

# Age Related Expectations

## Assessment at Carrington Junior School



### What age related expectations are


Since 2014, the National Curriculum for England has included a set of age related expectations for the end of Key Stage 1 and Key Stage 2. Pupils are then assessed at the end of each Key Stage as either '**working towards** the expected standard', '**working at** the expected standard' or 'working at **greater depth** within the expected standard'.

These are sometimes simplified as 'working towards', 'working at' and 'greater depth'. Occasionally, where pupils are operating at a considerably lower level, pupils may be assessed as 'pre- key stage'.

### How this applies to each year group at Carrington Junior School

Pupils at Carrington Junior School experience learning opportunities in line with the 2014 curriculum for England. The end of Key Stage expectations are subdivided into appropriate learning for each year group and throughout the year pupils are assessed to see how many of these expectations they meet. Teachers use a mixture of teacher assessment, which is informed by ongoing learning in books and in class, and testing, which happens three times a year towards the end of term. By the end of the year most pupils should be at age related expectations for the objectives covered within that year.

### What this looks like in practice

Example objective: Year 3 – <b>I can add numbers with up to 3 digits using formal column methods</b>		
What a <b>working towards</b> outcome might be	What a <b>working at</b> outcome might be	What a <b>greater depth</b> outcome might be
<p>The pupil may be able to add one digit and two digit amounts successfully, which helps them to complete some prearranged column addition questions. However, they may not yet be able to set up their own column calculations, or successfully add numbers where an individual column exceeds a value of 9.</p>	<p>The pupil can set up and successfully use column addition, including where an individual column exceeds 9 and where the answer exceeds 1000. They can explain the place value of the digits they use and use the method to solve worded problems where this is appropriate.</p>	<p>The pupil can set up and successfully use column addition for a range of questions, including worded problems. They can fix examples of wrong answers and incorrect calculations. They will be able to explain and justify their response to a reasoning question as below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Khloe</p>  <p>Here is her working out.</p> <math display="block">\begin{array}{r} 265 \\ + 87 \\ \hline 242 \end{array}</math> <p>Is she correct? Explain why.</p> </div>

### How you will know where your child is

Reporting to parents happens three times a year at the Autumn and Spring face to face parents meetings, where interim reports indicate if pupils are currently working towards, at the expected standard, or at greater depth, and in the end of year report in the Summer Term. Additionally, parents can always make an appointment to discuss progress with the class teacher at any time of the year.

(Updated Summer 2019)