

# ASSESSMENT WITHOUT LEVELS

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Patcham Junior School

# Aims

- To provide an overview of the new approach to assessing without levels.
- To discuss the school's approach.
- To provide a forum for parents to ask questions.

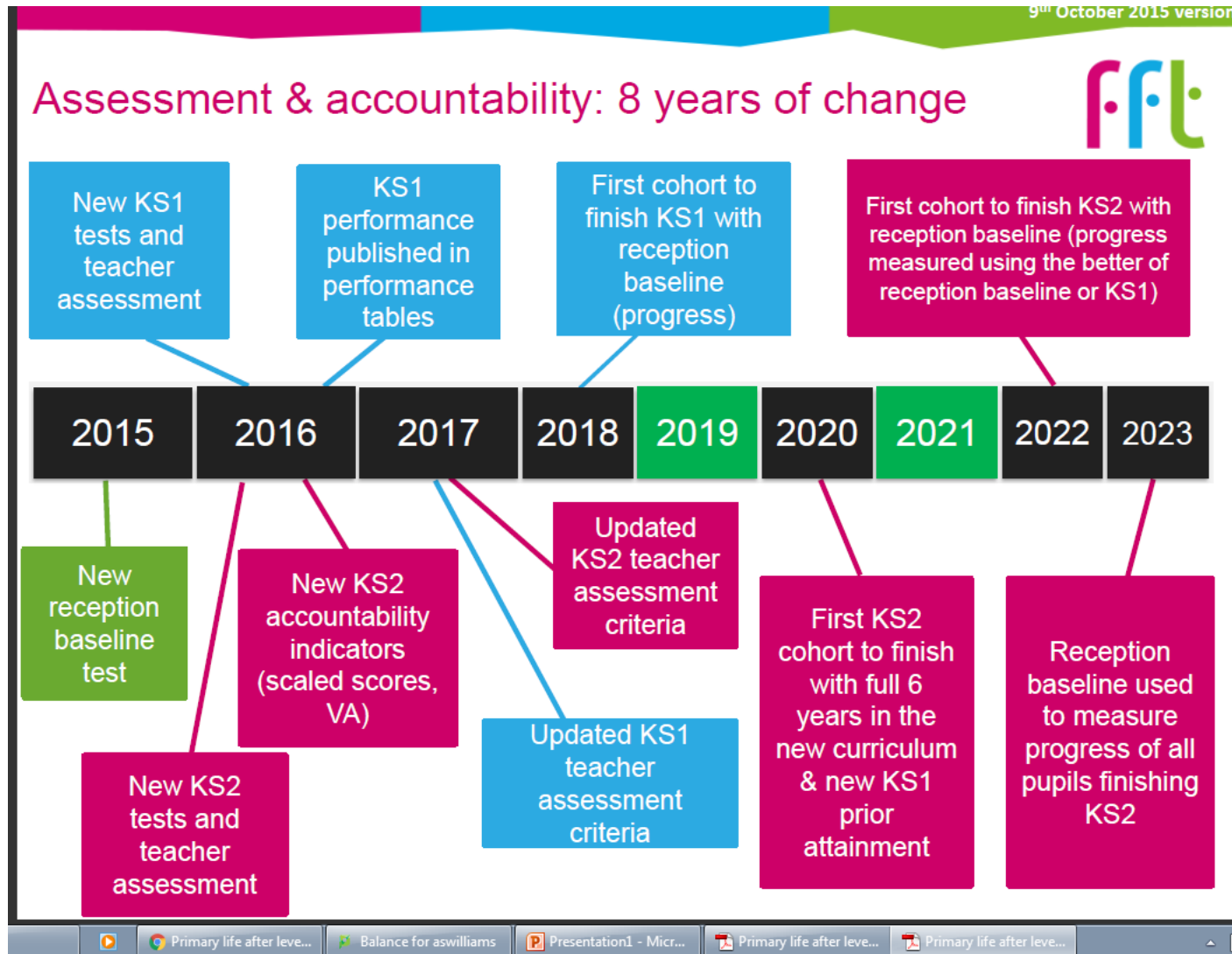
# Why Assess?

- **Knowing how each pupil is performing allows teachers to help individuals improve.**
- **Assessment plays a key role in helping schools to improve outcomes.**
- **This in turn promotes improvement at class level, then at school level.**

# Why has it changed?

- Make the system clearer to understand for parents and carers.
- Accuracy and consistency – levels provide a distorted picture of a child's ability
  - E.g. level 3 means?
- Impact on teaching and learning.
  - rather than track progress to a level, assessment should be used to identify gaps in understanding and next steps in learning.
  - Aims to stop the race to progress, in order to consolidate on understanding concepts more.

# Timeline



# New Primary Curriculum for Mathematics

## What's out?

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

## What's in?

- Roman numerals
- Times tables up to  $12 \times 12$
- Equivalence between metric and imperial
- Long division and algebra (Y6)

## What's there less of?

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

## What's there more of?

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

# English

## **Writing:**

- 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.

# Why has my child's grade dropped?

- We have been teaching the new curriculum for one year.
- Year 3 have not been taught the new curriculum at all.
- Therefore, there will be some “catch-up” required...
- This is true throughout the country...
  
- Example – writing...



# Types of assessment

- Formative
- Summative
- National testing

# What tests are there now?

- Maths – arithmetic and two applied maths papers (no calculators)
- English
  - Spelling, punctuation and grammar
  - Reading
- Writing is assessed through the work done throughout the year.

# What grades will children get now?

- Raw scores from KS2 test
- Scaled score
- Teacher assessment:
  - Working towards expected standard.
  - Met expected standard
  - Working at greater depth than the expected standard.

# Scaled Scores

Primary life after levels Oct15 (1).pdf (SECURED):1 - Adobe Reader  
File Edit View Document Tools Window Help  
10 / 61 94.8% Find

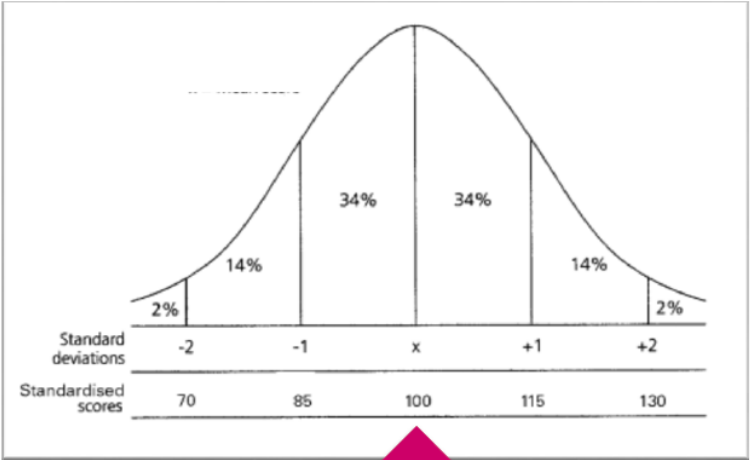
9<sup>th</sup> October 2015 version

## Scaled scores

Scaled scores enable **raw test marks** from different exams to be reported using a **consistent scale**

**100** is typically the **average**

**68%** of the population tested will achieve scores between **85** and **115**



A normal distribution curve is shown with a vertical line at the center labeled 'x'. The area under the curve is divided into sections by vertical lines at standard deviations -2, -1, +1, and +2. The percentages for these sections are 2%, 14%, 34%, 34%, 14%, and 2% from left to right. Below the curve is a table mapping standard deviations to standardized scores.

Standard deviations	-2	-1	x	+1	+2
Standardised scores	70	85	100	115	130

For KS1 and KS2 tests, a score of 100 will show that a pupil has achieved the national expected standard (which may not be the average)

# Teacher Assessment

Below	Emerging	Met -	Met	Met +	Deep	Beyond
Christmas						
Easter						
Summer						

We are using the system designed by Brighton and Hove.

This provides information on how children are performing in relation to age expectation.

# What do we use to assess?

- National curriculum – explains each year's expectations.
  - We have broken these down into two other strands:
    - Emerging
    - Deep

# What about the most able pupils?

- Deepening learning...

- This is not moving onto a new objective:

**e.g. The writer demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.**

Or

**Justify why the formulae for area or volume of certain shapes always work, regardless of size.**

- Blooms.

# SEN and pupils working below a scheme of work.

- Some (only a few) children will be working below.
- These children will have learning differentiated appropriately, so that they can make progress.
- Expectation is that the gap between their understanding and the Age Related Expectation narrows as they get older.