



The Three Schools
(Swanbourne CE, Mursley CE and
Drayton Parslow Village Schools)



Assessment Without Levels
Parents Information Leaflet

Assessment Without Levels

From September 2015, the Government has made significant changes in the way that children in schools are to be assessed. This is to tie in with the New National Curriculum that was introduced in 2014.

The aim of this guide is to give you some information about the changes implemented and what that means for children at The Three Schools.

Significant changes in the 2014 Curriculum

Please see additional handouts

Assessing Without Levels

We have implemented a system called 'Target Tracker' system, which is used in over 1 in 5 primary sector schools in England. 'Target Tracker' has been developed to ensure that the useful elements of the outgoing levels system are retained, ensuring data from school to pupil level is presented and recorded with clarity and consistency.

Tracking Attainment and Progress with Steps

To track pupil attainment we have utilised a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system we have in Early Years Foundation Stage (EYFS).

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into six steps:

- Beginning (B)
- Beginning + (B+)
- Working Within (W)
- Working Within + (W+)
- Secure (S)
- Secure + (S+)

The four broader sections may be thought of in these terms:

- 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 - Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments achieving approximately 70%.

- Secure - Confidence in all of the criteria for the band. 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
- Secure + - Effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

Expectations

The table below shows the expectations for pupils in each term in each year group



Age Related Profile Report

Term End		Step																							
		P1-P3ii	P4-P6 40-60W	P7-P8 40-60S	1B	1W	1S	2B	2W	2S	3B	3W	3S	4B	4W	4S	5B	5W	5S	6B	6W	6S	7B	7W	
Reception	Spring																								
	Summer																								
Year 1	Autumn																								
	Spring																								
Year 2	Summer																								
	Autumn																								
Year 3	Spring																								
	Summer																								
Year 4	Autumn																								
	Spring																								
Year 5	Summer																								
	Autumn																								
Year 6	Spring																								
	Summer																								

Key: B (Beginning in band): b & b+
W (Working in band): w & w+
S (Secure in band): s & s+

Working below age related expectation
At risk of working below age related expectation
Working at age related expectation
Almost working above age related expectation
Working above age related expectation

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.

We would expect children who are secure (S) in the band of statements they are working on to have these experiences, and therefore be working at the secure + (S+) step before being assessed against the following year band statements.

So how will the process in school work?

At the start of each year, the vast majority of children will be assessed as Beginning against the End of year statements. Using their professional knowledge and judgement as well as tracking from the previous year, teachers will know what the children can already do. Targets will be set by the Senior Leadership Team as to where that child should be at the end of the year. So, for example, children in Year 3 could be given a forecast of 3B, 3W OR 3S. In some cases, children will have a forecast from a higher or lower year group.

Setting Targets for Progress

To achieve thorough coverage of the band, children should reach the secure (S) step by the end of the appropriate year. To move from secure (S) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Below is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60S+), in order for them to reach the secondary ready standard, 6 secure (6S) at the end of Year 6.

Year 1 Autumn 1 assessment	End of Year 1 Target	End of Year 2 target	End of Year 3 target	End of Year 4 target	End of Year 5 target	End of Year 6 target
40-60S+	1S	2S	3S	4S	5S	6S

All pupil targets will be reviewed half termly by the Senior Leadership Team and class teacher, to ensure it is appropriate and may be changed where necessary.

Pupils working below band 1 and pupils with Special Educational Needs

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed using the EYFS band steps, particularly in the autumn and spring terms. For pupils with Special Educational Needs, who are working below the Year 1 band, will be tracked using P-Scales so progression through into Year band 1 can be tracked. Progress for these pupils will be tracked using our one point scale

What happens in Year 2 and Year 6?

National curriculum tests

As a result of the new National curriculum in 2014, the Standards and Testing Agency (STA) has changed the tests and how they are assessing the new curriculum. Pupils will take the new tests for the first time in May 2016 in both Key Stage 1 and Key Stage 2.

From 2016, scaled scores will be used to report national curriculum test outcomes.

Scaled scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment.

A scaled score of 100 will always represent the 'National standard'. However, due to the small differences in difficulty between tests, the 'raw score' (the total number of correct responses) that equates to 100 might be different each assessment year.

The standards underpinning the scale will be maintained as long as there is no large-scale change to what the tests cover. Once the 'National standard' has been set in summer 2016, the standard in subsequent years will be maintained.

Interpreting scaled scores

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the 'National standard' will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

If a pupil achieves the 'National standard' this doesn't imply that the pupil has mastered all of the knowledge and skills indicated in the test performance descriptor.

Reporting end of Key Stage results

Following end of Keys Stage 1 and 2 assessment tests, the following information will be reported to parents;

For Reading, Writing and Mathematics, parents will be informed if their child is :

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

For Science, parents will be informed if their child is:

- Working at the expected standard

For a child to be assessed as 'Working at the expected standard' they will need to have achieved and have evidence of being able to work consistently at all the Key Performance Indicators within the subject.

The assessment and reporting arrangements for pupils at the end of Key Stage 2 are slightly different. At the end of Year 6 information will be reported to parents for Reading, Writing and Mathematics.

In Reading, Mathematics and Science parents will be informed if their child is:

- Working at the expected standard

For a child to be assessed as 'Working at the expected standard' they will need to have achieved and have evidence of being able to work consistently at all the Key Performance Indicators within each subject.

In Writing parents will be informed if their child is:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

New Key Terminology

- KPI - Key Performance Indicators; these are the statements taken from the national curriculum that identify what a child should be able to do within the curriculum taught.
- ARE - Age Related Expectations; this is where pupils are expected to be working at the end of their year group, milestone or key stage.