



# LEARNING LADDERS

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@LearningLadder5



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Life after Levels:

How can you meaningfully monitor progress in your school?

***“The Learning Ladders system is an inspirational tool and an invaluable resource to ensure **meaningful** assessment is at the heart of all learning.”***

*Debbie Buckingham. Headteacher, Alphington School*



***“clear, engaging and accessible for both children and parents”.***



## Which 'Assessment Without Levels' Systems Are You Considering?

If your school is one of the many schools looking to implement a new assessment system, which one are you considering? Here are the systems I'm aware of.

- ☐ Hillyfield Academy's Skills Passport (0%)
- ☒ Hiltingbury Primary School's Learning Ladders (59%)
- ☐ NAHT's Key Performance Indicators (KPIs) (3%)
- ☐ Michael Tidd's Key Objectives (8%)
- ☐ Assertive Mentoring (0%)
- ☐ Classroom Monitor (4%)
- ☐ Target Tracker (3%)
- ☐ Focus Education / Clive Davies (4%)
- ☐ Chris Quigley Milestones (3%)
- ☐ System developed by our local authority (0%)
- ☐ Our own system, developed by our school or cluster (7%)
- ☐ Sheffield STAT (2%)
- ☐ Rising Stars (2%)
- ☐ Some other system not listed here (4%)
- ☐ Mastery Pathway by Trinity Academy (0%)
- ☐ West Exe Learning Ladders (0%)
- ☐ Pupil Asset (1%)
- ☐ School Pupil Tracker Online (SPTO) (2%)

*“Children are now **taking charge of their own learning** and are **proud of their achievements**. They **know their next steps** and their teachers tell them **how to achieve them**.*

*The **assessments give teachers the information they need** to know in order **to design the learning** for their class. The Ladders enable us to assess against the new National Curriculum in 'child speak' targets.*

*‘Life beyond levels’ is now taking shape at St John's thanks to Learning Ladders.”*

*John Goodey, Executive Headteacher, St John Baptist Primary School, Lewisham*



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'SNE10'

# Is your curriculum worth assessing?

- Start with teaching & learning
- Focused upon the needs of your pupils – personalize
- Simple & clear is good (for everyone)
- Assessment ≠ tracking



# A massive opportunity for educators

- **Agenda must be led by teachers**, not data analysts or commercial companies
- Must aid planning for learning (useful tool vs. stick)
- Avoid Levels by another name
- Trust professional judgment not 'black box' tech
- Different users have different needs – reflect this

# Who needs what... (food for thought)

- Pupils
  - What they can do, what they need to do next, & how to do that
  - Peer comparisons (class or national) irrelevant / unhelpful

# Who needs what (assessment data)...

- Teachers
  - Who can do it, who cannot yet
  - Data can obscure the really important info. What does data mean? How does it inform teaching and learning?

# Who needs what...

- SMT / Governors (Ofsted?)
  - Need information (via data) on a higher level
  - Everyone loves a graph? What information does it provide?
  - Can you dissect your data? “So what?”
  - Must feed back to improving teaching and learning

# Who needs what...

- Parents
  - What their child can do, what they need to do next, & how to help them do that
  - Peer comparisons (class or national) irrelevant / unhelpful
  - Knowing a sub-level doesn't mean anything!

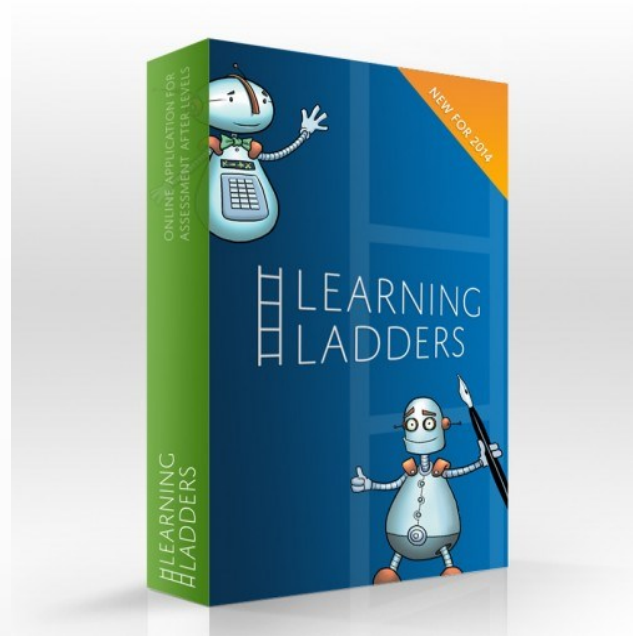


Family participation  
in education is twice as  
predictive of student  
**academic success** as  
socioeconomic status



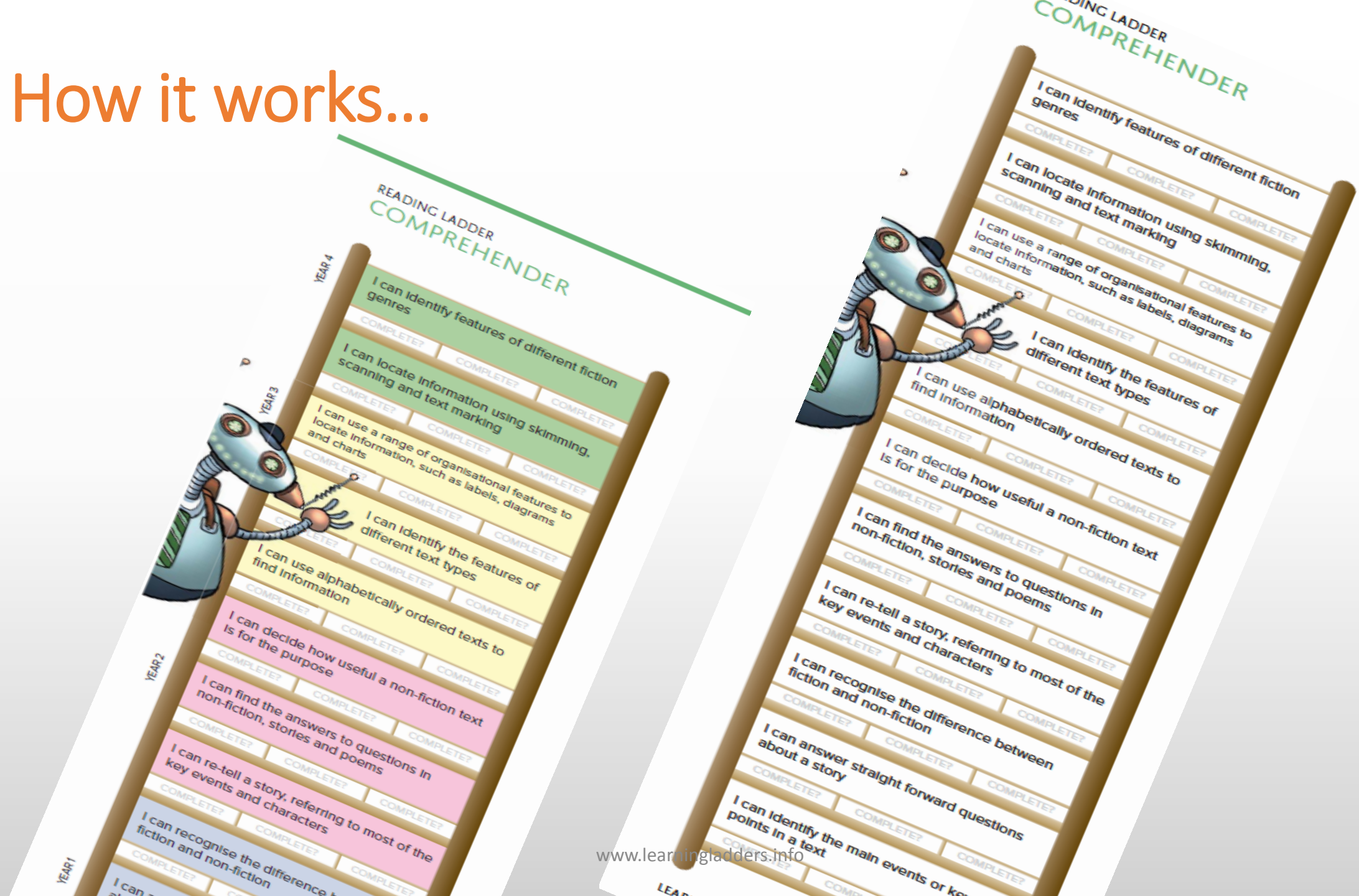
Parental involvement  
can improve results  
of **5-11 year old**  
children by **up to 30%**

# How it works





# How it works...



# End of Year Expectations...

## Hiltingbury Junior School – ASSESSING READING

Reading Year 2		2b	2a	3c
Reading Skill 1 Decoder	AF1	<ul style="list-style-type: none"> <li>Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks</li> <li>Read on sight a range of high frequency words from NLS appendix 2</li> <li>Identify syllables in order to read polysyllabic words</li> <li>Blend and segment long vowel phonemes</li> <li>Notices when reading does not make sense</li> <li>Reads ahead and self corrects</li> <li>Recognises some common prefixes and regular verb endings</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a range of prefixes and suffixes to construct the meanings of words in context</li> <li>Read fluently with intonation, expression and regard for punctuation</li> <li>Recognises the function of the apostrophe in common words; <i>I'm can't don't etc.</i></li> <li>Recognises and reads a range of consonant digraphs; <i>kn, wr, ph etc;</i></li> </ul>	<ul style="list-style-type: none"> <li>Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning</li> <li>Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression</li> <li>Recognise the full range of consonant digraphs</li> <li>Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context</li> <li>Begin to make use of context to work out the meanings of unfamiliar words</li> </ul>
	NC 2014 Year 2	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>		
Reading Skill 2 Comprehender	AF2 & AF4	<ul style="list-style-type: none"> <li>Generate questions before reading and use bibliographic knowledge to help retrieve specific information</li> <li>Use an understanding of the structure of non-chronological reports and explanations to make predictions</li> <li>Retelling of story more independent and refers to most of the main events and characters</li> <li>Evaluate the usefulness of the information in a particular text for answering questions</li> <li>Understand how to use alphabetically ordered texts to retrieve information</li> <li>Discuss and comment on the structure of a narrative</li> <li>Responds to features of presentation in text, e.g. capitalisation and bold type</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story clearly and with appropriate detail</li> <li>Extract information from the text and discuss orally with reference to the text</li> <li>Understand where to go to find answers</li> <li>Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting</li> <li>Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations</li> <li>Uses some organisational devices to locate information: index, contents, headings, uses appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of main points with reference to the text</li> <li>Recognise the main differences between fiction and non-fiction texts</li> <li>Can read closely to obtain specific information, extracting information from the text and make notes using quotation and reference to the text</li> <li>Start to use alphabetically ordered texts to find information</li> <li>Identify the features of different text-types</li> <li>Understand the purpose of the paragraph</li> <li>Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts</li> </ul>
	NC 2014 Year 2	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Answering and asking questions</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		

# Ladders Online

CAPITA | SIMS



Department  
for Education

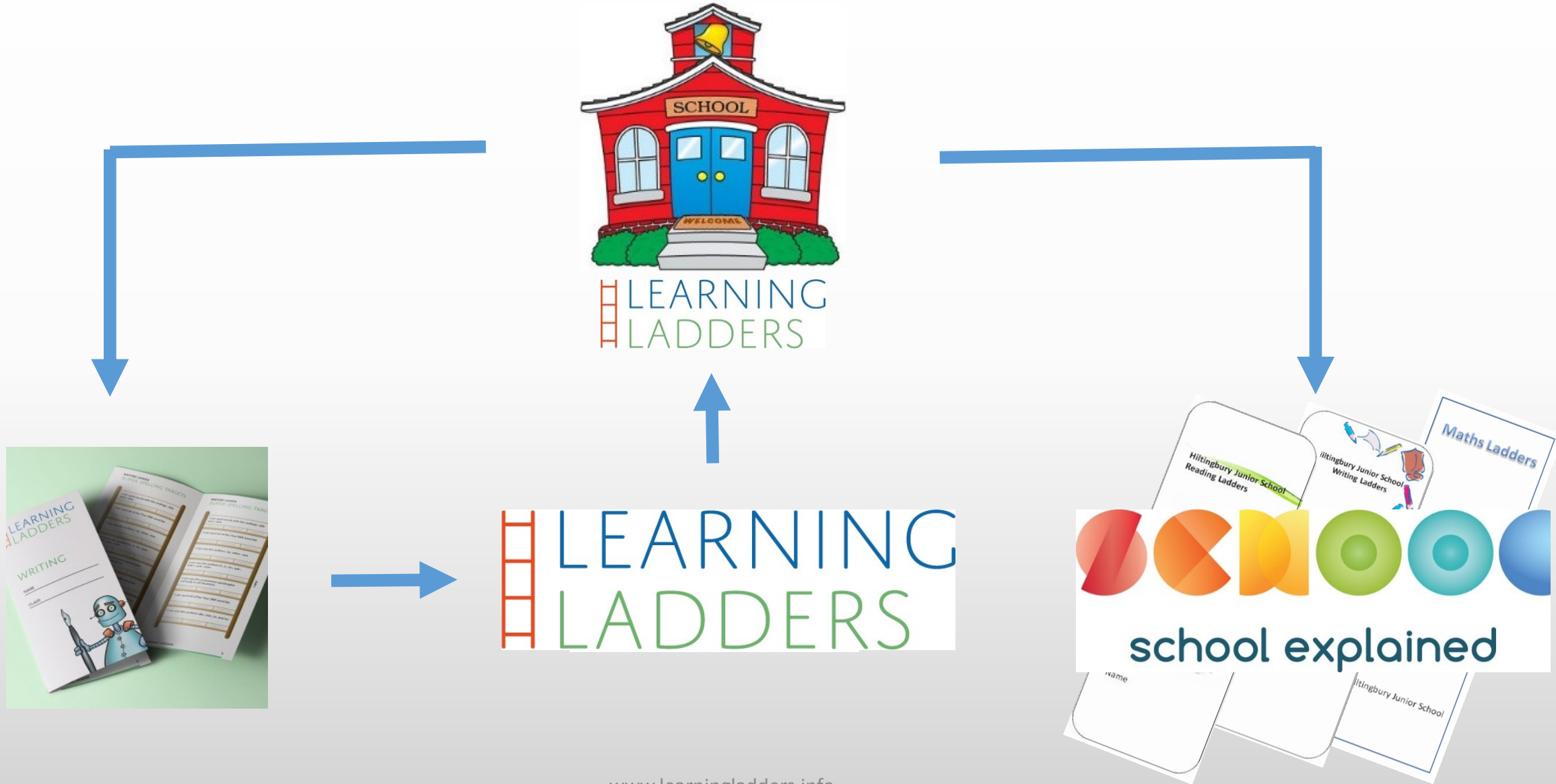


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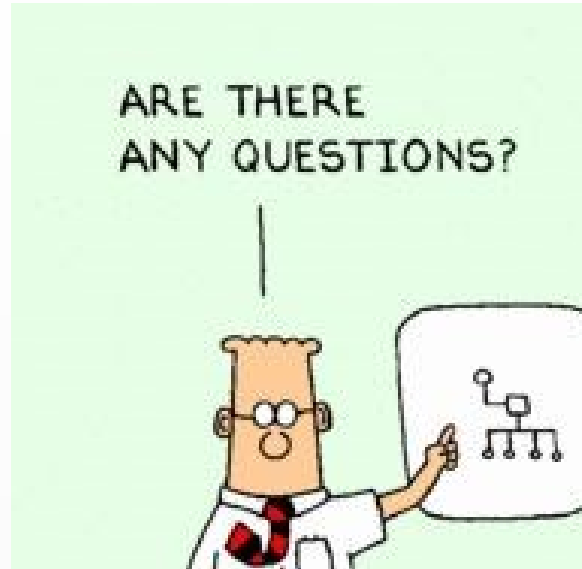


# Involve everyone



# How we monitor Pupil Progress

- Keep it simple, flexible, future-proof – but accurate & meaningful
- Remember assessment  $\neq$  tracking
- Ofsted as validation not destination
- No magic bullet – will be ongoing / schools working together



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