

# Assessment Without Levels



**Tuesday 10<sup>th</sup> November at  
7pm**

**Wednesday 11<sup>th</sup> November at  
9am**

# Session aims:

- Set the context
- Promote the purpose of assessment
- Explore the implications of the changes
- Explore how we can work together to help and develop your children

# Assessment

- OF – Summative Assessment - Tests - Snapshots
- FOR – Formative – daily and on going
- AS – Reflective learners/ self /peer assessments/mindsets/  
resilient/ risk take

- \* *What is the purpose of this assessment?*
  - \* *To help the pupils*
  - \* *To audit attainment*
  - \* *To show progress*
- \* *How might these affect the assessment undertaken?*

## \* **Reclaiming Assessment**

# Dfes

**Levels – “ ...failed to give parents clarity over how their children were performing.. “**

**Levels race– “.. resulted in a lack of trust between primary and secondary schools...”**

**International research on curriculums – Less but a greater depth**

# A shift of approach in the curriculum

**From**

Processes & skills

Development

Learning continuum

**To**

Knowledge

Acquisition

Mastery



# English in KS1 (Faster, Fuller, Deeper!)

## Writing:

- Increased challenge, including developing “stamina” for writing
- Longer compositions and proof-reading of own writing;
- Increased focus on composition, structure and convention;
- Deeper focus on learning grammar and punctuation;
- Joined writing expected in Year 2.

## Reading:

- Emphasis on reading widely for pleasure, re-reading books and reading aloud;
- Increased focus on engaging with and interpreting texts;
- Learning of poetry (including reciting poetry) introduced.

## Spelling:

- Specific spellings, e.g. days of the week, prefixes & suffixes;
- Pupils expected to write sentences dictated by the teacher.

# New Primary Curriculum for Mathematics

## What's out?

- Informal written methods of calculation
- Calculators
- Separate strand for using and applying

## What's there less of?

- Emphasis on estimation
- Less work on place value
- Less work on data handling (statistics)

## What's in?

- Roman numerals
- Times tables up to  $12 \times 12$
- Equivalence between metric and imperial
- Long division and algebra (Y6)

## What's there more of?

- More challenging objectives, especially in number
- Formal written methods introduced earlier
- More work on fractions



# Assessment 2015 -16

## Formal Assessment

Reception

Baseline

Yr. 2

NC Test

Yr 6

NC Test

Years 2 -5 Professional judgement of the school

# Formal Assessment in Year 2

- Teacher assessment
- Tests support teacher assessment
- 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
- Flexibility – during May and June

# Formal Assessment in Year 6

ASSESSED BY TESTS (May 11<sup>th</sup> - 15<sup>th</sup>)

## MATHS

PAPER A  
PAPER B  
MENTAL MATHS

*\* No Calculator Paper*

## READING

ONE PAPER

## SPaG

SPELLING  
  
GRAMMAR &  
PUNCTUATION

CONTINUOUS ASSESSMENT

WRITING



\* **Building a new assessment  
system**

# New National Curriculum September 2014

## Age Related Standards

### Levels:

- 1c 1b 1a
- 2c 2b 2a
- 3c 3b 3a
- 4c 4b 4a
- 5c 5b 5a
- 6b

### Age Related Standards

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

# Age Related Standards

**For each year group there will be steps children will need to achieve:**

1. Beginning
2. Beginning (+)
3. Within
4. Within (+)
5. Secure
6. Secure (+)

**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.**

**Children working below the National Curriculum for their year group will work towards the year group/s below.**

# Key Questions:

What are we doing?

How can we do it better?



## Mathematics

Number – Number  
and Place Value



Number- Addition  
and Subtraction



Number –  
Multiplication and  
Division



Number - Fractions



Measurement



Geometry



Statistics



Ratio and Proportion



Algebra







Pupil



Subject

Reading



Term

Spring 2


 Show Term  
Assessed


Statements

Forename	Surname	Assessment	2b 42	2b+ 43	2w 44	2w+ 45	2s 46	2s+ 47	3b 48	3b+ 49	3w 50	3w+ 51	3s 52
Abbas	Ibrahim										●		
Alivia	Sams												●
Amelia	Cottage										●		
Amelia	Ellison									●			
Andrew	Robinson										●		
Bao	Chen										●		
Brayden	Prince									●			
Calvin	Smith									●			
Cameron	Bass									●			
Charlie	Brotherton												●
Crystal	Morrison										●		
Daniel	Woods										●		



Pupil



Subject

Reading



Term

Spring 2

Show Term  
Assessed

Statements

Reading – All Statements

Forename	Surname	Assessment	2b 42	2b+ 43	2w 44	2w+ 45	2s 46	2s+ 47	3b 48	3b+ 49	3w 50	3w+ 51	3s 52
Abbas	Ibrahim										●		
Alivia	Sams												●
Amelia	Cottage										●		
Amelia	Ellison								●				

2

3 - 4

ry and understanding by listening to and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

develop positive attitudes to reading and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Pupils

Abbas Ibrahim

Understanding by being encouraged to link what they read or watch to their own experiences

develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related

develop positive attitudes to reading and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Alivia Sams

ry and understanding by becoming very familiar with key literary characters and their particular characteristics

develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

develop positive attitudes to reading and understanding by discussing the sequence of events in books and how items of information are related

Amelia Cottage

Amelia Ellison

ocabulary and understanding by recognising and joining words to form simple phrases

develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways

develop positive attitudes to reading and understanding by discussing the sequence of events in books and how items of information are related

Andrew Robinson

ry and understanding by learning to appreciate rhymes and poems and to recite some by heart

develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring words and phrases in stories and poetry

develop positive attitudes to reading and understanding by discussing the sequence of events in books and how items of information are related

Bao Chen

ocabulary and understanding by discussing word meanings, and using those already known

develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary

develop positive attitudes to reading and understanding by discussing the sequence of events in books and how items of information are related

Brayden Prince

Band 1 (6 statements)	Band 2 (11 statements)	Band 3 (10 statements)	Band 4 (0 statements)	Pupils
write sentences by saying out loud what they are going to write about	write narratives about personal experiences and those of others (real and fictional)	plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar		plan aud sele usin his/
write sentences by composing a sentence orally before writing it	write about real events	plan his/her writing by discussing and recording ideas		plan dev read
write sentences by sequencing sentences to form short narratives	write poetry	draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		plan con: dev wha seer

- Afolabi Jalo
- Alison RICHMOND
- Anan Kanko
- Becky PARSONS
- Beloved BEVANS
- Benjamin BALL
- Blake Azad
- Bobby BROWN
- Brandon Reed

Exemplifies 3 Statements

How Foley Sound effects are made.

Every movie has sound effects, but do you know how they are created? Did you know that Foley sound effects were named by Jack Foley himself? Do you think the props that are used are expensive? Read on to discover the secrets...

Why are sound effects used?

Sound effects are used to create an atmosphere for more interesting scenes, so it is not a waste of money. However, sound effects are also used to create tension and drama to make a scene exciting. If movies didn't have sound effects, then the movie would be pointless because it would be acting with no script. Also, the movie would be unrealistic.

How are sound effects used/created?

In the making of the film, the main character has shoes and all of the other sounds that they make. Next, the background is created by different objects and patterns to create the effect to make the overall background look real not painted on a sheet of card. After that they had lines of work the other sounds are created - back of the background sounds, horses galloping, the very best of sounds and hearing them on the sound. Sounds were drawn by scrapping a Spatula

Across an actual sword.

Unbelievably, Foley Studios have got a whole room "just for their props". Inside the room they have shoes, golf bags, canoes, guns, swords, explosives and so much more. Foley sound effects are made exactly on the right time. This is possible because they watch the video and make the sound effects at the same time. Talk about multi-tasking!

Without sound effects movies would be boring and pointless.

Glossary:

Foley - Name of the company

Tension - A feeling of anxiety or nervousness.

Effects - to make something happen.

Click to zoom

## Writing - Composition

How Foley Sound effects are made.

Every movie has sound effects, but do you know how Foley sound effects are created? Did you know that Foley sound effects were invented by Jack Foley himself! Do you think the props that are used are expensive? Read on to discover the secrets...

Why are sound effects used?

Sound effects are used to create an atmosphere for more interesting scenes, so it is not a waste of money. However, sound effects are also used to create tension and drama to make a specific feeling. If movies didn't have sound effects, then the movie would be pointless because it would be acting with no script. Also, the movie would be unrealistic.

How are sound effects used/Examples

In the making of the film, the main characters foot steps and all of the other sounds that they make. Next, the background is formed by different colors, strokes and patterns to create the effect to make the artwork background look real not painted on a sheet of card. After the long hard time of work the other sounds are created - such as the background sounds, horses galloping by using hole of coconuts and banging them on the sand, swords being drawn by scrapping a spatula

across an actual sword.

Unbelievably, Foley studios have got a whole room just for their props! Inside the room they have shoes, gadgets, cameras, guns, swords, explosives and so much more. Foley sound effects are made exactly on the right time. This is possible because they watch the video and make the sound effects at the same time. Talk about multi-tasking!

Without sound effects movies would be boring and pointless.

Glossary:

Foley - Name of the company

Tension - A feeling of anxiety or nervousness.

Effect - To make something happen.

write for different purposes to develop positive attitudes and stamina for writing  
use sentences with different forms: statement, question, exclamation, command  
use the present and past tenses correctly and consistently including the progressive form

Close

Target Tracker

File Home Contextual Reports EYFS Reports NC Reports NC Charts EYFSP 2008 Admin EYFS Assessment Filters Help

Groups Pupil Filters Help

Subject Addition and Subtraction Summer 2 Term Show Term Assessed

1 (4 statements)	Band 2 (9 statements)	Band 3 (6 statements)	Band 4 (3 statements)	Band 5 (4 statements)
interpret mathematical problems involving addition (+), subtraction (-) and equals (=) signs	solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	add and subtract numbers mentally, including a three-digit number and ones	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
recall number bonds and multiplication facts within 20	solve problems with addition and subtraction applying his/her increasing knowledge of mental and written methods	add and subtract numbers mentally, including a three-digit number and tens	estimate and use inverse operations to check answers to a calculation	add and subtract numbers mentally with increasingly large numbers
recall one-digit and two-digit numbers up to 20, including zero	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	add and subtract numbers mentally, including a three-digit number and hundreds	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
solve problems that involve multiplication and division, using concrete objects, pictorial representations, and mentally, including word problems such as 7 times 8 equals 56	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens	estimate the answer to a calculation and use inverse operations to check answers		
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		

Pupils

- Alejandra Snow
- Aleksandra Haley
- Alfie Forster
- Alfie Lawler
- Arham Collis
- Arjun Medall
- Asuman Jordan
- Ben Northern
- Chante Harvey
- Christopher Pearson
- Connor Knight
- Connor Trend
- Corinne Still
- Daisy Fisher
- Daniel Jeffery
- Eleesha Woodey

Ready PrimaryDevelopment - Admin (Admin) Current Term: Summer 2 Pupil Selection: Y4 Pupil Filter: All Pupils (60/60) Show Notifications

# NC Attainment Targets Pupil Summary Report

Darren Cole

## Mathematics

### Number - Number and place value

2	3
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
identify, represent and estimate numbers using different representations, including the number line	compare and order numbers up to 1000
compare and order numbers from 0 up to 100; use <, > and = signs	identify, represent and estimate numbers using different representations
read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words
use place value and number facts to solve problems	solve number problems and practical problems involving these ideas

### Number - Addition and subtraction

2	3
solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	add and subtract numbers mentally, including a three-digit number and ones
solve problems with addition and subtraction applying his/her increasing knowledge of mental and written methods	add and subtract numbers mentally, including a three-digit number and tens
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	add and subtract numbers mentally, including a three-digit number and hundreds
add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens	estimate the answer to a calculation and use inverse operations to check answers
add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers	
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	

### Number - Multiplication and division

2	3
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	

# NC Attainment Targets Gap Analysis Report

## Year 3 All Pupils (30 pupils)

### Mathematics

#### Number - Number and place value

2	3
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
estimate numbers using different representations, including the number line	up to 1000
compare and order numbers from 0 up to 100; use <, > and = signs	identify, represent and estimate numbers using different representations
read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words
use place value and number facts to solve problems	solve number problems and practical problems involving these ideas

#### Number - Addition and subtraction

2	3
solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	add and subtract numbers mentally, including a three-digit number and ones
solve problems with addition and subtraction applying his/her increasing knowledge of mental and written methods	add and subtract numbers mentally, including a three-digit number and tens
subtraction facts to 20 fluently, and derive and use related facts up to 100	including a three-digit number and hundreds
add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and	estimate the answer to a calculation and use inverse operations to check answers
add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers	
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	

#### Number - Multiplication and division

2	3
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written
numbers can be done in any order (commutative) and division of one number by another cannot	problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	

# NC Attainment Targets Gap Analysis Report

Year 3 All Pupils (30 pupils)

## Mathematics

2

### Number - Number and place value

count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Achieved	Working Towards	Not Started
5 Pupils (26.3%)	8 Pupils (42.1%)	6 Pupils (31.6%)
Jai Adisa Abena Alo Scarlett Ball Tegan Chamberlin Yalda Khan	Grace Alen Olivia Campbell Eva Chambers Lilly Cotton Jessica Darby Nicholas Fisk Evie Harrison Chloe Knight	Adekoke Mantumbu Emma Norton Leah Omar Alyssa Sandy Molly Street Phoebe West

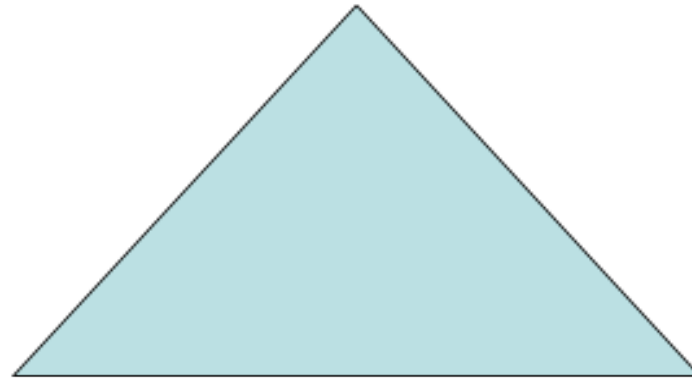


The aims set out in the New National Curriculum for maths are **fundamental to teaching and learning.**

## Aims of the National curriculum

Reason  
mathematically

Problem-  
solving and  
using and  
applying in  
context



Fluency with  
conceptual  
understanding



NC 2014

# What is meant by Fluency?



Knowing facts  
for...

**Doubling**

**Halving**

**Times tables facts**

**Counting in different steps**

**Number bonds**

**Strategies for + - x ÷**

# What is meant by Reasoning and Generalizing?



Q.

How

What

When

Why

Where

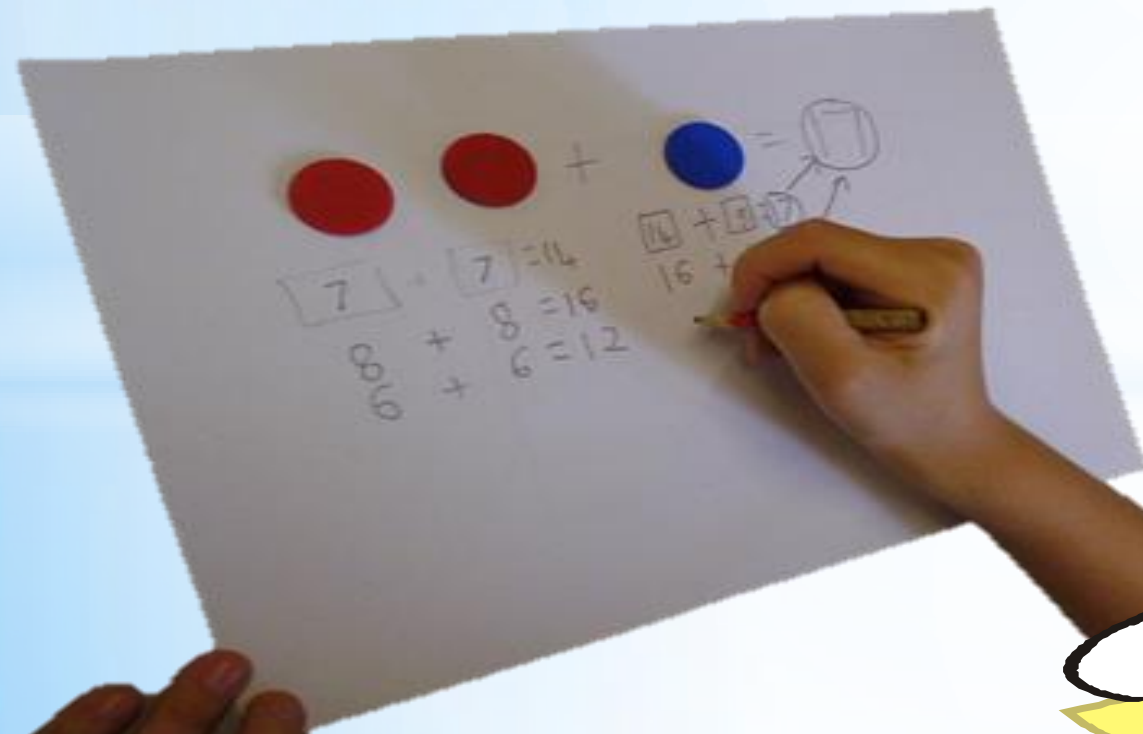
A.

Because...

I know...



Jottings are a great way to  
calculate and demonstrate  
all of these!



# What are we trying to do?

**Transform practice  
to  
Improve Learning**