Assessment

Without Levels

Information Leaflet

(Produced by Frome Valley as part of our working partnership with schools in DASP)

**Levels in Schools**

Until September 2014, we had worked with levels in schools for over 15 years. The levels of attainment were expected bench marks for each year group. We also tracked children throughout their school life through levels.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Average level | 1a | 2b | 2a/3c | 3b | 3a/4c | 4b |

**Changes from September 2014**

In September, the Government removed levels in schools, except for Years 2 and 6. Children in Years 2 and 6 take their statutory assessments (SATS) as in previous years and will keep the current levels for one more year.

The Early Years curriculum has remained unchanged. However, a new statutory baseline will be introduced at the beginning of Reception in September 2016.

**What does this mean for schools?**

Schools now need to change and develop their assessment practices. This is a huge change for all schools. In response to these government reforms, all schools in DASP are working towards a common approach to assessment.

In September 2014, the Government also introduced a new National Curriculum. This too affected schools and how they will assess children.

The new National Curriculum is a mastery curriculum. This means, children must MASTER the objectives taught, rather than just be taught them. There has definitely been a shift in content of the new National Curriculum as well – many objectives for English and Maths from the previous National Curriculum have ‘moved down’ to the year group below. This means children are needing to master a more difficult curriculum.

E.g. *The Year 3 maths curriculum now includes: counting in 10ths; comparing, ordering, adding and subtracting fractions with common denominators; telling the time to the nearest minute on a 24 hour clock; Roman numerals and formal written methods for addition and subtraction.*

**How will we be assessing children now?**

We will be assessing children against the new National Curriculum objectives and using a new ‘language’ to report to parents on how well your child is achieving these new National Curriculum objectives.

**New Language of Assessment**

|  |  |  |
| --- | --- | --- |
| **New Language** | **Code** | **What this means** |
| **Working towards** | **W** | Your child is working towards the objectives for this year group for this subject. |
| **Mostly Achieved** | **M** | Your child has achieved about two thirds of the objectives for this year group for this subject. |
| **Achieved** | **A** | Your child has achieved more than two thirds of the objectives for this year group for this subject. |
| **Mastery** | **Mas** | Your child can apply the objectives to a variety of situations and make links between different parts of learning. |

It should be noted that the Government does not expect children to be working on the curriculum content from the next year group. Instead, they should be ***deepening*** ***their understanding*** in their own year group and applying their knowledge.

Children could be working within the previous year’s National Curriculum. E.g. a Year 3 child could still be working on the Year 2 curriculum objectives. For this academic year, this will be the national picture.

We will report children’s attainment in terms of year group and code e.g. Y2W or Y1A.

Once the new system of assessment is embedded, all schools will expect children to make 3 points progress in a year.

E.g. a child would move from Y2W to Y3W in one year, progressing each term from Y2W→Y2M→Y2A→Y3W.

**Moving from one system to another**

As your child moves from one system to another, it may well look as if your child has moved backwards. This is because your child is on a new curriculum. Your child will need to complete all the curriculum for the previous year group before working on the curriculum for their current year group. Don’t forget, this is a mastery curriculum. Children will need to master the previous year’s curriculum in English and Maths first.

Thus, your child will ‘appear’ to be working at lower levels this year. However, they will still be making good progress but this is just a ‘realignment’ of the new national curriculum.

*We can see this by looking at the example below*:

|  |  |  |
| --- | --- | --- |
| **YEAR 2 LITERACY**  **(old curriculum)** | **YEAR 3**  **LITERACY**  **(old curriculum)** | **YEAR 4**  **LITERACY**  **(old curriculum)** |

|  |  |
| --- | --- |
| **YEAR 2**  **LITERACY**  **(new curriculum)** | **YEAR 3**  **LITERACY**  **(new curriculum)** |

A child entering Year 3 would need to learn some of the new curriculum for Year 2 first. This is because the new Year 2 curriculum now contains some of the old Year 3 curriculum.

Then, when the child begins on the Year 3 curriculum, there is more to learn as well because some Year 4 objectives from the old Year 4 curriculum that have now been placed in the new Year 3 curriculum.

There is more information to learn and children must now master this curriculum before moving forward.

E.g. A child entering Year 3 will be initially assessed as Y2M or Y2W. This is because most children will not yet have learnt all the new objectives in the new Year 2 curriculum.

**It is important to note that expectations have increased with the new national curriculum.**