



**Nether Green Junior School**

**Point in Time Assessment at Nether  
Green Junior School**

**Information for parents/ carers.**

The 'new' 2014 National curriculum expects children to master the knowledge and skills within it so they fully understand them. The National Curriculum outlines the knowledge and skills children should have acquired by the end of Y2, Y4 and Y6; many of the skills are to be applied across a range of subjects and knowledge to be deepened. Schools are expected to ensure children master the knowledge and skills i.e. giving the children opportunities to apply them in different situations and curriculum areas.

We have changed the way in which we record and track children's attainment and progress to be more effective using a system called Point In Time Assessment (PITA). In doing this, we are also following Government guidelines by embedding a mastery curriculum. A system which records if children are working at the standard expected for their age is much clearer if we think of it as an expectation and it will therefore only show a change when there are gaps to fill i.e. if a child drops below the expected standard/ their personal target or if a child is showing they are now working at a consistently higher level of understanding.

Below are the descriptors for the PITA system in our school. Parents/ carers should note that the descriptors are unique to our school and do not equate to systems used in other schools.

	Descriptor
<b>Working on an alternative curriculum 1</b>	Is not accessing the age appropriate curriculum (working on P-Scales/ equivalent).
<b>Working significantly below nationally expected standard 2</b>	Is not accessing the age appropriate curriculum without heavily personalised support and scaffolding (this may be due to being EAL or having specific barriers to learning). The children will often be completing a task from a curriculum below their chronological age which will be different to the rest of the class and will likely be receiving, or needing, some specific and significant intervention.
<b>Working well below nationally expected standard 3</b>	Is able to access the age appropriate curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding/ support and intervention. Can often not apply their learning independently.
<b>Working below nationally expected standard 4</b>	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently but not consistently. May make errors but will usually be able to improve work following feedback and support. May have smaller, specific, gaps in learning.
<b>Working at nationally expected standard (EXS) – age related 5</b>	Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
<b>Working above nationally expected standard - Greater Depth 6</b>	Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills in a range of contexts, mostly independently, making very few errors. Can usually explain or justify their ideas.

In previous years, we have used the Sheffield Tracking and Assessment Tools (STAT) to support teachers' judgements about the attainment of children in reading, writing, SPaG and maths. This system did not support the 'new' National Curriculum. This new system allows children who achieve the expected standard to master the curriculum, deepening their understanding by using and applying their knowledge and skills rather than moving up the steps.

In previous years, reports and teachers used the language secure and extending from the STAT documents. The previous '**secure**' statement equates to the new PITA '**Working at nationally expected standard/ ARE – PITA 5**' and the previous '**extending**' statement is equivalent to the new PITA '**working above nationally expected standard/ GDS – PITA 6**'.

Teachers and leaders in school have used KS1 outcomes and the outcomes from the previous academic year to assign a PITA stage and an end of year target for your child.

For example: A child leaving Year 2 at the Expected Standard (EXS) in maths, would **typically** be placed at PITA 5 in our school and would be targeted to achieve the Expected Standard at the end of each academic year and also at the end of Year 6. In most cases, a child remaining as a PITA 5 throughout their time at NGJS is making **good** progress as they are consistently acquiring, retaining and applying new knowledge and skills as they move through the curriculum.

It is important to note that the knowledge and skills the children are being assessed against has not changed as they are taken directly from the National Curriculum and are therefore the same for all schools. We are changing the system to reflect more clearly if children are working at the standard we would expect them to be.

## Where has this new approach come from?

- The National Curriculum was designed to create a depth and breadth of learning and understanding. The STEP approach to assessment meant that it didn't fully support the National Curriculum expectations.
- We have liaised closely with other Sheffield schools using the PITA approach who have commented that this approach saves teacher administration time allowing teachers to focus on what each child needs next to support their next steps in learning.
- It links with the aim to ensure as many children s possible are working at age related expectations

## How will teachers decide how my child is doing?

- In Writing and Grammar, Reading and Maths, each child has a grid/ booklet which contains the key objectives taken from the National Curriculum for their year group or for the year group's curriculum they are accessing. These objectives are highlighted/ marked off once they are achieved and indicated if they are a child's specific target.
- Teachers work with teachers in our school and other local schools to moderate judgements.
- Some objectives must be achieved before the child can move on. This is to prevent important gaps in understanding from developing whilst trying to ensure that children are appropriately challenged.

## How will I find out how my child is doing?

- Parents' evenings – discussions based on achievements in lessons, attitude and behaviour
- Mid –year individual report
- End of year report
- SEND reviews (if applicable)

From 8:40 – 8:50am every morning, teachers are available in their classrooms for you to talk to or to look at your child's work. For longer conversations, please make an appointment to meet with your child's class teacher.