

*Towards assessment without levels



Dominic Martin
Deputy Head Teacher

Rebecca McVittie
Head of English



The Beginning

- * An exciting opportunity to refocus the emphasis of school based assessment:
 - * to build an system assessment that fitted with our school's values and vision for curriculum, rather than a national system.
 - * to place more emphasis on reporting assessment outcomes to parents and children as a descriptive profile, rather than numerical values.
 - * to place greater emphasis on teachers using precise descriptions of pupil progress, gaps, next steps, rather than numerical values. An opportunity to refocus our attention on how assessment can be used to support teaching and learning for all pupils.
 - * progress throughout curriculum to reflect breadth and depth of understanding.
 - * background use numerical values to present overviews and trends.



* Our Assessment Journey

- * Summer 2013 - new curriculum content used to assess writing, but matched against curriculum 2000 expectations.
- * January 2014 new curriculum mapped precisely, content allocated to specific year groups for both core and foundation subjects.
- * Spring / Summer 2014 - new curriculum content and expectations used to assess writing in Yrs 1,3,4 and 5 - matched to equivalent levels or APS.
- * Autumn 2014 - levels no longer used to assess progress in any foundation subjects, or English, Maths & Science Yrs 1,3,4,5.
- * Autumn 2014 New curriculum team TLR holders have developed assessment frameworks for new curriculum; pitch and expectation for new curriculum is clear and progressive.
- * October 2014 Existing NC levels migrated into new curriculum numerical values / stages to create new curriculum baseline.
- * December 2014 new formative and summative assessments completed producing first data outcomes for curriculum 2014.



*** Building a new
assessment system**

1. Developing
2. Meeting
3. Exceeding

*Deciding upon assessment language that describes an emphasis on challenge and breadth & depth of achievement.

- * Using KPIs as a key assessment focus dispensing with the need to focus on and record all of the relatively minor aspects contained within the curriculum.
- * KPI: Descriptors that carried significantly more 'weight' than other performance descriptors.



- * **Distilling new curriculum requirements into Key Performance Indicators**

* A framework that would support us to teach for depth and breadth in each year group, *before* children progressed further.

A framework that would articulate progression steps in each year group clearly to staff, to children and to parents.

Year 4				
Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
4.1.a.1 Count in multiples of 1000; count backwards through zero to include negative numbers ⁽⁴⁾	Y	The pupil can chant the sequence 1000, 2000, 3000 ... and 3, 2, 1, 0, -1 ..., with prompting.	The pupil can chant the sequence 3000, 6000, 9000, 12,000 ... and 2, 1, 0, -1, -2 ...	The pupil can count backwards in thousands from 2500 to include negative numbers.





Rising Stars NC14 Progression Framework Assessment - English - Reading - Ability Stage 3 - Y6 Orange - Month - Sep 2014

	Kunal Anish	Dean Armitage	Sanjay Basha	Molly Bloom	Ronald Braun	Max Burns	Nina Chaudhary	John Cole	Nick Garland
Save Markbook									
Leave Markbook									
Export to Excel									
Adjust Scores									
Up									
Down									
2 Beg 2 Beg		6 Beg 5 Sec	5 Dev 5 Dev	5 Sec 5 Dev+	4 Sec 4 Sec	6 Beg 6 Beg	N/A	2 Dev 2 Sec	N/A
Stage 3 Word Reading - Decoding 3.1.a Read further exception words, noting the unusual correspondences between spelling and sound, and w...	U	A	U	A	U	U	U	U	U
Stage 3 Word Reading - Decoding 3.1.a Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as I...	U	A	U	A	U	U	U	U	U
Stage 3 Comprehension: Range of Reading 3.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to ...	U	A	U	A	U	U	U	U	U
Stage 3 Comprehension: Range of Reading 3.2.a.2 Develop positive attitudes to reading and understanding of what they read	U	A	U	A	U	U	U	U	U

* A tracking system that promotes assessment to inform teaching and learning

- * Formative ongoing assessment against criteria using ‘cold’ and ‘warm’ pieces of writing in a ‘Writing Portfolio’. Plus, summative SPAG tests to address grammar elements of framework.
- * Maths summative ‘unit’ tests throughout the term, at a distance, once a unit is complete - moderated by a control group of 6 pupils who are tracked formatively. This group represent the attainment spread in each class or set.
- * Reading summative tests each half term - moderated by a control group of 6 pupils each representing the attainment spread in each class or set.
- * Ongoing assessment in science - using our own science assessment framework - against year group expectations: developing, meeting, exceeding

* Ongoing Assessment Programme

- * Some children have been reassessed at a lower level as a result of new curriculum expectations.
- * Assessment migration from one curriculum to another has highlighted gaps that need to be 'back filled' before children can progress further.
- * Perhaps unsurprisingly, more able children are finding shift in expectation easier and are largest definable group already to have made progress since October migration.
- * Level of challenge is particularly noticeable in number within mathematics and grammar within English. Expectations within reading seem much less problematic.
- * Using new assessment criteria has forced staff to become familiar with new curriculum content, objectives and higher expectations.
- * Staff have embraced new assessment positively; focused on what a child needs to do next to move on, rather than using numerical values, such as 5c etc.
- * Staff meeting time to work through together has been vital and created an 'in this together' spirit.

*** What have we learnt so far?**

- * Moderation, moderation, moderation!
- * Communicating assessment without levels to parents: descriptive profile accompanied by below, developing, meeting or exceeding age related expectations.
- * Supporting Year 5 children to meet higher expectations, in a very short space of time to be ready for new KS2 assessments next year.

*** Next steps**