

Manor Infants / Longbridge

ASSESSMENT BRIEFING



Aims of the Meeting

We will discuss:

- The national picture
 - New National curriculum
 - Assessment without levels
 - EYFS
- Our assessment procedures
 - New system to replace levels
 - Tracking
 - Targets
 - Parent's evenings and reports
- National testing
- Any questions



Early Years and Foundation Stage

- Many changes do not currently affect EYFS
- Curriculum currently unchanged

Prime Areas of Learning

- Personal, Social & Emotional Development
- Communication & Learning
- Physical Development

Specific Areas of Learning

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

- Age related bands unchanged
- The language used will change slightly

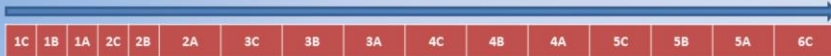


The 7 AOLs are broken down into 17 strands

Need to know anyway since children will be in KS1 before you know it!

The Levels System

- Levels introduced 1988
- Described attainment and progress through the National Curriculum
- Levels (and sub levels) used by all schools



NC does not cover EYFS



Changes

- New National Curriculum
- Raised expectations
- Levels no longer used
- Assessment linked to **End of Year Expectations**
- Changes to tests in Y2 & Y6



- New NC fully rolled out this year
- Raised expectations (most noticeable in upper KS2)
 - Lots of things shifted down, e.g. Y5 maths now in Y3 (fractions etc.)
 - Curriculum is significantly harder (if a little narrower)
- No longer national labels (like levels were)
- Instead, everything linked to end of year curriculum expectations
 - i.e. are they on track or not?
 - The tests will change accordingly

Why Scrap Levels?



1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C
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Why Scrap Levels?



- Government decision
 - Don't match the curriculum
 - Very generalised
 - Promoted rapid progression without depth for some
 - Limited the expectation of others
- Other well-known issues
 - Sub levels were different sizes
 - Higher sub levels were large (\approx 8 months)



Here's the old system - some may know well
Green sub levels show old Y2 & Y6 min expected

- Government scrapped the levels because
 - They didn't match the new National Curriculum... Instead of adapting them they chose to scrap them for a number of reasons including the fact that:
 - They were very generalised labels, often misleading or counter productive, without giving clarity to parents about how their child is doing
 - Levels promoted a 'race to move up the ladder' before some children gained greater depth of understanding. For example some Y2 children achieved L3 because they met certain criteria but they didn't have the breadth of understanding making them ready to move on which led to problems in Y3. The same could be said for Y6 / Y7
 - Other children may not have met the criteria for a given sublevel which effectively led to them being labelled as not meeting that grade. However, this did not take into account the wealth of knowledge they had gained and it could have been seen to hold them back.
- Click again
Other well known issues

- The first few sub levels were effectively half the 'size' of the rest (in terms of the number of months it was expected to progress between them). This was very misleading for parents and schools when tracking a child's progress
- The higher sub levels were quite large (around 8 month's progress) so made it difficult to measure finer detail of attainment (i.e. one child who is just into a 3C may be significantly different to a child who is still a 3C but almost a 3B).

What is required now?

There is no replacement for levels.

- A big change
- Schools left to find their own systems



- after nearly three decades with a national system of levels – came as a bit of a shock!
- schools are now asked to work out their own systems to record, monitor, track and report on assessment
- The EYFS curriculum has not changed so they are not affected as much.
 - Most of the EYFS language will remain the same although this will be tweaked (more on that later)
 - There is a new baseline test that children will complete at the start of Reception

Click here

- Ultimately, although this was an unexpected change, it has presented a great opportunity.

An Opportunity for Assessment to:

- Guide teaching and learning
- Clearly show attainment and progress
- Encourages working at the greatest depth
- Inform next steps and target setting



Whilst many have argued that the problems with the old system were partly the government's own making it is possible to see that overhauling the way we use assessment is a fantastic opportunity to help improve what we do for the benefit of the children.


4 clicks, one for each

- We set out to ensure **assessment will support good teaching and learning by being an intrinsic part of everything we do.**
- It should help teachers, children and parents **keep track of attainment and progress** [Explain difference between attainment (where they're at) and progress (how much they have moved)]
- It should drive improvement by encouraging depth of learning – all about expansion, not extension – going deeper rather than quickly moving on
- Assessment is for learning! It is all about where children need to improve.

No click

Ultimately it is an exciting opportunity to put learning back at the heart of assessment.

Who wants to know what?	
Pupil	<ul style="list-style-type: none"> • What do I know? • What do I need to do next? • Am I getting better?
Teachers	<ul style="list-style-type: none"> • Where are they in relation to where they need to be? • What are the gaps in their knowledge and understanding? • What do they need to learn next?
Parents	<ul style="list-style-type: none"> • What can they do? • What do they need to know next? • Where are they in relation to where they should be? • How can I help?
Leaders & External Agencies	<ul style="list-style-type: none"> • Are the children meeting expectations? • Are they making progress? • Is provision as good as it should be? • How can the children be supported to improve? • Are there groups making less progress than others?




There are many reasons why we do assessment and these vary depending on who it is for.

Here's a table giving some ideas (not a complete list). Take a moment to read this and reflect on what you think. Do you agree? Are there any other reasons that you are interested in Assessment?

After pause, before click

There will be a time for Qs at the end if you have any points.

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Although there are lots of reasons, the main emphasis on assessment is finding out what children need to do to move forward in their learning.

This has always been the case but the external emphasis has been about measuring where children have got to rather than where they need to go and how.

What are we doing

- Steps System
 - Devised by Essex County Council
 - Target Tracker software
 - Has gap analysis at its heart
- Depth of understanding
 - compared to End of Year Expectations
 - Not simply coverage
 - Application in wide range of contexts
 - Broad depth of knowledge
- Clear indication of children's attainment & progress



- We looked at a number of options and decided to use the Steps system
 - produced by Essex County Councils' Education Service.
 - The most widely used primary school tracking system in the UK
 - Gap analysis is central – more on that later

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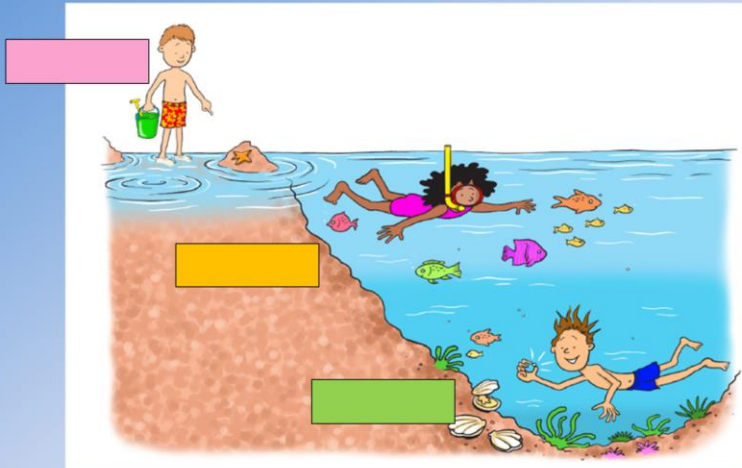
- Depth of understanding
 - Unlike the old system, attainment is not linked to descriptors, they are now compared to End of Year Expectations.
 - Not simply coverage
 - Application in wide range of contexts – children are now expected to apply what they have learnt in a wide range of contexts and situations
 - Depth of knowledge rather than moving onto new things

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- We intend to ensure our new system gives a very clear indication about children's attainment and progress

Expansion not extension
Will show 'on track' or otherwise

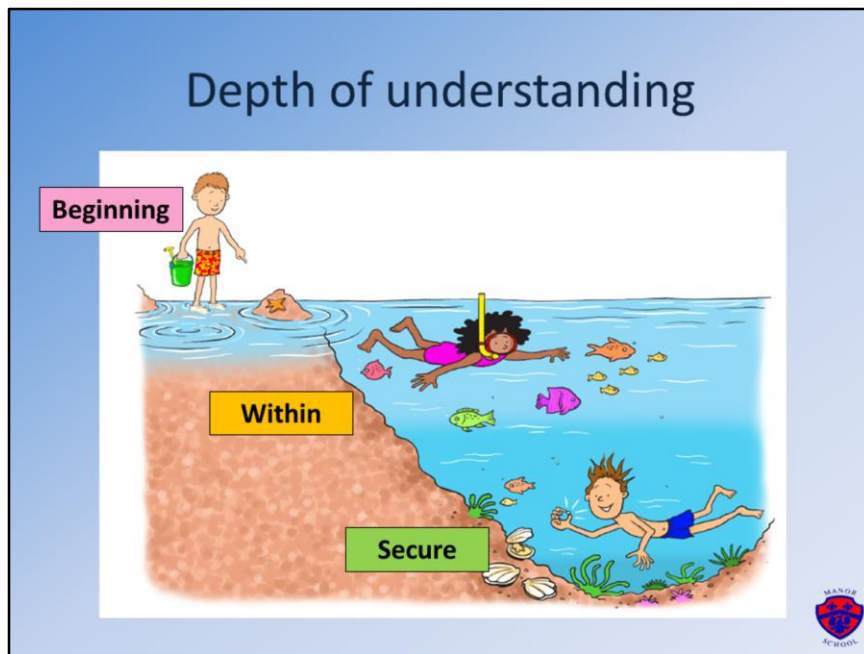
Depth of understanding



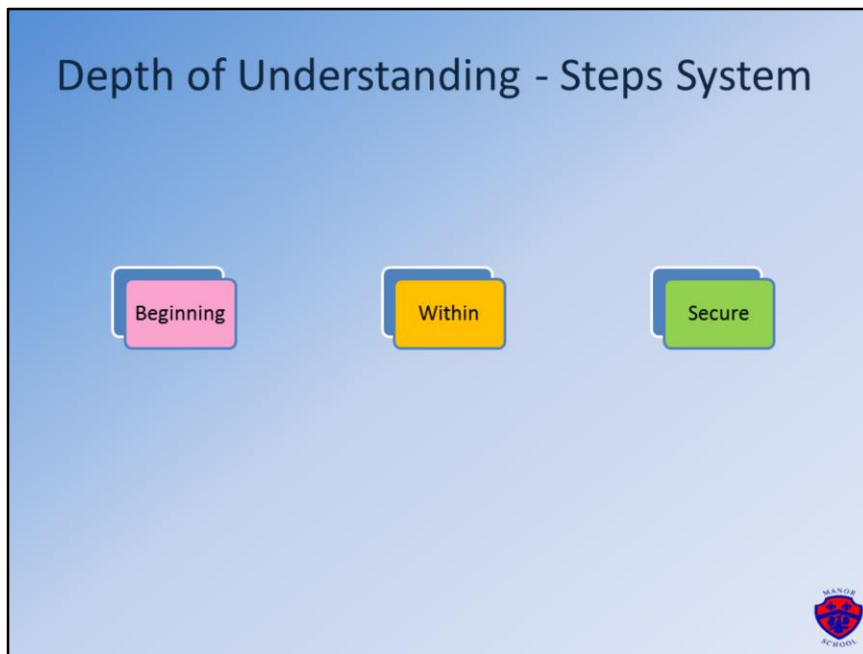
Depth of understanding



Depth of understanding

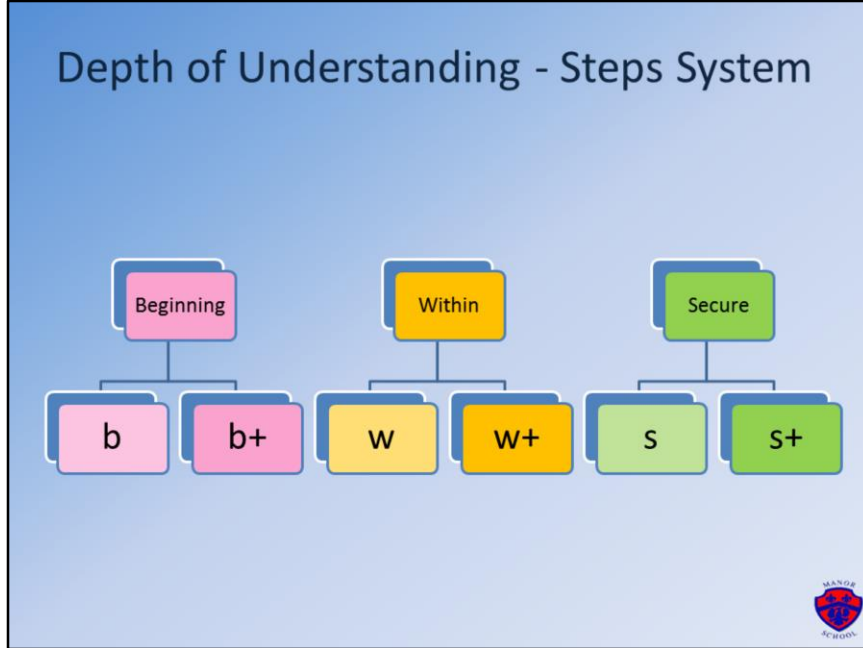


In the steps system



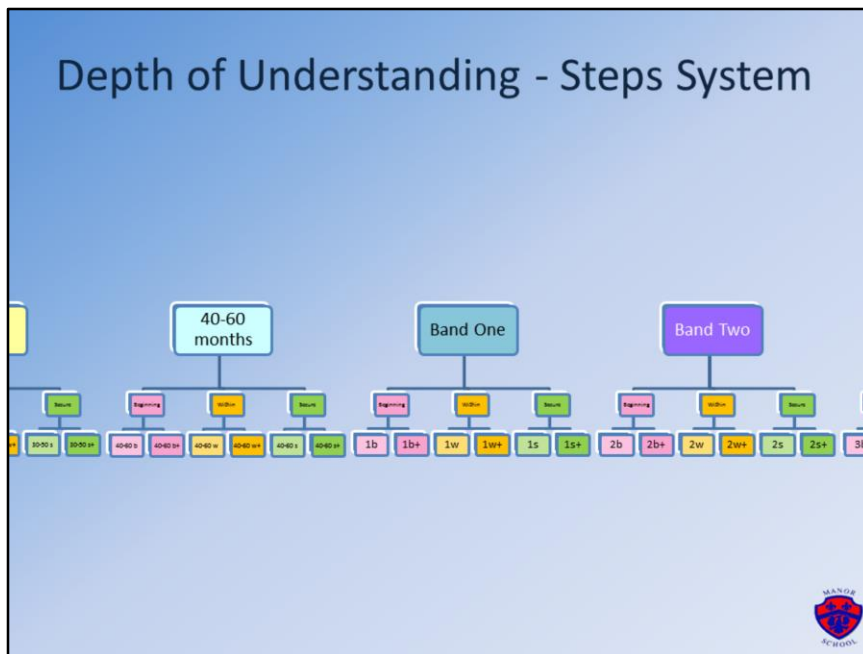
For each year group, each child's attainment is assessed depending on whether they are beginning, within or secure in terms of progress towards the end of year expectations.

The same is true for the EYFS age group bands. EYFS have been using a similar approach for some time.



In order to be able to measure small changes in a child's understanding, these stages are broken down further to show if a child is just beginning, or firmly in the beginning stage and so on.

Thus for each year group we have beginning (b), beginning plus (b+), within (w), within plus (w+), secure (s) and secure plus (s+)



This diagram shows how the steps look for the end of EYFS and KS1. Each year's expectation is matched to the corresponding assessment band. KS2 continues in much the same way (Manor Juniors have chosen to adopt the same system).

What are the End of Year Expectations?



Beginning		Within		Secure	
Working mainly on the criteria for their band		Fully focused on the criteria for their band		Met all expectations for the band	
May be some elements from previous band that need further work		Up to 70% of the content to be confidently achieved to be w+		May be minimal elements requiring work to gain confidence	
B	B+	W	W+	S	S+



At any point in the year, we will be assessing where your child is in their learning. This will be in terms of how on track are they to end the year in one of three areas:

- beginning to work on their band
- working well within their band
- working at a secure depth in their band.

Click now and explain



- Children working at the expected end of year level will end the year in July at the w+ or s step of their band (as shown here for Year Two)
- It is important to remember that each step represents a small jump in attainment
 - Because of this, “expected attainment” at any given point will be different depending on which half term we are in.
 - What about the expected point in March or say May?

Language of Assessment

- We will be expressing attainment in these terms:

Below Expected	Just Below Expected	Just within Expected	Well Within Expected	Just above Expected	Well Above Expected
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- Ideally children should be 'Well Within' or better
- Accurate regardless of the point in the year
- How likely are children to reach EOY expectations?
- The language is transferable
- Reflects the End of Key Stage assessments



- We will always aim to use consistent language when discussing assessment with you. Here are the terms we intend to use:
- Explain the table and term

Click

- These terms are accurate regardless of the point in the year that is being discussed. The teacher will know how the step each child is on relates to this scale so we will use this language rather than the specific step. Using this language means we can keep the terms consistent for parents and they are easy to understand
-

Click

- These terms allow for changes in the background... the government has recently released information that has already caused us to adjust which steps equate to expected (in fact just last month!)
- This is a new system so there may be other changes (there were many tweaks to the old system over the years!)

Click

- These terms are an indication of whether or not each child is on track to achieve the expected level at the end of the year.

Click

- Each school has been given an opportunity to come up with their own solution so this language is easily transferable between schools
- The EYFS system also follows the same lines.

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- This language is also similar to the End of Key Stage arrangements

Teacher Assessments

- Statements



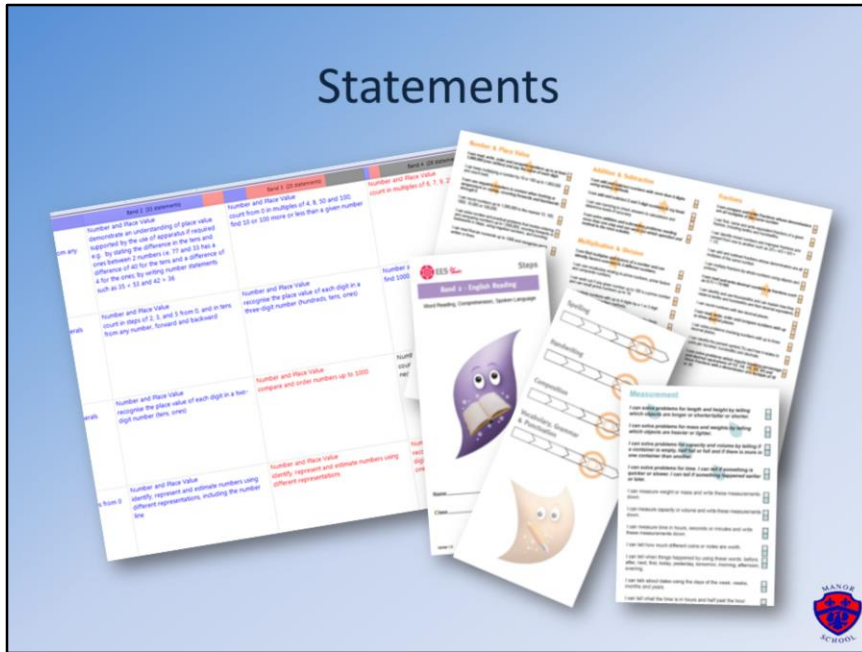
So, how do the teachers make assessment judgements about the children in our school?

We use a number of methods including:

Statements

The National Curriculum expectations are broken down into individual statements. This shows the individual areas of the curriculum that children can be working on at a particular time.

Statements



Teachers track each child's progress towards these statements on Target Tracker, our computer software, as well as in target cards in the back of the children's books. Please have a look for these target cards in your child's book when you see them.

Teacher Assessments

- Statements
- Half-termly assessment tasks



We have started to use half-termly assessment tasks for our children from Y1 and beyond. These give us additional evidence about their understanding and help the teacher make judgements although they are only one of a number of pieces of evidence that are used to help make a teacher assessment.

Half-termly assessment tasks



Less than expected progress	0-10	13
Expected progress	11-16	13
More than expected progress	17-20	3



We are currently using commercial products although we may well adapt these over time as the new curriculum becomes more established.

Teachers use the number of marks to indicate whether the child is working below, at or above the expected level (the number of marks required to be expected varies between tests).

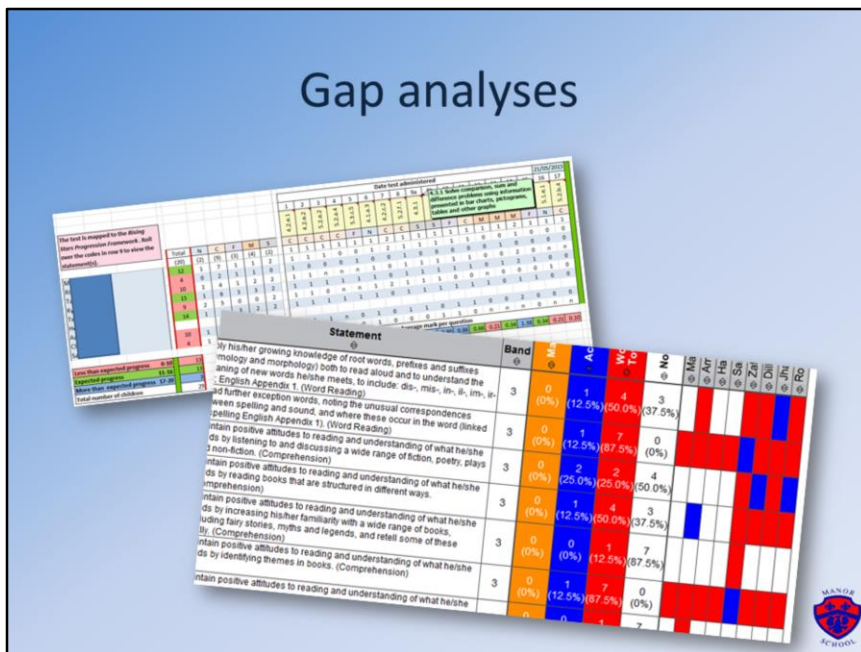
Teacher Assessments

- Statements
- Half-termly assessment tasks
- Gap analyses



Another part of the process involved regular gap analysis.

Gap analyses



Gap analyses are very time consuming but are incredibly useful.

- To help show where the gaps are in children’s learning
- To aide in the planning of next steps
- They also help assesses a child’s current attainment in a particular subject.

Teacher Assessments

- Statements
- Half-termly assessment tasks
- Gap analyses
- Professional judgement



Ultimately teachers make a judgement based on all of the evidence and their professional knowledge of each child.

Progress

- Progress is also linked to EOY expectations
- a child working '**within**' or '**above**' expectations will continue to do so if they make expected progress
- A child working '**below**' expectations will continue to do so unless they make accelerated progress
- Target Tracker
 - Tracking software helps monitor attainment and progress
 - “normal” progress would be six steps over a year
 - Progress is not usually even!



Communicating with Parents

- Parents' Consultations
- End of Year Reports
- Other conversations

Below Expected	Just Below Expected	Just within Expected	Well Within Expected	Just above Expected	Well Above Expected
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Whenever we discuss assessment with you we will aim to use the same language.

This will include parents' consultations, EOY reports and other conversations you may arrange with your class teacher (Please give advance warning to staff if you wish to discuss assessment so that the teacher can have the information to hand).

Next three

Reporting

- End of Year report
 - Currently under review
 - Will contain information about attainment, progress and effort
 - It will include descriptions of achievement, targets and next steps
- Parents' consultations
 - Verbal feedback will be given about attainment and progress



It is essential that parents understand that the expectations have been raised in the new curriculum. For children towards the end of a key stage, there may be gaps that will need to be filled before a child can reach the expected level.

We will report assessment to you in the EOY report

Click

And at parents' evenings

Click

Internal tracking and moderation

- Moderation
 - Against DfE exemplification
 - Within year groups
 - Across sites
 - Cluster schools
 - PiXL
- Analysis of data
 - Pupil
 - Class
 - Year group & school
- Gap analyses



One of the risks of each school having their own system is that what one school sees as expected may differ from another. We have been taking this very seriously and have done various things to ensure the quality of our judgements.

Moderation is a process of agreeing what a particular standard looks like

Click

We have moderated

Against DfE exemplification documents

Within year groups and teams

Across sites

With our cluster schools – this is a group of 6 schools with whom we have a close working relationship

With PiXL – we are members of the Partners in Excellence club, a network of hundreds of schools, who have helped guide us through the process.

Click

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We use gap analyses to help us compare what a child knows to the government's published standards and exemplification.

End of Key Stage Tests

- Statutory testing and reporting at Y2 & Y6
- Redesigned for new curriculum / assessment principles
- No levels – new language used



End of Key Stage Tests

Year Two

- National tests in reading, maths and GPS (grammar, punctuation and spelling) will be used to inform teacher assessment judgements
- Judgements in writing will be made using teacher assessment that are externally moderated
- Children will be judged as
 - working towards the expected
 - working at the expected standard
 - Working with greater depth in the expected standard
- More details will be given at the KS1 SATs talk



End of Key Stage Tests

Year Six

- National tests in reading, maths and GPS (grammar, punctuation and spelling)
- The tests scores become the end of Key stage judgements using **scaled scores**
- Judgements in writing will be made using teacher assessment that are externally moderated
- Children will be judged as
 - working towards the expected standard
 - working at the expected standard
 - Working with greater depth in the expected standard
- More details will be given at the KS2 SATs talk



Scaled Scores

100



Phonics and EYFS baseline

- Phonics Screening Check
 - A national test conducted in Year One
 - Tests understanding of synthetic phonics
 - Children judged as working towards or working at the expected level
 - Children not meeting the expected standard repeat this in Year Two (and possibly Year Three)
- EYFS Baseline
 - A national assessment process that measures the starting point of children as they begin Reception
 - Intended to be an indicator to help measure progress over the child's primary school journey
 - Subject to change!



Questions



Thank you for coming to this briefing,
we hope you found it useful!



**Thank
You!!!**

