



A GUIDE TO NEW ASSESSMENT FOR PARENTS

Miss Canwell
Spinfield School

QUESTIONS TO BE COVERED

- Why are there are no longer levels?
- What are the changes in assessment in EYFS, KS1 and KS2?
- What will replace levels?
- What are the age-related expectations for each year group?
- How will learning be measured?
- How will assessments take place?
- How will the changes impact the SATs?



CHANGES IN ASSESSMENT & LEVELS

- In September 2014 National Curriculum levels in schools were replaced by a new grading system. The government has now removed "level descriptors" from the National Curriculum and schools have been expected to establish their own assessment systems. The reasoning behind this was essentially that pupils were being hurried through the levels, with expectations continually increasing, without the opportunity to gain real understanding and mastery of the learning objectives.
- From September 2015 all primary school pupils will be assessed using the new grading system.



ASSESSMENT CHANGES IN EYFS

- From September 2015 schools have been invited to begin Baseline Testing, which will become statutory in September 2016.
- During the first few weeks of term all Reception pupils will be observed and assessed. As in the majority of schools, Spinfield will be using the Early Excellence programme, as this is closest in style to current assessment procedures in EYFS.
- Reception children will not be required to complete any formal tests, rather they will be observed during their Child Initiated Activities.
- The Baseline Tests produce a scaled score, which will be used to assess each pupil's progress from when they start school to when they finish KS2.



ASSESSMENT IN EYFS

- Children in Reception will continue to be assessed against the 17 Early Learning Goals (ELGs) in 3 Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development; as well as in 4 Specific Areas of Learning: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.
- During whole class teaching, teacher-led activities and child-initiated activities, children will be observed against the ELGs.
- Parents are given information (via Home to School books) each week about what the children have been learning in school. Each child has a Home Learning Journal to record activities and learning at home/clubs/excursions/family visits etc.
- These observations, photos and samples of work form the EYFS Profile, including a Learning Journey and a Characteristic of Learning profile, which is used to inform Teacher Assessment.



ASSESSING IN EYFS

- During the year children are assessed each half term in Age-Related Bands for each ELG: 30-50months, 40-60months, 40-60months+, which are sub-divided into Steps:

B (with support, beginning to work on learning objective)

B+ (beginning to work on LO)

W (working towards LO)

W+ (working on LO)

S (securing understanding of LO)

S+ (secure understanding of LO)

- At the end of the year children are also assessed as either Emerging, Expected or Exceeded against the ELGs.



REPLACING LEVELS AND MEASURING LEARNING IN KS1 AND KS2

- The New National Curriculum "Bands" measure children's progress compared to pupils of the same age.
- Parents will be informed of how their children are performing compared to "age-related expectations" through informal conversations as needed, Parents' Evenings, Interim Reports and End of Year Reports.
- There are 6 Bands across Years 1 to 6, which are sub-divided into Steps. The Government have advised that each year group work within their own Band and extend learning by developing "Mastery" in each Step.



ASSESSMENT BANDS

- Band 1 - Year 1 , Band 2 - Year 2.... Band 6 - Year 6
- Within each Band, pupils will progress through the following stages:

B with support, the pupil is beginning to work on the learning objectives (LOs) for the subject.

B+ beginning to work on the LOs.

W working towards the LOs.

W+ working on the LOs.

S securing understanding of the LOs.

S+ secured an understanding of the LOs.

M Mastery is being consistently demonstrated.



AGE RELATED EXPECTATIONS

From 2015



Key:

Working below age related expectation
Working just within age related expectation
Working at upper age related expectation
Working above age related expectation
Working significantly above age related expectation

MASTERY

- In the new National Curriculum, mastery “is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content).”
- Quoted from: Final Report of the Commission on Assessment without levels, September 2015.
- At Spinfield we will promote and inspire mastery through Bloom’s Taxonomy.



BLOOM'S TAXONOMY

- In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorising educational goals, which is familiarly known as Bloom's Taxonomy.
- The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.
- Each category contains subcategories, all lying along a continuum from simple to complex and concrete to abstract.
- **Knowledge** "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting." The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.
- **Comprehension** "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."
- **Application** refers to the "use of abstractions in particular and concrete situations."
- **Analysis** represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."
- **Synthesis** involves the "putting together of elements and parts so as to form a whole."
- **Evaluation** engenders "judgments about the value of material and methods for given purposes."
- In the revised Bloom's Taxonomy Creating: generating, planning and producing, has also been added.



BLOOM'S TAXONOMY

EVALUATION

Assessing theories; Comparison of ideas;
Evaluating outcomes; Solving; Judging;
Recommending; Rating

SYNTHESIS

Using old concepts to create new ideas;
Design and Invention; Composing; Imagining;
Inferring; Modifying; Predicting; Combining

ANALYSIS

Identifying and analyzing patterns;
Organisation of ideas;
recognizing trends

APPLICATION

Using and applying knowledge;
Using problem solving methods;
Manipulating; Designing; Experimenting

COMPREHENSION

Understanding; Translating;
Summarising; Demonstrating;
Discussing

KNOWLEDGE

Recall of information;
Discovery; Observation;
Listing; Locating; Naming



MEASURING LEARNING: ASSESSMENT STEPS

- Each core subject is sub-divided into topic areas, for example:

Literacy

1.) Spoken Language

2.) Reading

a.) Word Reading

b.) Comprehension

3.) Writing

a.) Transcription

b.) Spelling

c.) Handwriting

d.) Composition

e.) Vocabulary, Grammar and Punctuation



MEASURING LEARNING: ASSESSMENT STEPS

- Within each subject area, Learning Objectives / Steps are set out.
- Please see the Band Posters for each subject on our school website, which detail each Step.
- Pupils have a copy of the Steps for each core subject in the front of their exercise books. This ensures that pupils can track their progress, successes and to set their targets for further development.



SUMMATIVE AND FORMATIVE ASSESSMENT

- Teachers record the progress made by pupils during and at the end of each topic. Targets are set and lessons can then be adapted to suit the needs of the class, groups of pupils or individuals. Targets may be worked on during subsequent lessons and / or during Personalised Learning sessions.
- During Assessment weeks Teachers use the records of Steps progress to assess the pupils in Bands.
- The Assessment Co-ordinator then analyses the data and progress to identify any pupils who require interventions to support or extend their learning and progress. This is shared with the Senior Management Team, Teachers, Subject Co-ordinators and individual parents. It is also shared anonymously with Governors and is used for School Improvement.



IMPACT ON THE SATs: THE NEW STYLE SAT PAPERS FOR KS1 AND KS2 AND SCALED SCORES

- For future reference sample SAT papers for KS1 and KS2 are available online and will be posted imminently on our school website.
- Instead of levels, the SATs test produce a scaled score. Scaled scores are used all over the world and help test results to be reported consistently from one year to the next. The SATs are designed "to be as similar as possible year on year, however, slight differences in difficulty will occur between years" (Quoted from Gov.uk). A scaled score of 100 will always represent the national standard. However, due to the small differences in difficulty between tests, the raw score (the total number of correct responses) that equates to 100 might be different - though similar - each year.



GOV.UK VIDEO

- Gov.uk video: Changes to 2016 tests and assessments



ANY QUESTIONS?



THANK YOU

- The great support of Parents at Spinfield School is much appreciated by all of our Staff, Governors and Children.
- Thank you very much for attending this evening.

