

Assessment without Levels

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The aim of this information is to provide some guidance about all the changes that are happening in education across the country and what it means for the children here at Aldington Primary School.

Assessment is at the heart of teaching and learning

Assessment without Levels

From September 2014, the Government introduced a New National Curriculum which we have been implementing since the beginning of this academic year. The familiar assessment levels are not applicable to the new curriculum. Therefore, we have been working as a school and in collaboration with other schools to develop an assessment and tracking system which provides teachers, pupils and parents with information about how each child is progressing. Reporting progress will look very different to how it has been for the past 20 years.

The end of Curriculum Levels



The Department for Education (DFE) has decided that the children who are currently in Years 2 and 6 will be the last pupils to be awarded a National Curriculum Level in their end of Key Stage tests (Summer 2015).

At Aldington Primary, Years 2 and 6 have been taught from the old National Curriculum during this academic year and have been assessed using the SATs in 2015 for the last time.

Pupils in Years 1, 3, 4 and 5 are being taught the New National Curriculum.

New National Curriculum

It has been widely reported that the expectations within the new National Curriculum are higher than in the previous version. This results in pupils having to be taught the skills and knowledge that were not in the old curriculum before they can start to make progress within the new curriculum.

The new curriculum has been written with the expectation that pupils will work within the curriculum for their year group. Those children who have grasped a key piece of knowledge or concept will deepen their understanding by using the knowledge in a range of contexts and through problem solving.

Steps Assessment

The DfE announced last year that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils and tracking their progress.

At Aldington Primary School we have chosen to use a **Steps** approach to assessment.



Assessment should be appropriate for the task, context and purpose.

Teachers will use all of their knowledge of children from class work, on-going assessment and formal assessment to make a judgement about whether children are **Developing, Secure** or have **Mastery** of the skills and knowledge within their year group curriculum.



We aim to provide meaningful and understandable information

Reporting to Parents

During the year we have been sharing with parents what their child is able to do and what their next step is. This has not changed from previous years.

At the end of the year we will report to parents using a system similar to that used in the Early Years Foundation Stage. The end of year expectations for each year group have been divided into 3 categories:

- **Developing** – the child has started to achieve some of the skills and knowledge expectations for their age.
- **Secure** – the child has acquired the majority of skills and knowledge for their age.
- **Mastery** – the child has acquired all of the skills and knowledge expected for their age and is applying them across the curriculum.



Special Educational Needs

Not all children are working at age related expectations. This can be for a wide variety of reasons.

Children who are unlikely to be at the developing step for their age at the end of the year will be working to acquire the skills and knowledge within the expectations from the year/s below.

Staff will be continuing to use a range of interventions to help pupils make progress towards age related outcomes.

The DfE now want children who are in the mastery bracket to add more depth and breadth to their knowledge and have more opportunities to develop their using and applying skills rather than moving onto the next phase of acquiring knowledge as in the previous curriculum.



What will assessment at the end of KS1 and KS2 look like?

Key Stage 1

It is anticipated that the majority of children will reach the assessment point of Year 2 Secure, a smaller number of children will reach Year 2 Mastery and a number will be Year 2 Developing, or possibly Year 1 Mastery / Secure / Developing.

As yet the government have not provided schools with an example of the assessments which they will be expected to use for end of KS1 assessment in summer 2016.

The idea is being explored by the DfE that formal externally marked assessments will be re-introduced for the End of KS1 assessments.

Key Stage 2

Similar to Year 2 there will be some children who may be Year 6 Mastery and some children who are Year 6 Developing. The majority of pupils will be working at Year 6 Secure. There may also be a small number of children who are still working at a lower level, for example, Year 4 or 5 Developing / Secure / Mastery.



The DfE have already set the target of 85% of all pupils being 'Secondary Ready'. We think this is measured by pupils achieving the 'standard' in reading and maths tests and in writing teacher assessment. The standard has not been set as yet.

What will be the same:

- Externally marked tests in reading, mathematics and grammar, punctuation and spelling.
- Writing will be based on moderated Teacher Assessment.

What will be different:

- Outcomes will be reported by scaled scores.

Draft test frameworks and test performance descriptors are yet to be published but we hope by Sept 2015.

Tracking progress

Previous expectations were 3 sub-levels in each year of KS1 and 2 sub-levels per year of KS2.

Our current expectation is for children to move from a developing, secure or mastery standard in one year to a developing, secure or mastery standard in the following year.

As a school we have broken down the 3 larger steps into 6 smaller steps so that progress can be more closely tracked.

We are also working to fill the gaps for pupils between the old and new curriculums.



Steps Assessment

The Steps approach to assessment and progress tracking was developed by schools in Ashford and Dover. It uses the end of year descriptors in the New National Curriculum and breaks up the skills and knowledge into Steps. This allows teachers and pupils to identify what has been achieved and identifies the next steps in learning.

We have been and will continue to refine the system to guide our pupils, inform teachers and report to parents and carers. It took the education establishment 20 years to develop the levels system. This is a work in progress.

We aim to create a system that is fair, inclusive, appropriate, consistent, meaningful and understandable.

Your feedback is always welcome.