

Assessment

A Guide for Parents

Feb/March 2016

The Assessment Landscape

- * In 2014 a new National Curriculum was introduced across England which raised the challenge and expectation in English and Maths in all year groups.
- * Since Sep 15 school has not been using National Curriculum levels and new descriptors have been shared by the DFE that describe what children should be able to do at the end of Year 2 and Year 6.

The end of Curriculum Levels

- * The Department for Education (DfE) decided that the children who were in Years 2 and 6 during the academic year 2014/15 were the last pupils to be awarded a level in their end of Key Stage tests (July 2015).
- * National Curriculum levels are not used in any year group in our school.

Why have levels disappeared?

- * End the 'The level Race'.
- * Levels overlapped and could be misleading.
- * Teachers nationally used a best fit models which left gaps.
- * Test levels did not reflect secure knowledge and application.
- * The DfE felt that the old National Curriculum and the levels system failed to adequately ensure that children had a breadth and depth of knowledge.

Depth of Learning

What is depth of learning?

Stretch the most able through
day-to-day differentiation
using Depth of Learning
[Mastery]

- * “[mastery] is about deep, secure learning for all, with extension activities for able students (more things on the same topic) rather than acceleration (rapidly moving on to new content)”

Commission on Assessment Without Levels



Other subjects

How much I've learned

Depth to which I can apply my learning

New learning

Child 1



Child 1



Child 2

What does this mean for the way we teach?

Pupils are **extended and stretched through applying** the curriculum more deeply

There is an expectation that **children will maintain or improve their Depth of Learning** over time

There is a **range of Depth of Learning** – from those *less able to apply* to those whose *application of learning is very deep*

Depth of Learning is not part of the linear measure – it is a second dimension of assessment and learning

The school's response to assessment changes

- * Senior leaders have attended training and briefings from the local authority, DFE, professional associations and specialist assessment software providers.
- * We have also continued to work with partners schools in the Portishead Cluster, North Somerset and likeminded schools nationally.
- * We have shared practice with schools in South Glos and Dorset.
- * Teachers assess children against key national curriculum objectives in each year group in reading, writing and maths. These key objectives are being used across the cluster to ensure that assessment in our schools is the similar which supports transition between schools and onwards to Gordano.

Assessing learning across the school

- * Questioning in lessons
- * Marking and feedback
- * Informal assessments e.g. spelling tests, 100 club
- * Formal Assessments e.g. **Maths tests at the end of the school year**
- * The Big Write
- * Homework

Tracking Progress

- * Teachers will continue to use our tracking system to highlight when children have met key curriculum objectives.
- * This system allows us to track and compare progress.
- * 3 times a year teachers will indicate where they think children are at compared to the curriculum objectives.
- * Senior leaders will continue to hold pupil progress meetings to evaluate the impact of teaching and review support for classes, year groups or individuals including staff training needs.

National Assessments at the end of Key Stage 1

- Reading
- English – Grammar, punctuation and spelling
- An Arithmetic paper as part of the maths test.
- Writing is teacher assessed.
- **Final assessments are made by teachers using a range of evidence.**
- Outcomes will not be reported as a level. Children will either be below the expected standard at the end of KS1, meeting the expected standard or exceeding the expected standard.

National Assessments at the end of Key Stage 2

- Reading
- English Grammar, spelling and punctuation
- Maths Paper 1, 2 and 3.
- Mental maths replaced by arithmetic test.
- All tests will assess from the National Curriculum 2014.
- Outcomes will not be reported as a level. Children will either be below the expected standard at the end of KS2, meeting the expected standard or exceeding the expected standard.
- (80 schools will be piloting an on screen times tables test for introduction in 2017 nationally).

Reporting to Parents at Parents Evenings and through the Annual School Report

- * What is going well
- * Next steps in learning
- * Barriers to learning
- * Attendance and Behaviour
- * Additional support

You will be told:

- * **On track to meet** the expected standard at the end of their Key Stage
- * **On track to exceed** the expected standard at the end of their Key Stage
- * **Not on track** to meet the expected standard at the end of their Key Stage and in what areas they need to improve and how we can work together to help them overcome any barriers

A change in educational philosophy to meet the increased challenge of the new National Curriculum

Learning without Limits

- * Very little ability grouping
- * In a classroom this means that children can select the level of challenge in the lessons that they take part in by self-selecting activities from a choice. This is carefully monitored to ensure children are not selecting work that is too hard or too easy.
- * Work has been done with children around attitudes and dispositions and what makes a great learner.

Purple Learners

- * Purple learners are engaged and independent. They take responsibility for their learning and display a range of attributes including independence, perseverance, a willingness to learn and high levels of engagement.
- * They have the skills and strategies to know what to do when they think they are “stuck”!

The 3 Learning Zones

- * The Comfort Zone.
- * The Challenge Zone.
- * The Danger Zone.
- * The best learning happens in the challenge zone but some activities e.g. practising x tables require time in the comfort zone to build confidence or limited time which is carefully supported in the Danger Zone e.g. the climbing wall at Camp or at the introduction of a new concept.