



Cubington C E Primary School

Our aim is as simple as **ABC**

Achieving, Belonging, Caring

Assessment 2015-2016

Meeting for parents 19th November 2015

* Aims of the session

- Explain why we are no longer using levels to assess children
- Explain the changes in the language and pedagogy of assessment
- Explain how and when we will assess children in years 1-6 this year
- Inform you of the changes to government testing in Year 2 and 6
- Answer any questions that you may have about assessment

* Tim Oates

- Group Director of Assessment Research and Development at Cambridge Assessment
- Chair of the expert panel for the National Curriculum review
- Please watch this video

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

* Levels gone

The removal of national curriculum levels is an acknowledgement that they **were not a dependable way of defining achievement**. Levels were used in a different ways by different people and organisations depending on the audience.

Because of the way that schools are evaluated by Ofsted, levels also led to children being **moved on at undue pace** rather than developing depth of understanding.

Depending on how they were used, levels could also be used to label children and become a **disincentive for learning**. Children were labelling themselves.

* Danger !

There is a real **danger** that we simply try to morph the new national curriculum into the assessment systems that we have lived with for many years.

As well as introducing new curriculum content, the government has **removed levels** in order to signal a new way of assessing. We need to **re-conceptualise** our thoughts in order to move with the times.

* Intelligent assessment

The new world of ‘assessment without levels’ is intended to encourage a more professional, intelligent assessment. There is a recognition that learning is neither neat nor linear. The simple attachment of a level could undermine learning as there could be gaps in specific areas of learning for a child.

Progression within the new national curriculum is more focused on developing depth and understanding than on mere progression to the next set of content.

* Commission on assessment without levels

Government response on 17th September

‘While few would dispute the need for a robust accountability framework, there is no doubt that the measurement of the performance of schools and of the system as a whole has exerted undue influence on the assessment of individual pupils.’

*‘Changing the culture of levels is not only the key to implementing the new curriculum, but is the **key to raising standards** by enriching learning and pupil motivation and enabling teachers to grow professionally and make better use of their time, knowledge and skills. This is an opportunity the profession cannot afford to miss.’*

*‘**Schools should develop their approach to assessment** before considering external assessment systems in order that products can be evaluated according to how they fit with the school’s aims, assessment policy and curriculum.’*

* A common language of assessment

At the end of each academic year we will assess if a child :

- Is working towards the expected standard for their year group
- Has met the expected standard for their year group
- Has met the expected standard for their year group at greater depth

We will do this by assessing against expanded descriptors for Reading, Writing and Maths which clearly show what a child must be doing **consistently** to meet the expectations. We will share the expectations for reading, writing and maths with parents.

We will moderate these judgements in school and with colleagues in our cluster.

Throughout the year we will talk about your child being on track for one of these judgements and will keep tracking evidence to support this.

* What does this mean for your child?

- * Your child will continue to have work differentiated for them to enable them to access the curriculum objectives for their year group.
- * Your child will be told what they can do to improve their work through marking and verbal feedback
- * If appropriate your child will be pushed to work at a greater depth within the expected level.
- * Your child will not be given work from the year group above them.
- * Handwriting and Spelling will be a focus for all children. Children cannot be judged to be working at a greater depth if handwriting and spelling do not meet expectations.
- * Your child may have met age related expectations in the past but due to the demands of the curriculum may now be considered to be working towards the expected standard. We will discuss this with you at parents evenings.

* How will we assess your child?

- * Ongoing assessment by looking at classwork, observing in lessons, questioning children etc. (This is not new!)
- * Tests - designed to give you a snapshot of attainment on a single occasion
- * These are complementary and may not always align
- * The outcomes of both will be used to work out if a child has met the expectations for their year group

* When will we assess your child?

- * We will set your child a target at the start of the year.
- * We will assess children all of the time in all subjects. This is called formative assessment. This is not new.
- * We will make summative judgements at the end of November and March. We will decide if your child is on track to meet their target. We will inform parents at parents evening.
- * Year 2 and Year 6 will take government tests in May. The results of these test will be reported to parents
- * We will make an end of year Teacher assessment judgement for all children in reading, writing and maths in June and this will be written in the end of year report.

* How will we measure progress?

- * Progress will be measured year on year.
- * If your child is working at the expected standard at the end of one year and continues to be working at the expected standard by the end of the next year we will say that this is expected progress. This is good.
- * If your child is not yet working at the expected standard at the end of one year and is working at the expected standard by the end of the next year we will say that this is better than expected progress. This is excellent.
- * If your child is working at the expected standard at the end of one year and does not reach the expected standard the following year we would say that this is insufficient progress. This is a concern.

* From Summer 2016

Key Stage 1 tests

Reading:

Paper 1 (lower demand) - about 30 minutes - 20 marks

Paper 2 (higher demand) - about 40 minutes - 20 marks

Mathematics:

Arithmetic paper - about 20 minutes - 25 marks

Reasoning paper - about 35 minutes - 35 marks

Grammar, Punctuation & Spelling:

Paper 1 - Spelling - about 20 minutes - 20 marks

Paper 2 - questions - about 20 minutes - 20 marks

* DfE Frameworks for Teacher Assessment

KS1

In reading, writing and mathematics - three 'standard statements':

- * working towards the expected standard
- * working at the expected standard
- * working at greater depth within the expected standard

In science, only one standard statement for 'working at the expected standard' and yes/no judgement

Pupils need to consistently demonstrate attainment of all statements within the standard (and of preceding one/s)

For use in 2015-16 only - to be reviewed

* From Summer 2016

Key Stage 2 tests

* Reading:

Paper (three texts in order of difficulty) - 60 minutes - 50 marks

* Mathematics:

Paper 1 - arithmetic - 30 minutes - 40 marks

Paper 2 - reasoning - 40 minutes - 35 marks

Paper 3 - reasoning - 40 minutes - 35 marks

* Grammar, Punctuation & Spelling:

Paper 1 - questions - 45 minutes - 50 marks

Paper 2 - spelling - 15 minutes - 20 marks

* Dfe Frameworks for Teacher Assessment

KS2

In reading, mathematics and science, one standard statement for **‘working at the expected standard’** and a yes/no judgement only

In writing, three ‘standard statements’:

- * working towards the expected standard
- * working at the expected standard
- * working at greater depth within the expected standard

Pupils must consistently demonstrate attainment of **all** statements within the standard (and of preceding one/s)

For use in 2015-16 only - to be reviewed

* Reporting at the end of KS2 in 2016 - Pupil X

Subject/Aspect	Test Score *	Teacher Assessment Judgement	
Reading	108	Working at the expected standard	✓
		Not working at the expected standard	
Writing	N/A	Working towards the expected standard	
		Working at the expected standard	
		Working at greater depth within expected standard	✓
Grammar, Punctuation & Spelling	112	N/A	
Mathematics	89	Working at the expected standard	
		Not working at the expected standard	✓
Science	N/A	Working at the expected standard	✓
		Not working at the expected standard	

* A test score of 100 represents performance at the national expectation

Documents that will be put on our website

- * National curriculum for Key Stages 1 and 2
- * Final report of the Commission on Assessment without levels
- * Interim teacher assessment frameworks for KS1
- * Interim teacher assessment frameworks for KS2
- * Expanded descriptors for Reading, Writing and Maths