

**I don't want
my children
to follow in
my footsteps**

**I want them
to take the
path next to
me and go
further than
I could have
ever dreamt
possible.**



Reporting to Parents Using Assessment Without Levels

A presentation for Parents and Carers on the required changes the
school has made to children's half termly reporting

November 2015

Aims of the evening

- * To explain our new way of reporting to parents – and what to expect now that the Government have introduced assessment without levels
- * To explain how we make the judgements that appear on your child's report - how we make a judgement about how well your child is doing

Assessment Without Levels

- * At the same time as the new National Curriculum came in the government introduced a new system of assessment.
- * *'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 from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning'.*

Department for Education

New National Curriculum Assessment

The only national measures will be at the end of each Key Stage:

- * Foundation Stage (Teacher Assessment)
- * Key Stage 1 (Test)
- * Key Stage 2 (Test)
- * Tests will have one pass mark indicating whether a child has met end of Key Stage expectations or has not met them.
- * New tests (released in the summer) have an emphasis on children being able to confidently apply their knowledge, skills and understanding in “problem solving” contexts.

New National Curriculum Assessment

- * In the same way that schools are now “free” to determine their own curricula, schools are “free” to assess children in any way they choose. They should continue to “track” the attainment of children in order to ensure that they are learning and making sufficient progress.
- * No set method or materials for this.
- * No prescribed levels... no set points... no defined steps.
- * Every school can track in their own way.

“We believe that it is vital for all assessment, up to the point of public examinations, to be focused on which specific elements of the curriculum an individual has deeply understood and which they have not.”

p50, [The Framework for the National Curriculum A report by the Expert Panel for the National Curriculum review](#) December 2011

WHY ASSESSMENT WITHOUT LEVELS?

National Curriculum: Tim Oates on assessment



0:00 / 13:54

YouTube

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WHY ASSESSMENT WITHOUT LEVELS?



In summary, levels have gone for the following reasons:

- * **Never meant to be a label** – Levels were never meant to be a label, they were meant to support progress. Unfortunately, they have very much become a label.
- * **Undue pace** – There has become an unnecessary focus on getting through levels quickly, rather than embedding deep understanding of key concepts.
- * **Levels mean different things** – In some instances they are marks on a test, or APP work best matched a descriptor or ‘just in...’
- * **Successful nations don’t use them** – Nations with successful educational systems believe that children are capable of anything because of the effort they put in... not because they are level 4, 5 etc. This very much supports growth mind-set theory.

<https://classteaching.wordpress.com/assessment-without-levels/>

“Study fewer things in greater depth, so a deeper understanding of central concepts and ideas can be developed. Assessment should focus on that.”

Tim Oates

How will your child's achievement be reported to you?

- * After investigating many different commercially available Assessment & Tracking systems and packages, we have decided the following structure to record pupils' attainment in each subject at the ends of each school year, using a bespoke data package.
- * The process the school went through in order to build its new assessment and tracking system is outlined in our parents' guide to assessment without levels, available on our school website via this link:
<http://wytonprimaryschool.org.uk/AssessmentWithoutLevels.htm>

How will your child's achievement be reported to you?

- * At Wyton on the Hill, all our assessments are made against clearly defined assessment criteria / learning objectives for each subject in each year group, which can be found on our school website: <http://wytonprimaryschool.org.uk/Curriculum.htm>.
- * We call the summary of these assessment criteria for each area of learning 'Age-related Expectations' or 'ARE' for short. (ie what we expect our children to be able to know / be able to do / understand by the end of their age-related academic year.) This is similar to the 'ages and stages' approach used in the Early Years Foundation Stage). These are the statements we use in order to decide whether or not a child is meeting age-related expectations and making sufficient personal progress.
- * 'Progress' can be defined as: "The widening and deepening of essential knowledge, skills, understanding and behaviour".

How will your child's achievement be reported to you?

- * In order to decide whether or not a child is working at ARE (Age-Related Expectations) and / or making sufficient personal progress, we explore three main sources of evidence:
 1. Children's half-termly assessments for reading, writing, maths, and science, which are undertaken near the end of each half term.
 2. Our ongoing observations of pupils' participation in lessons, both in their group / pair work and in their workbooks / learning logs.
 3. By talking to the children about their learning at mentoring meetings and looking through their self-assessments.

How will your child's achievement be reported to you?

- * The **key judgements** teachers use regarding children's attainment in each subject are therefore, 'Is the child meeting our school's age-related expectations or not?' and "Is he / she making sufficient personal progress, given his / her starting point?"
- * Judgements will therefore be recorded as follows:
 - * **Meeting** = where a child is working on age-related learning objectives at the expected standard
 - * **Below** = where a child is only working on age-related learning with adult support and is receiving significant intervention to secure learning objectives from previous years
 - * **Exceeding** = in exceptional cases, where a child is working on learning objectives from the year group above. Please note that this is now discouraged by the DfE, which points out that pupils who have secured their age-related learning expectations should be given deep and broad learning contexts in which to develop mastery over their learning.

How will your child's achievement be reported to you?

Within these three broad judgements, parents will also be told how their children are doing in relation to their child's learning under the following four categories:

- * **Emerging** = where a child has acquired some of the skills / knowledge / concepts expected for their age group, but has yet to secure or be taught the majority (e.g. this would be expected at the beginning of any year group in September)
- * **Developing** = where a child has secured a significant proportion of the skills / knowledge / concepts expected for their age group, but has yet to secure or be taught some (e.g. this would be expected in any year group in January / February)
- * **Securing** = where a child has secured the vast majority of the end of year expectations, but has yet to secure or be taught some (e.g. this would be expected by the beginning of the summer term)
- * **Mastering** = where a child has demonstrated that they have secured all of the skills / knowledge / concepts expected for their age group and is extending their learning in a variety of different contexts and challenges (e.g. by the end of the academic year).

Summary

- * **Judgements on pupils reports** will therefore relate to the **knowledge, skills and understanding** pupils are acquiring on their learning journey through their current academic year. For example, a child in Year 3 could be given an end of year forecast / target of 3E, 3D, 3S OR 3M, depending on their starting point. In the same way, a child in Year 1 could be given an end of year forecast / target of 1E, 1D, 1S OR 1M, depending on their starting point.
- * **During the year** the half-termly report will tell parents whether or not their child is **'on track'** to meet their end of year forecast / target and whether or not their personal progress, given their achievement in previous years is sufficient.

Assessment at Wyton on the Hill

How do we make the judgements?

Half termly:

- * Reading... Reading conversations using standardised criteria
- * Writing... Big Write using standardised criteria
- * Maths... Using published test
- * Phonics (Y1, Y2)... DfE standardised test materials
- * Currently trialling Spelling,

- * Punctuation and
- * Grammar assessments

Assessment at Wyton on the Hill

How do we make the judgements?

Daily:

Teachers and teaching assistants assess children every day in every lesson. They do this through...

- * Listening...
 - * Careful and directed questioning...
 - * Observing...
 - * Checking...
 - * Marking... as much as possible through the lesson
 - * Children's self assessment
-
- * This information is used to inform teacher's about the children's learning and progress.

Assessment Criteria

Mathematics

Y1

Number

Number and Place Value

- I can count forwards and backwards from 0 or 1 to 100.
- I can identify and represent numbers using objects and pictorial representations of them.
- I can use the language of equal to, more than and less than.
- I can identify one more or less than a number.
- I can recognise odd and even numbers.
- I can count in multiples of 2's, 5's and 10's.
- I can read and write numbers from 1 to 20 in digits and words.
- I can count, read and write numbers to 100 in digits.

Addition and Subtraction

- I can read, write and understand + and - number sentences.
- I can add and subtract one-digit and two-digit numbers to 20.
- I can solve one-step problems that involve addition.
- I can solve one-step problems that involve subtraction.
- I can solve missing number problems.
- I can use number bonds to work out related subtraction facts to 20.

Multiplication and Division

- I can solve one-step problems involving multiplication using different strategies.
- I can solve one-step problems involving division using different strategies.

Fractions

- I can recognise, find and name a half of an object or shape.
- I can recognise and find $\frac{1}{2}$ of a quantity.
- I can recognise, find and name $\frac{1}{4}$ of an object or shape.
- I can recognise and find $\frac{1}{4}$ of a quantity.

Measurement

- I can complete practical tasks to compare and describe lengths and heights.
- I can complete practical tasks to compare and describe mass or weight.
- I can measure lengths and heights/ mass or weight/ capacity and volume/ time.
- I can complete practical tasks to compare and describe time.
- I know the days of the week.
- I know the months of the year.
- I can sequence events in chronological order using the language of time.
- I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- I can recognise and know the value of different denominations of coins and notes.

Geometry

Properties of Shape

- I can recognise and name common 2D shapes.
- I can recognise and name common 3D shapes.

Properties of Direction

- I can make and describe half, quarter and three-quarter turns.
- I can give directions from a start to a finish point.



Basic...



Basic depth of learning at each stage ensures that children get 'all the eggs in the basket...'

Deepening...

Advancing depth of learning gives children the opportunity to apply their knowledge in creative and diverse ways...



Assessment at Wyton on the Hill

How do we make the judgements?

- * Please take the time to look through your child's mentoring folders and their books so that the report means something to you in real terms and so that you can see that the teachers have not randomly selected a judgement!
- * If your child is not where you would expect them to be at their age, please ask their teacher how they are going to ensure that your child makes the progress they need if they do not make this clear at your appointment.

Future Information Evenings?

The Head teacher holds a 'Head teacher's Update Meeting' for parents at the beginning of every half term.

Future updates will include:

- * Information about the new SATs papers
- * Information about the expected standards for writing