

Assessment Without Levels

Assessment reform

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 from September 2014 and will not be replaced.

By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils’ learning.

The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Assessment Without Levels

- The first new key stage 1 and key stage 2 tests in English, mathematics and science, based on the new national curriculum, will be sat by pupils for the first time in the summer of 2016.

What does that mean for us?

Age Related Expectations

Levels:

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

Age Related Expectations

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

Assessment Without Levels

New National Curriculum Programmes Of Study

English

- Spoken Language
- Reading- word reading, comprehension
- Writing- transcription (spelling), handwriting, composition, vocab, punctuation & grammar

English Curriculum: Main changes

- There is a focus **on reading for pleasure** with all children encouraged to ‘**read widely across both fiction and non-fiction ...**, to establish an appreciation and love of reading, and to gain knowledge across the curriculum’. This includes the school, setting ‘ambitious expectations for reading at home’.
- **Spoken language** is a huge focus in the English curriculum, with the inclusion of ‘talk for writing’, reciting poetry, debates etc.
- There is a single, discrete programme of study for spoken language for Years 1 – 6, which highlights the importance of vocabulary development.
- Continued emphasis on systematic phonics, including a progression in teaching, which is already well established in our school.
- At all levels, there is emphasis on spelling, punctuation and grammar, as well as vocabulary development.

Spelling, Punctuation and Grammar

SPaG Belts

Year Group	Belt
Year R	White
Year R	Yellow
Year 1	Yellow and Black
Year 1	Green
Year 1	Green and Black
Year 2	Purple
Year 2	Purple and Black
Year 2	Orange
Year 2	Orange and Black
Year 3	Blue
Year 3	Blue and Black
Year 3	Brown
Year 4	Brown and Black
Year 4	Red
Year 5	Red and Black
Year 5	Black
Year 6	Instructor
Year 6	Master

I am working towards my Orange Belt!



This is what I need to learn

Terminology	Spelling	Punctuation	Grammar
Terminology : Noun Question Exclamation Compound Suffix Adjective Comma	<ul style="list-style-type: none"> I phoneme, spelt 'le' at the ends of words is the most common spelling for this sound at the ends of words. (table, apple, bottle, little and middle) I phoneme, spelt 'el' Less common than -le. Used after m,n,r,s,w and often s. (camel, tunnel, squirrel, travel, towel and tinsel) I phoneme, spelt 'al' A few nouns and several adjectives. (metal, pedal, hospital, animal final, special, critical and capital) Words ending 'il' (nostril, pencil and fossil) Common exception words (tricky words) 	• Consolidation of: Commas in lists Capital letters Full stops Exclamation marks Question marks	<ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness; -er; e.g. happiness, player And by compounding e.g. Whiteboard, superman Formation of adjectives using suffixes such as -ful; -less e.g. playful, fearless; Use of the suffixes -er; -est in adjectives e.g. taller tallest; older oldest; heavier heaviest

Suggested words for common exceptions (could be covered in handwriting sessions)

class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should

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New National Curriculum Programmes Of Study

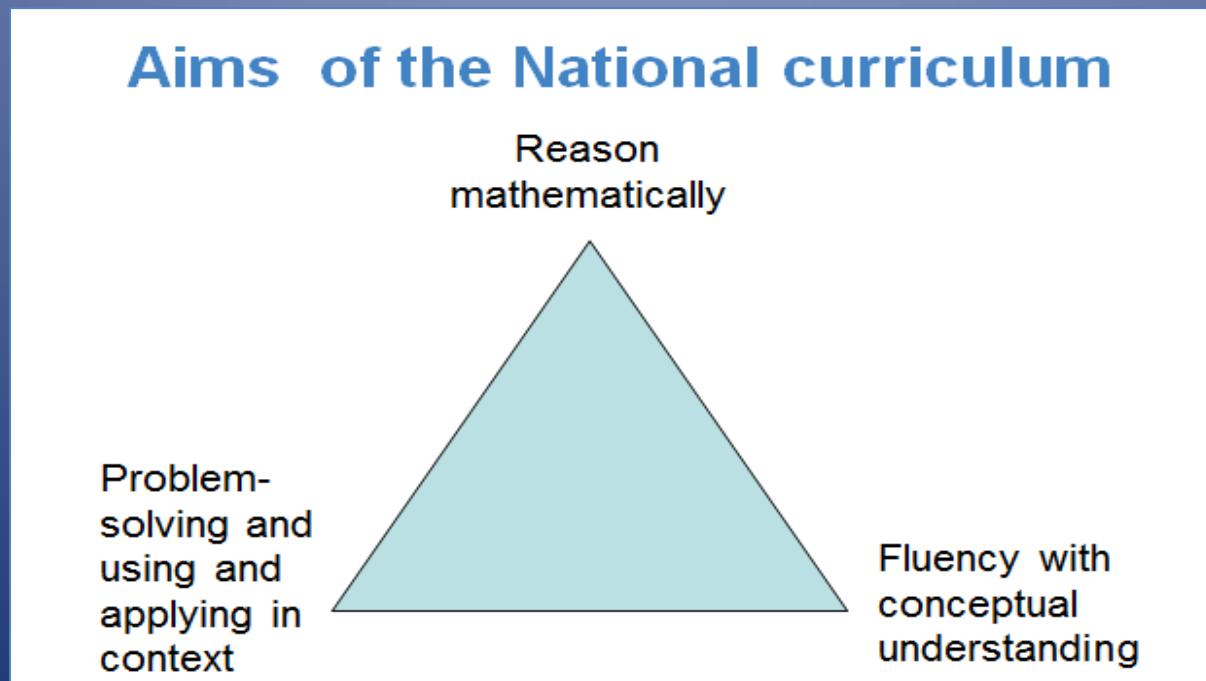
Maths

- Number- Place value, addition & subtraction, multiplication & division
- Fractions
- Measurement
- Geometry
- Statistics
- Ratio & Proportion (Y6)
- Algebra (Y6)

Maths Curriculum: Main changes

- Multiplication facts start in year 1 with 2, 5 and 10 going up to 12×12 by the end of year 4
- A single formal written method to be taught for addition, subtraction, multiplication, division
- Calculation of fractions included
- Calculation of the area of shapes other than squares and rectangles included
- Probability has been removed from KS2, now starting in KS3
- Emphasis on essential numeracy skills and arithmetic, including using money and telling the time
- Calculators to be limited in use until the later years of primary.
- Introduction of Roman numerals being taught in KS2

The aims set out in the New National Curriculum for maths are **fundamental to teaching and learning.**

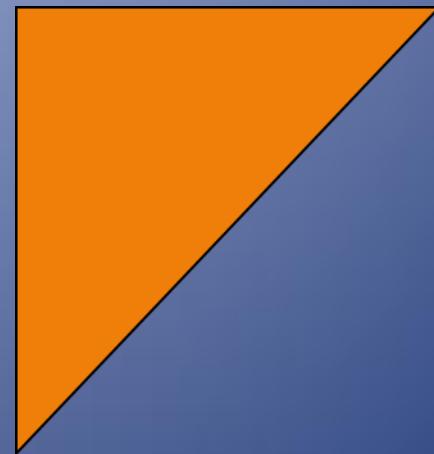
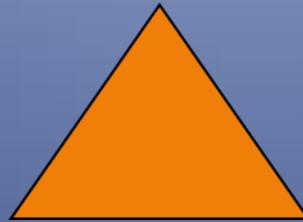


What is Reasoning in maths?

- Thinking about mathematics
- Making connections
- Application of facts and knowledge - either explicitly or implicitly
- Justifying
- Convincing yourself and others

What's the same? What's different ?

Choose any two of the three. In what way are they the same as each other and different from the third?



Age Related Standards

**For each year group there will be steps
children will need to achieve:**

1. Emerging
2. Emerging (+)
3. Expected
4. Expected (+)
5. Exceeding
6. Exceeding (+)

By the end of the year the expectation will be that the majority of pupils will achieve ‘Expected’ and a small number of pupils will exceed these steps.

**Children working below the National Curriculum for their year group
will work towards the year group/s below.**

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Summative Proformas

Year 6	Exceeding +	39
	Exceeding	38
	Expected +	37
	Expected	36
	Emerging +	35
	Emerging	34
Year 5	Exceeding +	33
	Exceeding	32
	Expected +	31
	Expected	30
	Emerging +	29
	Emerging	28

Year 4	Exceeding +	27
	Exceeding	26
	Expected +	25
	Expected	24
	Emerging +	23
	Emerging	22
Year 3	Exceeding +	21
	Exceeding	20
	Expected +	19
	Expected	18
	Emerging +	17
	Emerging	16
Year 2	Exceeding +	15
	Exceeding	14
	Expected +	13
	Expected	12
	Emerging +	11
	Emerging	10
Year 1	Exceeding +	9
	Exceeding	8
	Expected +	7
	Expected	6
	Emerging +	5
	Emerging/ E-	4/3.5
Reception	EYFS - Exceeding ELG	3
	EYFS - Expected ELG	2
	EYFS - Emerging ELG	1

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Programme of Study

Year 1										
	EYFS			Below and Emerging Y1			Expected Y1		Exceeding Y1	
	1	2	3	3.5	4	5	6	7	8	9
Aut Early										
Autumn										
Spr Early										
Spring										
Sum Early										
Summer										

Year 2										
	Below and Emerging Y2					Expected Y2		Exceeding Y2		
	7	8	9	10	11	12	13	14	15	
Aut Early										
Autumn										
Spr Early										
Spring										
Sum Early										
Summer										

Year 3										
	Below and Emerging Y3					Expected Y3		Exceeding Y3		
	13	14	15	16	17	18	19	20	21	
Aut Early										
Autumn										
Spr Early										
Spring										
Sum Early										
Summer										

Below the Programme of Study

At the Expected level in the
Programme of Study

Emerging into the Programme of Study

Exceeding the Programme of Study



Assessment Without Levels

Descriptors – Year 4 NC

West Borough Primary School & Nursery
National Curriculum Year 4 Assessment Sheet: Maths

Child's Name: _____ Class: _____

Date Achieved		Maths - Number and Place value Expected Year 4	End of Autumn Term (Dec 14)			End of Spring Term (March 15)			End of Summer Term (June 15)		
			E	Ex	Exs	E	Ex	Exs	E	Ex	Exs
	NPV 1.1	Count in multiples of 6									
	NPV 1.1	Count in multiples of 7									
	NPV 1.1	Count in multiples of 9									
	NPV 1.1	Count in multiples of 25									
	NPV 1.1	Count in multiples of 1000									
	NPV 1.2	Find 1000 more or less than a given number									
	NPV 1.3	Count backwards through zero to include negative numbers									
	NPV 1.4	Recognise the place value of each digit in a four-digit number									
	NPV 1.5	Order four-digit numbers									

TLCs

- During the forthcoming TLCs your child's teacher will be introducing the new attainment descriptors very simply.
- There will be a section within the TLC booklet which will say, Is on track to meet age related expectations? Y/N
- This will enable a short discussion regarding your child's attainment but will not dominate the TLC.
- This is to help prepare for the end of year report.

New test specifications – KS1

www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

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

www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

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)

Scaled Score

The move to scaled scores was announced as part of the previous government's response to the [consultation on reforming assessment and accountability for primary schools](#).

We design national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. 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. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

The scale will have a lower end point below 100 and an upper end point above 100. Once we have set the national standard we will use a statistical technique called 'scaling' to transform the raw score into a scaled score. We will publish this after the first tests have been administered.

Reporting to Parents

Key stage 1 tests

Teachers will need to use conversion tables to translate pupils' raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform your teacher assessment judgements.

Key stage 2 tests

We will publish KS2 test results on the NCA tools website in July 2016. Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard

Please could you fill in the feedback forms and indicate whether you would be happy for us to contact you regarding discussion on how to report to parents .

Thank you!