



**Assessment Without Levels**

We're currently in a changing world of assessment for Y1 through to Y6. We've recently been through a big change in the national curriculum with the 'new' curriculum having different content to the 'old' curriculum. Many of the objectives in the old curriculum have shifted to lower year groups increasing the demands of the curriculum. We have moved, under government direction, to a system which removes the assessment grades that have been with us for many years. This new assessment system is known as Assessment Without Levels. In the past, assessment levels (2a, 2b, 2c, for example) have had no direct correlation to the curriculum. The 'new' assessment system is now directly linked to year group national curriculum objectives.

**What does this mean for you as a parent?**

Assessment is ongoing, lesson by lesson/week by week, but we collect assessment data formally three times a year so that we can update you on the progress your child has made.

We have grouped the year group targets in to stages – a stage per year group. The children will be assessed against these targets during the year. At Parent Meetings your child's class teacher will be able to report to you as to how they are progressing within the 'age related expectations'.

We will use the same terminology for every year group from Y1 up to Y6.

Terminology	What does it mean?	When is it expected?
<b>Beginning</b>	Yet to be secure in the end of year expectations	As expected by the end of the autumn term in the child's current year group
<b>Developing</b>	Secure in the majority of end of year expectations	As expected by the end of the spring term in the child's current year group
<b>Secure</b>	Secure in almost all of the end of year expectations and is able to use and apply their knowledge and skills confidently	As expected by the end of the summer term in the child's current year group
<b>Exceeding</b>	Exceeding in all end of year expectations	Exceeding expectations by the end of the summer term in the child's current year group

**What does this mean for your child?**

*A child who is in Y3 and is working at age related expectations will be:*

- By the end of the autumn term: **beginning to achieve** Y3 objectives
- By the end of the spring term: **developing** towards achieving Y3 objectives
- By the end of the summer term: **secure/exceeding** the Y3 objectives

At the end of the year the teacher will report on the attainment (what they have achieved at that point) as well as the progress they have made (how they have progressed from their starting point).

### Testing in School

Year	Statutory Testing	Internal Assessment
Pre-School		Baseline plus termly assessments
Reception	End of year assessment against the Early Learning Goals	Baseline Assessments plus termly assessments
Y1	National Phonics Test	Ongoing teacher assessment plus termly tests
Y2	End of year Standard Assessments (SATs) in Reading, Writing, Grammar, Spelling & Punctuation and Maths. Teacher Assessment against Interim Frameworks provided by the Government.	Ongoing teacher assessment plus termly tests.
Y3	None	Ongoing teacher assessment, termly tests and optional SATs
Y4	None	Ongoing teacher assessment, termly tests and optional SATs
Y5	None	Ongoing teacher assessment, termly tests and optional SATs
Y6	End of year Standard Assessments (SATs) in Reading, Writing, Grammar, Spelling & Punctuation and Maths. Additionally Teacher Assessment against Interim Frameworks provided by the Government.	Ongoing teacher assessment, practice SATs

### Reporting to Parents

We will continue to report to parents in the usual way – autumn and spring term at Parent Meetings and the summer term through the annual Pupil Report. For Y1, parents will be advised as to the result of their phonics test for their child and Y2 children will be given their Teacher Assessment for the end of KS1.

### Year Six

For children in Y6 the reporting arrangements are different. This year each child will be given a Teacher Assessment (record of the standard the child has been working at in class) as well as the national test result.

### Tests

This year test results will be in the form of a score. The government will class results in tests as ‘meeting national standard’ or ‘below’ but the average will be 100. Each child will be given this score in three areas – Reading /Spelling, Punctuation and Grammar/and Maths . Writing will be teacher assessed.

### Teacher Assessment

Will be in Reading, Writing, Maths and Science.

Where children previously may have been working above the expected level (e.g. Y6 working at L5), they may now be assessed as working at 'age related expectations'. This is not necessarily a reflection on their progress but will be due to the higher expectations at the end of the Key Stage.

### **Early Years – Pre-School and Reception**

As stated at the beginning of this letter, children in Pre-School and Reception will continue to be assessed against the Prime and Specific areas of learning in the EYFS profile. Assessments are based on daily activities and events. At the end of Reception, for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

**Emerging** – not yet reached the expected level of development

**Expected** – at the expected level of development for their age

**Exceeding** – beyond the expected level of development for their age

### **More Able Children**

For children who have securely met their end of year objectives, they will be assessed as exceeding the objectives for their age group. Rather than moving on to the next year's curriculum, these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning. The depth and application of a child's learning is an important marker on their achievement and progress.

### **Less Able Children**

Less able children have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group objectives. We do, however, have assessment and tracking systems that support, challenge and monitor their progress.

### **Children who are falling behind**

Any child who is working below the age-related expectation is given personalised learning objectives to help them reach their potential. We have intervention groups in place that aim to address difficulties as they arise. Over time, intervention strategies and quality first teaching help children with large gaps to make accelerated progress and being to catch up with their peers.

### **Year Expectations**

As mentioned above, we have grouped the year group targets in to stages – a stage per year group. The children will be assessed against these targets during the year. Class teachers will be able to report to you as to how children are progressing within the 'age related expectations'.