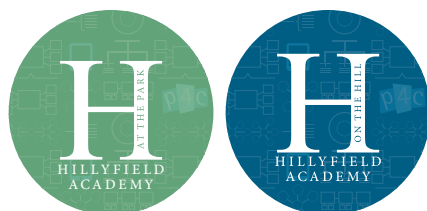


Assessment without levels

HILLYFIELD
ACADEMY



Hillyfield Primary
Academy

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New Curriculum

Following the introduction of a new National Curriculum framework from September 2014, the government also decided to remove level descriptors. The government's policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not very good with respect to helping parents to understand how far their child is improving. In their place, from September 2014, 'It will be for schools to decide how they assess pupils' progress'.

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum. This means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum and the requirements of the new National Curriculum. This has led to a shift in thinking and in the way we assess children's outcomes.

Principles

The School has welcomed the changes in the National Curriculum and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We were very clear that whatever assessment tool we used, it needed to be robust and track pupils' progress across the school and not just at the end of a key stage.

We are now assessing children against the new framework. They may not have been taught the previous years' objectives and content. So we are in a time of transition between old and new sets of data.

The principles that underpin our new assessment system are:

- Every child can achieve: teachers at Hillyfield have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum Objectives will be used as the expectations for all children.
- Children will make age appropriate progress – 12 months in 12 months.
- Teachers are experts at assessment – assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

The language we will use

In order to be 'Secondary ready' children need to meet the required end of Key Stage 2 expectations. This is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example

- At the end of Year 3 a child has achieved all the objectives set out for Year 3 Writing (and no further) would be said to have MET the end of Year 3 expectations for writing.
- At the end of Year 5 a child who has made good progress but has not yet met some of the mathematics objectives for Year 5 would be ASPIRING TO MEET- year 5 expectations for Maths.

Some pupils will for various reasons be working below the level expected for their year group, teachers will address their needs using outcomes from the appropriate year and pupils will be supported to make accelerated progress.

Some pupils will have MET their year group end of year objectives well before their peers. Teachers will identify these pupils and set targets that widen and deepen their understanding and ability to apply their skills in a variety of situations.

Assessment and Reporting

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and much more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson. Work is then assessed against these success criteria.
- Three way feedback; pupil, peer and teacher, with clearly identified next steps. This can be written or verbal feedback.

READING NON-NEGOTIABLE MILESTONES

In order to achieve these non- negotiable milestones, the child needs to demonstrate that they read, for pleasure, can these skills independently across a range of age appropriate texts and makes informed choices about the books they read.

To have met a non-negotiable milestone the child must have achieved independence in doing them and demonstrate this in a wide variety of contexts.

Year 3	Year 4
<p>Word recognition skills The child reads new words accurately, at a speed that is sufficient for understanding.</p> <p>Comprehension The child justifies their personal views with evidence.</p> <p>The child experiments with intonation, volume and action using the full range of punctuation.</p> <p>The child infers characters' feelings and thoughts from their actions and justifies these with evidence.</p> <p>The child predicts based on specific details stated in the text.</p> <p>The child identifies core ideas from more than one paragraph.</p> <p>The child identifies elements of structure and layout in increasingly complex texts.</p> <p>The child explains how specific word choices contribute to meaning.</p>	<p>Comprehension The child reads with varying intonation, volume and action.</p> <p>The child infers characters' feelings, thoughts and motives from their actions and justifies these with evidence.</p> <p>The child predicts based on specific details stated and implied in the text.</p> <p>The child retrieves and records information from non-fiction texts.</p> <p>The child summarises the core ideas from more than one paragraph.</p> <p>The child knows the structure and layout of texts.</p> <p>The child explains the effect specific word choices have on the reader.</p>

MATHS NON-NEGOTIABLE MILESTONES

In order to achieve these non- negotiable milestones, the child needs to demonstrate that they read, for pleasure, can these skills independently across a range of age appropriate texts and makes informed choices about the books they read.

To have met a non-negotiable milestone the child must have achieved independence in doing them and demonstrate this in a wide variety of contexts.

Year 3	Year 4
<p><u>Number:</u> The child applies an understanding of the place value of numbers up to 1000. The child demonstrates fluency using multiplication and division facts for 3, 4 and 8 times tables. The child adds and subtracts 3 digit numbers. The child multiplies and divides 2 digit and 1 digit numbers. The child has an understanding of fractions including tenths.</p> <p><u>Geometry:</u> The child identifies right angles, and those angles that are greater and smaller.</p> <p><u>Measures:</u> The child measures the perimeter of simple 2D shapes. The child tells the time to the nearest minute.</p> <p><u>Statistics:</u> The child interprets and presents data using different scales.</p>	<p><u>Number:</u> The child applies an understanding of the place value of numbers up to 10,000 including decimals. The child recalls times tables to 12 x 12 and the associated division facts. The child calculates with whole numbers using all four written methods. The child applies an understanding of fractions when adding, subtracting and finding decimal equivalences.</p> <p><u>Geometry:</u> The child understands the properties of acute and obtuse angles.</p> <p><u>Measures:</u> The child converts between different units of measure. The child finds area and calculates perimeter. The child recognises analogue and digital times and is able to convert.</p> <p><u>Statistics:</u> The child interprets and presents data applying appropriate graphical methods.</p>

WRITING NON-NEGOTIABLE MILESTONES

In order to achieve these non- negotiable milestones, the child needs to demonstrate that they read, for pleasure, can these skills independently across a range of age appropriate texts and makes informed choices about the books they read.

To have met a non-negotiable milestone the child must have achieved independence in doing them and demonstrate this in a wide variety of contexts.

Year 3	Year 4
<p><u>Spelling</u> The child spells words from the year 3 spelling list.</p> <p><u>Sentence Construction</u> The child experiments with complex sentences. The child experiments with punctuating direct speech. The child experiments with grouping sentences into paragraphs. The child uses an apostrophe for contractions.</p> <p><u>Vocabulary</u> The child experiments with vocabulary to add detail and engage the reader.</p> <p><u>Structure</u> The child organises their writing according to the genre.</p> <p><u>Handwriting</u> The child joins letters legibly.</p> <p><u>Editing</u> The child edits to check for errors in spelling, grammar and punctuation with increasing accuracy.</p>	<p><u>Spelling</u> The child spells words from the year 4 spelling list.</p> <p><u>Sentence Construction</u> The child accurately punctuates complex sentences. The child uses a n apostrophe for possession. The child groups related sentences into paragraphs. The child punctuates direct speech.</p> <p><u>Vocabulary</u> The child deliberately uses adventurous vocabulary to add detail and engage the reader.</p> <p><u>Structure</u> The child organises their writing according to the genre.</p> <p><u>Handwriting</u> The child uses joined handwriting throughout all writing.</p> <p><u>Editing</u> The child edits writing checking for accuracy of grammar and vocabulary.</p>

ORACY NON-NEGOTIABLE MILESTONES

In order to achieve these non- negotiable milestones, the child needs to demonstrate that they read, for pleasure, can these skills independently across a range of age appropriate texts and makes informed choices about the books they read.

To have met a non-negotiable milestone the child must have achieved independence in doing them and demonstrate this in a wide variety of contexts.

Year 3	Year 4
<p><u>Expressive</u> The child talks and listens confidently in different situations. The child uses a wide range of verbs to express their thoughts about cause and effect. The child uses complex sentences to clarify, summarise, explain and plan. The child tells stories with good structure.</p> <p><u>Receptive</u> The child asks questions to clarify understanding. The child understands hidden meanings and appreciates that an intended meaning can be different from what is spoken. The child understands when someone is being sarcastic.</p> <p><u>Pragmatic</u> The child understands conversational conventions and varies the amount of detail if needed. The child participates fully in discussions.</p> <p><u>Listening</u> The child shows they have listened carefully by responding through relevant comments and questions.</p>	<p><u>Expressive</u> The child talks and listens confidently in a wider range of contexts. The child sequences, develops and communicates ideas in an organised and logical way.</p> <p><u>Receptive</u> The child understands and asks different question types. The child understands simple idioms.</p> <p><u>Pragmatic</u> The child uses language to compliment, criticise and negotiate. The child uses tone of voice, stress on words and gestures to add meaning in conversation.</p> <p><u>Listening</u> The child sustains active listening.</p>