

Assessment Without Levels

November 2015

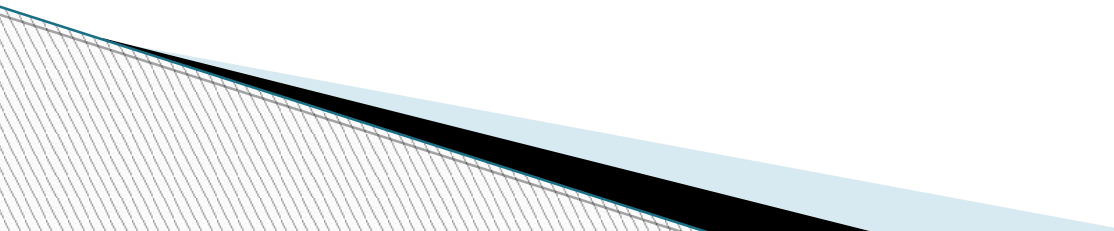
Wigmore Teaching Schools Alliance
Data and Assessment project

Statutory Assessments

- From summer 2016 the results of national curriculum tests at Key Stage 1 and 2 will be reported in the form of scaled scores.
- The Department has been clear, however, that schools should have the freedom to develop their own approaches to in-school assessment between key stages and that this should not necessarily emulate statutory assessment for accountability purposes.
- The Commission urges schools to guard against designing or purchasing assessment systems modelled on statutory arrangements for teacher assessment, regardless of how these may change over time.
- Performance descriptors, sample materials and information on scaled scores have recently been released:

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>

Assessing knowledge and understanding of the new national curriculum

- Levels did not lend themselves to assessing the underpinning knowledge and understanding of a concept.
 - For example, using certain vocabulary in written work was indicative of a level, but did not necessarily provide evidence of conceptual understanding. The changes to the new national curriculum now provide the basis for a different, more secure assessment based on deeper learning.
 - The new national curriculum is premised on this kind of understanding of mastery, as something which every child can aspire to and every teacher should promote. **It is about deep, secure learning for all with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content).**
 - In developing new approaches to assessment, schools have the opportunity to make 'mastery for all' a genuine goal.
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Assessing knowledge and understanding of the new national curriculum

Put simply...

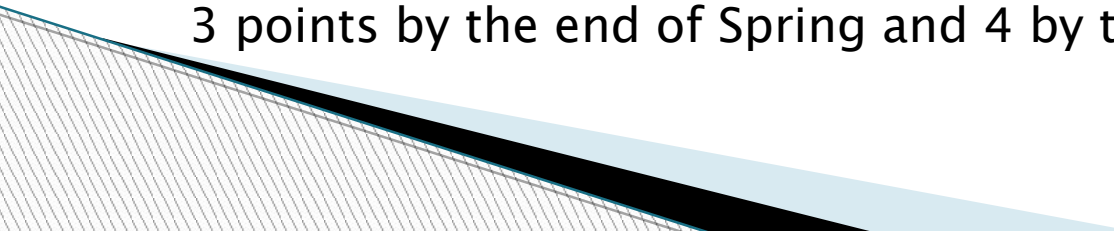


Mastery and depth is about going out on the branches before going up the trunk. This involves application and evidencing learning in a range of contexts.



Acceleration is about going up the trunk to the next level.

What this has meant for this system:

- A new 'Greater Depth' measure in every year group.
 - No transition measures in year 6 – this is covered with Greater Depth
 - In Year 1 the levels have been broken down further for children who are still working on Early Learning Goals (up to the Summer Term).
 - For pupils with SEN, P Scales have been broken down in order to show progress.
 - Progress across the academic year is now 4 points instead of 3 due to the new measure. 2 Points will be expected by the end of Autumn, 3 points by the end of Spring and 4 by the end of the academic Year.
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P Scales

The Commission welcomes the Department for Education's decision to establish an expert group on assessment for pupils who are working below the level of the national curriculum tests.

The commission recommends this includes a review of P-Scales to ensure they remain fit for purpose.

- We have broken P-Scales down into 3 sections so that progress for pupils can be seen more clearly.
- This makes it easier to track whole class progress where there are pupils working on P-Scales.

Below P5	Pb*	6
P5	P5e	7
	P5w	8
	P5	9
P6	P6e	10
	P6w	11
	P6	12
P7	P7e	13
	P7w	14
	P7	15
P8	P8e	16
	P8w	17
	P8	18

Summary of level breakdown within a curriculum Year

YEAR GROUP ASSESSMENT DESCRIPTORS			
Y1 example	b	=	<i>P-Scales</i>
	e	=	<i>Entering Year Group Objectives (0-50%)</i>
	w	=	<i>Within Year Group Objectives (50-90%)</i>
	s	=	<i>Secure Year Group Objectives (90%+)</i>
	g	=	<i>Greater Depth in line with DFE Guidelines for KS1/KS2 assessment</i>

KS1 Levels

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End EYFS/Baseline Y1	ELG 1 Below 30-50	E1e	15		
	ELG 1 30-50	E1w	16		
	ELG 1 40-60	E1s	17		
	ELG 2	E2	18		Y1w
	ELG 3	E3	19		Y1s
End Y1/Baseline Y2	Entering	Y1e	20		Y1g
	Within	Y1w	21		Y2e
	Y1 Secure	Y1s	22		Y2w
	Greater depth	Y1g	23		Y2s
End Y2/Baseline Y3	Entering	Y2e	24		Y2g
	Within	Y2w	25		Y3e
	Y2 Secure	Y2s	26		Y3w
	Greater depth	Y2g	27		Y3s
					Y3g

KS2 Levels

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e
	Within	Y2w	25		Y3w
	Y2 Secure	Y2s	26		Y3s
	Greater depth	Y2g	27		Y3g
End Y3/Baseline Y4	Entering	Y3e	28	End Y4 the pupils should expect to be:	Y4e
	Within	Y3w	29		Y4w
	Y3 Secure	Y3s	30		Y4s
	Greater depth	Y3g	31		Y4g
End Y4/Baseline Y5	Entering	Y4e	32	End Y5 the pupils should expect to be:	Y5e
	Within	Y4w	33		Y5w
	Y4 Secure	Y4s	34		Y5s
	Greater depth	Y4g	35		Y5g
End Y5/Baseline Y6	Entering	Y5e	36	End Y6 the pupils should expect to be:	Y6e
	Within	Y5w	37		Y6w
	Y5 Secure	Y5s	38		Y6s
	Greater depth	Y5g	39		Y6g
End Y6	Entering	Y6e	40	HIGH SCHOOL	
	Within	Y6w	41		
	Y6 Secure	Y6s	42		
	Greater depth	Y6g	43		

Age expectations:

- Age expectation remains the same. A child is “expected” to be “secure” by the end of the national curriculum year that they are being taught in.

AGE EXPECTATION BASED ON YEAR GROUP CURRICULUM OBJECTIVES BY TERM									
Current Year Group	Autumn (0-50%)			Spring (50-90%)			Summer (90%+)		
	<i>Below</i>	<i>On</i>	<i>Above</i>	<i>Below</i>	<i>On</i>	<i>Above</i>	<i>Below</i>	<i>On</i>	<i>Above</i>
Y1	<Y1e	Y1e	>Y1e	<Y1w	Y1w	>Y1w	<Y1s	Y1s	>Y1s
Y2	<Y2e	Y2e	>Y2e	<Y2w	Y2w	>Y2w	<Y2s	Y2s	>Y2s
Y3	<Y3e	Y3e	>Y3e	<Y3w	Y3w	>Y3w	<Y3s	Y3s	>Y3s
Y4	<Y4e	Y4e	>Y4e	<Y4w	Y4w	>Y4w	<Y4s	Y4s	>Y4s
Y5	<Y5e	Y5e	>Y5e	<Y5w	Y5w	>Y5w	<Y5s	Y5s	>Y5s
Y6	<Y6e	Y6e	>Y6e	<Y6w	Y6w	>Y6w	<Y6s	Y6s	>Y6s

Progress:

- Expected Progress is now 4 points instead of 3 points. This is to accommodate the new “greater depth” .

TYPICAL PROGRESS FROM BASELINE (4 points)					
Previous Yr/ Baseline		Entering	Within	Secure	Greater Depth
	Entering	Typical	More than	More than	More than
	Within	Less than	Typical	More than	More than
	Secure	Less than	Less than	Typical	More than
	Greater Depth	Less than	Less than	Less than	Typical