

Paulton Infant School - Quick Guide - Our Assessment Codes for Key Stage 1

- **1 Working Towards Age Related Expectations. (WT)** This will range from your child needing to master just one specific skill from the ARE to your children having several skills they still need to master.
- **2 Working At Age Related Expectations. (ARE)** Your child has learnt and shown evidence of meeting every single skills/concept for their age group.
- **3 Working At Greater Depth. (GD)** Your child can apply what they have mastered in a range of contexts and have deepened their learning.

These tie into the EYFS assessment system where 1, 2 and 3 signal the same outcome as they do in KS1. In EYFS, staff use the 'best fit' model for children achieving an Early Learning Goal (ELG) rather than children having to meet every single objective.

In 2015, the DfE (Department for Education) removed levelling as a tool to assess children. Levelling was a linear process where children would be moved on to the next level very quickly without necessarily being able to apply the information taught. This system also led to some children having large gaps in subject knowledge because what they had been taught was too big a concept for them to understand or they did not have sufficient time to practice. Levelling has been replaced with the mastery curriculum. ***Mastery is "something which every child can aspire to and every teacher should promote", and it is about "deep, secure learning for all".***

At Paulton Infant School we focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it. Our aim is to ensure our children have all the skills and subject knowledge they need to be resilient learners as they enter Key Stage Two (junior school).

Key features of the mastery approach:

- **Everyone is working together on the same topic.** This *does not* mean some children are left behind and it *does not* mean some children are not challenged. The emphasis is on keeping the class together until specific skills and concepts are mastered. In order to do this, some children will need extra or different resources or further intervention and some children will be given activities to deepen their learning.
- **Teachers will spend longer teaching a skill or concept and ensure the children have lots of time to practice.** This will enable some children to have the opportunity to deepen their learning and apply what they have learnt in relevant or often real life contexts.
- **There is speedy intervention to close gaps.** This will be small group or 1-1 adult support for as long as is needed so that they do not fall behind
- **Challenge is provided to deepen the learning.** This means once a skill or concept is mastered, the children will be expected to use higher order thinking activities through a range of challenges.
- **There will be more verbal feedback in the lesson and less formal marking away from the child.** You will see less marking in children's books than in years gone by. This does not mean there is less feedback to your child. There is likely to be more feedback within the day.