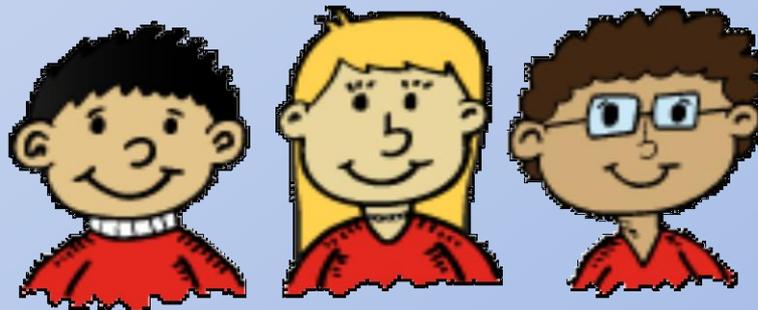


Assessment at Brading

Y1-Y6

4th November 2015



Assessment without levels



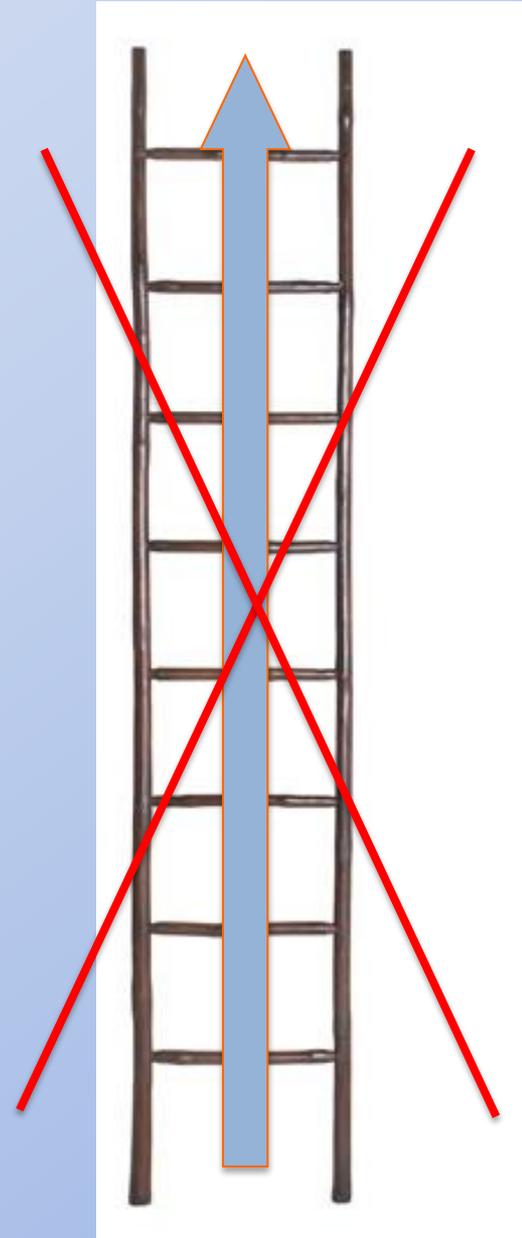
- DfE announced last year that there would no longer be National Curriculum **levels**
- Schools can now set up their own system of assessing children

Why did DfE abandon “**levels**”?

- No other country uses them
- Being “**Level 2**” doesn’t mean the same thing for all pupils – based on “best fit”
- Teachers used levels to *describe* children
- Children *labelled* themselves
- Failed to ensure that children had a **breadth** and **depth** of **knowledge** at each level

We have moved away from the **'level race'** where there was a danger of **'tall skinny learning'** ... to an assessment system which identifies **breadth** and **depth** of learning and **independence** in learning.

Level 6
Level 5a
Level 5b
Level 5c
Level 4a
Level 4b
Level 4c
Level 3a
Level 3b
Level 3c
Level 2a
Level 2b



New Terminology

Our assessment system is based on **Age Related Expectations (ARE)** for each **National Curriculum year group**.

Children will be described as either :

Apprentice

Competent

Expert



6 Assessment points (milestones)

6 Milestones a year: “stop and think” points for teachers

- National Curriculum objectives broken down into phases:

Term 1 **Phase 1**

Term 2 **Phase 2** (part 1)

Term 3 **Phase 2** (part 2)

Term 4 **Phase 3**

Term 5

Term 6 **End of Year Age Related Expectations**

Each **phase** builds alongside earlier phase - does not simply replace it

- Is child **on track** to achieve **End of Year Age Related Expectations**?
- Looking for - **accuracy/ versatility/range of contexts/ overtime/ independently?**

How it works

Sept - Nov	Nov - Feb	Feb - April	Summer Term
		<p><u>Phase 3 objectives</u> Sufficiently secured</p> <p><i>Apprentice</i></p>	<p><i>Expert</i></p> <p><u>Phase 1,2 and 3 objectives:</u> Accuracy, versatility and resourcefulness demonstrated over time, in a range of contexts and with appropriate independence</p>
	<p><u>Phase 2 objectives</u> Sufficiently secured</p> <p><i>Apprentice</i></p>	<p><u>Phase 2 objectives</u></p> <p><i>Competent</i></p>	
<p><u>Phase 1 objectives</u> Sufficiently secured</p> <p><i>Apprentice</i></p>	<p><u>Phase 1 objectives</u> <i>Competent/Expert</i></p>		

On track

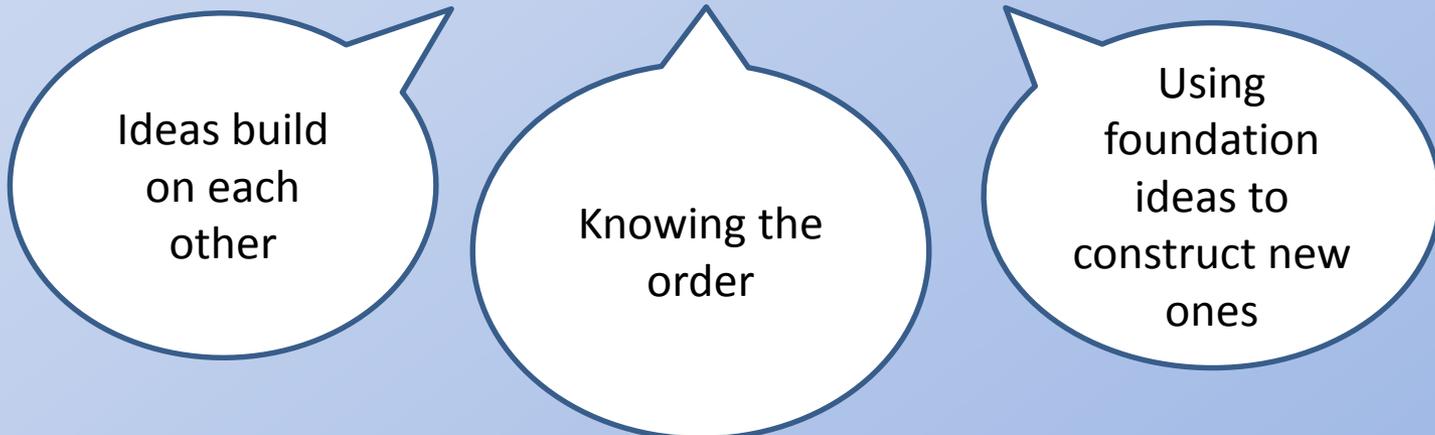
To be 'on track' at...	Phase 1 objectives	Phase 2 objectives	Phase 3 objectives
Milestone 1 (November)	Apprentice	Not yet introduced	Not yet introduced
Milestone 2 (February)	Competent and	Apprentice	Not yet introduced
Milestone 3 (April)	Expert and	Competent and	Apprentice
End of Year Age Related Expectations (ARE)	Expert and	Expert and	Competent/Expert

A two-way approach to learning

Depth and breadth of understanding:

- from surface → deep
- from earlier/simpler constructs → later/more complex constructs

PROGRESS



The pursuit of 'mastery'

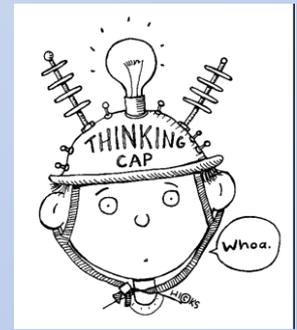
Milestones through the term set increasing expectations of:

- fluency
- complexity of context
- independence and resilience

Questions:

- To what extent has child **deepened** their understanding of the previous phase?
- 'Stop and think' - has child reached the appropriate standard to be on track to secure **Age Related Expectations**
- Overtime - children expected to achieve greater '**mastery**'
i.e. '**deepen**' their grasp of knowledge

DfE Statutory Tests



- **Y1 Phonics** Screening Check (scored against a national standard)
- **Y2 English:** reading
grammar, punctuation and spelling
- **Y2 Maths:** arithmetic
fluency, solving problems and reasoning
- **Y6 English:** reading
grammar, punctuation and spelling
- **Y6 Maths:** arithmetic
fluency, solving problems and reasoning



Y2 and Y6 Scaled score - 100 will represent 'national standard'

Gathering assessment

Not just about testing:

Analysing feedback from children

- What does the **quality** of work tell us?
- What do their **answers** to questions tell us?
- What do their **mistakes** look like?
- What do we need to **do/say** next to child to **move them on**?

Broadening, deepening and extending learning

- Can child **apply learning** within **other areas** - before building on them with **new learning**?

Gathering assessment cont.

Gathering and moderating evidence

Move away from just testing the children and develop evidence through increased:

observations

questioning

work sampling

pupil conferencing

pupil conversations

Regular school/cluster/LA moderation to **standardise** 'on track' to Age Related Expectations

To support effective assessment :

Marking

- **Revisit** targets/phases covered to demonstrate **mastery**
- Children able to **talk about learning** and what has helped them on the way to achieving targets

Evidence

- Level of support/independence?
- Useful annotations – e.g. resources used to support thinking, or mental strategies used?
- Tasks that demonstrate **Using + Applying of skills?**

Finally - don't forget . . .

