

# Assessment 2015

## “Assessment without Levels”



The new National Curriculum and methods for assessing children's progress

# Opening Prayer

**Good and loving God,**

**Source of every grace and blessing,**

**We give You thanks this day for the many gifts you have given us. We seek to be good stewards, Lord.**

**Bless us as we gather here to share Your gifts.**

**Send us Your Spirit and be present among us in the mouths of all who speak, in the ears of all who listen, and at the heart of all we say and do.**

**We ask this in Jesus' name.**

**Amen**

# Government School Policy



- May 2013: Government decided that current 'levels' used to report attainment and progress removed – not replaced
- Schools have the freedom to decide
  - how to teach the curriculum
  - how to track progress
- National Curriculum from September 2014
  - specific, age-related content



# Assessment after levels

- Heavily focused on Age Related Expectations
- Working within the expected range of attainment for his/her age
- Working below
- On track
- Working above



# By The End of The Year

- At St Benet's the expectation is that children will be **'secure'** within their year group by the end of each school year.
- Some children won't be secure, so will therefore be **'developing'** or **'emerging'** within their year group. For these children additional support will be identified and interventions/strategies put in place.
- Some children may be exceeding the age related expectations and will be **'advanced'** in their year group. Additional support will be identified and a higher level of challenge provided to these children.

# Termly Reports

Areas of Learning	Working Below Age Related Expectations	On Track to meet the Age Related Expectations	Working Above the Age Related Expectations
Religious Education			
Reading			
Writing			
Mathematics			

In termly reports, if your child is on track to meeting the age related expectations, your child should be 'secure' by the end of the academic year.

Eg: if your child is in Year 4, at the end of the year he/she will be Year 4 secure.

## Pre-2014 Progression Chart

### National Curriculum levels and end of year Age Related Expectations (Years 1-6)

Level 1b	
Level 1a	
Level 2c	Y2 (end of KS1)
<b>Level 2b</b>	
Level 2a	
Level 3c	Y4
Level 3b	
Level 3a	
Level 4c	Y6 (end of KS2)
<b>Level 4b</b>	
Level 4a	
Level 5c	

# 2015 Progression Chart

## National Curriculum and end of year Age Related Expectations

<b>Nursery/ Reception</b>	<b>Emerging</b> <b>Expected</b> <b>Exceeding</b>
<b>Year One</b>	<b>Working below/towards age related expectations</b> <b>On track to achieve age related expectations – Secure</b> <b>Working above the age related expectations</b>
<b>Year Two</b>	<b>Working below/towards age related expectations</b> <b>On track to achieve age related expectations – Secure</b> <b>Working above the age related expectations</b>
<b>Year Three</b>	<b>Working below/towards age related expectations</b> <b>On track to achieve age related expectations – Secure</b> <b>Working above the age related expectations</b>



<b>Year Four</b>	<b>Working below/towards age related expectations</b> <b>On track to achieve age related expectations – Secure</b> <b>Working above the age related expectations</b>
<b>Year Five</b>	<b>Working below/towards age related expectations</b> <b>On track to achieve age related expectations – Secure</b> <b>Working above the age related expectations</b>
<b>Year Six</b>	<b>Working below/towards age related expectations</b> <b>On track to achieve age related expectations – Secure</b> <b>Working above the age related expectations</b>

**The expectation is that by the end of primary school (Year 6), children will be **Year 6 secure = Year 7 ready.****



# Tracking Progress

- Work in exercise books
- Half termly assessments in
  - \* Reading,
  - \* Writing,
  - \* Grammar, spelling and punctuation (GPS)
  - \* Maths
- Termly assessment in Religious Education

Teachers will use both the daily progress in books and results from tests to form a judgement



# Statutory Assessments

- Reception/Nursery baseline – as children enter the school (internally assessed)
- Early Years Foundation Stage profile
- Y1 Phonics screening (Y2 re-screening)
- Key Stage One – Year Two
- Key Stage Two – Year Six

# Summary – What to Expect

- No further levels
- New language of assessment
- Half termly testing and tracking
- New reporting to parents (without levels)
- Clear understanding of age related expectations
- Improved conversations between teachers and pupils regarding next steps
- Clear picture of the school's overall performance