



*Parent information
meeting
Revised Assessment
procedures
Year 1 to Year 6*



- Why a change to assessment procedures has been necessary
- How things have changed at South Cave as a result



Why a change to assessment procedures has been necessary

1. New National Curriculum introduced in September 2013 for Y1 to 6 with full implementation from Sept 2015
2. New end of KS1 (Y2) and KS2 (Y6) national assessment frameworks provided for end of year teacher assessment. For use in 2016 only
3. New SATs(Statutory Assessment Tests) in place for Summer 2016 with a new outcome measure
4. No new national assessment procedures provided for year 1,3,4 or 5



Final report of the Commission on Assessment without Levels

September 2015

- ‘The successful implementation of the new national curriculum requires a radical cultural change, from one which has been too dominated by the requirements of the national assessment framework and testing regime to one where the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment. There is overwhelming evidence that levels needed to go and the Commission strongly endorses the decision to remove them.’
- ‘Changing the culture of levels is not only the key to implementing the new curriculum, but is the key to raising standards by enriching learning and pupil motivation’
- Schools have the freedom to choose their own approaches to formative and summative assessment, according to what best suits their pupils, curriculum and staff.



1. New national curriculum

- Raised expectations for all year groups.
- Much of the new Y2 curriculum comes from the 'old' Y3 curriculum.
- Much of the new Y6 curriculum comes from the 'old' Y7 curriculum. Therefore 'level' of work more in line with the old Level 5 and 6 compared with the previous expectation that pupils in Y6 achieve Level 4.
- Schools advised that pupils should not, except in very exceptional circumstances, teach children the curriculum from a higher year group. More able pupils should instead be given opportunities to cover their year group objectives to a 'greater depth'



2. New end of KS1 (Y2) and KS2 (Y6) national assessment framework

‘Following the removal of teacher assessment levels, these interim frameworks are to support teachers in making robust and accurate judgements for pupils at the end of key stage 1 and 2 in 2016. The interim teacher assessment frameworks are for 2015 to 2016 only. The Department for Education is evaluating options for future years.’ DfE

- Focuses on key aspects for assessment and does not include full coverage of the National Curriculum content.
- Key stage 1 in reading, writing, maths and science pupils assessed against 3 standards at the end of Y2 as
 - ‘Working towards expected’
 - ‘working at expected’
 - ‘working at greater depth than expected’
- Key stage 2 in writing as KS1 – 3 statements. In reading, maths and science
 - ‘working at expected’ (met or not met)
- Not intended to be used to track progress through a Key Stage.



3. New SATs(Statutory Assessment Tests) in place for Summer 2016 with a new outcome measure

- Test papers will be marked (internally for KS1, externally for KS2) and given a raw score
- After all papers are marked across the country these 'raw' scores will be turned into a 'scaled' score with 100 being the 'national standard'
- Pupils achieving 100 or more will have achieved the national standard, those not achieving 100 will not
- A new national method for assessing progress will also be introduced but schools will not be informed about this until all SAT papers have been marked and scaled scores available. 'The department will confirm what score a school would need to get to have made 'sufficient progress' after the tests have been sat.' DfE



4. No new national assessment procedures provided for year 1,3,4 or 5

- Schools free to 'design your own systems of assessing and tracking pupil progress'
- Hunsley Primary School Partnership agreed to use a data system called 'O track' for summative (termly assessment data) and a linked system called 'Class track' for formative (on-going assessment data)
- A core group of assessment co-ordinators from Hunsley Partnership worked together during the summer term, 2015 to agree how class track would be used and what terminology would be used for end of term/year assessment



Mrs McNeil (assessment coordinator)

- work with the partnership
- Use of Class Track for on-going assessment

Mr Tatton (Maths subject leader)

- Link between Class Track and O Track
- What the new O track 'grades' look like, what they mean and how we use them to set targets

Mr Askew (English subject leader)

- What the revised pupil report cards for parents look like. Information they give parents linked to the data from Class Track and O Track
- How we converted the old 'level' result from July 15 to the new system so that progress can be measured.



Mrs McNeil

Class track



Mr Tatton

O Track



Beginning, Developing and Secure

Autumn 1	Beginning (B)
Autumn 2	Beginning (B+)
Spring 1	Developing (D)
Spring 2	Developing (D+)
Summer 1	Secure (S)
Summer 2	Secure (S+)



Progress per year (in Y5)

End of Year 4	B4	B4+	D4	D4+	S4	S4+
Autumn 1						
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
End of Year 5	B5	B5+	D5	D5+	S5	S5+



Progress per year (in Y5)

End of Year 4	B4	B4+	D4	D4+	S4	S4+
Autumn 1	B4+	D4	D4+	S4	S4+	B5
Autumn 2	D4	D4+	S4	S4+	B5	B5+
Spring 1	D4+	S4	S4+	B5	B5+	D5
Spring 2	S4	S4+	B5	B5+	D5	D5+
Summer 1	S4+	B5	B5+	D5	D5+	S5
End of Year 5	B5	B5+	D5	D5+	S5	S5+



Average



End of Year 4	B4	B4+	D4	D4+	S4	S4+
Autumn 1	B4+	D4	D4+	S4	S4+	B5
Autumn 2	D4	D4+	S4	S4+	B5	B5+
Spring 1	D4+	S4	S4+	B5	B5+	D5
Spring 2	S4	S4+	B5	B5+	D5	D5+
Summer 1	S4+	B5	B5+	D5	D5+	S5
End of Year 5	B5	B5+	D5	D5+	S5	S5+



Below
Average



Above
Average



ARE (Age Related Expectation)

End of Year 4	B4	B4+	D4	D4+	S4	S4+
Autumn 1	B4+	D4	D4+	S4	S4+	B5
Autumn 2	D4	D4+	S4	S4+	B5	B5+
Spring 1	D4+	S4	S4+	B5	B5+	D5
Spring 2	S4	S4+	B5	B5+	D5	D5+
Summer 1	S4+	B5	B5+	D5	D5+	S5
End of Year 5	B5	B5+	D5	D5+	S5	S5+

Support / intervention to achieve ARE



Termly tracking

	Y4 Sum End Level	Y4 Sum End	Autumn		Spring		Summer		Y5 Expectation	End of Key Stage Expectation
			End		End		End			
Child A	2C+	B4	B4+	D4	-	S4	-		B5	B6
Child B	3B+	S4	D5+	B5	-	D5	-		S5	S6
Child C	3B+	S4	B5+	B5	-	D5	-		S5	S6
Child D	3A+	S4+	B5+	B5+	-	D5+	-		S5+	S6+
Child E	3C+	D4+	S4	S4+	-	B5+	-		D5+	D6+
Child F	3A+	S4+	B5+	B5+	-	D5+	-		S5+	S6+

Behind target	On target
Exceeding	Significantly exceeding



Termly tracking

	Y4 Sum End Level	Y4 Sum End	Autumn		Spring		Summer	Y5 Expectation	End of Key Stage Expectation
			End		End		End		
Child A	2C+	B4	B4+	D4	-	S4	-	B5	B6
Child B	3B+	S4	D5+	B5	-	D5	-	S5	S6
Child C	3B+	S4	B5+	B5	-	D5	-	S5	S6
Child D	3A+	S4+	B5+	B5+	-	D5+	-	S5+	S6+
Child E	3C+	D4+	S4	S4+	-	B5+	-	D5+	D6+
Child F	3A+	S4+	B5+	B5+	-	D5+	-	S5+	S6+

**Working below target so
support and intervention
put in place**

**Working above target so
will receive more
challenging work in class**



Mr Askew

Pupil report card



Any questions?

