



## Assessments



SPORTS COLLEGE

John Grant School



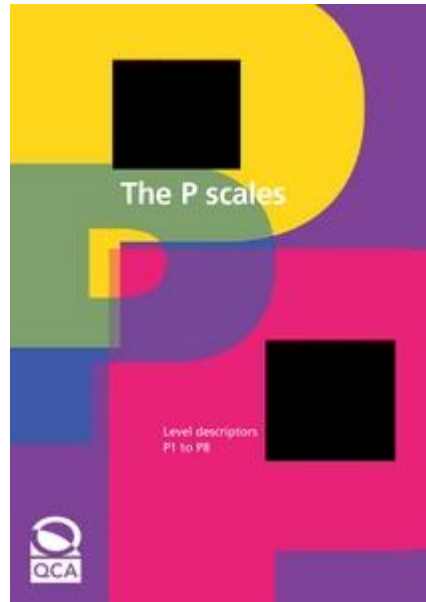
# Assessment and Accreditation Information for Parents and Carers.

Here at John Grant we strive to provide opportunities for our students to reach their full potential. It is so important that their achievements are recognised and celebrated.

This booklet will hopefully help you make sense of some of the assessment and accreditation programs we use. It will help you understand where your child is academically and socially when teachers share 'levels' with you in meetings, and ultimately support you in celebrating all your child's successes!

If you would like a copy of this booklet, or specific pages from this booklet, please request one from the reception in school. If you have any questions or queries, please contact Heidi Alexander (Deputy Head Teacher)

# EYFS, Routes for Learning, P-Level's, National Curriculum Levels and JGS Levels.



John Grant School

## EYFS; Early Years and Foundation Stage Profile

When children first start at school in their Reception Year and through to the end of Key Stage 1 we use the Early Years and Foundation Stage Profile to assess and track learning and progression.

The EYFS is based on 4 overarching principles which shape good practice in early years settings:–

- A unique child; Every child is a unique. They are consistently learning and can be resilient, capable, confident and self-assured.
- Positive relationships; Children learn to be strong and independent through positive relationships.
- Enabling environments; Children learn and develop well in environments where their experiences respond to their individual needs and there is a strong partnership between practitioners and yourself as a parent and/or carer.
- Children learn and develop in different ways and at different rates

There are 7 'areas' covered in the EYFS;

Prime Areas –

- Communication and language
- Physical Development
- Personal, social and emotional development

## Specific Areas –

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

The assessment is based on skills being met within expected age brackets; 0-11 months, 8-20, 16-26, 22-36, 30-50 and 40-60 months. So in meetings you may be told your child is working at 0-11 46% months and this means they have completed skills in 0-11 months and achieved 46% of 8-20 months.

If you would like further information, please see the website;

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-2018-handbook>

Alternatively speak to Jodie Philo in school.

## Routes for Learning

Some of our students are working at a very sensory level, at the beginning stages of learning. These students make very small steps of progress over a long period of time, never the less these steps are huge achievements and should be recognised and celebrated. We use “Routes for Learning Assessments” to recognise learning at this level. It focuses on the early communication, social interaction and thinking skills that are crucial for all future learning. These broad areas are broken down into very small steps so we can see the progress that each student is able to make

If your child is being assessed using Routes for Learning, then you will see them working at levels 1 to 43. Each of these is a skill area such as ‘*Reacts to close contact with familiar adults*’. Pupils need to demonstrate confidence in a skill area at least 3 times consistently to achieve it.

If you would like any more information about Routes For Learning please have a look on the website

<http://learning.gov.wales/resources/browse-all/routes-for-learning-assessment-booklet/?lang=en>

Or see Roline Coetze in school.

## P-Levels

The majority of our students are assessed against the P-Levels for foundation subjects (History, Geography, Art, DT, Music, RE, MFL, Science and Computing). These describe skills gained as students move along their learning journey. There are different level descriptors for each of the subject areas.

The P-Levels are used before the National Curriculum Levels. There are P-Levels from 1 to 8.

The first 3 P-Levels are generic (the same skills for all subject areas) as it is not possible to divide learning into subject areas at this level. They are broken down into sub levels so for example for P1 there is P1i, P1ii and P1iii.

As a rough guide, in a mainstream setting, most students would be expected to be working at about P8 when they start school.

In meetings you may see that your child is working at P5 56% for example, this means that they have completed P5 and have completed 56% of P6.

If you would like some further information about P-Levels please have a look on this website;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/617033/Performance -  
\\_P\\_Scale -  
\\_attainment targets for pupils with special educational needs June 2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/617033/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs_June_2017.pdf)

Or See Heidi Alexander in school.

## National Curriculum Levels.

You may be aware, especially if you have a child in a mainstream school, that there have been lots of changes to the way children are assessed. They will now be talking about end of year or end of key stage expectations. We have chosen to stick with the 'old' National Curriculum Levels as they work well once the students have achieved all the P-Levels for assessing foundation subjects (History, Geography, Art, DT, Music, RE, MFL, Science and Computing).

There are 10 National Curriculum Levels, with National Curriculum Level 1 being the start level. Each Level is broken down into sub levels. So for example Level 1 goes from 1C to 1B to 1A and then on to 2C.

You may see in meetings that your child is working at 1C 50% for example. This means they have completed 1C and 50% of 1B. Each of the levels describe the skills and understanding a child needs to be consistently demonstrating, to complete that level. As a rough guide, in a mainstream setting, most students would (under the old system) have been expected to complete Year 1 at level 2C and reach level 4A at the end of Year 6.

If you would like further information please see the website;  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/368298/KS1-KS2\\_Performance\\_descriptors\\_consultation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/368298/KS1-KS2_Performance_descriptors_consultation.pdf)

Or see Heidi Alexander in school.

## JGS Levels

The majority of our students are assessed against the JGS Levels for English, Mathematics, PSHE and PE.

The JGS Levels run from 1 to 14. These levels have been created based loosely on the P-Levels and old National Curriculum Levels. Teachers in the school who know the pupils best have created these level descriptors to ensure they are accessible, challenging and progress clearly.

Once children finish Key Stage 1 (Year 3) most will move to being assessed against JGS Levels. Some will move to being assessed using Routes For Learning if they are in Kingfisher class.

Targets are set against the JGS Levels by teachers at the beginning of the year. This way teachers will be able to tell you if your child is making above expected, expected or below expected progress.

If you would like any further information about JGS Levels, please see Heidi Alexander in school.



# Accreditation; ASDAN and TITAN



# ASDAN

ASDAN is a curriculum organisation and awarding body, offering a program and qualifications that develop skills for learning, skills for employment and skills for life.

Their purpose is: "The advancement of education, by providing opportunities for all learners to develop their personal and social attributes and levels of achievement through ASDAN awards and resources."

ASDAN's Vision: We recognise that young people are multi-talented and we celebrate that diversity, seeking to:

- Engage, motivate and reward learners
- Make learning relevant and transferable
- Support a range of learning approaches and contexts
- Promote active learning and learning to learn

ASDAN's Educational Values:

- **1. Providing opportunities for all to achieve**
- **2. Promoting personal and social development**
- **3. Celebrating success**
- **4. Promoting assessment for learning**
- **5. Supporting personalised learning**

Key Stage 3 and 4 pupils complete both JGS and National Curriculum levels.

- ICT is taught as an integral part of each curriculum area – rather than as a separate subject.
- Art, Design Technology are enrichment subjects on a rolling timetable.

Key Stage 3 pupils;

- Maths, English, Science, P.E. and Citizenship / P.S.H.E. are taught as timetabled subjects.
- John Grant Award in Food Technology, covering areas such as healthy eating, practical skills, following recipes and safety.

Such an award is graded as

**Experienced**

**With prompting**

**Pass**

**Outstanding**

Key Stage 4 pupils;

- City and Guilds accreditation for Maths, and English, to commence in September 2022.
- Science, P.E. and Citizenship / P.S.H.E. are taught as timetabled subjects.
- From September 2022 will follow the AQA Unit Award Scheme (UAS.) **During which each student completes a unit related to Food Technology and once completed gains a recognised certificate.**

Some FE students will complete individual modules from the ASDAN employability accreditation, entry 1,2 3 and Workright entry 1 as they participate in work experience.

If you would like any further information please see the website;  
<https://www.asdan.org.uk/>

Or see Maxine Skipper in School

## TITAN

In our FE department students will work towards achievement in TITAN. This is a program for developing safe travel around the community including walking, road safety, catching a bus and other forms of transport.

There are levels of skill the student needs to demonstrate to move through the scheme. This begins with 'White' and moves through to red, amber and green levels. Students working at the 'Green' level are our most independent travellers.

Students will receive acknowledgement and certification for these achievements.

If you would like further information please see the website;  
<https://www.norfolk.gov.uk/education-and-learning/school-and-college-transport/transport-support-and-training/transport-support-and-training-titan>

Or see Maxine Skipper in school.

