

Assessment Without Levels

A Maidenbower Junior School Parents' Guide



From September 2014 the primary school curriculum began a radical shake-up. So why the big change, and how will it affect 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 content for each year group. This will be benchmarked against the national tests at the end of KS1/KS2 and the Y1 Phonic Screening Check

The new national curriculum became statutory in September 2014 for Y1, 3, 4 & 5, with Y2 & 6 starting to use it in September 2015. Expectations across all year groups have been raised and new more challenging tests are being developed for use at the end of KS1 (Year 2) and KS2 (Year 6). Alongside these new tests, there will be a set of performance descriptors for each year group, where teachers will match a child to which descriptor best matches their performance. Our new assessment tools will be fully aligned to these descriptors 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 group content using specific statements and new curriculum performance descriptors. As a school we are working hard to put in place our own school system for assessing children without levels.

As a school we have taken the decision to use NAHT Aspire year group Achievement Statements that 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 tools that are starting to provide us with an accurate picture of what children can do and as a staff we are continuing to work together to moderate and discuss judgments and to work alongside our locality schools.

You can find every year groups Achievement statements on the website on the Parent tab.

Parent's Evening

The vocabulary we will now be using at parents meetings for Years 3, 4 and 5 are as follows;

'Working towards' which means that although a 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' which means that we predict that a child will meet age related expectations by the end of the year.

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

In Year 6, teachers will still be talking about the old levels until the end of this academic year.

From the Autumn term 2015, all of our children will be assessed following the new assessment without levels format as described above.



New Report format:

From the Summer Term 2015, we will be using a new Report format that will reflect the changes in the curriculum and assessment system. This is also to be found in the Parent tab on the web-site.

Our new system ensures that:

- Children receive appropriate feedback to take their learning forward.
- Children who need further support are identified and given appropriate support to ensure they achieve their full potential.
- Teacher's use day to day observations and marking to adapt planning to meet the needs of all.
- Parents will be provided with a clear indication of where their child is working in relation to their age expectation at parents meetings held in the Autumn and Spring terms and in an end of year report.

Maidenbower
Junior School



CURIOUS CHILDREN
GROWING MASSIVE MINDS