

Assessment without levels

National Curriculum 2014

New term: Age Related Standards

Levels:

- 1c 1b 1a
- 2c 2b 2a
- 3c 3b 3a
- 4c 4b 4a
- 5c 5b 5a
- 6c

Age Related Standards

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6



The changes to the 2014 National Curriculum and its assessment went beyond changes of the content.

They have created very different day-to-day approaches to assessment and signalled fundamental shifts in ideas about student learning and teacher assessment.

National Curriculum Development

- Attainment targets and levels were introduced with the national curriculum in 1988.
- When the new national curriculum was published in 2014, new forms of assessment were developed to align with its content and principles.
- Since the introduction of the 2014 national curriculum, levels have no longer be used for statutory assessments.

Does this mean that we don't asses the children anymore?



Levelling

- Focus was often on which level and how quickly pupils can progress through levels
- Children were Labelled
- Not all children on the same level had the same skills or understanding
- Children raced through content and didn't develop deep level of understanding or breadth of knowledge



Redefining curriculum and assessment

Begin with the students

What tools does the 'ideal' English student at this school possess?

Move to the big ideas

What are the key threshold concepts in our subject discipline they must master for success

Decide what concepts matter most and drop any extraneous content

What do we need to drop and what is essential that we deepen?

Make the outcomes match the 'threshold concepts'

What outcomes will best ensure that students learnt the subject knowledge and threshold concepts most deeply

Spend time refining the criteria of each outcome

What refined assessment criteria will best focus students on the essential knowledge and skills of the subject area?

Design a formative assessment model to communicate effectively

How best do we communicate progress to students, to parents and to wider accountability systems?



So how will teachers assess pupil progress?

- The new national curriculum really does focus on fewer things in greater depth.
- It emphasises key concepts, key ideas and is full of skills. It includes wide reading, practical work in science and application of maths.
- Your child's class teacher will continue to assess your child's progress and attainment throughout the year.
- Children will be continuously assessed by teachers using formative assessment.
- Teachers questions will be carefully planned to really probe pupils' understanding.
- Summative assessments are also used to capture 'at that point' understanding.



Using assessment to inform next steps in learning

- Baseline Assessment (pre-testing/elicitation/cold tasks)
- Programme of learning created – including support, scaffolding, challenges and extensions to deepen understanding.
- Assessment of learning on going (end of unit/topic learning assessments)
- Next steps identified – new learning planned



Tracking Progress

Al Ain English Speaking School Year 3 Writing - Expectations of Key Objectives By the end of the Year 3, I will be able to:		 Journey to Success
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	WT	MA A M
Organise paragraphs around a theme.	WT	MA A M
Create settings, characters and plot in narratives.	WT	MA A M
Proof-read for spelling and punctuation errors.	WT	MA A M
Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (For example a rock, an open box).	WT	MA A M
Express time, place and cause using conjunctions.	WT	MA A M



Tracking Progress

use further prefixes and suffixes and understand the guidance for adding them	spell some words with 'silent' letters [for example, knight, psalm, solemn]	continue to distinguish between homophones and other words which are often confused	Spell common words accurately (listed in NC appendix 1).	use dictionaries to check the spelling and meaning of words
M	M	M	A	M
A	A	A	A	A
MA	MA	A	MA	A
WT	WT	MA	WT	A
A	A	A	MA	A
M	A	M	M	M
MA	MA	A	MA	A
M	M	M	M	M
A	M	M	A	A
M	M	A	A	A
M	M	M	A	A



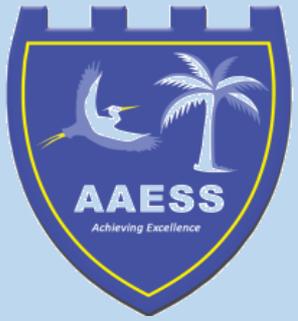
Our Assessment Criteria

Mastered
Achieved
Mostly Achieved
Working Towards



Reporting Attainment & Progress

Attainment	Definition
<p>Working Towards Expectations By the end of the year will still be 'Working Towards' the year group objectives.</p>	<p>Your child has made some progress since the start of Year, and is currently working on securing his / her knowledge and understanding of the key performance indicators. He / She needs to continue working towards achieving the objectives for the Year group.</p>
<p>Meeting Expectations By the end of the year will have or have 'Mostly Achieved' or 'Achieved' the year group objectives.</p>	<p>Your child has made progress since the start of Year, and has now achieved some of the key performance indicators. He /She has developed a secure knowledge and understanding of the concepts covered so far this term, and should now be working towards embedding his / her knowledge and understanding of further objectives for the year group.</p>
<p>Above Expectations By the end of the year will have 'Mastered' the year group objectives at a greater depth.</p>	<p>Your child has made good progress since the start of year, and has fully achieved the key performance indicators in objectives taught so far. He/ She should now be extended in moving towards mastering his / her knowledge and understanding of the objectives for the year group.</p>



Any questions?