



# Assessment Without Levels

October 2015

# National Curriculum Levels

- From 1988 until July 2015, National Curriculum Levels were used from Y1 and through into secondary school.
- National Expectations for end of Year 2 (KS1 SATs): Level 2B
- National expectations for end of Year 6 (KS2 SATs): Level 4
- Progress of children in Years 1,3,4 and 5 also assessed using National Curriculum Levels.

# Why are levels disappearing?

- DfE Assessment Commission
- Old National Curriculum was sub divided into levels eg 2C, 2B, 2A but these were not linked to a National Curriculum year group.
- Avoid “The Level Race” - ‘Too many things quickly’. Children not fully embedding at one level before progressing to the next one.
- Levels were based on a “best fit” model which meant that pupils could have gaps in their knowledge and understanding but still be placed within a level.
- Threshold issues – e.g. a child just inside the level 4 would get the same level as a child just off a level 5.
- Felt that the levels system didn’t always ensure that children had breadth and depth of knowledge, nor was it clear where the gaps were.
- Scores on the tests – the fact that you can get a L4 from marks from anywhere on the paper.
- New National Curriculum

# Assessment happens all the time!

- Answering questions
- Written work in exercise books
- Guided group work
- Weekly spelling tests, tables tests
- End of unit tests
- Writing assessments
- Formal tests
  
- What next?

# Statutory Assessment/Tests

- 2016 new tests at KS1 (Y2) & KS2 (Y6)
- Attainment will be measured by a scaled score, where 100 represents the national standard.
- The exact standard of each test will not be available until after the first tests have taken place in summer 2016, following a standard setting exercise in a range of schools.
- No extension papers (eg Level 6) but range of challenge will be included in all papers.

# Key Stage 1 Tests

- May 2016, marked by class teachers and forming **part** of the statutory teacher assessment.
- KS1 Grammar, Punctuation & Spelling
  - 2 papers, spelling (about 13 mins)
  - Grammar, Punctuation & Vocabulary (20 mins)
- KS1 Reading: 2 papers (30 mins & 40 Mins)
- KS1 Maths: 2 papers
  - Arithmetic (20 minutes)
  - Mathematical Reasoning & Problem Solving (35 minutes)

# Key Stage 2 Tests

- 9<sup>th</sup> – 12<sup>th</sup> May 2016
- KS2 Reading: 1 paper (60 minutes)
- KS2 English Grammar Punctuation & Spelling: 2 papers
  - GPS 45 mins
  - Spelling (15 mins)
- KS2 Maths: 3 papers
  - Arithmetic (30 mins)
  - Mathematical Reasoning (40 mins)
  - Mathematical Reasoning (40 mins)
- KS2 Writing – teacher assessed

# Statutory Teacher Assessments in 2016 (interim)

- KS1 based on pupil *I can* statements, drawing on **wide range of evidence**.
- Pupils must meet all statements in a standard and all the statements in the preceding standard – a change from previous *“best fit”* model
- 3 standards for Reading, Writing, Maths
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth with in the expected standard
- KS2 Writing reported in the same way

# School Tracking

- Children will be assessed against age related expectations (ARE)
- Eg By the end of Y2, children are expected to be able to:

## Year 2 Expectations: Number

- Read and write numbers to at least 100 in numerals and words
- Recognise odd and even numbers to 100
- Count in steps of 2, 3 and 5 from 0
- Recognise place value of each digit in 2-digit numbers
- Compare and order numbers from 0 to 100 using the  $>$ ;  $<$ ; and  $=$  signs
- Name the fractions  $\frac{1}{3}$ ;  $\frac{1}{4}$ ;  $\frac{1}{2}$  and  $\frac{3}{4}$  and find fractional values of shapes; lengths and numbers
- Recall and use multiplication and division facts for the 2, 5 and 10x multiplication tables
- Add and subtract: two 1-digit; 2-digit and a 1 digit; 2-digit and 10s; two 2-digit and three 1-digit numbers
- Solve problems with addition and subtraction
- Understand commutativity in relation to addition, subtraction, multiplication and division

# Mastery and Depth

- A deeper understanding of fewer topics, through problem-solving, questioning and encouraging deep mathematical thinking.
- More opportunities to develop using and applying skills.
- Only a very small number of children will move into working towards the end of year expectations from the year above.
- A very small number of children may work towards the expectations from the year below.

A deeper level of reasoning	The 'mastery' statements require pupils to use their reasoning skills. This enables pupils to give reasons for opinions and actions, to draw inference and make deductions, to use precise language to explain their thinking and to make sound judgements and informed decisions.
Applying skills in the context of history, geography and science	In this respect, we are looking for the pupils' ability to apply their knowledge in their learning in other subjects, especially, but not exclusively, history, geography and science. For example, using pupils' knowledge of negative numbers to work out the time difference between a BC and a AD date.
Using the objectives in context	Pupils should be able to make use of their knowledge when applying it to their context. For example, considering the literacy or mathematics involved in their parents' employment. If, for example, one parent was a postman, the mathematics required in Year 1 would be associated with ordering number but in Year 2 it might be associated with different weights of parcels, etc.
Drawing from next year's objectives	Some of the 'mastery' statements will touch upon the objectives in the next year group. Where this is happening it is where there is a natural link with the present year group's objectives, for example, learning tables. More able pupils should find it interesting learning in the patterns associated with the 9x table in Year 3.

# Mastery of the National Standard: Year 2

## Year 2 Exceeding Expectations:

- Count reliably up to 1000 in 2s, 5s and 10s
- Count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000
- Add and subtract fractions with a common denominator
- Apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division
- Apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context
- Add and subtract two 2-digit and numbers to 100
- Use an appropriate strategy to add and subtract numbers that move between and through 100, for example,  $97 + 7$ ;  
 $103 - 8$
- Know about right angles and where they can be seen in the environment
- Tell time to 5 minute intervals in both analogue and digital and relate one to the other
- Measure, compare, add and subtract using common metric measures

# End of Year Assessment

- Assessment will be based on the end of year objectives
- Children will be assessed as working at expected, emerging or above age related expectations
- Autumn Parents' Evening:
  - Progress check based on previous summer and progress during the first half term.
  - Based on where children are likely to be by the end of the year based on progress **so far**
  - ie in line with, above or below age related expectations.

# Tracking Progress throughout the Year



## Working towards the National Standard

This is the stage that most children will be in for most of the year, i.e. they are demonstrating typical attainment for their age – they are working towards attaining the end of year expectations (the National Standard).

Three stages in order to differentiate and evidence in-year progress.  
WT – Red (Working Towards at Red); WT – Amber; and, WT - Green.

**What differentiates the stages?** WT-Red = Meeting 25% of the expectations;  
WT-Amber = Meeting 50% of the expectations and  
WT-Green = meeting 75%+ of the expectations.

# How will Teachers know which stage my child is at?

- Teachers will keep a running record of children's understanding against these expectations.
- Teachers will make a judgment of when a child has achieved an expectation – adding notes where necessary.
- A percentage can be then calculated of expectations achieved against expectations needed, to show an assessment of Below, W1, W2, W3, A, M, or E
- If a child completes all the end of year expectations before the end of the year, they begin to work on the Mastery Expectations for that year group.

# Any Questions?

