**Great Wishford’s New Assessment System - STEPs**

We have adopted a new assessment system in-line with the content of Curriculum 2014, and the move towards age-related standards. This assessment system has been trialled in several of our Academy schools and further schools are now adopting it this year, including us. It has incorporated the Foundation Stage expectations (currently this operates as a separate curriculum and assessment system from that in Key Stage 1 and 2) into this assessment system, so it will run throughout the school. We have also adapted our target system, through which children are made aware of the next steps in their learning, to work with the new system, and will be using language that is as relevant to the children as possible.

**How our new system will operate:**

|  |  |  |
| --- | --- | --- |
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Owl & Kingfisher Class  | Skylark Class  | Osprey Class  |
| **Step 1** (Year R expected outcomes - ELGs)* Exploring
* Achieving
* Exceeding
 | **Step 2** (Year 1 expected outcomes)* Exploring
* Achieving
* Exceeding

  | **Step 3** (Year 2 expected outcomes)* Exploring
* Achieving
* Exceeding
 | **Step 4** (Year 3 expected outcomes)* Exploring
* Achieving
* Exceeding
 | **Step 5** (Year 4 expected outcomes)* Exploring
* Achieving
* Exceeding
 | **Step 6** (Year 5 expected outcomes)* Exploring
* Achieving
* Exceeding
 | **Step 7** (Year 6 expected outcomes)* Exploring
* Achieving
* Exceeding
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The children will work through each step of the system in progression. As they are working towards the expectations of the STEP they will be ‘exploring’. The ‘achieving’ level reflects the age-related expectations of the curriculum (ie. expected or average achievement). When they are ‘exceeding’ they are working beyond the expectations for that age. The ‘exceeding’ STEPs reflect another aspect of Curriculum 2014, that of not trying to rush children through their learning, but taking the opportunity to broaden and deepen their understanding, skills and knowledge. Because of this, it may seem that children are not making as much progress as they did under the old ‘levels’ system, but this will most definitely not be the case. Learning will be continuing in the same way as before in all classrooms, it will just be a reflection of how the new system operates and the increased content and expectations of the new curriculum.

As you can imagine changing to the new system is a huge undertaking for us all; staff, children and parents alike. But you can rest assured that, as ever at Great Wishford, we are all committed to ensuring that each and every child learns and achieves to the maximum of their potential.