

Assessment without Levels

Willowbrook Primary School

September 2015

Changes to Primary Education

September 2014 saw:

The introduction of the new primary national curriculum

The introduction of the new assessment procedures

The introduction of the new SEND Code of Practice

The introduction of the Universal Free School Meals offer for KS1 pupils

- **Each school is responsible for publishing its curriculum and assessment framework**
- **Schools will be held to account both on the progress they make and on how well their pupils achieve**
- **One attainment target**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

The case for change

“We believe that the single most important outcome for any primary school is to give as many pupils as possible the knowledge and skills to flourish in the later phases of education. Our reforms to the accountability system for primary schools, alongside reforms to the national curriculum, set high expectations so that all children can reach their potential and are well prepared for secondary school. No child should be allowed to fall behind. Our current expectations for primary schools are set too low. In 2012, less than half the pupils who had just reached the current expected standard at KS2 (Level4) went on to achieve 5 good GCSEs, including English and Mathematics.”

Department for Education March 2014

The case for change

“The new assessment and accountability system for primary schools will set a higher bar. With the continued improvement in teaching and the sharper focus of the new curriculum, results should rise.”

Department for Education March 2014

Statutory Assessment

2 year old progress check in early years settings

Reception baseline assessment

Phonics check at the end of Year 1

Teacher assessment at the end of KS1 in maths, reading and writing informed by pupils' scores in externally set but internally marked tests for maths, reading and grammar, punctuation and spelling

National tests at the end of KS2 in maths, reading, grammar, punctuation and spelling plus teacher assessments for the above.

EYFS

Children are assessed with a baseline as they start school. We use the 'development matters' document and decide which band they work in.

generally... 30 – 50 months 40 – 60 months

(beginning, working within, secure)

As children make progress and develop, they are assessed using this document and are tracked as they work through the steps.

EYFS Continued...

At the end of the year, the children are assessed against the Early Learning Goals (ELGS) and will be classed as emerging, expected or exceeding in each of the areas, as seen below.

Aspect
Averages:
Listening and attention
Understanding
Speaking
Moving and handling
Health and self-care
Self-confidence and self-awareness
Managing feelings and behaviour
Making relationships
Reading
Writing
Numbers
Shape, space and measures
People and communities
The world
Technology
Exploring and using media and materials
Being imaginative

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

Old assessments

Year 1 and 2

Year 3 and 4

Year 5 and 6

	1C	7	9
	1B	9	9
	1A	11	9
	2C	13	13
	2B	15	15
	2A	17	17
	3C	19	21
	3B	21	21
	3A	23	21
	4C	25	27
	4B	27	27
	4A	29	27
	5C	31	33
	5B	33	33
	5A	35	33
	6C	37	39
	6B	39	39
	6A	41	39

Bands 1 - 6

Band 1 = year 1

Band 2 = year 2 etc (rough comparison)

Within each **band** there are **6 steps**

Beginning

Beginning +

Working towards

Working towards +

Secure

Secure +

The 'average' child

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.

This is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, 6 secure (6s) at the end of Year 6.



Target Tracker – how we assess

The screenshot displays the Target Tracker software interface. The main window is titled "Target Tracker" and shows a navigation menu with options like "File", "Home", "Other Reports", "EVFS Reports", "Steps Reports", "Levels Reports", "Levels Charts", "EVFSP 2008", "Statement Assessment", "Filters", and "Help". The current view is for "Mathematics" in "Autumn 2". The interface is divided into four columns representing different bands of assessment:

- Band 1 (28 statements):** Number and Place Value count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Band 2 (38 statements):** Number and Place Value count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- Band 3 (35 statements):** Number and Place Value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Band 4 (44 statements):** Number and Place Value count in multiples of 6, 7, 9, 25 and 1000.

Below the band descriptions, there are three rows of assessment statements, each with a description on the left and a specific objective on the right:

- Row 1:** Number and Place Value count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Objective: recognise the place value of each digit in a two-digit number (tens, ones).
- Row 2:** Number and Place Value identify one more and one less of a given number. Objective: identify, represent and estimate numbers using different representations, including the number line.
- Row 3:** Number and Place Value compare and order numbers up to 1000. Objective: count backwards through zero to include negative numbers.

On the right side, there is a "Pupils" list with names like Forename1 Surname1, Forename10 Surname10, etc. The bottom status bar shows "Ready", "governor (Read Only - No Names)", "Current Term: Autumn 2", "Pupil Selection: Y2", "Pupil Filter: All Pupils (17/17)", and "Show Notifications (2)". The system clock shows "10:40 25/11/2014".

End of Key Stage 1

At the end of KS1, teacher assessment in Maths and reading will be informed by externally set, but internally marked tests. There will also be an externally set test in grammar, punctuation and spelling which will inform the teacher assessment of writing. The tests will be updated to reflect the new national curriculum and will be expressed as a scaled score, with the new assessment first taking place this Summer. Last year, new performance descriptors were introduced to inform statutory teacher assessments at the end of KS1.

End of Key Stage 2

At the end of KS2 pupils will continue to sit externally set and externally marked tests in reading, maths and grammar, punctuation and spelling. Teacher assessment will also continue.

The tests and assessments will reflect the new curriculum.

Performance descriptors will be introduced during the Autumn term to inform the teacher assessments at the end of KS2.

The results of the tests will be reported to pupils and parents as scaled scores. Parents will be provided with their child's score alongside the average for the school, the local area and nationally.

Progress measures

The final aim is measure a child's progress from baseline in reception to end of year expectations in Year 6. However this will not happen until 2022!

From 2016 it is still unclear how progress will be measured although we know it will be based on progress from end of KS1 to end of KS2.

So what does this mean for my child?

Target Sheets at parents evening are changing. Instead of a level, you will receive targets your child needs to work on between now and the Spring Term.

In the Spring Term new targets will be shared with you during the February parents evening.

End of year report has changed. You will be informed if your child has met the expected standard for the year group they are in, or not. If your child has exceeded the standard you will be informed of this also.

The optional SATs which the school use in Years 3-5 will not be used this year. We are awaiting further guidance on this and are also looking into other types of formal assessment which can be used at the end of the school year.

As further guidance is issued by the DfE this will be shared with you.

Our school

On going assessment as areas are taught.

Marking, targets, planning – inform **statement** assessment

Assessment week each term

Check to see what children can do after time – use this to inform steps

Pupil progress meetings

Children are discussed and checked to see if they are on track

Any children at risk of being behind or working really well are identified and interventions/support/development are planned

for the next term.

Reporting to Parents

Termly Learning Conferences

Discussions around learning taken place, targets met and next steps. What band/step child working in.

End of year Report

- Outlines the learning that has taken place for each subject.
- You will also be informed which band and step your child is working in
 - **Effort grade**

Could change as we start to use the new system