



Assessment Without Levels



Using assessment to ensure children make progress.

Barnston Primary School

Tuesday 2nd April & 21st April 2015

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.

Assessment with levels



STAN

15	2B	Stan – end of Year Two
13	2C	
11	1A	
9	1B	
7	1C	
5	W	

35	5A	
33	5B	
31	5C	
29	4A	
27	4B	Stan – end of Year Six
25	4C	Stan – end of Year Five
23	3A	
21	3B	Stan – end of Year Four
19	3C	Stan – end of Year Three
17	2A	

Assessment with levels



PAM

15 2B
13 2C
11 1A
9 1B
7 1C
5 W

35 5A
33 } 5B Pam – end of Year Six
31 } 5C Pam – end of Year Five
29 } 4A
27 } 4B Pam – end of Year Four
25 } 4C Pam – end of Year Three
23 3A
21 3B Pam – end of Year Two
19 3C
17 2A

Assessment without levels



PAM

Exc

Exp Similar to 2b+ end of Year Two

Em

Exc

Exp **End of Year One**

Em

Exc

Exp Similar to 4b+ - Secondary
Ready end of Year Six

Em

Exc

Exp **Pam – end of Year Five**

Em

Exc

Exp **Pam – end of Year Four**

Em

Exc

Exp **End of Year Three**

Em

Tracking Children's Progress

Year 3 Maths Tracking

E=Entry Point T=Target 1-6 = Half Term Assessment

Name	W 5	1C 7	1b 9	1a 11	2c 13	2b 15	2a 17	3c 19	3b 21	3a 23	4c 25	4b 27	4a 29	5c 31	5b 33	5a 35
Stan						E 1	23	5T								
Pam								1 2	E	4 5	T					
Ron					E		T									
Yvo nne										E		T				

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Tracking Children's Progress without levels

Year 3 Maths Tracking

E=Entry Point

T=Target

Termly Progress Assessment



Name							Emerg	Expect	Exceed						
Stan							E	T							
Pam									E T						
Ron								E T							
Yvonne								E T							

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Tracking Children's Progress without levels

Year 3 Maths Tracking

E=Entry Point T=Target Termly Assessments -----

Name	Em	Exp	Exc	Em													
Stan							E	T									
Pam									E	T							
Ron								E	T								
Yvonne								E	T								

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Tracking Children's Progress without levels

Year 4 Maths Tracking

E=Entry Point T=Target Termly Assessments -----

Name	Em	Exp	Exc	Em												
Stan							E	T			E	T				
Pam									E	T			E	T		
Ron								E	T			E	T			
Yvonne								E	T			E	T			

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Assessing Pupil Progress Without Levels

How did we come up with our new assessment system?

- We attended many training courses on assessment without levels in the previous academic year.
- We tried and tested our own systems prior to September 2014 to see what problems may arise.
- We have continued to provide staff with regular assessment training.
- We have chosen what we believe are the best systems for our school and have partnered with 8 other schools. We have moderated our new system on the Wirral, Cumbria and Liverpool.
- We will change and adapt as necessary.

Assessing Pupil Progress

Each school has been told to come up with their own assessment without levels system. (Reforming Assessment and Accountability for Primary March 2014 DFE – google DFE publications).

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?

Assessment

Personal Targets: 'Next Steps'

Ways that I can improve my writing before Easter

Stan

Next steps

I will keep my handwriting tidy and try to join my letters together.

I will try to use different punctuation marks (I will use the punctuation pyramid for examples).

I will use higher level connectives and 2A sentences.

I will always think about the 'needs' of my audience and write what is important.

Marking and Feedback

There are four different elements to marking and feedback:-

- Verbal feedback from the teacher.
 - Marking comments that use 2 stars and 1 wish – the stars are good things the wish a target to aim for next time.
 - 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.
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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.

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Identifying strengths and weaknesses is the key!

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 Termly

All this assessment feeds into individual progress data, termly and whole class percentages of:

- Emerging.**
- Expected.**
- Exceeding.**

The subjects we are required to provide assessment data for individual pupils are: reading, writing and maths. We also assess all subjects on planning sheets and gain termly class percentages in emerging, expected and exceeding in Science, Games/PE, MFL, & SPAG (spelling, punctuation, and grammar).

Pupil Progress Meetings Termly

Data on **individual pupils and whole class** percentages is presented to J Pearson at the end of each term for each year group.

Teams meet with J Pearson and discuss the data and from the professional discussions and other evidence presented if necessary, i.e. child's books, planning sheets with assessments on, termly assessment sheets, teacher's weekly records - judgements on progress are made.

Intervention

Pupils who are falling slightly behind from the Pupil Progress Meetings will be put in intervention groups.

This is children of all abilities, as any child whatever their ability may, at times, make slower progress.

What are Intervention groups?

Small group learning to re-inforce concepts that pupil's are struggling with.

They last for about 6-8 weeks and the planning is in response to the pupils' areas for improvement.

Extra support outside of maths, reading and writing sessions – usually take place in the afternoon.

They can be ICT based at times as there are many good intervention programmes using this.

Impact of these is measured and assessment used to ascertain whether the pupil has made enough progress.

Formal Assessments

This academic year only: SATs Y2 and Y6 with levels.

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 from 2016: New Government tests in Reading, Writing, Maths and Grammar.

Y6 from 2016: New Government tests in Reading, Writing, Maths and Grammar and Science may be sampled in chosen schools.

Formal Assessments

The standardised score from the Y6 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.

NFER Assessments

Below 70 children may be statemented and need lots of one-one – called a Education Health Care Plan now from the new SEN code September 2014.

70-85 SEN register needing school extra help

85-117 Average intelligence band

117-130 Above average

130+ Well above average

Assessment – 11+

Headteachers throughout the Wirral are given a code of conduct to follow as this is not a national test.

- Schools are allowed to teach for 5 hours **in school time or after school in ½ hour or 1 hour sessions** - packs for this are sent by the LA in the summer term to all schools at the same time usually late June.

- Schools are not allowed to publicise the results as this is not a National Test and not part of the school curriculum.

- Schools are not allowed to keep or photocopy papers – they are all sent back to the LA in a sealed envelope and counted by the LA very carefully. An invigilator watches you pack them and makes sure you do not photocopy any question booklets.

SAT'S STANDARDISED ASSESSMENT TESTS

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.**

Why are we well positioned at Barnston to get your child to the expected standards?

- **The government are expecting 85% to meet the expected standard similar to 4b+ end Y6 and 2b+ Y2. Barnston has met these standards and way beyond for the last 3 years – (see letter on website from the Minister of Education). We are 1 of 149 schools to manage this.**
- **Staff and governors are committed to change and are always aspiring to push standards even higher and make improvements to do so.**
- **We are not just academic focused, but develop and celebrate the whole child – meeting their social and emotional needs and building life skills.**

Thank you for your Parent Questionnaire feedback

- Many parents appreciated the feedback on progress we give throughout the year, but want more feedback.
- How can we meet this need?
- The governors and I had already intended to send out a Spring term report as a Mid-Year report. This was generated from the levels data system and was due to start this Spring. This will happen from next year as we need to change the system to no levels.
- The Parent Council have suggested more coffee mornings and afternoon teas to a specific theme. At times, parents will have the opportunity to go to their child's class to look at their 'next steps' and progress within their books.
- During Parent workshops and Creative Curriculum days which include parents, pupils' trays will be out for parents to view.

Thank you for your Parent Questionnaire feedback

- Parents have always been able to arrange informal after school drop ins with the teacher if they are worried and want to see their child's progress more.
- The planning for each term was put on the VLE – you will see that we have now started to place planning on the website so that it is easier for parents to see. By the end of this academic year, all the planning for the New Curriculum will be up there to inform parents.
- We have year group transition meetings in the Summer term every year so that parents are informed about their next age group and appropriate progress.
- We would like to have more Parent Workshops within the day, where parents can work alongside their children and see their progress.
- We have changed the structure of the end of year report to