**Assessment without levels at Parkfield Community School Explained**

**(Years 1 -6)**

1. WHAT IS ASSESSMENT WITHOUT LEVELS?

We use the term ‘attainment’ when referring to children’s levels of achievement (e.g. end of year test scores).

We use the term achievement when we talk about 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 (see below).

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

2. THE PRINCIPLES THAT UNDERPIN OUR NEW ASSESSMENT SYSTEMS ARE:

We believe that every child can achieve to the best of their ability. It is our job to support and challenge children at all levels of ability. Teachers in our school have the mindset, ‘What do I need to do to help each child achieve?’

We expect 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.

We expect nearly all children to be working towards achieving their end of year expectations throughout the year. We will not expose children to the next year’s objectives until we have exhausted every possibility way of exploring their current year’s objectives in a richer and deeper manner.

Our expectation of all teachers is that they will use assessment 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.

3. NO MORE LEVELS?

Stages of learning in every class: Years 1–6 We use the same terminology in each year group. The stages in learning are:

|  |  |  |
| --- | --- | --- |
| Terminology | What does it mean? | When is it expected? |
| Emerging | Has shown an emergent grasp of the year group objectives.  | End of autumn term  |
| Emerging + | Is secure in less than half of the year group objectives. | End of autumn term (for rapid graspers)  |
| Working within | Secure in approximately half of the objectives. | End of spring term  |
| Working within + | Secure in the majority of the objectives. | End of spring term (for rapid graspers) |
| Achieved | Have achieved almost all of the end of year expectations and can use and apply skills confidently. | End of summer term |
| Achieved + | Has achieved virtually all of the end of year expectations and has a deep understanding of many of the end of year expectations. | End of summer term (for rapid graspers) |

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.

The focus is now on the breadth and depth of a child’s learning. This means that we approach concepts from various angles in order to deepen a child’s understanding and application of their learning.

For each key objective, we use in school the following colours to explain how deep a child’s knowledge, skills and understanding are:

During each term, the child will be assessed as to how well they have achieved various objectives.

|  |  |
| --- | --- |
| Terminology | What does it mean? |
| Red | Child has been unable to grasp the concept, even with support. |
| Yellow | Child is able to work with scaffolding, and prompts |
| Green | Child is able to work with minimal scaffolding, and prompts and they are beginning to use and apply their knowledge. |
| Purple | Child is able to use and apply knowledge and skills confidently and independently. |
| Grey | Child has been absent during the exploration of this area. |

4. TRACKING PUPIL PROGRESS

We track and record children’s progress against each key objective from within their year group’s part of the National Curriculum. The year group’s half termly or termly overviews can be found on each year group’s termly newsletters in the year group section of our school website. Each year groups learning ladders (their key objectives) can be found on the home page of assessment without levels, on the school website.

At Parkfield, we track and monitor pupil progress 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. We frequently monitor books to make sure teachers are providing the best possible learning opportunities and feedback for children.
* Astute differentiation, which ensures that tasks are matched to children’s abilities and that they provide high challenges for all.

5. HOW DO WE TEST?

|  |  |  |
| --- | --- | --- |
| Year Group | Statutory Testing | Internal Tests |
| Nursery | The children are continually assessed against the EYFS Early Learning Goals | Nursery Baseline  |
| Reception | Reception baseline testing (upon entry to reception)The children are continually assessed against the EYFS Early Learning Goals – These are reported at the end of the reception year. |  |
| Year 1 | Phonics Test |  |
| Year 2 | Phonics Tests retake for those children who didn’t pass in Year 1.KS1 SATs – Tests in reading, writing, maths and GPS (grammar, punctuation and spelling) |  |
| Year 3 |  | Rising Stars Tests for reading, GPS and maths |
| Year 4 |  | Rising Stars Tests for reading, GPS and maths |
| Year 5 |  | Rising Stars Tests for reading, GPS and maths |
| Year 6 | KS2 SATs – Tests in reading, maths and GPS. |  |

SATS ASSESSMENTS AT THE END OF Y6

In order to be ‘secondary ready’, a child needs to meet the end of Key Stage 2 expectations (Year six programmes of study – see above). Y6 children take Statutory Assessment Tests (SATs) in May each year. We believe that the following system is likely to be introduced by the government. see the table above for which tests Year 6 pupils take.

Terminology Y6 – END OF YEAR REPORTING for SATs results

We believe that the government will introduce a points system for Y6 SATs scores in 2016.

The table below shows how we think the results will be shown (still to be confirmed)

|  |  |
| --- | --- |
| End of Year 6 standards | Year 6 standardised scores |
| Below the national standard | 81-84 |
| Working towards the national standard | 85-99 |
| At the national standard | 100-119 |
| Above the national standard | 120-124 |
| Mastery standard | 125+ |



SATS ASSESSMENTS AT THE END OF YEAR 2

Subjects to be tested in the end of Year 2 SATs tests are: reading, writing, grammar, spelling and punctuation and maths

EARLY YEARS – NURSERY AND RECEPTION

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

Assessments are be 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.

Progress will be tracked using a points system.

CHILDREN WHO ARE PRESENTLY HIGH ATTAINERS (OLD TERM – MORE ABLE PUPILS)

For children who have securely met their end of year objectives, rather than moving on to the next year’s curriculum, these children will work on ‘mastering’ their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child’s learning is an important marker of their achievement and progress.

CHILDREN WHO HAVE SPECIAL EDUCATIONAL NEEDS

Less able children have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group objectives. Our assessment and tracking systems, however support, challenge and monitor their progress.

CHILDREN WHO ARE FALLING BEHIND

Any child who is working below the age-related expectation, is given personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address misunderstandings or difficulties as soon as they arise. On a daily basis, intervention strategies allow children to catch up ready for the next lesson. Over time, intervention systems and quality first teaching help children with large gaps to make accelerated progress and catch up with their peers.

6. HOW DO WE REPORT TO PARENTS / CARERS

We use the following systems to keep parents informed about their child’s achievement and progress:

* End of school year annual reports (July);
* Parents evenings – November, February, July;
* Meetings arranged as appropriate where concerns or worries have arisen.

