

Assessment Without Levels

Rawmarsh St Josephs Catholic Primary School Parent's Guide



September 2014 saw a radical shake-up to the primary school curriculum. Why the big change and how it affects your child?

Why the change?

The government felt that the system of levels was too complicated and confusing. By removing the levels it is felt that schools will be able to give a clearer indication of children who are at the expected level for their age, whilst providing information about what they can do and need to do next. Therefore schools have been given the freedom to design their own tracking systems to say where children are in relation to the prescribed age expected targets for each year group. This will be benchmarked against the national tests at the end of KS1/KS2 and the Y1 Phonics Screening Check.

The new national curriculum became statutory in September 2014 for Y1, 3, 4 and 5, with Y2 and Y6 starting to use it from September 2015. Expectations across all year groups have been raised and new more challenging tests are being developed for the end of KS1 (Year 2) and KS2 (Year 6). Alongside these new tests, there will be a set of performance targets for each year group, which will be used to assess your children's performance. Our new assessment tool will be fully aligned to these targets to ensure that our teacher assessments accurately reflect national standards.

What will it look like?

In the new curriculum, each year group has its own clearly defined content across all subjects. Instead of levels, children will be assessed across the year groups specific statements and new curriculum targets.

We have taken the decision to use the Sheffield Assessment Tool (Sat), which will allow us to track children against national standards as they move through each year group. As with all schools nationally, we are in the early stages of working with assessment without levels and once we are further into the year we will be able to provide a more accurate picture of what children can and cannot do and as a staff we are continuing to work together to moderate and discuss judgements to ensure accuracy across both key stages.

Parent's Evening

The vocabulary we will be using going forward will be as follows:

Working towards – this means that although your child may be working on some of the age related expectations for that year group, they have not sufficiently understood and embedded these yet.

On track – this means that we predict that your child will meet age related expectations by the end of the year.

Met – this means that a child has achieved individual or end of year objectives and will then move on to master these in all their independent work.

Foundation Stage

A new baseline assessment will also take place when children first enter Foundation Stage. Children will be assessed using 'The Early Excellence Baseline', which offers a principled approach to on-entry assessment. It does not include any predetermined tasks or tests undertaken in nursery or foundation Stage 1 and will not disrupt settling in routines at the start of their school life. Instead, as part of their everyday practice, teachers will build up their knowledge of each child through their observations, interactions and every day activities and make a professional judgement based on a clear set of assessments.

From this baseline children are assessed using The Early Years Foundation Profile up to the end of their reception year. There are three main objectives to these: to inform parents about your child, to ease transition to Key Stage 1 and to help the Year 1 teacher plan the year ahead.

The Early Years Profile is broken down into seven specific areas of learning:

- 1. Communication and language**
- 2. Physical development**
- 3. Personal, social and emotional development (PSE)**
- 4. Literacy**
- 5. Mathematics**
- 6. Understanding the world**
- 7. Expressive arts and design**

For each age band, and each area of learning, there is a series of statements relating to a child's development, these will then feed into three separate achievement levels which the teacher will award your child:

- **Expected** – your child is working at the level expected for their age
- **Emerging** – your child is working below the expected level
- **Exceeding** – your child is working above the expected level