

DUNMORE PRIMARY SCHOOL

Assessment Without Levels



Types of assessment

Formative Assessment

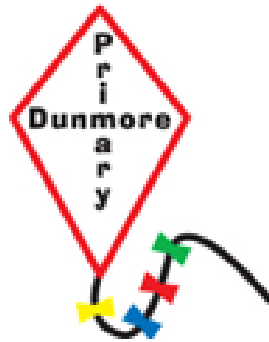
The daily use of assessment to inform teaching and personalise learning.

Summative Assessment

The use of teacher assessment over a period of time to inform termly progress data.

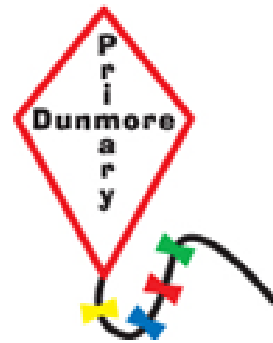
Statutory Testing

End of Year testing




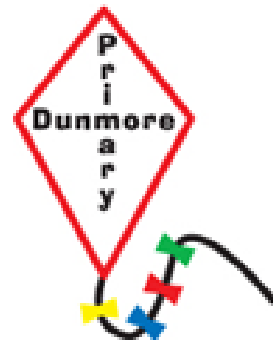
Why change?

- ***From September 2014 a new national curriculum was introduced and the existing system of assessment levels has been removed and not replaced by the Government. Schools have created their own non levels based assessment systems.***




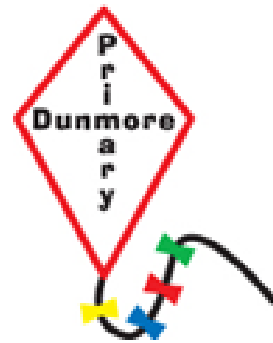
Old System with levels

Key Stage 1			Key Stage 2		
Tim			35	5a	
			33	5b	
			31	5c	
			29	4a	
15	2b	EOY2	27	4b	EOY6
13	2c		25	4c	EOY5
11	1a		23	3a	
9	1b		21	3b	EOY4
7	1c		19	3c	EOY3
5	W		17	2a	

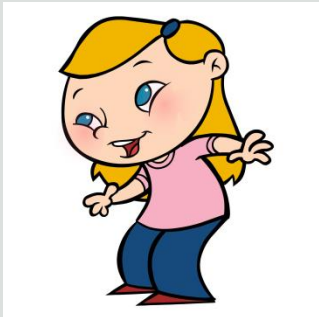


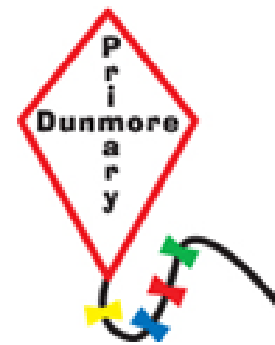
Old System with levels

Key Stage 1			Key Stage 2		
Pam			35	5a	
			33	5b	EOY6
			31	5c	
			29	4a	EOY5
15	2b		27	4b	
13	2c		25	4c	EOY4
11	1a		23	3a	EOY3
9	1b		21	3b	
7	1c		19	3c	EOY2
5	W		17	2a	



New System without levels

Key Stage 1			Key Stage 2		
Pam 			Stage 6 (Year 6)	Exc	
				Sec	Similar to 4b
				Dev	
				Beg	
			Stage 5 (Year 5)	Exc	
				Sec	
				Dev	
				Beg	
Stage 2 (Year 2)	Exc				
	Sec	Similar to 2b			
	Dev				
	Beg				
Stage 1 (Year 1)	Exc				
	Sec				
	Dev				
	Beg				
			Stage 4 (Year 4)	Exc	
				Sec	
				Dev	
				Beg	
			Stage 3 (Year 3)	Exc	
				Sec	
				Dev	
				Beg	



Tracking with levels

Name	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a
Tim								E 1	2	Y					
Pam											1	E	2	Y	

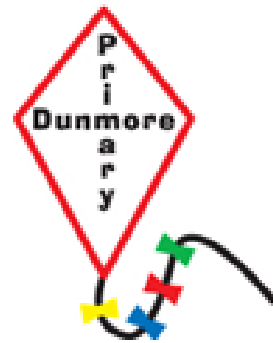
Progress through Year 6

E = Entry point

1 = 1st assessment point

2 = 2nd assessment point

Y = End of Year



Tracking without levels

Name	Year 5				Year 6			
	Beginnin g	Developin g	Secure	Exceedin g	Beginnin g	Developin g	Secure	Exceeding
Tim			Y		1, 2		Y	
Pam				Y		1	2	y

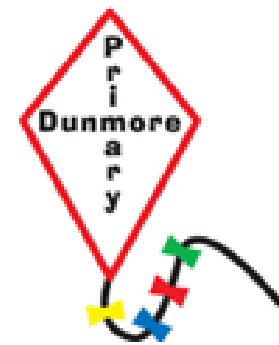
Progress through Year 6

E = Entry point

1 = 1st assessment point

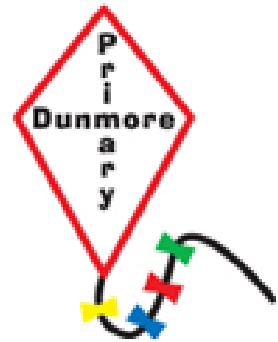
2 = 2nd assessment point

Y = End of Year



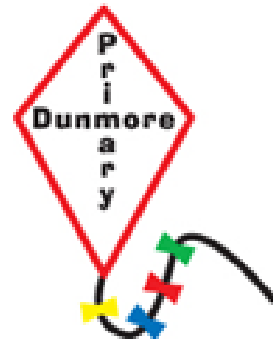
How did we come up with this?

- Research
- Advice and Guidelines from Unions
- Rising Stars
- [Classroom Monitor](#)



Key Questions

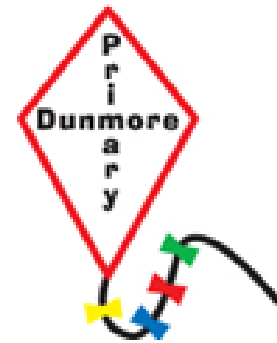
- **How do we know that your child is making progress?**
- **How do we know that your child is making enough progress?**
- **What do we do to accelerate progress when pupils are not making enough progress?**



Marking and Feedback

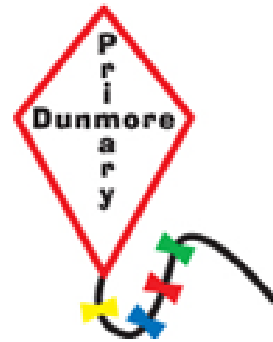
There are four different elements to marking and feedback:-

- **Verbal** feedback from adult.
- **Marking** comments that use green and pink highlights to show the children what has gone well and what could be improved.
- **Self-assessment** by the pupil against the success criteria set for that lesson.
- **Peer-assessment** by other pupils who use the success criteria set for that lesson to assess the work.



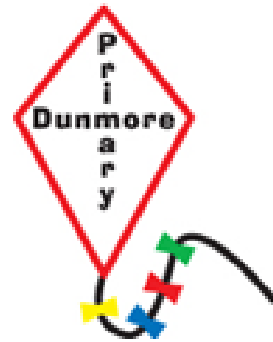
Planning

- Once a lesson is over, the child's progress will be recorded on the planning for that lesson using initials.
- **'This builds up a daily picture of your child's strengths and weaknesses.'**
- **The teacher then knows who still needs reinforcement in this area of the subject and who is secure and ready to move on.**
- **Teachers will keep weekly records from this information.**



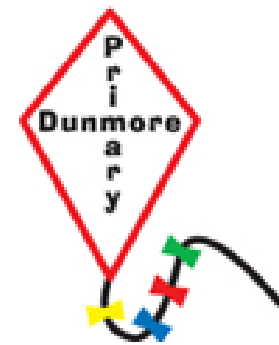
Strengths and Weaknesses

- **Identifying the above, means that the teacher can plan by grouping the children according to their differentiated needs.**
- **Groups are fluid and arise in response to strong assessments.**



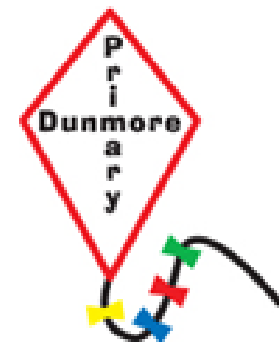
Progress Data

- **All this assessment feeds into individual progress data, termly and whole class percentages of:**
 - Beginning.
 - Developing
 - Secure
 - Exceeding
- **The subjects we are required to provide assessment data for individual pupils are: reading, writing and maths. We will also have a strong focus on SPAG.**



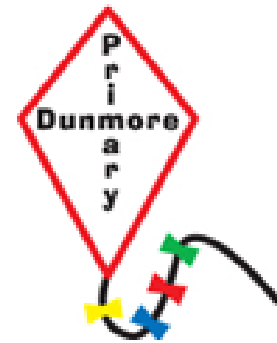
Formal Assessments

- EYFS: Early Learning Goals –12/17 expected to be achieved. Government expect 80% to hit these.
- Y1: Phonics test at the end of the year -government run and results analysed. If pupils do not hit the required 'met standard' in Y1 they get another chance in Y2.
- Y2 : New Government tests in Reading, Writing, Maths and SPAG.
- Y6 : New Government tests in Reading, Writing, Maths and SPAG. Science may be sampled in chosen schools.



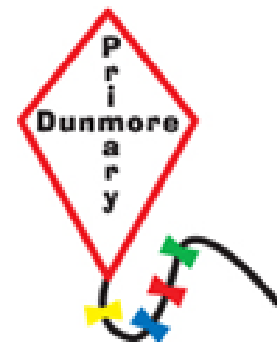
Formal Assessments

- Will still take place at the end of Year 2 and Year 6.
- Why are the Y2 and Y6 tests important?
 - The year 2 results give all schools the expected projection for year 6.
 - Children can be tracked and pushed on towards their year 6 target and beyond.
 - Year 6 results are fed into high school and used for setting –grammar schools included.
 - The end of Y6 Secondary Ready percentages will demonstrate the school's overall attainment and achievement.



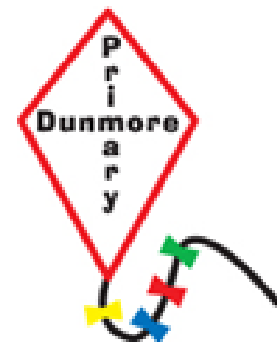
Formal Assessments

The standardised score from the Y6 tests will be 100+ and we have been told this is similar to the current 4b+ level. 100 or over will be deemed by the government to be Secondary Ready or Ready to Progress.



Reporting to parents

- We will now be communicating to you using the language described through this presentation.
- You should hopefully have a clearer picture of where your child is achieving.
- We will tell you what your child needs to do next.
- We have not created a new format for end of year reports yet, but are in the process of doing so.



Questions?

