

ASSERTIVE MENTORING

Information for Parents

In September 2014 the Department for Education (DfE) introduced a new National Curriculum for Years 1, 3, 4 and 5. In September 2015 Year 2 and 6 started using the new national Curriculum. Previously schools have used National Curriculum Levels 1-5 to assess children's work. However the levels do not match the new National Curriculum and schools are using assessment without levels this year. Since Sept 2014 we have introduced a new assessment system called 'Assertive Mentoring' for English, Mathematics and Science.

Other subjects are assessed using the 'pstracker' tracking system which breaks down the expectations of the new National Curriculum into specific learning objectives for each year group.

The aims of Assertive Mentoring are:

- to raise standards for all pupils
- to motivate and involve children in their learning
- to inform and involve parents and carers in their child's learning

What is Assertive Mentoring?

Assertive Mentoring places the child at the centre of learning. Assertive Mentoring is based on a one-to-one dialogue between a pupil and a teacher. It is a way of working that enables us to focus on each child's strengths and areas of development. It provides us with a detailed picture of what each child can do and clearly identifies what they need to do to move their learning and 'Behaviour for Learning' forward. It reflects the new National Curriculum 2014 and allows teachers and children to set achievable targets in reading, writing, and mathematics each half term. These targets are discussed with each child during a mentoring meeting with the teacher. The targets are written on the Pupil Profile sheets, which are shared with parents. The targets are also written on pupil Target cards, which are used in lessons by the children. The Assertive Mentoring assessments use colours to record the child's progress and behaviour for learning.

Green: the child is meeting expectations for learning independently and consistently

Amber: the child has met expectations for learning but requires some additional support/ effort.

Red: the child needs further support/ effort to meet expected targets.

Mentoring Meetings

Each half term your child will meet with the teacher to discuss progress and set half term targets. During the meeting the teacher and child will look at the children's work to assess what targets to focus on next half term.

Stages instead of Levels

Life without levels means that we assess your child's work against the expected standard for their age. Within Assertive Mentoring the children will be working from Stage 1 (Year 1) to Stage 6 (Year 6). Within each Stage there are 4 sub – stages Beginning, Developing, Developing + and Embedded.

The chart below shows the expected standard for the end of each year group.

	Towards National Expected Standard	National Expected Standard	Above National Expected Standard
Year R	Emerging Early Learning Goal	Expected Early Learning Goal	Exceeding Early Learning Goal
Year 1	Stage 1 Beginning	Stage 1 Developing	Stage 1 Embedded
Year 2	Stage 2 Beginning	Stage 2 Developing	Stage 2 Embedded
Year 3	Stage 3 Beginning	Stage 3 Developing	Stage 3 Embedded
Year 4	Stage 4 Beginning	Stage 4 Developing	Stage 4 Embedded
Year 5	Stage 5 Beginning	Stage 5 Developing	Stage 5 Embedded
Year 6	Stage 6 Beginning	Stage 6 Developing	Stage 6 Embedded

We hope this information about the new assessment arrangements is helpful. However if you have any further questions please do not hesitate to contact your child's teacher