

From September 2015...

National curriculum levels will no longer apply to statutory assessment.

A Commission reported to schools this September with advice and support on good practice

Tim Oates

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

The new curriculum (introduced in September 2014) has fewer things but in greater depth.

Standards have been raised. The new curriculum is more challenging. An average child (e.g. Year 4 - 3B)last year would not have achieved all of the new objectives for a Year 4 child.

Year 2 and 6 assessment

Children will not be given a level – they will be given a score where 100 represents average – the standards expected for the average pupil have been raised.

“implementation of statutory teacher assessment performance descriptors at the end of key stages 1 and 2 for the academic year 2015/2016.”

“We trust teachers to use their professional judgements in deciding which approaches work best for their pupils. We’re taking the same approach to assessment; we will set high standards for what pupils should be able to achieve at the end of key stages, but between these points it is for schools to decide how to assess pupils against their curriculum.”

Why the changes?

- Progress was seen as moving on to the next level, but now is seen as developing deeper or wider understanding, not just moving on to work of greater difficulty.
- 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.
- 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.

Why the changes?

- Teachers planned lessons which would allow pupils to learn or demonstrate the requirements for specific levels.
- Pupils compared themselves to others and often labelled themselves according to the level they were at. This encouraged pupils to adopt a mind-set of fixed ability, which was particularly damaging where pupils saw themselves at a lower level.
- Telling a parent that their child was level 4b, did not provide meaningful information about what that child knew and understood or needed to know to progress.

What will be the benefits?

- Assessment without levels gives schools the opportunity to develop their own approaches to assessment, to simplify assessment and focus on teaching and learning and the effective delivery of the curriculum - remove the burden of unnecessary recording and tracking.
- Focusing assessment on the content of the school's curriculum will allow for communications with parents and carers to provide a clearer sense of how to support their children to build and consolidate learning.

Benefits for the children

- By no longer grouping pupils according to levels, teachers can give more focus to providing pupils with personalised feedback.
- Removing the 'label' of levels can help to improve pupils' mind-sets about their own ability - teachers can aim to ensure they use methods that allow all pupils access to the whole curriculum.

Concepts of assessment without levels

Fewer elements of the new National Curriculum
but in greater depth.

Learning is spiral – not always upward – it is important for children to use skills in different context rather than be given “harder” – expansion is as important as progression.

DfE expectations

On-going teacher assessment is crucial to effective teaching.

Schools should have freedom to decide how to teach their curriculum and how to track pupil progress.

Summative assessment and external tests are important.

Measures of progress and attainment are important for understanding school performance.

A broad range of information about the school's performance should be available to the parents and the wider public.

What does Little Bowden need?

A system that provides good quality information that can be acted upon to improve teaching and learning and used to inform parents and governors of pupil progress and attainment.

The Little Bowden approach

- Teachers will plan a “unit” of work based on one or some of the descriptors.
- They will teach the first lesson(s) and assess how well each child has achieved against the descriptor(s).
- Those children who are secure with the descriptor will be given additional challenge.
- Some children will need to practise the skill and will do so in the next lesson(s) until they are secure.
- Some children will get some additional input from the teacher or a teaching assistant to help them understand.

The Little Bowden approach

When we have finished teaching a unit of work we will assess your child against the descriptors.

- Below: working below the level for their age
- Developing : is able to achieve the descriptor but not yet with confidence or complete accuracy
- Secure : can confidently achieve the descriptor
- Secure +: is able to apply the learning in different contexts and different subjects.

End of year.....

Each child will be assessed against the new National Curriculum age related descriptors. The national expectation is that 85% of children will be secure against the descriptors for their age. At the end of the year we will report on your child's progress against these descriptors in the following ways:

- Working below the expected standard.
- Developing the expected standard.
- Secure in the expected standard.
- Working at greater depth within the expected standard (Secure +).

What does Little Bowden need?

- Teacher knowledge of the new curriculum so that teaching and learning can be planned coherently.
- Effective feedback to pupils of what they are achieving and how they can make continued progress.
- An approach to differentiation of learning that promotes a deep understanding (mastery) of key concepts for each year group.

How will my child be challenged?

Once a child has achieved a good understanding they will be challenged to apply this knowledge in different contexts.

Can they use their division knowledge in solving a practical problem.

Can they apply accurate punctuation in different types of writing.

What will we have in place?

Written feedback particularly in writing and maths will highlight to each child what they need to improve.

At each parents' evening you will have an up-date of your child's progress and their next targets in their learning.

At the end of the year you will get a report that summarises your child's progress over the year.