

Assessment

No More Levels!

In previous years, children were assessed according to NC levels e.g. 1a, 1b, 1c. However, in the current curriculum, these levels have been removed because the government felt that:

- ▶ children were too focussed on levels, rather than on the specific next steps given to them by their teachers.
- ▶ parents did not really understand what the different levels entailed
- ▶ even when two children were assessed as being the same level, one child may have just missed out on the next level up while another child could have just scraped that level which has implications on their future targets and progress.

Government Commission Report

'Assessment without levels gives schools the opportunity to develop their own approaches to assessment that **focus on teaching and learning** and are tailored to the curriculum followed by their school.' (Commission report 2015)

The final report of the commission for Assessment without Levels states that there are three broad overarching forms of assessment, each with its own purposes.

- ▶ Day-to-day in-school formative assessment
- ▶ In-school summative assessment
- ▶ Nationally standardised summative assessment

OFSTED's View on Assessment

When OFSTED inspect schools, they assess both attainment and progress

HOWEVER

"Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach".

Therefore, OFSTED have stated that they will spend a great deal more time **looking at children's books and talking to children** to ensure that they can see evidence of children working towards their age related expectations.

So What's changed?

OLD	NEW
<ul style="list-style-type: none">• National Curriculum Levels• SAT tasks and tests for yr 2 and yr 6• Best fit assessment	<ul style="list-style-type: none">• No levels - Age related expectations• New national tests and tasks for yr 2 and yr6• New standardised scoring• 'Mastery' assessment• New Spelling Punctuation and Grammar national assessment in year 2• New EYFS Baseline Assessment

Why do we assess?

Pupil	<ul style="list-style-type: none">• What do I know?• What do I need to do next?• Am I getting better?
Teacher	<ul style="list-style-type: none">• Where are they in relation to where they need to be?• What are the gaps in their knowledge and understanding?• What do they need to learn next?
Parents	<ul style="list-style-type: none">• What can they do?• Where are they in relation to where they should be?• What do they need to know next?• How can I help?
Leaders Governors External agencies	<ul style="list-style-type: none">• Are the children meeting expectations?• Are they making progress?• Is provision as good as it should be?• Are there any groups of pupils making less progress than others?

So how will we assess at Frieth?

In School Formative Assessments

- ▶ Questioning - directed, open ended, deeper level and enquiry.
- ▶ Quality marking and feedback
- ▶ Pupil voice - pupil response to feedback in books and discussion and identifying next steps in learning
- ▶ Discussion with an individual or group of children
- ▶ Observation of a specific task - individual or group.
- ▶ Listening as children report their findings and ideas for example in a plenary session.
- ▶ A teacher's written dated comment of a child's individual or group performance in an assessment situation. This relies on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities.
- ▶ All of the above elements are used to determine judgements of children's progress and is recorded termly using a formal tracking system. These judgements are then used to determine 'Focused Children' (Children who require additional support/targets to achieve their potential as identified by the class teacher). Actions are then taken, recorded, monitored and evaluated on a termly basis.

So how will we assess at Frieth?

In School Summative Assessment

- ▶ Termly Summative judgements of children's progress recorded using a formal tracking system.
- ▶ Reading Age test, annually in KS1 and KS2
- ▶ Half termly Spelling, Punctuation and Grammar assessment KS1 and KS2
- ▶ Annual VR and NVR tests, years 3-5
- ▶ End of Year Summative Assessment in reading and mathematics Years 3-5
- ▶ End of year Summative teacher assessment for Writing, Science and RE KS1 & KS2

So how will we assess at Frieth?

Nationally Standardised Summative Assessments

- ▶ Keys stage 1 phonics check, year 1
- ▶ Key Stage 1 tasks and tests, Year 2
- ▶ Key Stage 2 tests, Year 6

How do we ensure the accuracy and consistency of teachers' assessment?

Moderation processes are used to ensure that:

- ▶ discussions are held between teachers to decide what constitutes evidence of attainment;
- ▶ agreement trials are held within the school and between schools - National and L.A. exemplification materials are used to assist this process.
- ▶ Termly pupil progress discussions are held with the Senior Leadership team
- ▶ Books and teaching and learning are monitored on a regular basis by the headteacher and senior teachers.
- ▶ Subject leaders and senior staff regularly attend training and conferences to ensure the information in school is up to date.

How will we report to parents?

- ▶ New report formats currently under review
- ▶ Pupils will be assessed against the year group age related expectations (ARE)
- ▶ Three main criteria:
 - ▶ Working below age related expectations
 - ▶ Working at age related expectations
 - ▶ Working at a greater depth

Depth of learning



How can parents help support learning?

What do they need to do next? How can we find out?

Through regular work-share afternoons and Parent Consultation Evenings:

Parents will be able to:	Teachers will tell you:
Look through their books to see their progress	Where your child is in relation to age related expectations (ARE) Emerging Developing Secure Greater Depth
Look at the targets they have been given and achieved so far in their books	What their current targets are
Look at what your child thinks they need to work on (Next I Will NIW)	Provide ideas for how to support your child at home

Ask the class teacher!