

Assessment Without Levels

Why assess?

Individuals

Assessment plays a key role in helping schools to improve outcomes.

This in turn promotes improvement at class level, then at school level.

We need to use
these targets
as part of
our teaching
(DO)

We need to
understand
what a child
knows
**(REVIEW
or ASSESS)**

We need to
set targets which
move
learning on for
that child
(PLAN)

We need to
share this
information
with you,
the children,
with *others* AND
we need to
track progress



TYPES OF ASSESSMENT

- ▶ **Diagnostic**
- ▶ **Observational**
- ▶ **Formative**
- ▶ **Summative**

DIAGNOSTIC

These assessments are generally to rule out problems and might take the form of a Dyslexia Screening Test or Cognitive Developments Tests

These test will be carried out by a trained member of staff or an outside agency.

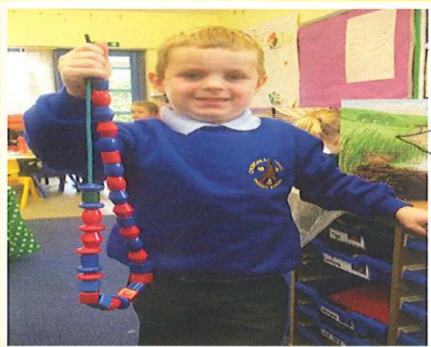
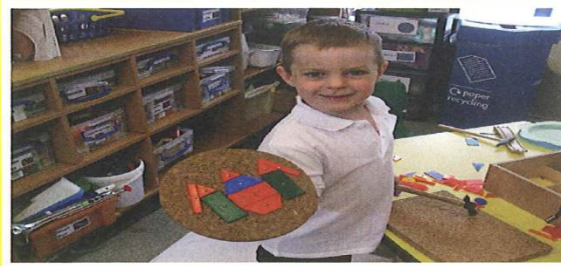
They would only be carried out with the permission of parents or guardians.

OBSERVATIONAL

Chase "I got 2 rocket stickers yesterday, if I get 2 more today that will mean I will have 4."
10/9 (M)

Chase - after I told the class I didn't have a 11 card, Chase found one and said "look, you have got a 11 card!" (number recognition)
10/9 (M)

Using hammer, nails and Shapes Chase made a Symmetrical pattern. He was very precise in his placement of Shapes.
11/9-13 (M)



"I made a necklace look it has a pattern! Red, blue, red, blue!"
10/10 (M)

Chase was matching 2 D shapes to the board. He picked out a square & named a square "I need an oval now" he said pointing to the oval shape on the board.
23/9 (M)

Chase was showing me a creation he made using the magnetic sticks. As he held it up he realised something "I've done it wrong! I need to

put a ball in this bit inbetween. He yellow sticks... now both sides look the same!"

(They were symmetrical)
27/9 (M)

When Mrs Burkett asked the class "I have moved the beebot 8 presses and then I move it 2 more. How many presses altogether Chase answered "10"
16/10-13

"1 more" Chase explaining how the beebot can reach his destination when not quite reached it. "then it's 7"
16/10-13

"If it was a triangle it would go dump, dump, dump" Chase used his finger to show how a triangle would not make a good wheel.
7/10-13 (M)

FORMATIVE

- ▶ **Day to day assessment**
- ▶ **Learning intention and success criteria**
- ▶ **Verbal feedback**
- ▶ **Feedback and marking in books**

SUMMATIVE

Pupil Progress Meetings (PPM) six times per year.

KS1 SAT/KS2 SAT

Phonics Assessment in year 1

EYFS STRIVING FOR A “GOOD LEVEL OF DEVELOPMENT”

At the end of Foundation

- **Emerging**
- **Expected**
- **Exceeding**

Previously, all schools tracked the progress and attainment of each student using levels, starting at 1 and potentially ending (at primary school) at level 6.

Each level was divided into 3 sections: C, B and A. C was the lowest part of the level, with A being the highest part of the level.

A '4B' represented a child who in Year 6 had reached the national average.

Some of the pupils at the schools achieved a Level 5 at the end of Year 6, which is higher than national average. Some pupils achieved Level 6 which equates roughly to a C grade GCSE.

Assessment Without Levels

- ▶ The new national curriculum for England is now being taught in all maintained schools. As part of the Government's reforms, assessing using levels has now been removed and schools are expected to assess without levels.
- ▶ How Assessing Without Levels Works: Each child is assessed against the skills appropriate to their year group for each subject. A baseline assessment is carried out so that progress can be measured and to inform teachers of next steps and planning.

So why is ‘Life Without Levels’ a more fair and precise system of assessment?

- ▶ “Levels have detracted from real feedback and schools have found it difficult to apply them consistently - the criteria are ambiguous and require teachers to decide how to weight a huge array of factors... It will be for schools to decide how they assess pupils’ progress.” DfE (2013)

See this link to a presentation by Tim Oates for a further explanation regarding assessment

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

So why is 'Life Without Levels' a more fair and precise system of assessment?

- ▶ Levels could hide gaps that pupils had in their knowledge and understanding. This led to pupils being inaccurately assessed, with misconceptions and lost learning travelling with them as they progressed through the school.
- ▶ The new system is totally personalised to each child where every single skill within each subject is taken into account when assessing - therefore empowering teachers, pupils and parents.

At Blackboys and Framfield

▶ What will remain the same?

- ▶ We will continue to set challenging targets and *plan* according to the children's needs.
- ▶ We will continue to deliver a curriculum which incorporates (*do*) these targets.
- ▶ We will continue to *assess and review* using both formative and summative assessment.
- ▶ We will continue to report to parents / carers, the children and 'others' on a regular basis.
- ▶ We will continue to track progress using SPTO and respond appropriately.
- ▶ We will continue to develop a long term 'picture' of how your child is developing across time

▶ What will change?

- ▶ *We will simply change how we describe the learning attainment.*

Skills appropriate to their year group

- ▶ The National Curriculum outlines the skills and knowledge that we should teach to each year group. These are known as Programmes of Study (POS).
- ▶ For English and Maths the POS are split into
 - ▶ Year 1
 - ▶ Year 2
 - ▶ Lower Key Stage 2 (Year 3 & 4)
 - ▶ Upper Key Stage 2 (Year 5 & 6)

New Primary Curriculum for Mathematics



Aims:

- Fluency in the fundamentals
- Reason mathematically
- Solve problems

English in KS1 (Faster, Fuller, Deeper!)

Writing:

- Increased challenge, including developing “stamina” for writing
- Longer compositions and proof-reading of own writing;
- Increased focus on composition, structure and convention;
- Deeper focus on learning grammar and punctuation;
- Joined writing expected in Year 2.

Reading:

- Emphasis on reading wildly for pleasure, re-reading books and reading aloud;
- Increased focus on engaging with and interpreting texts;
- Learning of poetry (including reciting poetry) introduced.

Spelling:

- Specific spellings, e.g. days of the week, prefixes & suffixes;
- Pupils expected to write sentences dictated by the teacher.

Skills appropriate to their year group

- ▶ Science POS are split into individual years.
- ▶ All other subjects have a Programmes of Study Overview and then a KS1 and KS2 subject content outline.

Back to the assessment!

- ▶ We teacher assess our children in two areas
 - ▶ Progress
(how far have they moved?)
 - ▶ Standards
(where are they linked to the skills outlined for their age?)

The language we use may be different: for example:

- ▶ 1= Below age expected
- ▶ 2= At age expected
- ▶ 3= Working at greater depth than age expected

But we will still be using similar methods of obtaining information on your child,

- ▶ Professionalism.
- ▶ Old knowledge of levelled system linked to age expectation.
- ▶ Formative assessment from day to day marking (offering feedback in books)
- ▶ Summative assessment (tests, where appropriate, on entry and end of year)
- ▶ Moderation (In school and across our Alliance)

Much of what is learnt is never fully assessed but used every bit as much.

Assessment is not meant to be used as a measure of your child's ability at school but as a means to improve their capacity to use their knowledge, their understanding and their skills and to know the next step they need to take to go forward with their learning.