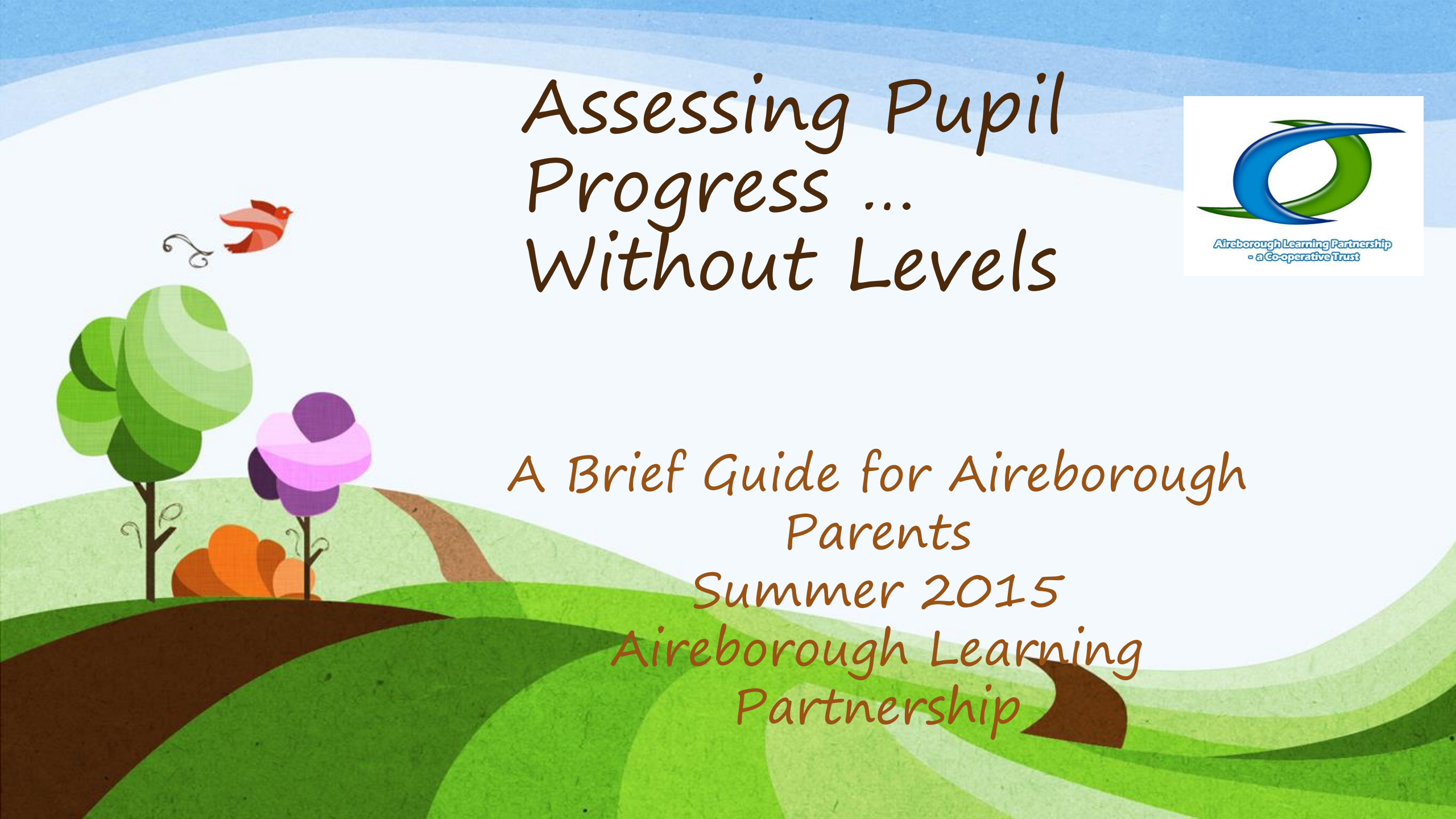
Assessing Pupil Progress … Without Levels



Aireborough Learning Partnership - a Co-operative Trust

A Brief Guide for Aireborough Parents

Summer 2015

Aireborough Learning Partnership

Key Government Messages

The government has decided to simplify assessment and remove existing levels used to measure progress and attainment. The new curriculum is more challenging than before as the focus is to learn fewer things in greater depth and to ensure secure and deep understanding. Each school now needs to change and develop its own assessment practices. The schools in the Aireborough Learning Partnership as well as some other schools in the area have decided to work together to ensure consistency across primary schools in our area to help with transition. This booklet briefly explains how we will measure progress and attainment. Each school will hold information evenings in the Autumn term to explain the new system in more detail.

How are things changing?

Present Arrangements	New Arrangements
• National Curriculum set out with Level descriptors (Level 1 to Level 5)	• The new National Curriculum sets out expectations for all subjects; some of which are grouped by year, for two years or across the key stage
• 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 – the 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 –the 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 [Spelling, Punctuation and Grammar]; teacher assessments for writing	• External tests at the end of KS2 for reading, maths and SPAG [Spelling, Punctuation and Grammar] 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 • No national assessment system for baseline but EYFS profile expected to be completed by the end of Reception	• Teacher assessments remain in Key Stage 1 but annual test available • New baseline assessment system to be introduced in 2016 [non statutory in 2015]

Age related expectations

The vast majority of children are expected to reach age related expectations or above. Schools should expect that children who start school with achievement slightly below that which is typical of their age will catch up quickly. Only a very small number of children with very specific needs may not reach national expectations. Below are the three broad areas used to show progress and attainment.

EMERGING

below

NATIONAL EXPECTATIONS

typical

EXCEEDING

above

Making Progress (Foundation Subjects)

The National Curriculum sets out expectations of what should be taught. The grid below explains how we will measure progress by the end of each year. Foundation subjects include History, Geography, RE, PE, Art, Design and Technology, PSHE, Music and ICT.

Emerging (EM)	National Expectations (NE)	Exceeding (EX)
< 90 % 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
[Reading, Writing, Maths and Science]

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

This nine point scale demonstrates how progress is made in detail. It is expected that children will develop their skills and master the content specified in each year. Children may have different starting points but all should make good or outstanding progress throughout their time in school. On the following pages you will find examples of expectations in Maths for Y2 and in Geography for Y4.

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.