

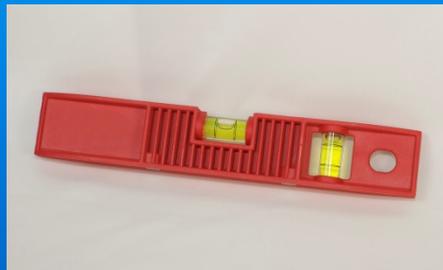


Is there life without levels?

Ye olden days....

In days of yore, levels were invented in order to:

- be used periodically as a check on standards
- provide detailed level descriptions useful to help teachers consider gaps in pupils' learning and plan next steps



What happened?

Naughty teachers started to:

- level every single piece of work
- label children (“he’s a 3c”)
- use level descriptors as children’s targets or as success criteria
- Differentiate lessons according to fixed pupil groups, based on their levels



What we don't want...

When I grow up,
I want to be a 4a!



What we do want...

I have good days and not so good days. For example, sometimes I get maths, sometimes I don't. But I'm fantastic at swinging on a rope!



In June 2013, the DfE said...

As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed.

We believe this system is *complicated and difficult to understand*, especially for parents. It also *encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do*. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools.

...nothing!



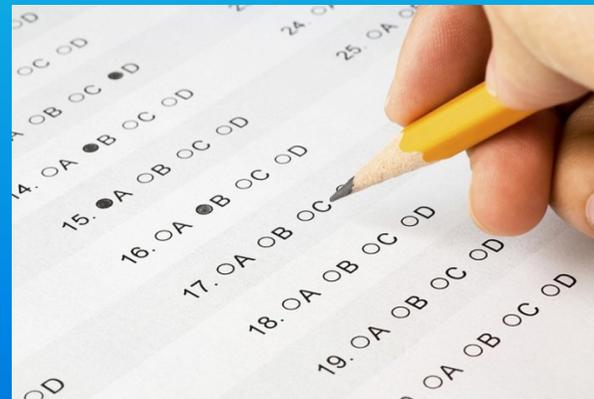
The future...

- No national system
- No levels
- Schools have the freedom to develop their own approach to assessing progress based on professional judgements



However...

- Ofsted will still need to see robust evidence that pupils are making good progress in learning
- And children will continue to be tested... often!



New test specifications – KS1

- Reception baseline assessment from Sept 2016 (or 2015)
- KS1 maths – paper 1 (arithmetic); paper 2 (mathematical fluency, problem-solving and reasoning)
- KS1 reading – 2 papers, second one harder than first. Teachers use judgement when to withdraw child from test. Majority of marks on comprehension, up to 30% on inference, a few on language for effect
- KS1 GAPS – paper 1 (short written task – focus on grammar and punc.); paper 2 (questions on grammar, punc. and vocab.); paper 3 (spelling)

New test specifications – KS2

- KS2 maths – paper 1 (arithmetic); papers 2 & 3 (mathematical fluency, problem-solving and reasoning)
- KS2 reading – 1 paper. 40-60% on comprehension, 20-40% on inference, 10-25% on language for effect, up to 10% on themes and conventions
- KS2 GAPS – paper 1 (questions on grammar and punc.); paper 2 (spelling)

Good quality assessment:

- Uses open-ended tasks as well as tests
- Focuses on problem-solving, investigation and discussion
- Focuses on development of skills as well as knowledge
- Acknowledges importance of attitude and effort
- Is sensitive and constructive
- Promotes understanding of learning goals
- Develops learners' capacity for self-assessment
- Helps learners to know how to improve
- Focuses on how learners learn

So now we will...

- Baseline all pupils now.
- Assess every half term just as we have been doing using our WAM steps in Yr1-Yr6. Foundation pupils are still assessed on the Early Years Framework.
- All assessments based on age related expectations (ARE)
- Pupils will be assessed as working towards ARE (W), W+ when small progress steps are shown, then A which is entering ARE, A+ which is over 85% of ARE completed, then Mastery M, then very exceptional pupils M+.
- This will be in Reading, Writing, Maths and Science . GPS in KS2 and YR2 as well this year.
- What information do you want at parents evenings???

Annual Reports

- This year's annual reports to parents will be almost identical to last year's
- Judgements in relation to core subjects will include comments regarding attitude and approach:
- For all years except EY, Y2 and Y6, achievement will be reported with reference to age-related expectations rather than levels:

Things may change....!