

Al Yasmina School strives to be an outstanding International Community School, maximising the learning potential of all



مدرسة الياسمينه
AL YASMINA SCHOOL

Principal – Mr Gale
PAHOS@alyasmina.sch.ae

21 October 2013

Re: A Parent's Guide to National Curriculum Levels

Dear Parents

At Al Yasmina School, as you may be aware, we do assess the progress of each student from Y1 –Y6 against the National Curriculum levels of England. These levels allow us to compare a child's ability against English national standards of achievement and allow us to compare internationally at the end of Key Stage 2 (Y6) against other English Curriculum International schools.

At the PTCs, you will be given your child's National Curriculum level in Reading, Writing and Maths. In this letter, I want to explain how your children are assessed against National Curriculum objectives and to explain National Curriculum levels and age related expectations.

Understanding National Curriculum Levels



What do the different levels mean?

At the end of the Foundation Stage, the majority of children move into Year One ready to move onto the objectives laid out in the Key Stage One Curriculum. The National Curriculum is assessed to show the level a child is working at and the progress being made.

The levels begin at 1 and in Primary School progress through to level 5. (In secondary school these levels continue through to level 8)

Each level is subdivided into three parts, **c**, **b**, **a**, with **a** indicating the highest level of achievement within each level. These are used to show if a child is beginning to work within this level, is working securely or is working confidently within the level.

1c - beginning to access this level

1b - working securely within this level

1a - working confidently within this level



Pride

Aspiration

Respect

Trust



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These levels provide guidance on where the majority of children in a class will be working; **however it is also important to recognise that children progress at different rates** and some will be working below or above age related expectations. This information is always indicated to you on the two academic reports sent home, one report in December and one in June.

End of Year Age related expectation

Year One - Majority of pupils achieving level 1a

Year Two - Majority of pupils achieving level 2b

Year Three - Majority of pupils achieving level 2a/3c or above

Year Four - Majority of pupils achieving level 3b or above

Year Five - Majority of pupils achieving level 3a/4c or above

Year Six - Majority of pupils achieving level 4b or above

As already stated, the end of year expectations only give a broad indication of what the majority of children are expected to achieve. Children's progress may not always be in line with age related expectations. They may make a huge leap one year and spend a year consolidating before forging ahead again the next year. It is also important for teachers, parents and pupils to focus on what the individual child is achieving.

Targets

For this reason, each child in the school has targets set in reading, writing, and maths at the beginning of each school year. Each student's progress is then monitored throughout the year and discussions take place between the Primary Leadership Team, the Head of Year and class teacher on how to help each child achieve their target.

Targets are set for the end of the Summer Term and are based on children making 3 sub levels progress in Key Stage 1 (Years 1 & 2) and 2 sub levels progress in Key Stage 2 (years 3,4,5 & 6), over a school year.

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). As the levels become progressively more complex; in Key Stage 2 children might typically go up 1.5/2 sub-levels per year, e.g. from a 3c to a 3a.

At the end of each term, every class teacher collates the levels at which each child is working and shares this with the Head of Year and myself as the Assistant Principal for Data and Assessment to monitor pupil progress and to identify how best to help the students to make further progress.



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Please note the Standardised Assessment Tests (SATs) at the end of each Key Stage (Y2 & Y6) are only a small part of the way in which children are assessed throughout their time in Primary School and are only used to validate Teacher on-going assessment.

Once again, may I stress that the most important factor is the **progress** that your child has made each term, or across the whole year, rather than the actual level that they are working at.

Your child's teacher will be working closely with you and your child, at the **P.T.Cs** and at other points in the term, to explain what your child can do at present and what the **next steps** are that your child needs to achieve in order to make further progress. These next step targets are far more important to the teacher and child, than the actual level that your child might be working on. Our aim is to continually seek to make progress with each child according to the level they are capable of working at.

Please do discuss these targets with your child, work on these together at home and together we can ensure that each child achieves their full potential.

If you have any queries regarding your child's levels, please do discuss these in the first instance with your class teacher, as they are the expert on your child's abilities.

Yours sincerely

Miss Davies
Assistant Principal – Assessment, Curriculum & Data



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