



IS THERE LIFE WITHOUT LEVELS?

**Beckwithshaw Community Primary
School**

PREVIOUS SYSTEM

Levels were introduced in order to:

- ◉ be used periodically as a check on standards
- ◉ provide detailed level descriptions useful to help teachers consider gaps in pupils' learning and plan next steps

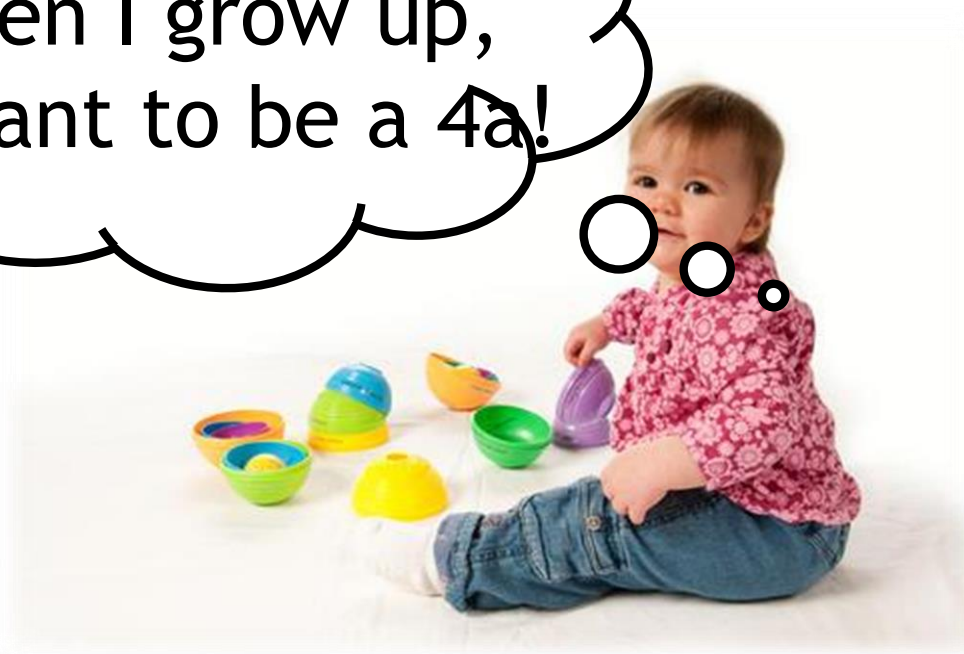


WHAT HAPPENED?

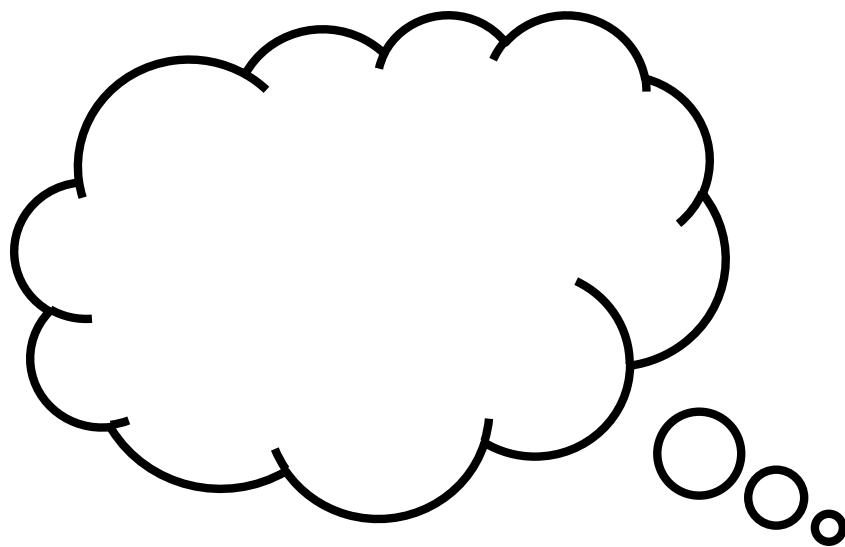
- ⦿ level every single piece of work
- ⦿ label children (“he’s a 3c”)
- ⦿ use level descriptors as children’s targets or as success criteria
- ⦿ Differentiate lessons according to fixed pupil groups, based on their levels

WHAT WE DON'T WANT...

When I grow up,
I want to be a 4a!



WHAT WE DO WANT...



THE DEPARTMENT FOR EDUCATION SAID...

As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed.

We believe this system is *complicated and difficult to understand*, especially for parents. It also *encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do*. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools.

(Department for Education)

AND THEY
REPLACED LEVELS
WITH....



...NOTHING!



THE FUTURE...

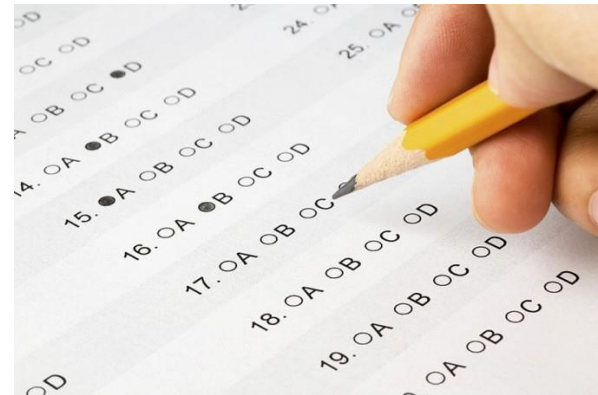
- ◉ No national system
- ◉ No levels
- ◉ Schools have the freedom to develop their own approach to assessing progress



HOWEVER...

WITH FREEDOM, COMES RESPONSIBILITY

- Ofsted will still need to see robust evidence that pupils are making good progress in learning
- And children will continue to be nationally tested... often!



SO WHAT NEXT
FOR ASSESSMENT @
BECKWITHSHAW

WHY ASSESS?

Why do we assess children at school?

- ◉ To know where to go next...
- ◉ Have children understood the concepts taught?
- ◉ Inform teacher's planning
- ◉ Integral part of effective teaching

FOR PARENTS...

Assessment provides:

- Provides parents with a broad picture of where their children's strengths & weaknesses lie and what they need to do to improve.
- Assessments reported to parents to inform them about achievement, progress and wider outcomes of their children across time.
- Nationally standardised assessments (SATs, Phonics, Early Years Baseline)

ACCOUNTABILITY...

- ◉ National standardised assessments provides a starting point for Ofsted's discussions about a school's performance
- ◉ Benchmarking against other similar schools
- ◉ Achievement & progress – transfer between Key Stages & schools

TYPES OF ASSESSMENT...

- In School Formative Assessment
- In School Summative Assessment
- Nationally Standardised Assessment

What are we assessing against?

- No levels in the new National Curriculum
- End of Year Expectations for: Reading, Writing & Maths

Formative
Assessment
Vs
Summative
Assessment

The garden analogy

If we think of our children as plants...

Summative assessment of the plants is the process of measuring them. It is interesting and important to compare and analyse measurements but, in itself, this does not affect the growth of the plants.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs – directly affecting their growth.



GOOD QUALITY ASSESSMENT:

- ◉ Uses open-ended tasks as well as tests
- ◉ Focuses on problem-solving, investigation and discussion
- ◉ Focuses on development of skills as well as knowledge
- ◉ Acknowledges importance of attitude and effort
- ◉ Is sensitive and constructive
- ◉ Promotes understanding of learning objectives
- ◉ Develops learners' capacity for self-assessment
- ◉ Helps learners to know how to improve
- ◉ Focuses on how learners learn

BECKWITHSHAW – SCHOOL SUMMATIVE

Seven Point System linked to end of year expectations:

- **Prior** – working below Yr Group Expectations
- **W1** - working with in Yr Group Expectations
- **W2** - working with in Yr Group Expectations
- **W3** - - working with in Yr Group Expectations
- **Achieved** - Achieved Yr Group Expectations
- **Mastery** - Mastering Yr Group Expectations
- **Exceptional**

WORKING WITHIN...

They are working towards attaining the end of year expectations.

Three stages in order to differentiate and evidence in year progress.

Achieved...

This is the National Standard!

WHAT IS MASTERY?

Deep secure learning for all, with extension of more able students.. rather than acceleration

WHAT IS EXCEPTIONAL?

This is the stage that describes children with attainment significantly beyond age typical expectations.

This may be children that are comfortably working and applying learning at a year group above their own.

National Standardised Assessments:

The same tests/assessments in every school in England.

This year will not involve levels!

What National Assessments will take place?

Reception (EYFS):

- New baseline assessments during a child's first few weeks of school – new Autumn 2015 Observations

Year 1:

- Phonics Screening Test – 40 words (June)

Year 2:

- New end of KS 1 assessment tests:
These are administered and marked in school
May 2016
What are these new tests?

New Key Stage 1 Assessments/Tests

- 2 English Reading Papers
 - Spelling Test
 - Grammar & Punctuation Test
 - Maths Arithmetic Test
 - Maths Reasoning Test
-
- Plus a re-take of Yr 1 Phonics screening for pupils who did not meet the required standard in Yr 1

New end of Key Stage 2 Assessments (Year 6):

These tests are on set days in *May* 2016 – all Year 6 pupils in England take the test on the same day.

Formal testing conditions.

These tests are externally marked.

Year 6 National Assessments:

- **Reading:**
Reading Test (60 minutes)
- **Spelling Punctuation & Grammar:**
Spelling Test (20 words)
Grammar Test (45 minutes)
- **Maths:**
Arithmetic (30 minutes)
Mathematical Reasoning Paper 1 (40 minutes)
Mathematical Reasoning Paper 2 (40 minutes)
- **Science Sampling?**

How will National Assessments be reported?

Scaled Standardised Score

100 being the expected standard

Each KS 2 pupil will be given:

- Raw score
- Scaled score
- Confirmation of whether they have met the national standard

THE CHALLENGE...

- How do we make assessment right for our school and remain accountable?
- How often should we assess progress?
- How much do we share with children and in what form?
- How much do we share with parents and in what form?
- How often should we test?
- How much should we prepare children for tests?



MAY CHANGE

.....!