Assessing Pupil Progress … Without Levels

Presentation for Aireborough Parents
30th June – Guiseley School
2nd July – Benton Park

Key Government Messages

- simplify assessment
- raise the attainment bar
- develop mastery and depth of learning
- reduce administration for teachers
- simplify methods
- teach to the top
- focus more on progress within books
- leaders to use assessment to improve teaching

The government is clear that they have 'raised the bar' through the introduction of the 2014 National Curriculum.

They have also talked about the need for 'mastery and depth of learning'.

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.

How are things changing?

Present Arrangements	New Arrangements
• National Curriculum set in with Level descriptors (Level 1 to Level 5)	• National Curriculum set out as Year group expectations for maths and science and in 2-year groups for English and in key stages for all other subjects
• Expectation that pupils attain Level 4, lately Level 4b (in reading and maths) by the end of Year 6	• Expectations that 85% of pupils attain 'National Expectations' for English, maths and science by the end of KS2 – bar has been raised, Nationally Expected level for end Y6 looks more like a 4a/5c
• Expectation that pupils attain Level 2b by the end of Year 2	• Year group expectations to be met by the end of Year 2 - – bar has been raised, Nationally Expected level for end Y2 looks more like a 2a/3c
• External tests at the end of KS2 for: maths; reading and SPAG; teacher assessments for writing	• External tests at the end of KS2 for reading, maths and SPAG and a growing number of pupils tested in science, teacher assessment to remain in writing
• Teacher assessments at the end of KS1 for reading, writing and maths	• Teacher assessments remain in Key Stage 1 but annual test available

How are things changing?

Present Arrangements	New Arrangements
• Most schools use levels to define progress through each stage • Use made of the sublevels to define expected progress through each year group • As a result of associating points to levels the notion of average point scores is used in most schools and also by RAISEonline	• Schools asked to develop own tracking systems to ensure that pupils are making progress • Guidance available from a range of providers
• Value added defined as progress made between KS1 and KS2	• Value added eventually to be defined as progress between entry to reception and KS2 results
• No national assessment system for baseline but EYFS profile expected to be completed by the end of FS2.	• New baseline assessment system to be introduced in 2016 (non statutory in 2015)

The positives … and some questions …

- Hopefully less dependency on data driven materials
- More dependency on pupils' attaining the 'Nationally Expected' standard in each Year Group (mostly evidenced through books)

BUT…

- Without levels, how can we show whether pupils are on track to meet or exceed the year group expectations?

A year 2 mathematician

Number and place value
- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using < > = signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

Calculations
- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
    - A 2-digit number and ones
    - A 2-digit number and tens
    - Two 2-digit numbers
    - Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
    - A 2-digit number and ones
    - A 2-digit number and tens
    - Two 2-digit numbers
    - Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Fractions
- I recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of 2/4 and 1/2.

Measurement
- I can compare and order lengths, mass, volume/capacity and record the results using > < and =.
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in °C using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for £ and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

Geometry – properties of shapes
- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.

Geometry – position and direction
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement (including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise).

Statistics
- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

A year 4 geographer	A year 5 geographer	A year 6 geographer
• I can carry out research to discover features of villages, towns or cities. • I can plan a journey to a place in England. • I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • I can explain why people may be attracted to live in cities. • I can explain why people may choose to live in one place rather than another. • I can locate the Tropic of Cancer and Tropic of Capricorn. • I can explain the difference between the British Isles, Great Britain and the United Kingdom. • I know the countries that make up the European Union. • I can find at least six cities in the UK on a map. • I can name and locate some of the main islands that surround the United Kingdom. • I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.	• I can plan a journey to a place in another part of the world, taking account of distance and time. • I can explain why many cities are situated on or close to rivers. • I can explain why people are attracted to live by rivers. • I can explain the course of a river. • I can name and locate many of the world's most famous rivers in an atlas. • I can name and locate many of the world's most famous mountainous regions in an atlas. • I can explain how a location fits into its wider geographical location with reference to human and economical features.	• I can use Ordnance Survey symbols and 6 figure grid references. • I can answer questions by using a map. • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. • I can describe how some places are similar and dissimilar in relation to their human and physical features. • I can name the largest desert in the world and locate desert regions in an atlas. • I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. • I can explain how time zones work and calculate time differences around the world.

What will OFSTED be looking for?

- In a classroom an HMI was in recently, a teacher produced, literally, an all-singing, all-dancing lesson. There was music, comedy, costumes, games, thinking hats, and all with clear objectives on the whiteboard. He recorded a teaching quality grade of inadequate. Not because of the 'performance' on the day but because students' graffiti strewn books hadn't been marked for six months and work was shoddy or incomplete.

- In contrast, he graded teaching as outstanding in a classroom where students sat reading in silence because of the exceptional quality of students' work, and the teachers' marking, in exercise books.

Change of emphasis…

Rather than asking…
'What is the achievement like at the end of Reception?',

The question which will now be asked is…

'Are children ready for year 1?'

Age related expectations

- Schools should expect that children who start school with achievement below, but not significantly below, that which is typical of their age, catch up quickly.

EMERGING

Significantly below

NATIONAL EXPECTATIONS

below to typical

EXCEEDING

typical to above

Making Progress (foundation subjects)

Emerging (EM)	National Expectations (NE)	Exceeding (EX)
< 100% of year group criteria met	90%/95% of year group criteria met	> 100% of year group criteria met confidently, at a rapid pace and rare errors being made

Making Progress (Core Subjects)

Emerging 1 (EM1)	Emerging 2 (EM2)	Emerging 3 (EM3)	National Expectations 1 (NE1)	National Expectations 2 (NE2)	National Expectations 3 (NE3)	Exceeding 1 (EX1)	Exceeding 2 (EX2)	Exceeding 3 (EX3)
< 50% of year group criteria met	50 - 75% of year group criteria met	75+% of year group criteria met	90% of year group criteria met with occasional errors being made	95% of year group criteria met with rare errors being made	95%+ of year group criteria met confidently, at a rapid pace and rare errors being made	< 50% of exceeding year group criteria met	50 - 95%+ of exceeding year group criteria met	More able children. Can access some of the next year group expectations

What are we looking for if we are confident that a child is 'exceeding' the age appropriate expectations?

Applying skills in the context of other subjects

In this respect, we are looking for the pupils' ability to apply their knowledge in their learning in other subjects, especially, but not exclusively, history, geography and science. For example, using pupils' knowledge of negative numbers to work out the time difference between a BC and a AD date.

A deeper level of reasoning

The 'exceeding' statements require pupils to use their reasoning skills. This enables pupils to give reasons for opinions and actions, to draw inference and make deductions, to use precise language to explain their thinking and to make sound judgements and informed decisions.

What are we looking for if we are confident that a child is 'exceeding' the age appropriate expectations?

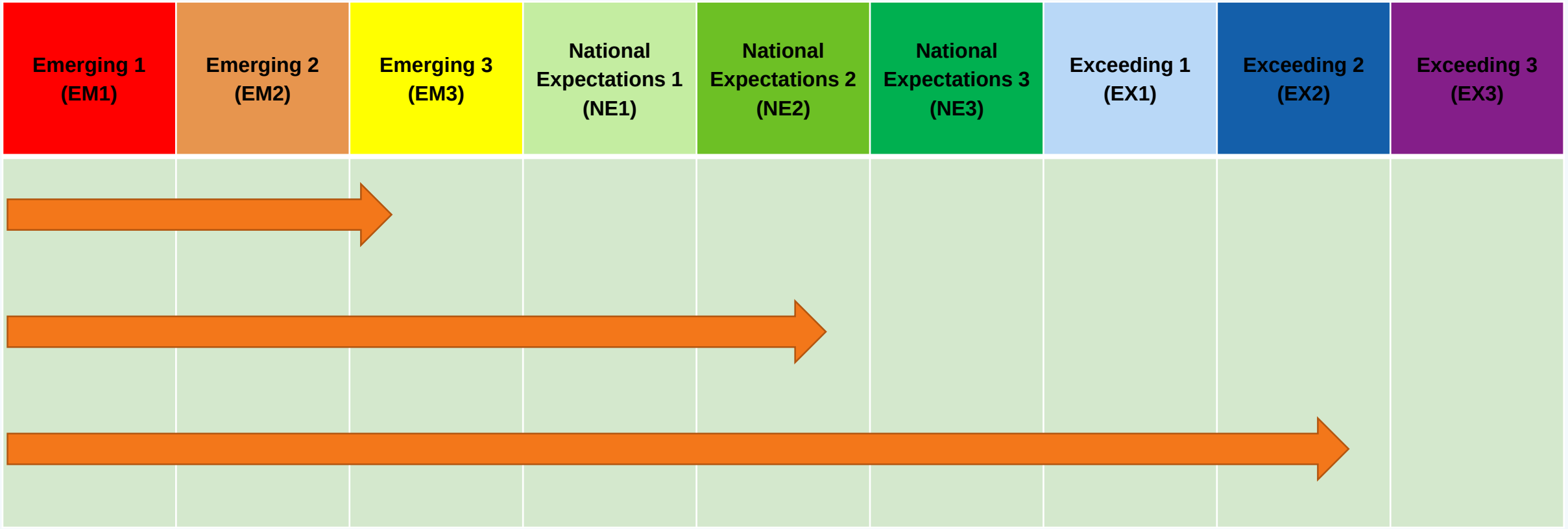
Using the objectives in context

Pupils should be able to make use of their knowledge when applying it to their context. For example, considering the literacy or mathematics involved in their parents' employment. If, for example, one parent was a postman, the mathematics required in Year 1 would be associated with ordering number but in Year 2 it might be associated with different weights of parcels, etc.

Drawing from next year's objectives

Some of the 'exceeding' statements will touch upon the objectives in the next year group. Where this is happening it is where there is a natural link with the present year group's objectives, for example, learning tables. More able pupils should find it interesting learning in the patterns associated with the nine times table in Year 3.

Making Progress



Making Progress

Emerging 1 (EM1)	Emerging 2 (EM2)	Emerging 3 (EM3)	National Expectations 1 (NE1)	National Expectations 2 (NE2)	National Expectations 3 (NE3)	Exceeding 1 (EX1)	Exceeding 2 (EX2)	Exceeding 3 (EX3)
		October						
				February				
					May			

Making Progress

Emerging 1 (EM1)	Emerging 2 (EM2)	Emerging 3 (EM3)	National Expectations 1 (NE1)	National Expectations 2 (NE2)	National Expectations 3 (NE3)	Exceeding 1 (EX1)	Exceeding 2 (EX2)	Exceeding 3 (EX3)
			Year 1					
				Year 2				
					Year 3			

Not really changed

- Who was 'emerging', 'expected', 'exceeding' last year?
- On track to year end target (progress measures)
- Some children will always remain 'below expectation' without a sequential system

Avoiding the 'booster' mentality

Shallow learning and its issues

- Boosting a pupil to meet the old Level 4 or the new Year 6 expectations towards the end of their education is like a refined sugar boost. It's briefly satisfying, but a few hours later there is an inevitable dip in performance.

- Instead schools must put in place well-researched, comprehensive and flexible long-term plans if they want to address the barriers to learning and attainment.

Fluency and Deeper Understanding

Planning and teaching should enable children to:

- Relate existing knowledge to new knowledge
- Use knowledge from different curriculum areas
- Relate theoretical ideas to everyday experience
- Create opportunities for problem solving and reasoning

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