**The Keevil Assessment System**

**Rationale:**

* Based on the content of the new National Curriculum (2014).
* Structured around the age-related expectations of the new curriculum.
* Embedded within it are the new requirements to ensure breadth and depth of learning.
* Starts from the Foundation Stage and then continues through Key Stages 1 and 2 to allow tracking of children’s progress throughout their time at primary school.
* Is organised as a progression in learning, so it is simple to equate it to a numeric system (similar to APS) to enable analysis of progress and attainment.
* Written to be ‘child-friendly’, so it can be used with pupils and parents to show achievements and next steps in learning.

**How the system operates:**

|  |  |  |
| --- | --- | --- |
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **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
 |

Children will work through each step in progression.

* Exploring = working towards the expectations of the step.
* Achieving = achieving expected outcomes for that age.
* Exceeding = working beyond the expected outcomes for that age.

English has been separated into the following strands:

* Reading
* Writing
* Punctuation and Grammar
* Spelling

Maths has been separated into the following strands:

* Number
* Geometry (for Step 1, Geometry and Measurement are combined
* Measurement into Shape, Space and Measure)
* Statistics (for Step 3 and above)
* Algebra (for Steps 6 and 7)

NB. Geometry, Measurement, Statistics and Algebra are not banded into Exploring, Achieving and Exceeding, target statements represent ‘achieving’ or the expected outcome for that age.