



DUNNINGTON C.E. PRIMARY SCHOOL

Pear Tree Lane
Dunnington
York YO19 5QG
Tel 01904 552910



Headteacher: Caroline Hancy



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Dear Parent/Carer

The following is a list of possible questions which may arise about the curriculum and assessment without levels. I hope that this helps.

Caroline Hancy

FAQs for Parent Consultations: Changes to the National Curriculum and Assessment

1. If there are no stages or levels, how will you be able to see the progress my child is making?

Every week, we will be teaching and assessing objectives and recording progress against these objectives using our own record keeping and tracking system. As each child covers the curriculum for their year group, we will be able to see progress as they cover these objectives.

2. What information will I get about my child at the end of the year?

Teachers will make a "summative" assessment about each child against the requirements of the curriculum for their age group. We expect this will be reported as "working towards the expected standard", "working at the expected standard" and "working in greater depth within the expected standard" for the year group. Children in Year 2 and Year 6 will be tested to support this teacher's assessment. These tests are a national requirement (as has always been the case).

3. What happens if my child completes all the objectives for the year?

If a child shows he or she is meeting all the expectations for the year, the teacher will extend their learning and the application of their skills in a wider range of challenges to show he or she is working in greater depth within the

expected standard. The new curriculum does not allow for a child to start the objectives for the following year, but a child will be given opportunities to extend their learning and skills.

4. What if my child has SEN?

Any child on the SEN register will have a programme of work specifically designed for them and the parent will have regular meetings with the SENCO and teacher. This will not change. In some cases it may mean that the child is accessing objectives at a lower level, but the expectation is that, through support, gaps are filled and that they will increasingly be learning alongside their peers.

5. My child has always been a little behind? What will happen for him/her?

There will be children who need support to grasp key objectives and they may also need specific interventions to help them learn. This is good practice and teachers will constantly be assessing their progress, identifying gaps, to make sure they are able to access the curriculum at the same level as their peers.

6. How will teachers set targets for my child ?

Teachers will identify the key objectives from the curriculum that will really help each child to make progress. This will be happening constantly, and we would really value the support from parents at home in helping them to achieve these. Regular spellings, times tables, reading and phonics practice can make a huge difference to learning.