ASSESSMENT
WITHOUT LEVELS

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

Assessment & accountability: 8 years of change

- **2015**: New KS1 tests and teacher assessment
- **2016**: KS1 performance published in performance tables
- **2017**: First cohort to finish KS1 with reception baseline (progress)
- **2018**: First cohort to finish KS2 with reception baseline (progress measured using the better of reception baseline or KS1)
- **2019**: Updated KS2 teacher assessment criteria
- **2020**: First KS2 cohort to finish with full 6 years in the new curriculum & new KS1 prior attainment
- **2021**: Reception baseline used to measure progress of all pupils finishing KS2
- **2022**: Updated KS1 teacher assessment criteria
- **2023**: New KS2 tests and teacher assessment
- **New reception baseline test**
# 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 x 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

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.

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

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<th>Met</th>
<th>Met +</th>
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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.