

## National Curriculum Levels – ISS

Fundamentally, this sets out the National Curriculum levels in numeracy and literacy. Pupils are assessed against attainment targets for each subject.

The assessment process at ISS is designed to help ensure children make adequate progress through their school careers, to update parents and it also informs planning for teachers. Baseline assessments in reading, comprehension, writing and numeracy are carried out in the first 3 weeks of the school year and documented. There are mid-year internal assessments with the introduction of CAT4 & ISA which are objective, external assessments.

Perhaps most relevant right now, as we approach the end of year assessments in Primary is the information that lets parents get an idea of how their child is doing.

### **The National Curriculum is organised into blocks as follows:**

Key Stage 1 - year 1 and year 2 of primary school

Key Stage 2 - years 3 to 6 of primary school

Key Stage 3 – years 7 to 9 of secondary school

Key Stage 4 – years 9 to 11 of secondary school.

There is also the Early Years Foundation Stage (EYFS) which covers children up to school age (five) and is used in nursery and reception classes.

SATs were taken at the end of years two and year six. However, with Curriculum 2014 there has been a move away from formal testing, and children are assessed by their teacher, using ongoing tasks, as well as the CAT4,ISA and appropriate internal assessments such as PROBE reading assessment.

For each subject at the end of Key Stage 1 and 2 parents should be given a level with a number. Level 1 is typical for year 1 and level 4 is typical for year 6.

Levels are then divided into 'sub-levels' - the letters a, b or c. An 'a' means a child is performing very consistently and securely within the level and is ready for the next one, a 'b' means they are 'secure' and a 'c' means they are less so and just starting on this stage. A child achieving 1a would be working strongly within the level 1 criteria and be ready for level 2 work.

As a guide the expected levels for the end of each year group are:

Year 1: 1b

Year 2: 2b

Year 3: 2a/ 3c

Year 4: 3b

Year 5: 3a/4c

Year 6: 4b

Some more able children will exceed these expectations, gaining a level 3 in year 2 or a level 5 in year 6, others will be working at a lower standard than those given above.

### **How much progress should they make over a year?**

The answer here is slightly complicated but the aim is for two full levels of progress per Key Stage. So if a child was a level 2 at the end of year 2, they should be a level 4 by year 6. Had they been a level 3, they should be a level 5 at the end of year 6.

In Key Stage 1 then, this means a whole level (three sub-levels) of progress a year (e.g. from 1a at the end of year 1 to 2a at the end of year 2). Things slow down a little in Key Stage 2 and children might typically go up 1.5 sub-levels per year.

But of course, this is just an aim and the amount of progress an individual child will make can be affected by all sorts of things – it's perfectly normal to have a year where slightly less progress is made, or more for that matter. If you feel your son or daughter has made less than you'd expect, it's definitely worth discussing it with their teacher.