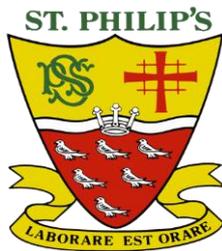


# **St Philip's Catholic Primary School**



## **Assessment Without Levels and the 2014 Curriculum**

**October 2015**

## Our Curriculum

At St Philip's our revised curriculum follows a 'Learning Journey' approach. Each term learning is focused around a topic and work is linked across the curriculum to this topic. This makes learning more relevant and meaningful for the children. The Curriculum is enriched with trips, visitors and focus days. We deliver our curriculum with a mastery approach, ensuring breadth and depth of understanding.

### English

The English curriculum is taught through rich texts which are topic linked. Learning covers the following areas:

- Spoken Language
- Reading- including word reading and comprehension
- Writing- which includes transcription (spelling), handwriting, composition, vocabulary, punctuation & grammar

### Maths

Learning in maths covers the following topics:

- Number- Place value, addition & subtraction, multiplication & division
- Fractions
- Measurement
- Geometry
- Statistics
- Ratio & Proportion (Y6)
- Algebra (Y6)

In addition there is a focus on children developing quick mental strategies for: (This is something you could help with at home).

- Doubling
- Halving
- Times tables facts
- Counting in different steps
- Number bonds
- Strategies for  $+$   $-$   $\times$   $\div$

### Changes in other subjects

**Art and Design** – a focus on mastering techniques and learning about the work of great artists and designers

**Computing** – a focus on developing programming skills

**DT** – now includes cooking and nutrition

**Geography** – focuses on knowledge and skills

**History** – All Primary Schools now need to cover Britain from the stone age to 1066 in KS2. We can also include a local history topic (Kings and Conquerors) and a topic past beyond 1066 (We'll Meet again).

**Foreign Language** – French in KS2 meets the new statutory requirement

**Science** – Some of the repeated content has been removed, allowing for greater depth of teaching

## **Assessment without Levels**

Why do we assess?

- Knowing how each pupil is performing allows teachers to help individuals improve.
- Assessment plays a key role in helping schools to improve outcomes.
- This in turn promotes improvement at class level, then at school level.

### **New Government thinking on assessment taken from the 'Final report of the Commission on Assessment without Levels: September 2015':**

“Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This distorted the purpose of in-school assessment, particularly day-to-day formative assessment. The Commission believes that this has had a profoundly negative impact on teaching.

Too often levels became viewed as thresholds and 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. Depth and breadth of understanding were sometimes sacrificed in favour of pace. 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. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.”

This is a huge but welcome change in schools' approaches to assessment. As a school, we have decided to focus on a mastery approach to teaching and learning. We aim for children to develop deep knowledge and understanding within their age related expectations and ensure that children do not progress without a solid understanding of key concepts.

## **Foundation Stage:**

From 2016 there is a new Mandatory Baseline Assessment at the start of Reception. This year we have trialled 'Early Excellence' – a series of yes/no statements which assess the child's learning in the first three weeks of school.

For ongoing assessment in Reception, we will continue to use 'Development Matters'. This document was written by Educational Psychologists and breaks down learning across 17 Early Learning Goals into age bands eg 30-50 months, 40-60 months etc.

At the end of Reception, children are assessed against 17 Early Learning Goals as Emerging, Expected or Exceeding. Most children will achieve 'expected' at the end of the year, with some children achieving 'emerging' or 'exceeding'. Children who achieve 'expected' across all the prime and specific areas will be judged to have achieved a Good level of Development (GLD).

## **Years 1-6**

Through the rest of the school we have chosen to adopt a similar model using statements for age related expectations in each year group.

Children will be assessed as working towards, secure or mastering the learning in their year group.

We have chosen to use Target Tracker for our statements as this is used by over 1/3 of schools in the UK and so therefore gives us an opportunity to benchmark effectively.

Assessment will be ongoing and this system will allow us to easily identify children's next steps ensuring they progress.

For each year group there are a number of statements the children need to achieve to achieve age related expectations and be secure.

Children will start at working towards and staff will share targets rather than sublevels at parent consultations.

By the end of the year the expectation will be that the majority of pupils will achieve 'Secure' and a small number of pupils will exceed these steps and achieve 'mastery'.

## **End of Key Stage Assessments**

In Year 2 and Year 6, children will still experience externally moderated assessments.

### **Year 2**

Year 2 assessments will be largely teacher assessment, supported by tests during May and June

Children will 'sit' a maths, reading and writing paper

Maths, reading, writing, speaking and listening and science are the areas that are teacher assessed and then reported

### **Year 6**

Children will sit tests in maths, English reading and Spelling/Grammar

Teacher assessment will still take place in writing, speaking and listening, reading, maths and science

1 week in May

Externally marked

Test in maths, English reading and Spelling/Grammar

If you have any further questions, please do ask your child's teacher.