

Assessing Learning

How will you know
how well your child
is doing?



Aims

- Statutory Changes to Assessment – what we/your children have to do.
- The Beaconside approach – what we do to assess learning in school.
- How your child's progress and academic ability will be 'judged' and reported.



Assessment Pre-September 2015



EYFS

Key
Stage 1

Key
Stage 2

Assessment Pre-September 2015

**TA through
observation.
Score 1,2 or 3**

TA using tests and
outcomes.
Levelled – L1, 2, or
3 (with sub-levels
of c, b and a)

TA (writing only) using
outcomes and tests
(externally marked) for
reading, writing, maths and
SPaG).
Levelled L3, 4, 5 or 6 (with
sub-levels of c, b and a)

EYFS

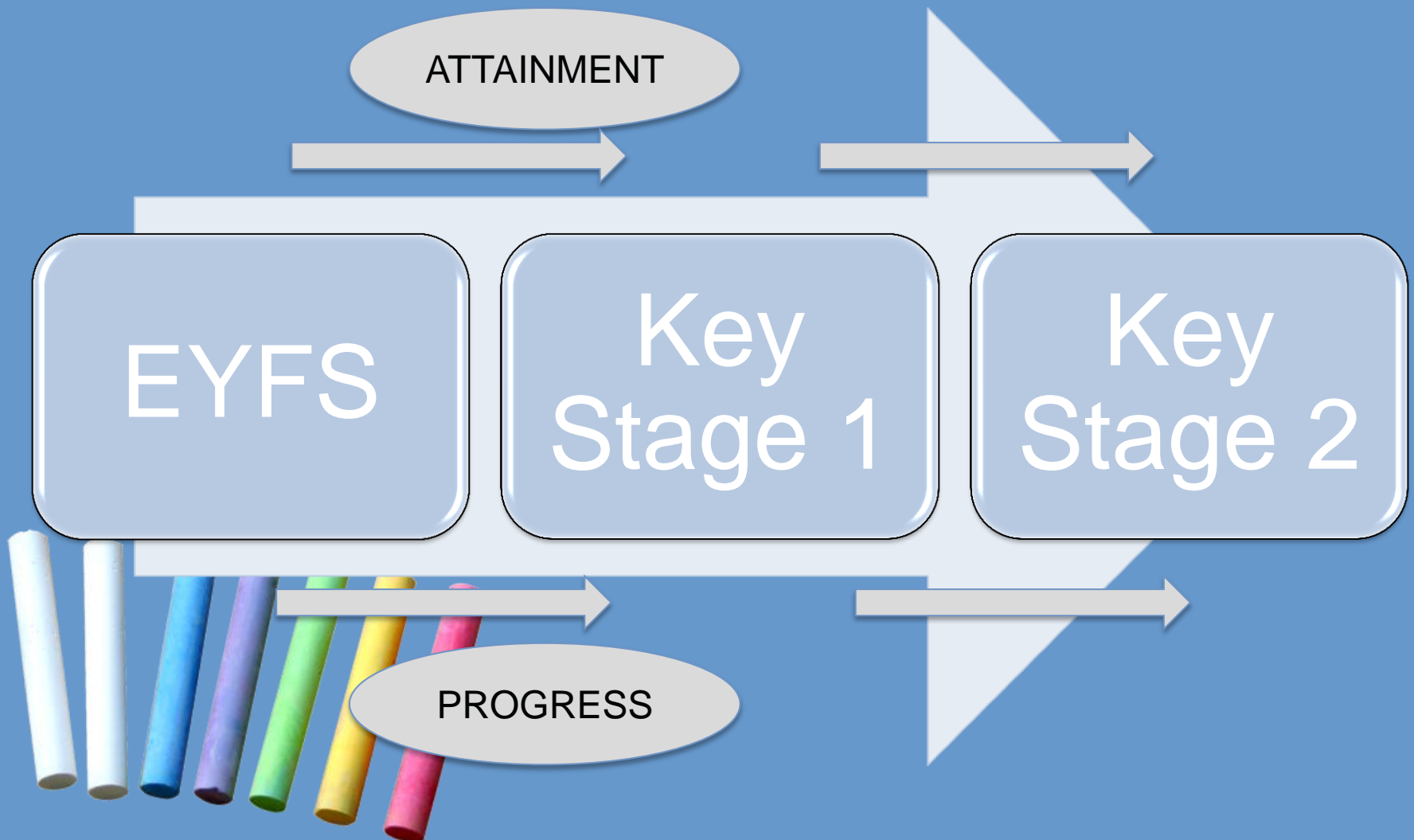
Key
Stage 1

Key
Stage 2



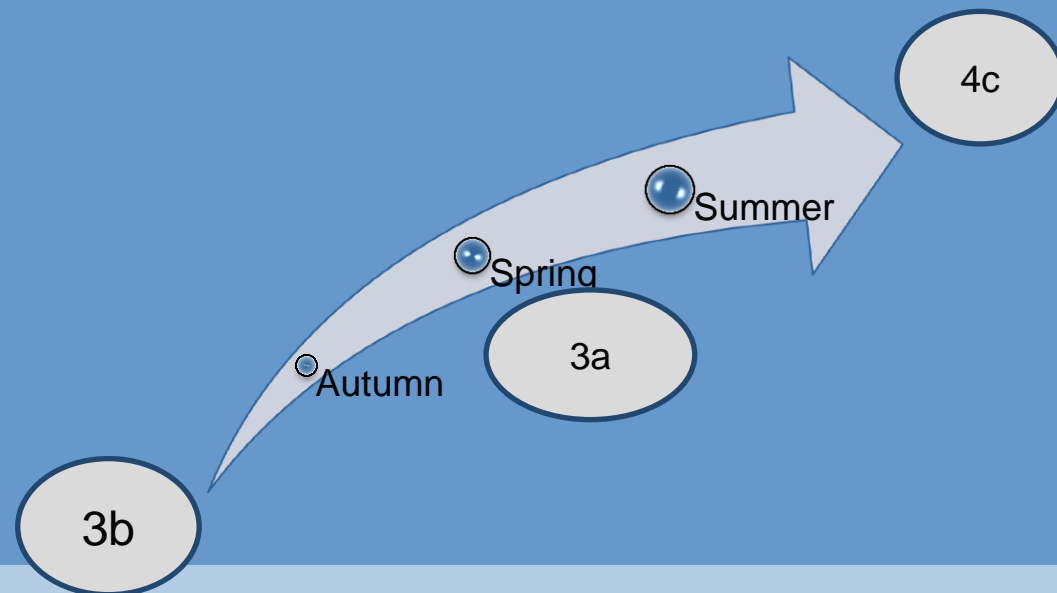
TA - teacher assessment

Assessment Pre-September 2015



Assessment Pre-September 2015

EYFS	KS1	KS2
1	Level 1 (below)	Level 3 (below)
2	Level 2 (expected)	Level 4 (expected)
3	Level 3 (above)	Level 5 (above)



Until...

**Final report of the
Commission on Assessment
without Levels**

September 2015



**Government
response:
Commission on
Assessment without
Levels**

September 2015

Why change?

- Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This distorted the purpose of in-school assessment.



Why change?

- Commission believes that this has had a profoundly negative impact on teaching. Too **often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold** instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace.



Why change?

- **Levels also used a 'best fit' model,** which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.



What are the changes?

1. No levels – no alternative.
2. No levels – judgement made using terminology “working towards the expected standard”, “working at the expected standard”, and “working at greater depth in the expected standard”.



What are the changes?

- 3. No levels – schools must show progress as well as attainment.
- 4. No levels – interim standards.



Year 2 Writing Interim Standards

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.



What are the changes?

- 3. No levels – schools must show progress as well as attainment.
- 4. No levels – interim standards.
- 5. KS1 Tests – Grammar and Punctuation Test and Arithmetic Test in addition to Reading and Maths.



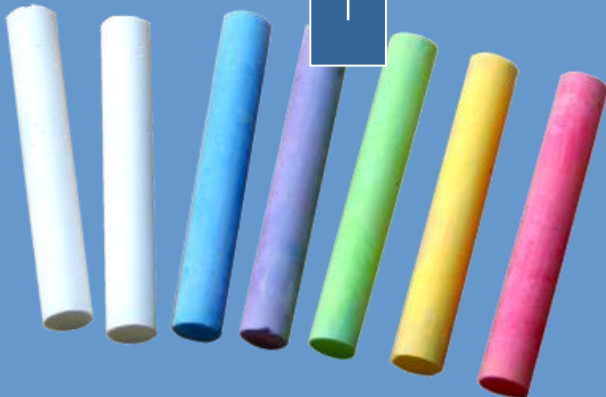
Tick one box to show where a comma should go in the sentence below.

Tick one.

Aisha found some red blue and purple

☐☐☐

beads in the box.

☐

Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.





17

$$35 \div 5 = \boxed{}$$



18

$$\frac{1}{4} \text{ of } 20 = \boxed{}$$



What are the changes?

6. KS2 Tests – replaced the mental maths test with the arithmetic test.

7. Test results will be presented as standardised scores (KS1 and KS2).



What are the changes?

8. Expectations have drastically increased.
 - Some old Yr 2 objectives now in Year 1.
 - Year 2 and Year 6 expectations have considerably increased.
9. Expected is no longer expected!
10. No one knows what expected is!



Tests

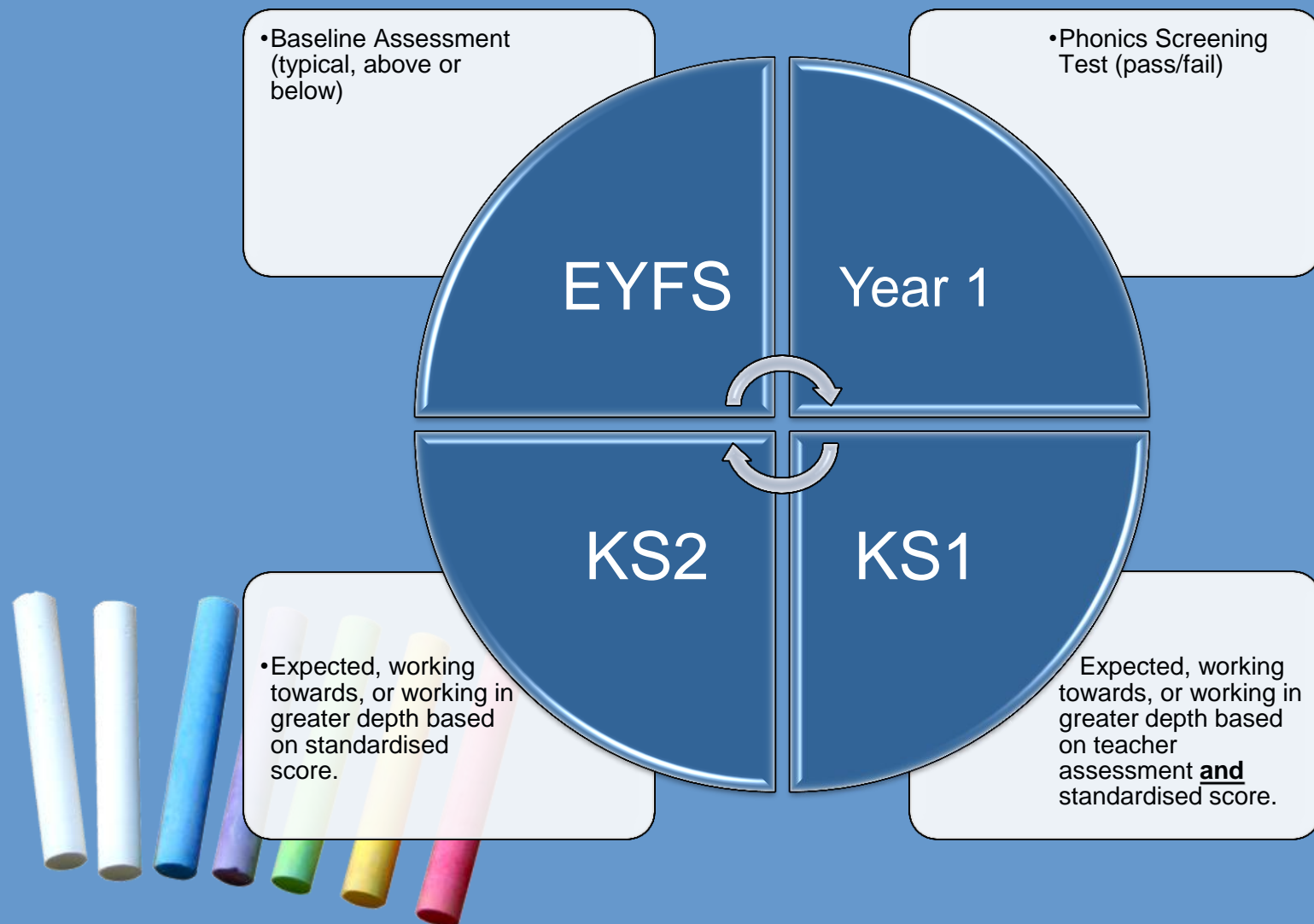
	Reading	Maths	SP&G
Key Stage 1	31/50	29/50	24/50
Key Stage 2	43/50	48/50	39/50
Scaled Score	110	112	109

	Reading	Maths	SP&G
Key Stage 1	31/50	29/50	24/50
Key Stage 2	43/50	48/50	39/50
Scaled Score	98	97	96



100 is expected

What does this look like?



What about the other classes?

What we are told we need...

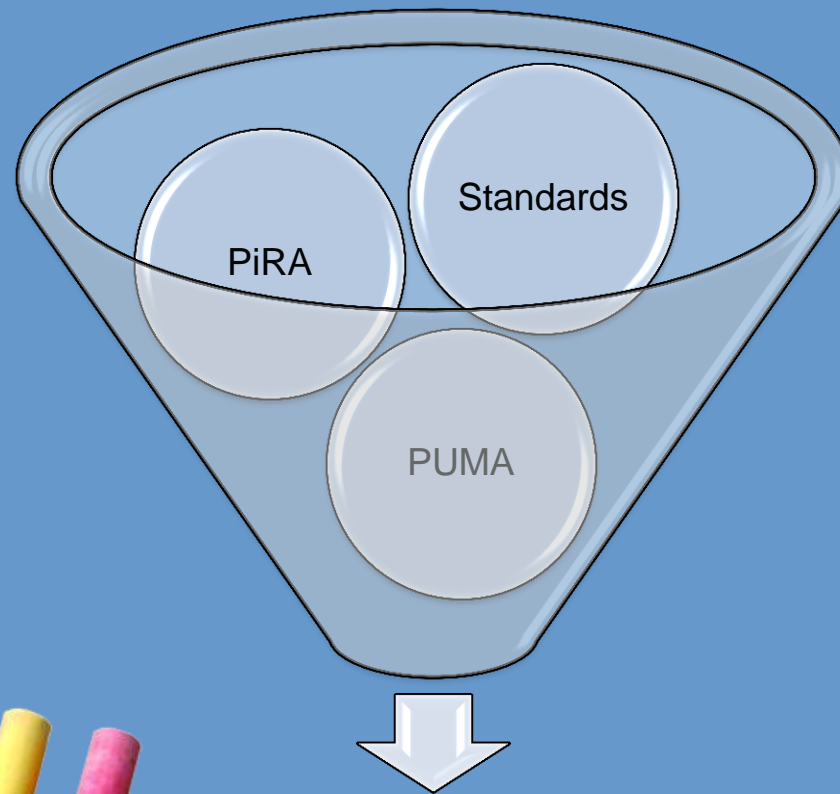
- A system that shows progress on a termly basis.
- A system that judges pupils' attainment (ability) compared to age related expectations.



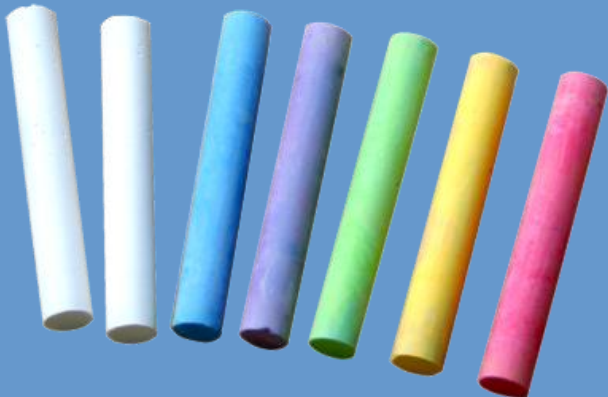
What we do...

- Ensure we do this in a way that supports and challenges pupils.
- Ensure that pupils not only know what they need to do but how to achieve it.

Beaconside Approach



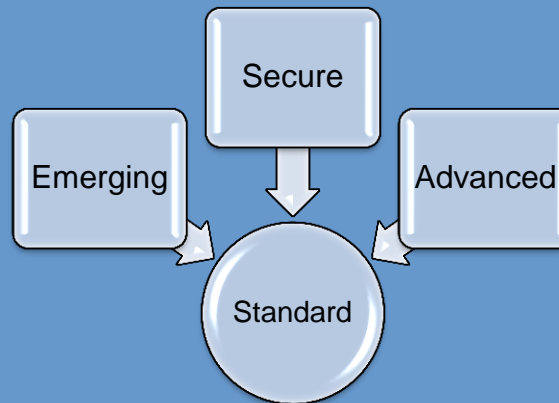
Data Tracker



Assessment – Termly Plan

	Standards	PiRA/PUMA	Tracker	Provision Plan
Week 1	✓			
Week 2	✓			
Week 3	✓			
Week 4	✓			
Week 5	✓			
Week 6	✓			✓
Week 7	✓			
Week 8	✓			
Week 9	✓			
Week 10	✓	✓		
Week 11	✓			
Week 12	✓		✓	✓

Judgements



Progress

Year	Emerging	Secure	Advanced	Progress
2	✓			Expected
3	✓			
2	✓			Better than Expected
3		✓		

What do you need to know?

- Is my child making progress?
 - If no, why?
- Is my child meeting age related expectations?
 - If no, why?
- What provision is in place to ensure my child achieves their potential?
- What can we do to help?

