



ASSESSMENT WITHOUT LEVELS

2015



SEPTEMBER 2014

- New National Curriculum introduced

September 2015

- The National Curriculum levels have been removed now we're in 'Life without Levels'



ASSESSMENT WITHOUT LEVELS

From September 2015, schools cannot continue to use levels to track children's progress and attainment.

WHY WERE LEVELS REMOVED?

- They were **too broad** and **not detailed** enough
- They were **not informative enough** – they gave a generic statement about a child rather than give information **about the learning**
- They relied on “**best fit**” which did not necessarily mean that a child had a **full grasp of that level**
- They **conveyed the wrong idea of ability**

THE LEVELS WERE ALSO REMOVED BECAUSE:

- They encouraged teaching and learning to **race through the levels** going higher and higher.
- Was a level 6 really a true level 6?
- The levels did **not encourage or reward depth of learning.**



**The new National Curriculum
delivers “fewer things in greater
depth”.**

Nick Gibb, Education

Mastery & Greater Depth

- What is Mastery? Before moving on, children should be able to **apply** their learning in different and new contexts – **deepening their learning**.
- Greater Depth– a child's **ability to apply their learning across a range of different subjects**.



What Does Mastery Look Like?

- Pupil is entirely **independent** – can use the concept independently.

Pupil is entirely **fluent** in their application of the concept.

Pupil is able to **apply** their learning in a range of contexts and across subjects.

Pupil is **consistent** over time in relation to the concept.

What Does Mastery Look Like?

Pupil shows **confidence** after a break and requires no pre-teaching or reminders.

Pupil can explain **connections** with other learning.

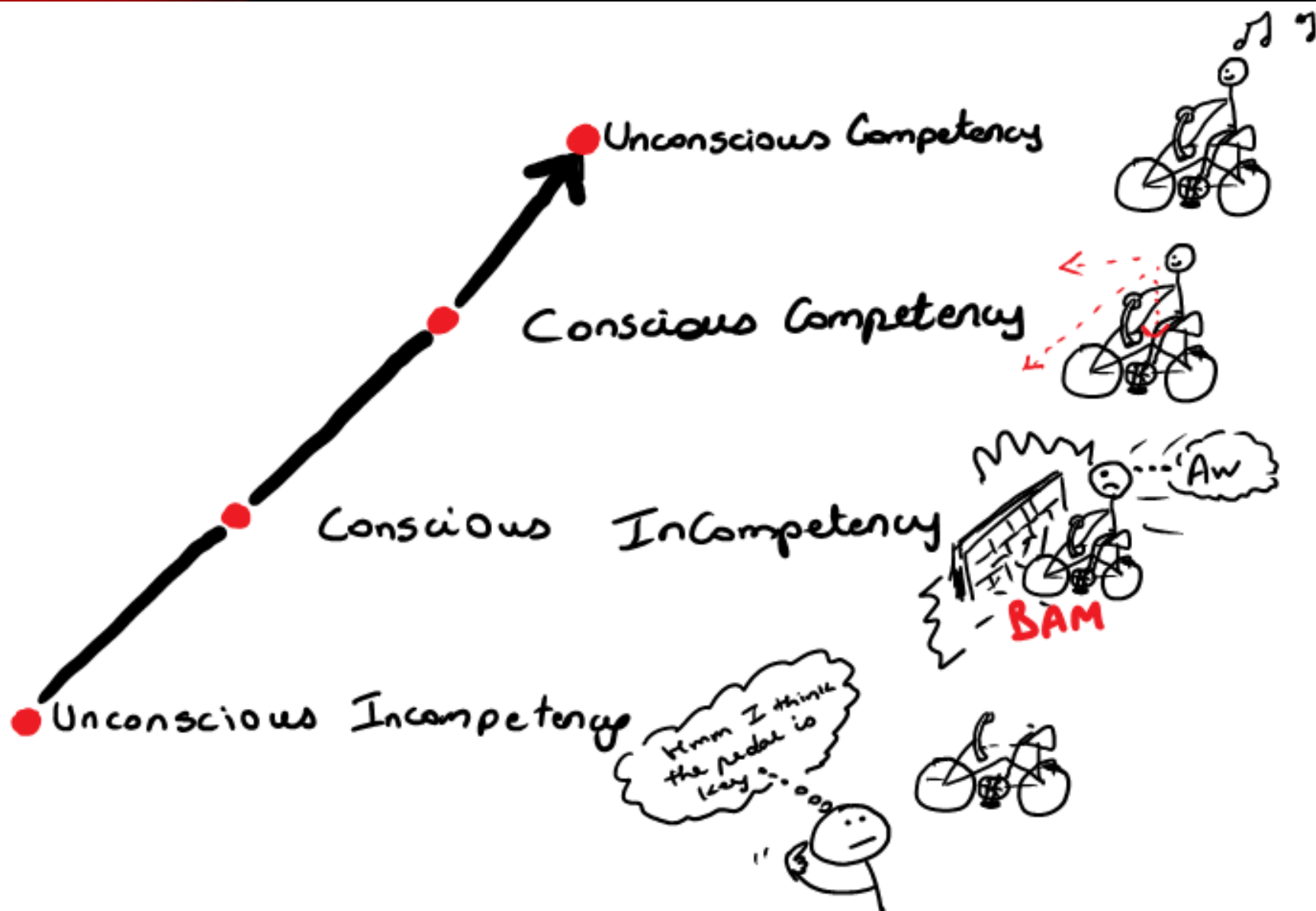
Pupil can **synthesize** their learning, i.e. can use it in connection with other learning and new areas.

Pupil shows **resilience** in relation to their learning and application.

Pupil can **explain** their thinking and also search for alternative ways.

Characteristics of Mastery and Depth

| | |
|---------------------|--|
| Independence | <ul style="list-style-type: none">• Can apply the skill or knowledge without recall to the teacher. |
| Fluency | <ul style="list-style-type: none">• Can apply the skill and knowledge with a high level of confidence. |
| Application | <ul style="list-style-type: none">• Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum. |
| Consistency | <ul style="list-style-type: none">• Will be consistent in their use of the skills and understanding |
| Synthesise | <ul style="list-style-type: none">• Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills |
| Re-visit | <ul style="list-style-type: none">• Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty. |
| Explain it | <ul style="list-style-type: none">• Can explain their understanding to others or teach the concept to others. |



SEPTEMBER 2015

- “Schools will be free to design their approaches to assessment to support pupil attainment and progression”
- New tests for Y2 and Y6
- Baseline for Reception (not yet compulsory but we will use it)
- Y1 Phonics Check will continue

What do we *not* mean by Mastery?

Whilst on first take mastery can be tricky to define and understand, we can be clear what mastery is not.



Mastery is not working on content from the next year group.

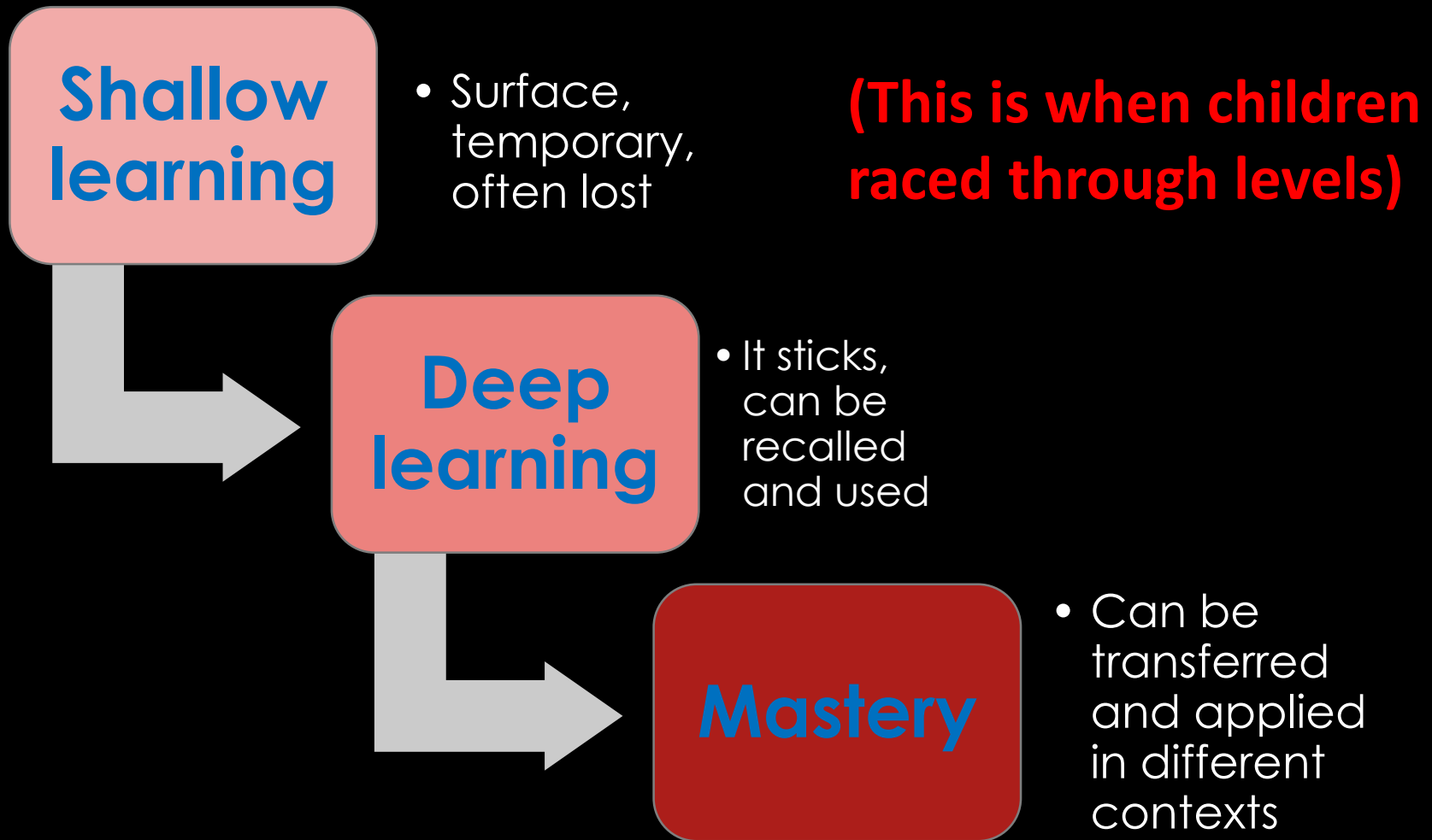


Mastery in mathematics is not practising the same concept with bigger numbers.



Mastery in reading is not necessarily reading a more challenging text.

Stages of learning



Embedding Mastery into the curriculum

Maths

- On-going: Development of reasoning skills. Think harder not harder numbers.
- Opportunities should be found to provide a deep learning task **within each aspect** of mathematics.

Reading

- On-going: Through better quality questioning about broader aspects of the books being read.
- Provide opportunities for putting 'literature' at the heart of the English curriculum.

Writing

- Through providing opportunities for learners to apply their writing in different subject areas.
- Opportunities should be found for learners to apply different written genres' in different contexts and subjects.

What Have We Already Done?

- We have the new curriculum embedded
- We are moderating with other schools
- We have developed our tracking system that monitors in year progress of our children to integrate our new assessment system
- We are regularly cross moderating in school using our new informative assessment system to ensure consistency.

THERE IS A KEY FOCUS ON EXPECTATIONS

emerging

meeting

exceeding

If these are not met then they are 'emerging'

Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of addition and subtraction number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as: $5 = 8 - x$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

Mathematics (Number)
Meeting Expectations for Year 1

If these are met then consider 'exceeding' statements

OUR NEW ASSESSMENT SYSTEM

| Emerging | | Meeting | | Exceeding | |
|-----------------------------------|------------|------------------------------|-----------------|------------------------------|---------------|
| 6 point system | | | | | |
| Working towards National Standard | | Working at National Standard | | Mastery of National Standard | |
| Emerging | Emerging + | Expected | Secure Expected | Mastery | Greater Depth |

The majority of pupils will start the year as **'Emerging'**

Good progress would be for these children to make 3 steps of progress from their baseline assessments (as they start the year) to their end of year targets.

Outstanding progress would be to make 4 or more.

Any children working within these bands will have secured their year's objectives and would confidently be applying them to different contexts and subjects

What About Our SEND Children?

- Children identified as SEND (Special Educational Needs) will have a specific tailored assessment system tracking their progress which will have each band broken down into smaller attainable steps.
- These children might stay within a set band but may make great progress within that band so we need to celebrate their progress too.

What will be reported to parents?

- Parents evenings and the end of year reports will include a statements linked to our new assessment system stating how your child is performing i.e:

Your child is working at the 'Secure Expected' level and is at the National Standard for Year 4.

- Children in Year 2 and Year 6 will be given a scaled score following their SATs tests.

2016 NATIONAL CURRICULUM TESTS AND ASSESSMENTS KEY CHANGES

KS1

New tests include:

- a grammar, punctuation and spelling test
- an arithmetic paper (+ - x ÷)
- No set days for the administration
- To be administered during May 2016



KS1 tests: **key changes**

English reading

2 papers:

- 1 with text and questions combined
- 1 more challenging text with the questions in a separate booklet

All pupils should be given the opportunity to **sit both papers**

Grammar, punctuation and spelling

- Emphasis on technical aspects of grammar
- Separate spelling test
- **No English writing test** (Teacher assessed)

Mathematics

- New arithmetic test introduced

2016 NATIONAL CURRICULUM TESTS AND ASSESSMENTS **KEY CHANGES**

KS2

New Test include:

- Mental maths replaced by Arithmetic test
- No Level 6 tests
 - all pupils will take just 1 set of tests
 - tests will include a small number of questions that will stretch the most able pupils

KS2 tests: key changes

Mathematics

- Arithmetic test introduced to assess basic mathematical calculations (+ - x and \div)
- No contextualised questions
- 36 questions, 40 marks available, 30 minutes duration

Questions will cover:

- straightforward addition and subtraction
- more complex calculations with fractions
- long divisions and long multiplications

KS2 English reading

- Retained a similar structure to the previous KS2 reading test
- Greater emphasis on the comprehension elements of the new curriculum
- Each test will have 3-4 unrelated texts of increasing difficulty
- There will be a mixture of text types

KS2 English Grammar, Punctuation And Spelling

No contextual items - design of the test unchanged:

- 1 short answer paper with questions, 50 marks available
 - 1 spelling test with questions, 20 marks available
- spelling tested by asking pupils to complete sentences with a word missing

KS2 Mathematics

3 papers:

- 1 arithmetic paper
 - 2 mathematical reasoning papers
- gridded paper provided in answer spaces for questions on the arithmetic paper and some questions on paper 2

No Sats Levels But Scaled Scores!

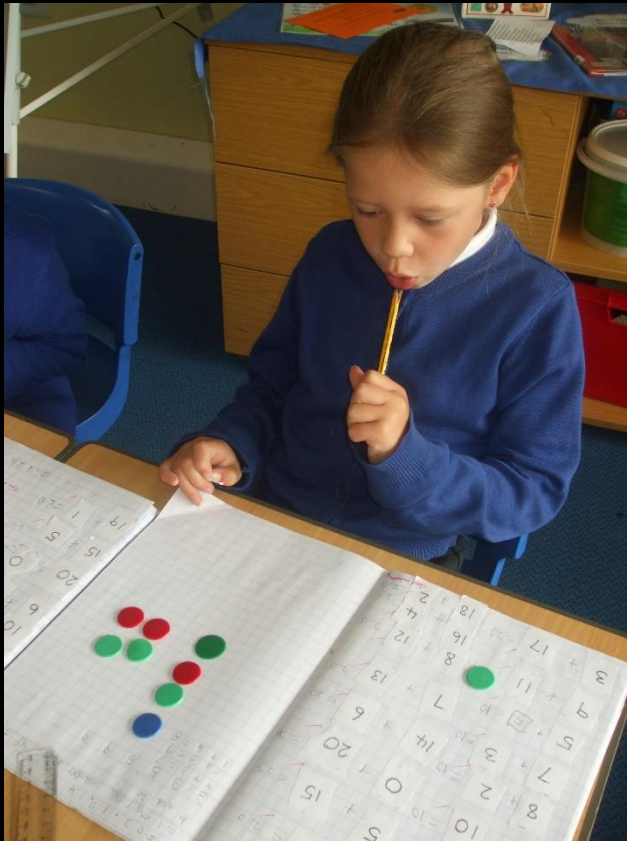
What are Scaled scores?

- Used to report National curriculum outcomes
- Helps test results to be reported consistently -2 pupils achieving the same scaled score in different years will have demonstrated the same attainment
- **National standard will be '100'**
- The 'raw score' that equates to 100 might be different each year

Reporting scaled scores

- Raw scores translated to scaled scores using a conversion table
- **KS1** conversion tables published by **May/June 2016**
- **KS2** test results published in **July 2016**
- Pupils to receive a raw score, scaled score and confirmation of attainment of the **National Standard**
- **KS2** conversion tables published on return of results day

NEW PRIMARY CURRICULUM FOR MATHEMATICS



Aims:

- Fluency in the fundamentals
- Reason mathematically
- Solve problems

NEW PRIMARY CURRICULUM FOR MATHEMATICS

What's out?

- Informal written methods of calculation
- Calculators
- Separate strand for using and applying

What's there less of?

- Emphasis on estimation
- Less work on place value
- Less work on data handling (statistics)

What's in?

- Roman numerals (*Why?*)
- Times tables up to 12×12
- Equivalence between metric and imperial
- Long division and algebra (Y6)

What's there more of?

- More challenging objectives, especially in number
- Formal written methods introduced earlier
- More work on fractions

Example Of A Spag Challenge...

23

Circle the **connective** in the sentence below.

Although the room looked empty, Cara knew she would discover something in there.

1 mark

32

Put one letter in each box to show the **word class**.

noun
A

verb
B

adjective
C

adverb
D

The first singer was clearly the best.

↑ ↑ ↑ ↑
□ □ □ □

1 mark

ENGLISH IN KS1 (FASTER, FULLER, DEEPER!)

Writing:

- Increased challenge, including developing “stamina” for writing
- Longer compositions and proof-reading of own writing;
- 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.

Writing:

ENGLISH IN KS2 (FASTER, FULLER, DEEPER!)

- Greatly increased expectations in grammar and punctuation;
- Children have to identify and label complex grammatical concepts, punctuation and spelling rules;
- Expectation that children expertly use and apply the grammar and punctuation concepts in independent writing to create specific effects;

Reading:

- Read for pleasure;
- Word reading: pupils applying their knowledge to understand the meaning of new words;
- Learning of classic & modern poetry (including reciting poetry) introduced.

Spelling:

- Statutory lists of words to be learnt in Years 3 - 6;
- Specific spelling rules to be taught.



Final thoughts

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

We believe assessment is not solely meant to be used as a measure of your child's ability at school but as a means to improve their ability to learn; their knowledge, their understanding and their skills.



That's all Folks!