

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 1	Year 2
<p>Word recognition skills The child uses year group phonic expectations to read books with increasing fluency.</p> <p>Comprehension The child appropriately selects texts for specific purposes.</p> <p>The child understands and retells simple and familiar stories accurately.</p> <p>The child is developing an understanding of conventions of text layout, writer’s voice and the effect it has on the reader.</p> <p>The child infers based on what is said or done.</p> <p>The child predicts what might happen next.</p> <p>The child self-corrects while reading, to aid understanding.</p>	<p>Word recognition skills The child uses year group phonic expectations to read books fluently.</p> <p>Comprehension The child selects texts of increasing complexity to deepen understanding and build stamina.</p> <p>The child expresses views about a wide range of texts.</p> <p>The child reads with intonation and expression.</p> <p>The child uses commas, question marks and exclamation marks to vary expression.</p> <p>The child infers characters’ feelings based on their actions.</p> <p>The child predicts what might happen based upon what has been read so far.</p> <p>The child identifies and describes plot, setting and characters when reading stories.</p> <p>The child identifies elements of structure and layout in a text.</p> <p>The child uses context to clarify meaning.</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 1	Year 2
<p><u>Number:</u> The child demonstrates an understanding of number up to 100. The child counts in multiples of 2, 5 and 10. The child uses number bonds to 20 when adding and subtracting. The child is beginning to understand multiplication and division. The child understands the concept of a half and a quarter and applies this to shapes and quantities.</p> <p><u>Measures:</u> The child explains the value of different coins and notes. The child uses vocabulary related to days, weeks and months and can tell the time to the hour and half past. The child measures using non-standard units.</p>	<p><u>Number:</u> The child demonstrates secure understanding of place value up to 100 and applies this when solving calculations. The child demonstrates fluency in multiplication and division facts for 2, 5 and 10 times tables. The child calculates all four operations using mental and written methods. The child applies the inverse to addition and subtraction calculations. The child uses number bonds to find related facts to 100. The child uses their knowledge of fractions to find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$.</p> <p><u>Geometry:</u> The child is secure in using the vocabulary related to the properties of 2D and 3D shapes.</p> <p><u>Measures:</u> The child selects the appropriate standard unit to measure. The child tells the time to the nearest 5 minutes.</p> <p><u>Statistics:</u> The child can interpret and construct simple charts and tables.</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 1	Year 2
<p><u>Spelling</u> The child makes phonetically plausible attempts at spelling words. The child spells year 1 common exception words.</p> <p><u>Sentence Construction</u> The child writes and accurately punctuates simple and compound sentences using co-ordinating conjunctions. The child experiments with writing questions, statements, exclamations and commands, attempting to punctuate them correctly.</p> <p><u>Vocabulary</u> The child experiments with vocabulary to add detail.</p> <p><u>Structure</u> The child sequences sentences to form short narratives.</p> <p><u>Handwriting</u> The child forms lowercase and capital letters correctly.</p> <p><u>Editing</u> The child re-reads what they have written to check it makes sense.</p>	<p><u>Spelling</u> The child segments phonemes within words and uses the correct graphemes to spell. The child spells year 2 common exception words.</p> <p><u>Sentence Construction</u> The child writes questions, statements, exclamations and commands, punctuating them correctly. The child uses subordinating conjunctions. The child uses past and present tense correctly and consistently.</p> <p><u>Vocabulary</u> The child uses adjectives, adverbs and expanded noun phrases to describe and specify.</p> <p><u>Structure</u> The child is developing the organisation of their writing according to the genre, sentence by sentence.</p> <p><u>Handwriting</u> The child experiments with diagonal and horizontal strokes to join letters.</p> <p><u>Editing</u> The child edits their writing making simple additions, revisions and corrections.</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 1	Year 2
<p><u>Expressive</u> The child says sentences with a range of clauses. The child recounts their experiences and stories in sequence. The child gives simple commands and statements and asks questions. The child says polysyllabic words. The child recites simple rhymes.</p> <p><u>Receptive</u> The child understands prepositions and opposites. The child begins to understand figurative language. The child listens and follows simple two-step instructions.</p> <p><u>Pragmatic</u> The child expresses simple opinions. The child takes turns to talk, listen and respond in conversations. The child joins in with imaginative play taking on the role of different/familiar characters. The child changes their language when speaking to different listeners. The child socialises with their peers.</p> <p><u>Listening</u> The child selects relevant information. The child shows listening behaviours.</p>	<p><u>Expressive</u> The child says sentences that are grammatically correct. The child asks a range of questions for different purposes. The child justifies and explains their ideas. The child talks about topics they enjoy. The child can explain an event or story using key connectives.</p> <p><u>Receptive</u> The child understands contrasts and comparatives. The child understands a range of questions. The child can listen and follow a complex two- to three-step instruction. The child understands humour.</p> <p>The child asks for an explanation if something is unclear.</p> <p><u>Pragmatic</u> The child holds the attention of the listener by adapting the way they talk. The child uses and experiments with different styles of talking with different people. The child gives appropriate comments when in discussions. The child shows empathy.</p> <p><u>Listening</u> The child listens with sustained concentration.</p>

