



Park and Parkwall Federation

Assessment Without Levels

Parents & Carers Guide
2016

Introduction

As part of the reforms to the national curriculum, the system of 'levels' used to report children's attainment and progress was removed from September 2014. Along with the removal of levels, the testing and assessment arrangements at the end of Year 2 and Year 6 have also changed. The expected level for each year is considerably higher than previous years due to the government's commitment to raising standards and the new curriculum.

Teacher assessments will also be made in reading, writing, maths and science to show whether pupils have met the required standard at the end of each key stage.

Target Tracker

To track pupil attainment, The Park and Parkwall Federation have adopted a programme called Target Tracker to monitor pupils' progress. This shows progression and attainment of what children have reached in a simple format. It is based on a carefully considered approach to assessment and follows on from the assessment system used in the Reception.

Attainment has been broken down into a series of bands (1-6).

Each band is divided into 6 steps:

- **Beginning / Beginning +** – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.
- **Working within / Working within +** – Pupil learning is fully focussed on the criteria for the band and up to 70% of the statements are confidently achieved.
- **Secure /Secure +** – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some elements but the broad expectations for the band have been met.

The majority of pupils will be working in the band that matches their year group. However, to ensure that learning is personalised to the needs of the individual child, it is possible that some children may be working in a band below their year group. In addition, teachers will look to stretch and challenge higher attaining pupils by giving opportunities to broaden and deepen their understanding.

For reading, writing and maths, teachers will assess the children's attainment on an on-going basis throughout the year. They use their lesson observation of children, tests results, marking of books and other methods to decide the level children are achieving.

Each statement, within the bands, can be assessed using a coloured coded system as either:

Not begun

Working towards

Achieved

Mastered

Three times a year, teachers will then review this picture of attainment that is building for each child and assign a specific step judgement that best fits where that child is with their learning.

To meet age related expectations, children should reach the secure step by the end of the appropriate year. Children should move 1 step of progress per term. Therefore, they should make 6 steps of progress in a year.

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed using the Early Years Foundation Stage criteria, used in Reception.

End of Key Stage Assessments

2016 is the first year that children at the end of both Year 2 and Year 6 will be assessed against the new National Curriculum. In addition, from 2016 attainment in national curriculum tests will no longer be reported in levels. Instead, scaled scores will be used. A scaled score of 100 will always represent the 'expected standard'. The government will give further information regarding this once the results are published in July 2016.

Early Years Foundation Stage

In Reception, teachers assess children using the 'Early Excellence Baseline check'. In the first half of the Autumn term, teaching staff observe the children in a variety of tasks and play based situations to assess the children, using their judgements, against a set of statements. This then gives the child, a numeric score against which future progress and attainment can be measured.

Early Learning Goals

There are 7 areas of learning and development in the EYFS, which guide the teacher with your child's play and learning activities as they learn new skills and knowledge. Expected levels that your child should reach at age 5, (usually the end of the reception year) are called the 'Early Learning Goals' (ELGs).

Speech and Language

WellComm assessments are also used to assess the children's communication and language skills on entry to Reception. This enables staff to support children where necessary with appropriate intervention and monitor their progress as they advance through school.

Good Level of Development

In Reception, teachers continue to assess children against the EYFS statements. Evidence for judgements against each of the statements is collected through observations, books and discussions, and, depending on these judgements, children may be described as having achieved the 'Good Level of Development' measure at the end of the Reception year.

The school engages in regular moderation of these judgements across the Federation. This includes checking teachers observations of judgements across the Federation in both Park and Parkwall. The data is recorded 4 times a year in Target Tracker for monitoring and target setting for individual children or groups.

Key Stage One (End of Year 2)

For 2016, a new set of KS1 national curriculum tests (taken at the end of Year 2), replace the previous tests and tasks.

The new tests consist of:

- English reading Papers 1 and 2
- English grammar, punctuation and spelling Paper 1: spelling and Paper 2: questions (Cancelled 2016)
- Mathematics Paper 1: arithmetic and Paper 2: reasoning

There is no longer a test or task for English writing.

Most children in Year Two will sit the tests, and they will be administered as part of normal class room practice during May 2016. Teachers will use the outcomes of the tests along with a broad range of other evidence to inform their teacher assessments. In reading, writing and maths, depending on a child's depth of understanding of the KS1 programme of study, they may be assessed as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard.

Key Stage Two (End of Year 6)

For 2016, a new set of KS2 national curriculum tests, (taken at the end of Year 6), has been introduced consisting of:

- English reading : reading booklet and answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

There will only be 1 set of tests for each subject. The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.

The mental mathematics test has been replaced with an arithmetic test.

Most children in Year Six will sit the tests, and this year they will be administered in the week commencing **9 May 2016**.

Useful videos

<https://www.youtube.com/watch?v=HD5JWnqOCwE> - **Target tracker**

<https://www.youtube.com/watch?v=M8MjPFWRQs0> — **Year 2 tests in May 2016**

<https://www.youtube.com/watch?v=nF1n1g4CePI> - **Year 6 tests in May 2016**