

# Assessment



# LEVELS HAVE GONE

## Reasons from Department for Education

- ▶ The assessment level did not match the year group.
- ▶ Using the old curriculum, the expectation was to move into the next year's objectives. Became a race!
- ▶ The curriculum changed so assessment has to change.

# WHAT IS NEW ABOUT THE NATIONAL CURRICULUM ?

- ▶ Content has changed.
- ▶ Expectations are higher.
- ▶ Greater emphasis on depth of learning.
- ▶ Pupils need to know, understand and apply.
- ▶ Pupils stay within the objectives for their year group.

# OFSTED

- ▶ The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace.
- ▶ Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.
- ▶ Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before accelerating through new content.
- ▶ Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

# WE NEED AN ASSESSMENT SYSTEM THAT...

- ▶ Informs the teaching in the classroom.
  - ▶ Values day to day assessments alongside more formal assessments such as tests (internal and external).
  - ▶ Matches the new curriculum.
  - ▶ Recognises the depth of learning covered.
  - ▶ Gives robust and reliable judgements within and between year groups.
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# WHERE DID WE BEGIN ?

- ▶ Understanding the curriculum and the changes.
  - ▶ Familiar with the requirements.
  - ▶ Discussions and meetings both in school and across schools.
  - ▶ Once familiar with the new curriculum then re-wrote the programmes of study.
  - ▶ Staff became clear about the coverage and the aims for each year group.
  - ▶ Then we developed the assessment system.
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National Curriculum with objectives



Termly objectives identified- agreed the expectations



Plan lessons to teach objectives.

Ensure that pupils know, understand and apply the objectives for that term.



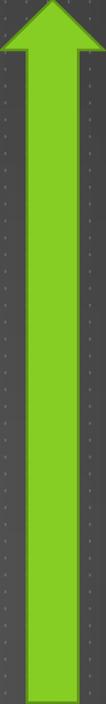
Using guidance staff moderate work regularly across the school.

For further development we will moderate across schools.

( some tests alongside the assessment for core subjects)



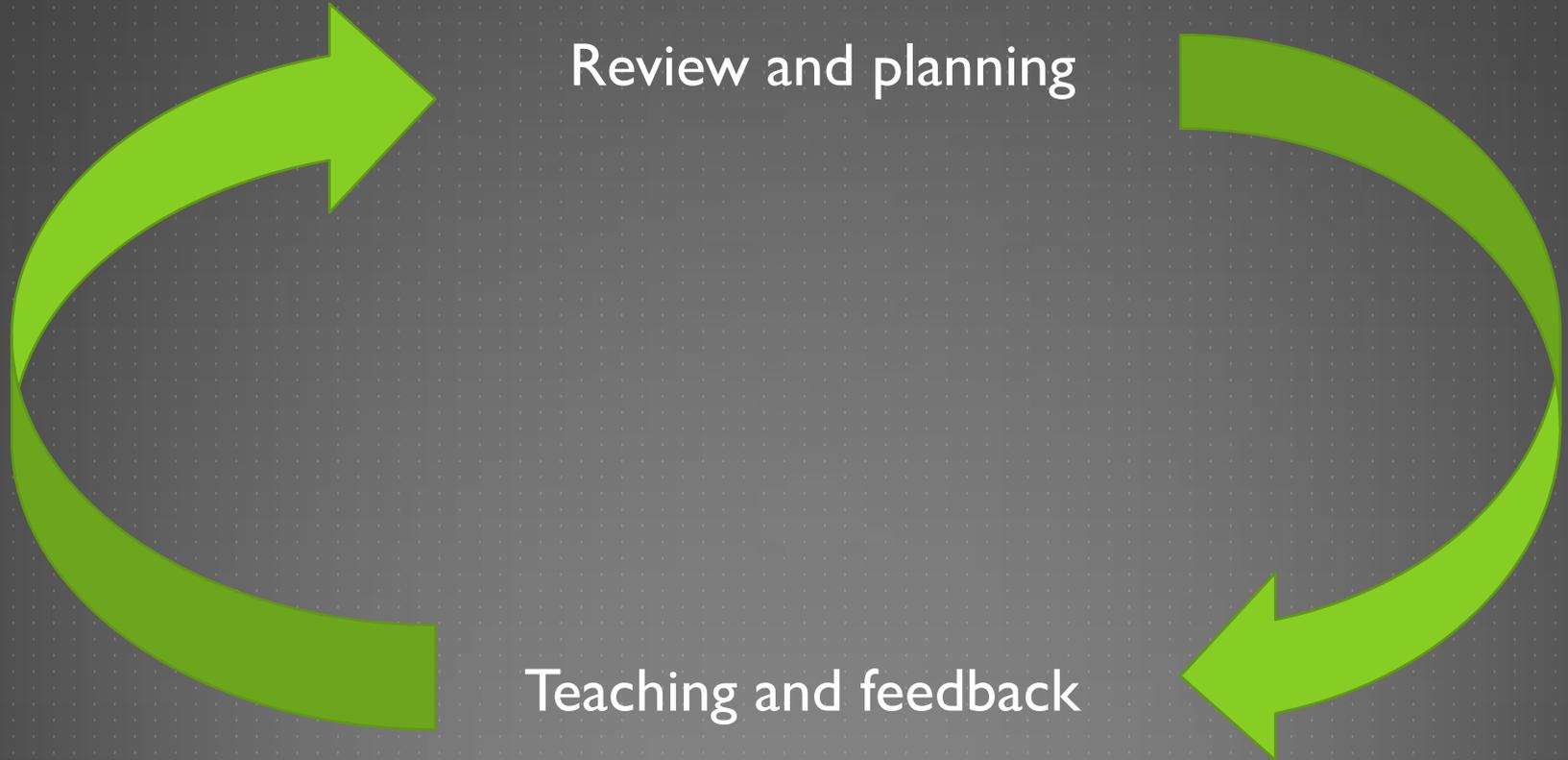
End of term decision on attainment, based on work covered.



# THE TEACHING AND LEARNING

Review and planning

Teaching and feedback



<b>Standard</b> <b>*ARE = Age Related Expectations</b>	<b>Description</b>
Working TOWARDS ARE*	Not yet secure or fluent enough on the objectives for the current year group to meet ARE.
Working AT ARE	Meeting the ARE for both curriculum content and application.
Working ABOVE ARE	Working with increased fluency and application. A child working at this level understands more objectives and can apply them effectively.
Mastery	This judgement will only be made at the end of each academic year once the entire curriculum has been covered. It describes an outstanding level of attainment along with the ability to apply their skills with meaning and purpose.

\* Special Educational Needs and Disability - children will be given this judgement where appropriate. More detailed information on targets and progress will be communicated via parents evenings and SEN reports.

# CURRICULUM PROGRESSION



Year 8

Year 7

Year 6

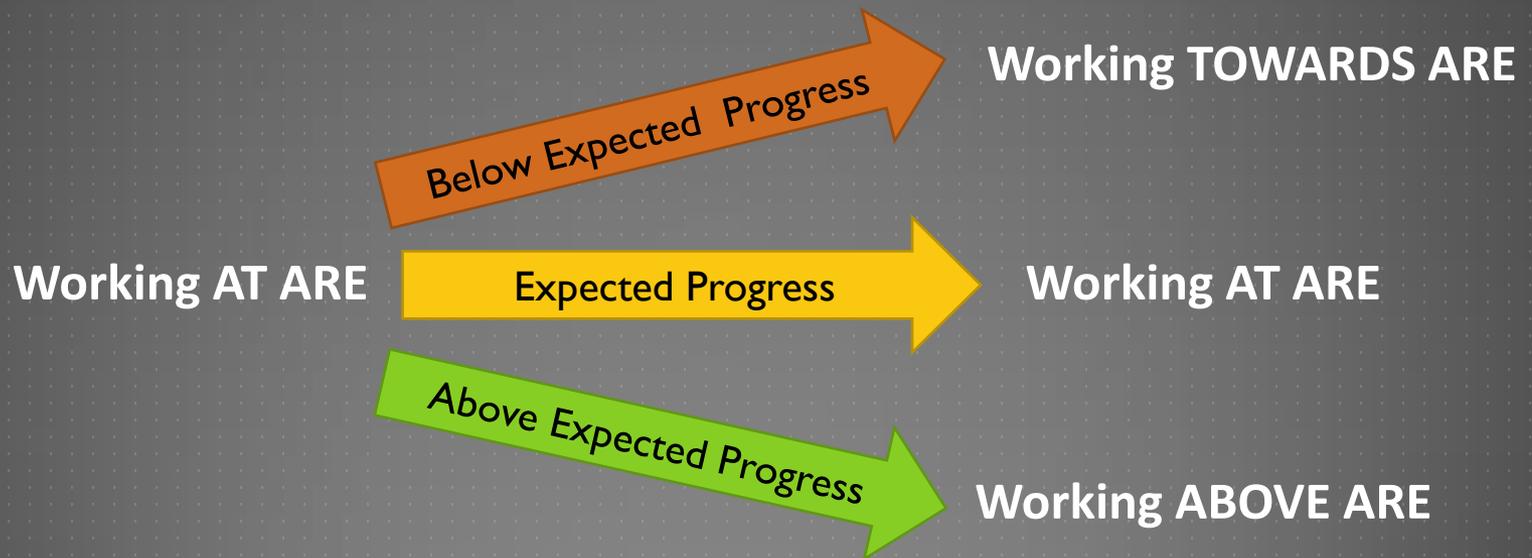
Year 5

# MEASURING PROGRESS

- ▶ Progress between years.

Year 5

Year 6



# ASSESSMENT POINTS

- ▶ Once a term for English & maths
- ▶ Science - end of the unit of work.
- ▶ Twice a year for foundation subjects

# MEASURING PROGRESS

- ▶ Progress within the year.
- ▶ Judgements made within the year are on the basis of work covered so far.

Year 5	Year 6 Autumn	Year 6 Spring	Year 6 Summer
Anna - AT ARE	Working AT ARE	Working TOWARDS ARE	Working AT ARE
Fred - AT ARE	Working TOWARDS ARE	Working AT ARE	Working TOWARDS ARE
Albert – AT ARE	Working AT ARE	Working AT ARE	Working ABOVE ARE

# STRANDS – AN EXAMPLE IN WRITING.

- ▶ Making a single judgement of writing is not satisfactory.
- ▶ Writing has been split into 3 strands.
  1. Composition – Is the writing fit for purpose?
  2. Vocabulary, punctuation and grammar.
  3. Spelling and transcription – this includes handwriting.

# HOW DOES A TEACHER MAKE THE DECISION ?

- ▶ Work in books
- ▶ Feedback from the child during the lesson
- ▶ Tests
- ▶ Guidance from subject leaders
- ▶ Discussions with the pupil
- ▶ Moderation - in school, between schools

# FOR THE PUPILS

- ▶ Children need to be aware of what they are doing well at and what to do to get better.
- ▶ Clear learning objectives and targets for their day to day work.
- ▶ An understanding of the Age Related Expectations.
- ▶ A greater expectation for a positive learning attitude to enable children to work with greater independence.
- ▶ Regular written and verbal feedback to assist children and identify the next steps in learning.
- ▶ Praise for effort and recognition of high quality work.

# Questions



# REPORTING TO PARENTS

What to expect this parent consultation evening.

Future

- ▶ Interim report example available.
- ▶ Targets will be shared with parents/carers and pupils.

As usual

- ▶ End of year report available using new system of assessment for attainment. Written report with targets.

# WHAT NEXT ?

- ▶ Pupils to be informed of new criteria.
  - ▶ Continue with moderation and develop across schools.
  - ▶ Curriculum Age Related Expectations available on the website.
  - ▶ Continuous journey.
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