

# ASSESSMENT WITHOUT LEVELS

The Richard Clarke First School  
A guide for parents

# ASSESSMENT WITHOUT LEVELS

- ◉ Previously children had been given a National Curriculum level
- ◉ For example a child at the end of year 2 was expected to be a 2B.
- ◉ This enabled us to inform you as to whether your child was working at age related expectation (average), if they were working below age related expectations (below average) or above age related expectations (above average.)

National Expectations for Attainment of Primary School Children in England

		1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c
Year 1	Term 6	Red	Red	Yellow	Green	Green								
Year 2	Term 6			Red	Red	Yellow	Green	Green						
Year 3	Term 6				Red	Red	Yellow	Green	Green					
Year 4	Term 6						Red	Red	Yellow	Green	Green			
Year 5	Term 6							Red	Red	Yellow	Green	Green		
Year 6	Term 6								Red	Red	Yellow	Green	Green	

National Expectations		
Above Average		Green
At Expected		Yellow
Below Expected		Red

# NEW SYSTEM

- The Government has asked schools from September 2015 to abolish this and come up with a new way of assessing the attainment and progress of each child.
- The Uttoxeter Learning Partnership have worked together as a pyramid of schools to develop this system, meaning that your child will start with these assessments in their first school and it will carry on into the middle and high schools.

# EYFS - RECEPTION CLASS

- ◉ Reception class continue to use the EY's framework and track children's progress towards the early learning goal (ELG)
- ◉ At the end of the year children will be assessed as emerging (working towards the ELG's), expected (achieving the ELG's) or exceeding (achieving beyond the ELG's)
- ◉ If children meet the ELG's they will have achieved a good level of development (GLD)
- ◉ Expected progress will *typically* be 3 steps from their baseline assessment

# KS1 AND KS2 - 9 POINT SYSTEM

Point	Assessment Meaning
	<b>Emerging (working towards the end of year standards)</b>
0	If they are meeting 25% of the year group expectations
1	If they are meeting 25-50% of the year group expectations
2	If they are meeting 50-75% of the year group expectations
3	If they are meeting more than 75% but not all of the year group expectations
	<b>Expected - meeting ALL of the year group expectations (meeting the end of year standards)</b>
4	make the occasional error; however they understand the concepts of their year group fully
5	rare mistakes, very confident at meeting the year group statements
6	confident and works at a rapid rate, meeting more than 50% of the year group exceeding statements

# KS1 AND KS2 - 9 POINT SYSTEM

Point	Assessment Meaning
	<b>Exceeding (working at greater depth within the end of year standards)</b>
7	If they are meeting the exceeding statements for their year group
8	If they are confident in and rarely make a mistake in the year group exceeding statements
9	(Gifted and Talented) Exceptionally confident in handling the exceeding statements for their year group and show exceptional ability for their age

NB:

Children will be doing exceptionally well to meet these standards particularly in the early days of these new higher expectations

# EXPECTED PROGRESS - TYPICALLY

## 4 POINTS

- ◉ The examples below are based on a year 4 child. If your child is in a different year group the end numbers will be exactly the same - it will simply be the start number that changes, for example, e.g. a year 1 child may be a 1.4 at the end of the year and a year 3 child may be a 3.4.
  - ◉ A term by term explanation based on a year 4 child:
    - ◉ **Autumn Term**
    - ◉ On track - 4.0 or 4.1
    - ◉ On track to be working at greater depth within the expected standard - 4.2 or above
    - ◉ Not on track - anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum
  - ◉ **Spring Term**
  - ◉ On track - 4.1 or 4.2
  - ◉ On track to be working at greater depth within the expected standard - 4.3 or above
  - ◉ Not on track - anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum or a 4.0
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- ◉ **Summer Term (End of year)**
  - ◉ Met expected end of year age-related expectations - 4.4 or 4.5
  - ◉ Working at greater depth within the expected standards - 4.6 or above
  - ◉ Not yet achieved the end of year age-related expectations - anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum or a 4.0, 4.1, 4.2 or 4.3

# REPORTS

<b>Attainment Score</b>	
1	Your child is working at greater depth within age-related expectations
2	Your child is working within age-related expectations
3	Your child is working towards age-related expectations



# TYPES OF ASSESSMENT

## On going Formative Teacher Assessment

- ◉ For example:
- ◉ Real Writes - independent pieces of writing assessed by the teacher against end of year expectations
- ◉ Guided reading - teacher judgements against end of year expectations
- ◉ Monster maths - teacher judgements against end of year expectations
- ◉ Pupils everyday performance verbally and from their work in all curriculum areas

# TYPES OF ASSESSMENT

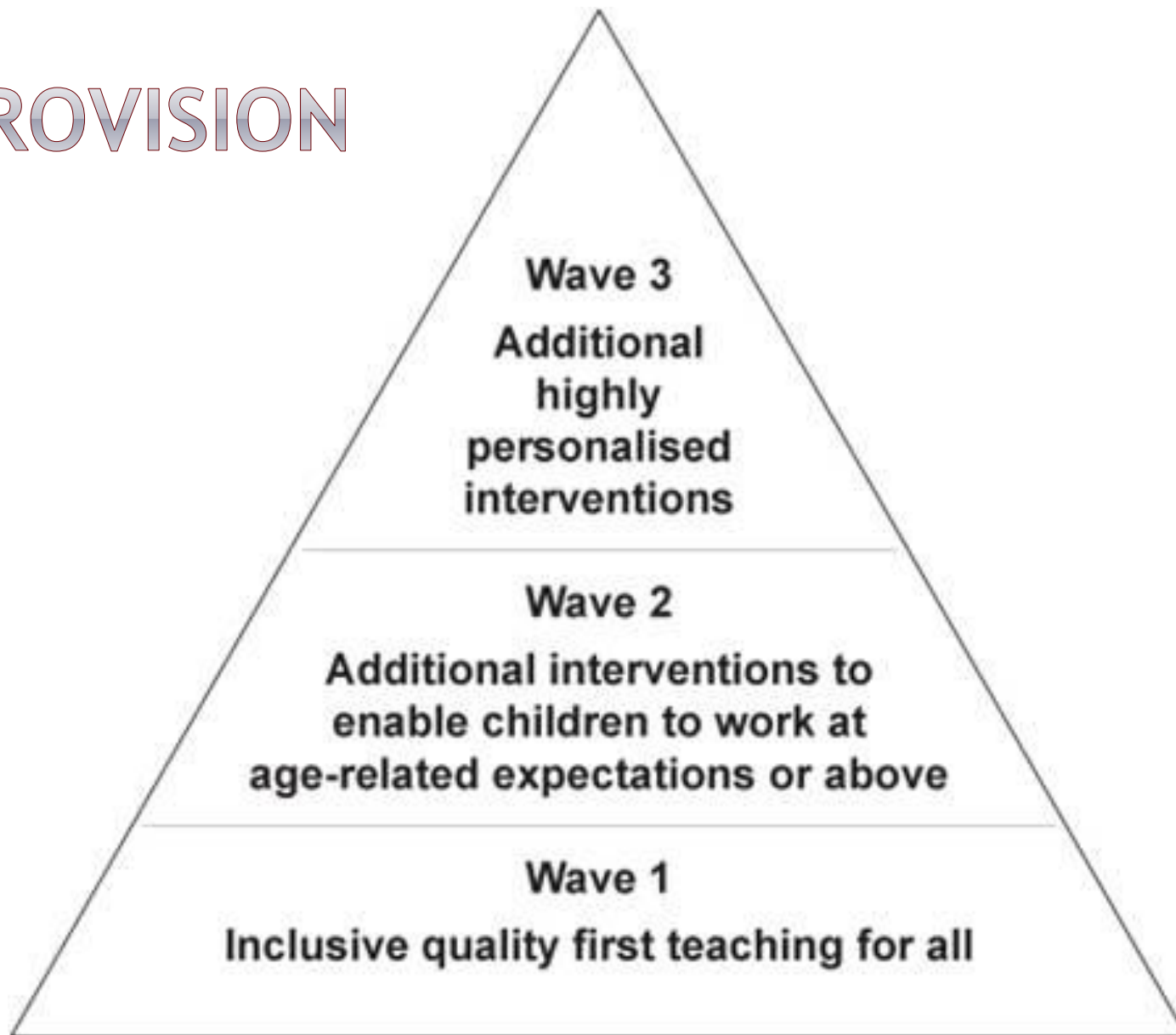
## Summative Assessments (TESTS!)

- ◉ For example:
- ◉ SPaG (Spelling, punctuation and grammar)
- ◉ Reading (PIRA/Salford)
- ◉ Maths (PUMA/Mental Maths/Tables)
- ◉ Phonics screening (KS1)
- ◉ Year 2 Statutory assessments
- ◉ Year 4 transition assessments

# TRACKING PUPIL PROGRESS

- ◉ Teachers and TAs continually track pupils progress in all of these ways
- ◉ We have termly pupil progress meetings to look at all pupils
- ◉ Any children not making expected progress are discussed and action plans put in place in necessary to remedy this
- ◉ These may be in the form of interventions - do not be alarmed - these are very common
- ◉ REMEMBER not all children are TYPICAL and many factors can affect rates of progress at many times during a child's development

# PROVISION



# SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

- ◉ Children with SEND may experience barriers to learning that mean they are unable to meet age-related expectations
- ◉ Specific learning difficulties like dyslexia, dyspraxia or speech, language and communication difficulties can create barriers to learning
- ◉ We will still set high expectations for children with SEND and will use interventions and specialist support, where appropriate, to enable all children to make expected progress

# MORE ABLE PUPILS

- ◉ More able pupils are identified by and are differentiated for by the class teacher
- ◉ This takes the form of planned learning opportunities which enable children to develop independence, and demonstrate mastery through progressively more abstract learning opportunities within English and maths
- ◉ During these opportunities they are able to use deeper level questioning ('what if'... 'how might you prove that?' etc.) to determine the depth of understanding children have, enabling them to evaluate clear next steps
- ◉ Interventions may be appropriate to provide challenge for these pupils
- ◉ Specific curriculum opportunities are built in where possible (like the G&T PE programme)

# TO SUMMARISE

- ◉ Assessment is ongoing throughout the year
- ◉ You will be informed of your child's progress in the form of a written report twice yearly (February and July)
- ◉ You will be able to discuss your child's progress three times a year at Parent Consultation Meetings (November, March and July)
- ◉ You must contact your child's class teacher if you have any questions or concerns in between these times
- ◉ Your child's class teacher will also contact you if they have concerns

# SUMMARY:

## ○ Terms you will be familiar with:

Attainment Score	
1 (Year Group + .6/7/8/9)	Your child is working at greater depth within age-related expectations
2 (Year Group + .4/5)	Your child is working within age-related expectations
3 (Year Group + .1/2/3 or below)	Your child is working towards age-related expectations