

Assessment without levels

WHAT IS ASSESSMENT WITHOUT LEVELS?

The term 'attainment' refers to children's levels of achievement (this could be a test score).

The term achievement refers to the progress children have made.

Schools are required to have an assessment system that monitors each child's progress (achievements and attainments).

The tracking, monitoring and evaluation of a child's attainment and progress takes place daily in lessons through: questioning, marking and talking to children about their learning. It takes place weekly, termly and annually through end of unit assessments and tests.

The tracking, monitoring and evaluation of a child's progress and attainment informs curriculum planning enabling areas for development to be swiftly addressed.

THE PRINCIPLES THAT UNDERPIN ASSESSMENT ARE:

The vast majority of children to make 12 months progress in a twelve month period. This target is set against the National Curriculum objectives. Our target is also that the vast majority of children will have a deep level of understanding of learning in each subject.

It is expected that nearly all children to be working towards achieving their end of year expectations throughout the year. Children will not move to the next year's objectives but work in greater depth to ensure appropriate challenge.

Assessment will be used effectively and accurately, every day, to ensure that the correct scaffolding is built into lessons to ensure that all children achieve at an appropriate level, and to an appropriate depth.

NO MORE LEVELS?

Stages of learning in every class: Years 1–6. The stages in learning are:

Terminology	What does it mean?	When is it expected?
Working Towards-Entering	Has shown an emergent grasp of the year group objectives.	End of autumn term
Working Towards –Mastering	Is secure in approximately less than half of the year group objectives.	End of autumn term (for some pupils)
Expected- Entering	Secure in approximately two thirds of the objectives.	End of spring term
		End of spring term (for some pupils)
*Expected – Mastering	Secure in all the objectives.	End of summer term the vast majority of pupils
Greater depth-Entering	Has achieved all of the end of year expectations and can use and apply skills confidently.	End of summer term (for some pupils)
Greater depth-Mastering	Has achieved all of the end of year expectations and has a deep understanding the end of year expectations and is consistently working at greater depth	End of summer term (for a small number of pupils)

***Expected end of year standard for pupils**

What does this mean for my child?

A child who is in Y2 and is working at age related expectations will be:

By the end of the autumn term: emerging towards achieving the Year 2 key objectives;

By the end of the spring term: working towards achieving the Year 2 key objectives;

By the end of the summer term: achieved the Year 2 key objectives.

TRACKING PUPIL PROGRESS

Pupils' progress is tracked and monitored on a daily basis, through:

- Questioning, observation and dialogue;
- Children knowing what they are being asked to learn, and more importantly, why;
- Children discussing, formulating and agreeing the success criteria are during lessons. Work is then assessed against the success criteria by the child, the teacher, or both;
- Three-way feedback - pupil – peer – teacher – which clearly identifies next steps – This can be verbal or written feedback;
- Regular pupil work scrutiny by the senior leadership team, subject co-ordinators or whole staff.
- End of unit and end of term assessments, which help us to assess progress over time.
- Each child's attainment of objectives, which are recorded on a tracking system. Patterns can then be analysed and support targeted accordingly;
- Children's work in books to demonstrate progress.
- Astute differentiation, which ensures that tasks are matched to children's abilities and that they provide high challenges for all.

SATS ASSESSMENTS AT THE END OF Y2 and Y6

Formal testing will take place at the end of year 2 and year 6 in line with DFE requirements.

EYFS and Foundation

Children in Foundation continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments are based on daily activities and events. At the end of Reception, for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

Emerging – not yet reached the expected level of development;

Expected – they are at the expected level of development for their age;

Exceeding – beyond the expected level of development for their age.