

Assessment without levels

July 2016



Aims of the meeting

- * Changes and expectations of the new Curriculum
- * Implications on our school
- * Assessments – old to new
- * End of term reports – how they will change this year
- * Key messages from the DfE

What has changed?

- * Lots of changes –the new curriculum is a lot more prescriptive in English and Maths
- * Much greater emphasis on spellings – if there are children who cannot use spelling patterns or spell common exception words, they cannot reach the expected level (regardless of the structure and content)
- * The expectations are much higher than ever before, with much of the curriculum being shifted down into lower year groups, particularly in Maths and English.
- * For example some of the old Y5 expectations can now be found in the Y3, some Y3/4 in Y2 and some Y7/8 in Y5/6.

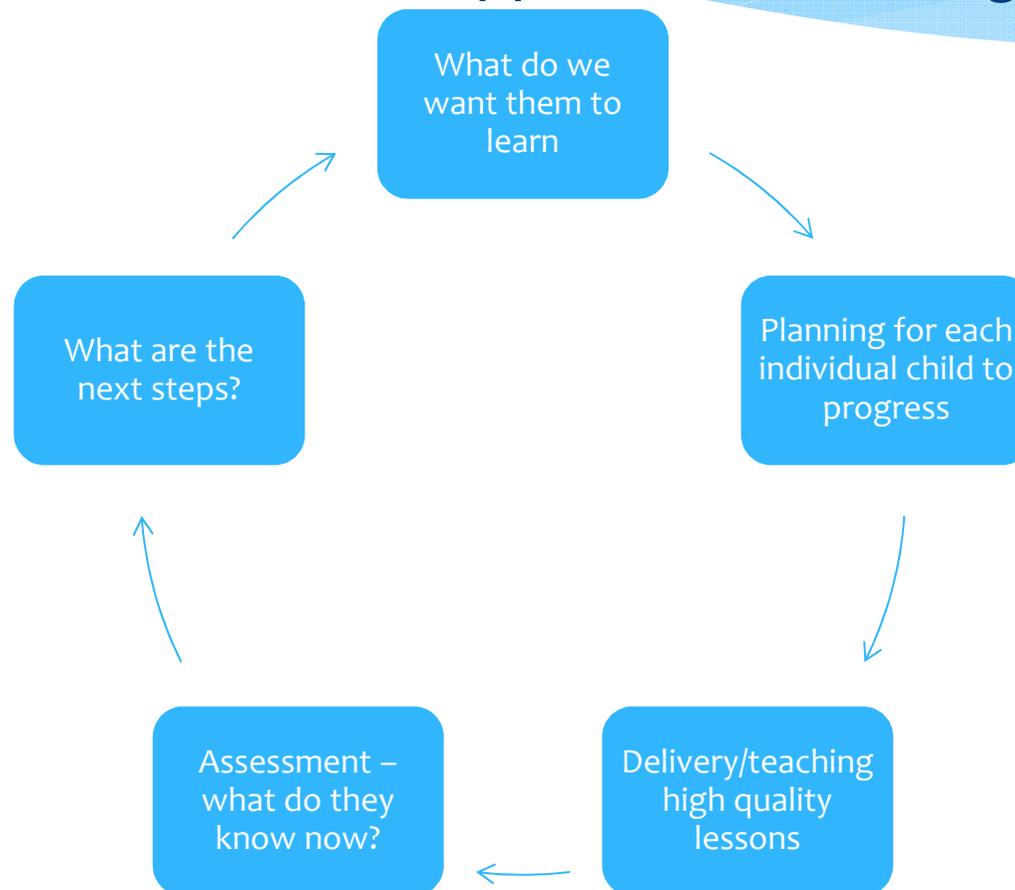
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- * The raised expectations mean that children need to have a very secure knowledge of the programme of study for their year group and depth of understanding and application.
 - * End of year expectation is now that children are ‘secure’ in their year group. This is where they need to be at the end of the year.

What we will not change

- * Although the current emphasis is on grammatical conventions and spelling rather than the content of the writing (composition and effect), we strongly believe that we should not lose this aspect.
- * The composition and effect is what makes writing interesting and exciting for both the writer and the reader.

At the Butts

- * Although the curriculum has changed – at The Butts we still follow the same approach to teaching



Old assessment

- * The old National curriculum comprised of a range of knowledge and skills that were developed throughout each key stage.
- * It was broken down into levels, and expectations were set at certain milestones along this journey.
- * Year 2 expectation = level 2
- * Year 6 expectation = level 4
- * We therefore knew that in Year 4 the average child would be a level 3.
- * This approach had its limitations

Old and new assessments

Levels:

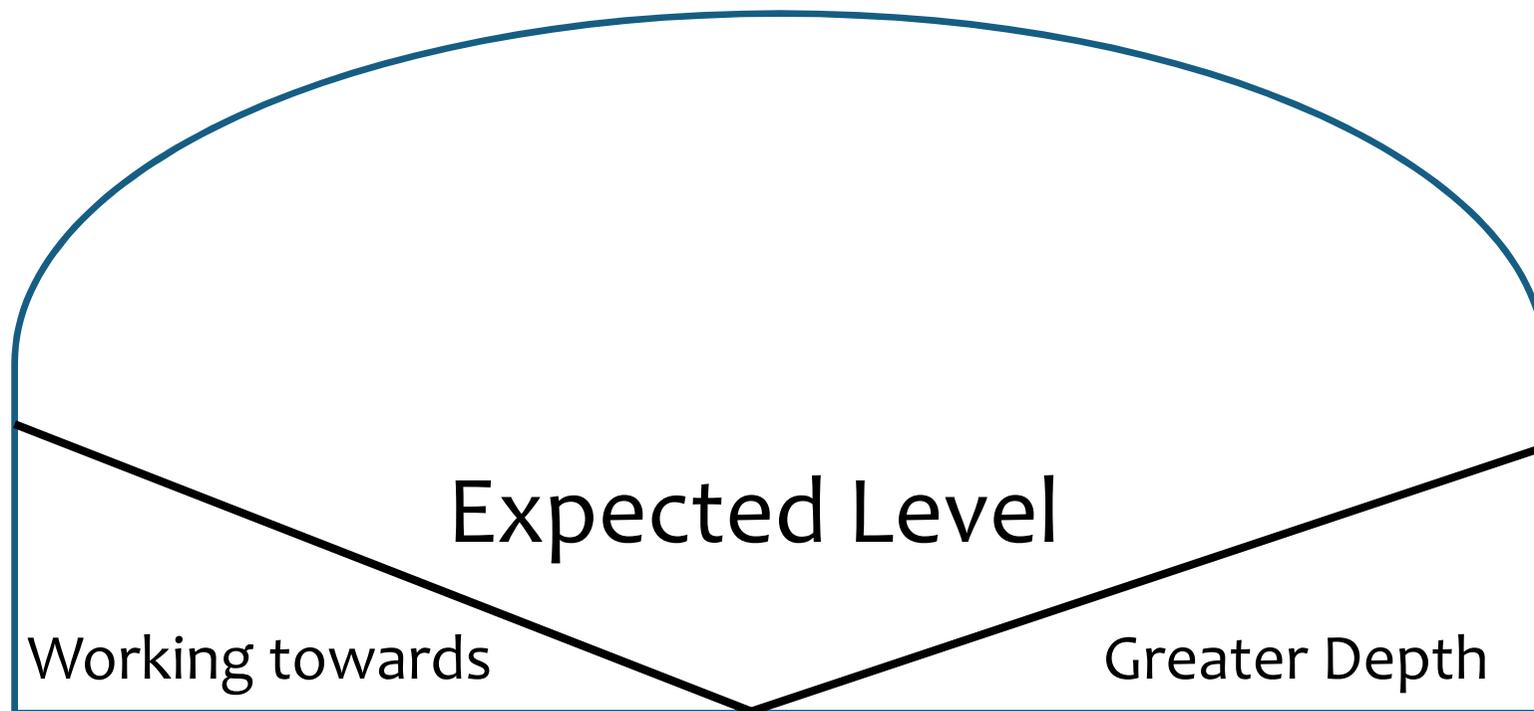
- 1c 1b 1a
- 2c 2b 2a
- 3c 3b 3a
- 4c 4b 4a
- 5c 5b 5a
- 6c

Age Related Standards

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

Working Towards	Working at Expected Level	Greater Depth
<p>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.</p>	<p>Confidence in all of the criteria for the band in the year group. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.</p>	<p>These children are working beyond the national expectations for their year group. More depth and breadth will be applied to their knowledge.</p>

An easier view



Reports

A	Working at greater depth
B	Working at expected level
C	Working towards expected level

- * It is really important for parents to understand that the expectations of the new national curriculum are much higher at the end of each year group.
- * Pupils being judged on the expectations for the end of their year group, could still have gaps and may not reach the 'expected outcomes of their year group' as they have only completed one year of the new curriculum.
- * There is also a focus on children being able to explore the curriculum in more depth and being able to apply their learning before moving on – this is the concept of greater depth. So it is likely that not so many children will be 'exceeding' because of these raised expectations.

Key information from the Department of Education

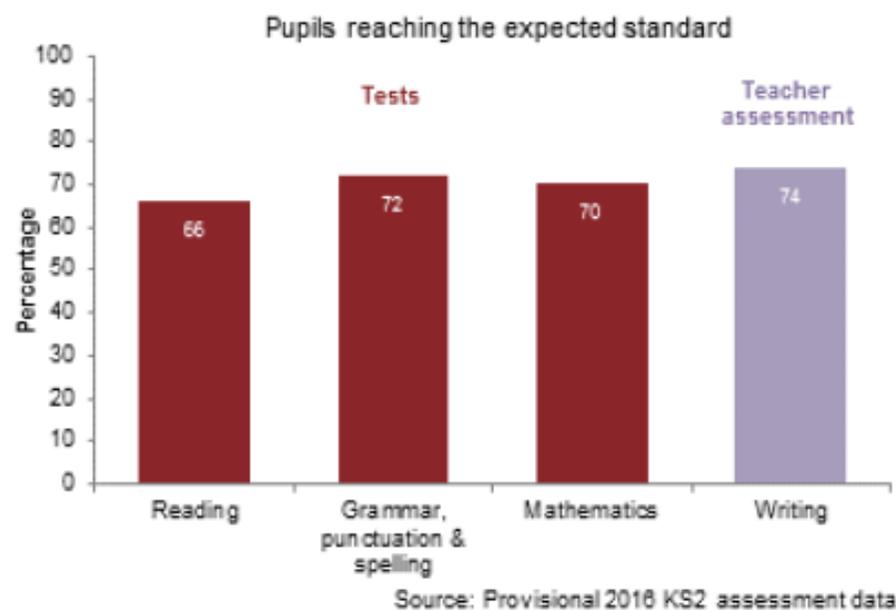
- * This year's tests are the first to reflect the new primary curriculum, which was introduced in 2014. This new curriculum is designed to be on a par with the best education systems in the world, and to give your child the best start in life.
- * Because this is the first year of the new tests, the results will look very different from those of previous years, and should not be compared with them. This is because we have introduced a new curriculum and set higher standards. It is true that we have raised the bar but this is because we want to match the best international standards. This is because we want every child to leave primary school having mastered the skills in reading, writing and maths so that they can reach their potential at secondary school and throughout their adult life.
- * What matters most is that for your child in year 2, these tests form just one part of the overall assessment, and schools are able to use the results to help them decide how best to support your child.

53% of pupils reached the new expected standard in reading, writing and mathematics

Because of the changes set out above, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 2 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

See the [statement from the Head of Profession](#) for advice on comparability over time. More advice and context to support interpretation of the results in 2016 will be provided in the provisional KS2 SFR due to be published on 1 September 2016.

Fewer pupils reach the expected standard in reading than in other subjects



The expected standard in the tests is a scaled score of 100 or above.

Attainment in the tests is highest in grammar, punctuation and spelling at 72% and lowest in reading at 66%. At 74%, attainment in the writing teacher assessment is higher than in any of the test subjects.

This is different from the pattern seen in previous years where attainment at level 4b or above was highest in reading and lowest in grammar, punctuation and spelling.

Should I be worried if my child isn't at the expected standard?

(From the DfE leaflet)

- * There is no reason to worry. The government wants to make sure every child has mastered the basics, so they can do well in life. It is important to understand how well your child is doing in these basic skills as early as possible. The results of the tests and teacher assessments help teachers identify where children might be struggling so they can put support and extra assistance in place to get them back on track with their reading or maths.

How can you help?

- * Learn the spellings that are sent home. At school we will be focussing on spelling patterns. We will be sending home lists of the key word lists that the children need to learn alongside the patterns.
- * Regularly practise times tables – with the greater emphasis on arithmetic in the new curriculum, the children will benefit from quicker recall.



Any questions?