Learning Objective' (usually taken from the National Curriculum and referred to as the WALT- 'We Are Learning Io') and a set of 'Success Criteria' (the things the child needs to do, to meet the objective). We also call our success criteria the 'Steps to Success' and these are shared at the beginning of each lesson, stuck into their books and are used to help the children know what to do to achieve the objective. The steps start at the bottom and get harder as children 'climb' the steps within a lesson:

**WALT: order and compare numbers beyond 1000.** (M) ☆ ⇒ △

	S	P	T
Order sets of numbers from largest to smallest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-combine numbers on place value cards correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partition 5 and 6-digit numbers accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the place value of each digit to order and compare numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the digit with the most value to help you order and compare numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessments are carried out in a variety of ways; through the marking of learning in books, talking to the children, in-school quizzes and tests, online reports from Education City/Mathletics/Reading Eggs, observations of learning, homework and externally marked tests. As the teachers assess the learning that they see, they make a judgement about whether the child has achieved the learning objective by checking whether there is evidence of the steps to success. We also give opportunities for children to 'self-assess' their work; this helps them to identify mistakes and correct them and 'peer assess', where a child assesses another child's work. Children often make fantastic 'teachers' and can sometimes explain something to another child in a way that's instantly understandable!

### Learning Objectives

Throughout school there is a graduated set of 'learning objectives' for each subject, taken from the National Curriculum (2014). These are allocated to different year groups, although the success criteria are often re-visited many times throughout their school careers. Each time an objective is taught, teachers make a judgement on the evidence that they see. Teachers decide whether the child has 'Achieved' or 'Mostly Achieved' the objective, is 'Working Towards' it, or whether that objective needs to be 'Target' for that child. This recorded for every objective, for every child on our assessment system 'School Pupil Tracker Online'. This builds up a detailed picture of what they a child can do and quickly identifies gaps in learning for individuals and groups.

### Age-Related Expectations

In the new National Curriculum the children are expected to meet certain expectations according to their age. Children who meet the required standards are said to be working at 'Age Related Expectations' or 'ARE'. The language to describe this standard changes as the children move throughout the school. The 'key' assessment points for schools are shown on the following page:

### 1. Attainment on entry in reception (Reception Baseline 'Check')

The judgements for this assessment, carried out within the first 6 weeks of term are 'Well Below Typical' (well below ARE), 'Below Typical' (below ARE), 'Typical' (at ARE) and 'Above Typical' (above ARE)

### 2. Attainment at the end of reception (Foundation Stage Profile and 'Good Level of Development' measure.)

The judgements for the end of the Foundation Stage profile are based on 'age related expectations'. Your child will be judged as '40-60 months *Emerging*' (below ARE), 40-60 months *Expected* (at ARE) or 40-60 months *Exceeding* (above ARE)

### 3. Y1 Phonics 'Check' (government reading test)

The check is judged as 'Met the Standard' or 'Did not Meet Standard'.

### 4. Y2 SATS tests 2016 (government reading, maths, spelling and grammar tests)

Each test or teacher assessment will be judged as 'Working towards' (below ARE), 'Working at' (ARE) or 'Working at greater depth' (above ARE).

### 5. Y2 Phonics 're-check' (for anyone who did not meet the Y1 standard)

The check is judged as 'Met the Standard' or 'Did not Meet Standard'.

### 6. Y6 SATS tests (government tests in reading, spelling and grammar, maths, science and teacher assessed writing)

Each test or teacher assessment will be judged as 'Working towards' (below ARE), 'Working at' (ARE) or 'Working at greater depth' (above ARE).

## Ongoing in-school Assessments

Every half term, teachers use their knowledge of the children's learning to update their records on School Pupil Tracker. This provides a judgement of where they are in terms of 'age related expectations'. As they learn they will make progress through 3 judgements: 'Emerging', 'Developing' and 'Secure'. By the end of the year they are in, the expected standard is 'Secure'. For example, by the end of Year 3, children should be Y3 'Secure', by the end of Y4, children should be Y4 'Secure' etc. These judgements are abbreviated; e.g. Year 4 Secure is Y4S, Year 3 Emerging is Y3E. Example;

*As Y3 children learn throughout the year, the expected progress will be:*

*Year 3 **Emerging**/Y3E (by Christmas)> Year 3 **Developing**/Y3D (by Easter)> Year 3 **Secure**/Y3S (by Summer)*

*As Y4 children learn throughout the year, the expected progress will be:*

*Year 4 **Emerging**/Y4E (by Christmas)> Year 4 **Developing**/Y4D (by Easter)> Year 4 **Secure**/Y4S (by Summer)*

## Progress

As children move from one judgement to another (e.g. from Y3 Emerging to Y3 Developing) we convert this to a 'Tracking Point'. Each year, expected progress is 3 Tracking Points. Children may make more, or less than expected progress.

## Mastery

'Mastery' at Chad Vale is an additional judgement that helps to describe the 'depth of learning' a child has achieved. Mastery, by definition, is a process, rather than an outcome and teachers plan to give **all** children the opportunity to develop mastery of the curriculum. Children have 'mastered' a learning objective when, for example, they can show evidence of being able to teach others, apply the learned skills in different contexts and show the ability to link learning together in a creative way. Teachers can record 'mastery' of each and every objective within School Pupil Tracker, and these judgements provide an overall mastery judgement tagged onto the end of the ARE code.

#1- Shallow Learning (below expected)

#2- Expected depth (Expected)

#3- Deeper Learning (Above Expected)

#4- Well above expected

*Example:*

*A Y3 child with a judgement of Y3S#2 at the end of Y3 has fully achieved 'age-related expectations'.*

*A Y3 child with a judgement of Y3S#4 at the end of Y3 has fully achieved 'age-related expectations' and has mastered the Y3 curriculum.*

*A Y3 child with a judgement of Y3D#1 at the end of Y3 is working slightly below age-related expectations with expected depth of learning of those objectives achieved.*

A reminder that all Children should be supervised by parents/carers in the morning until 8.45am.




Harold the Giraffe is visiting your school ...



....and he has 'Happy Healthy Harold' Wristbands

ONLY 50p

Visit his website [www.lecwm.org.uk](http://www.lecwm.org.uk) and play his games in the Children's Area



**Reception Intake 2016**

Do you have a child who was born between 1<sup>st</sup> September 2011 and 31<sup>st</sup> August 2012? If so, it is important that you apply online for your child's Reception class place for September 2016 by 15 January 2016. For further information and to apply online please visit [www.birmingham.gov.uk/schooladmissions](http://www.birmingham.gov.uk/schooladmissions), alternatively contact a member of the Children's Information and Advice Service on [0121 303 1888](tel:01213031888).

If you currently pay for our healthy school meals, the cost for this half term is **£58** per child. Please make any cheques payable to 'Chad Vale Primary School' writing your child's name and 'school meals' on the back. You may also pay online via the School Gateway. For more details see Miss Green in the office.



## Attendance and Lates this week



This week's	RC	RV	1C	1V	2C	2V	3C	3V	4C	4V	5C	5V	6C
Attendance (%)	97.9	96.7	100	95.8	96.6	95.8	97.9	94.0	91.8	98.2	99.2	97.1	93.5
Lates (number)	2	1	1	1	1	3	3	6	3	5	2	6	5

### Dates for your Diary

### Event

Monday 11th January 2016—Friday 15th January 2016

Life Caravan visiting School

Monday 11th January 2016—8.55am-9.20am

Parents Meeting – Life Caravan

Wednesday 13th January 2016

Reception and Year 1 Trip to Birmingham Hippodrome

Friday 15th January 2016

Y5 and Y6 to Anne Frank Exhibition at Harborne Academy

Tuesday 19th January 2016

Eco Committee going to Harborne Reserve