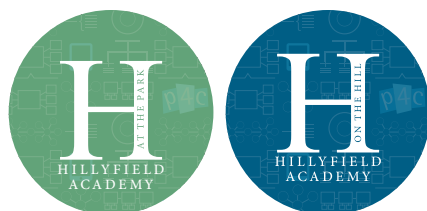


# Assessment without levels

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 5	Year 6
<p><b>Comprehension</b> The child reads with varying intonation and experiments with tone using syntax.</p> <p>The child infers beyond the level of character and justifies with evidence from the text.</p> <p>The child predicts based on specific details stated and implied and on an understanding of text conventions.</p> <p>The child identifies the details that support the core ideas.</p> <p>The child explains how text structure and layout contributes to meaning.</p> <p>The child analyses the writer's language choices and their effect on the reader.</p>	<p><b>Comprehension</b> The child reads effortlessly with varying intonation and tone using syntax.</p> <p>The child infers and justifies with reasoned evidence from across the text.</p> <p>The child predicts based on specific details stated and implied and on an understanding of text conventions and writers' intentions.</p> <p>The child critiques and compares the themes and conventions of a text.</p> <p>The child explains how paragraph structure contributes to meaning.</p> <p>The child evaluates the writer's language choices and their effect 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 5	Year 6
<p><b><u>Number:</u></b>            The child is secure in numbers up to 1 million.            The child understands how the values of digits change when multiplied and divided by multiples of 10, 100 and 1000.            The child calculates with decimals and whole numbers, using all four written methods.            The child identifies links between properties of numbers up to 100.            The child understands a range of fraction types and uses them in calculations.</p> <p><b><u>Geometry:</u></b>            The child understands the properties of acute, obtuse and reflex angles.</p> <p><b><u>Measure:</u></b>            The child calculates area and perimeter of a variety of shapes.            The child converts between metric units.</p> <p><b><u>Statistics</u></b>            The child interprets a range of tables (including timetables) and graphs.</p>	<p><b><u>Number</u></b>            The child is secure in numbers up to 10 million.            The child calculates with decimals and whole numbers, using the most efficient method.            The child can manipulate fractions.</p> <p><b><u>Geometry:</u></b>            The child understands transformations.            The child applies knowledge of angles to find missing values.</p> <p><b><u>Measure</u></b>            The child converts units of measure using decimal notation.            The child uses formulae for area and volume.</p> <p><b><u>Statistics:</u></b>            The child interprets and constructs pie charts and line graphs.</p> <p><b><u>Algebra:</u></b>            The child works systematically to find combinations of two variables.</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 5	Year 6
<p><u>Spelling</u> The child spells words from the year 5 spelling list.</p> <p><u>Sentence Construction</u> The child experiments varying the clause structures in their writing. The child links paragraphs to build cohesion. The child writes with a purpose and audience in mind. The child indicates parenthesis. The child experiments with reported speech.</p> <p><u>Vocabulary</u> The child uses adventurous vocabulary to effect the reader.</p> <p><u>Structure</u> The child organises their writing according to the genre.</p> <p><u>Editing</u> The child edits writing by assessing the effectiveness of the grammar, punctuation and vocabulary.</p>	<p><u>Spelling</u> The child spells words from the year 6 spelling list.</p> <p><u>Sentence Construction</u> The child varies clause structures in their writing. The child writes with a clear purpose and understanding of the audience. The child writes paragraphs that link cohesively. The child writes with the full range of punctuation.</p> <p><u>Vocabulary</u> The child controls their vocabulary for effect.</p> <p><u>Structure</u> The child organises their writing according to the genre.</p> <p><u>Editing</u> The child edits writing by assessing the effectiveness of the grammar, punctuation 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 5	Year 6
<p><u>Expressive</u> The child talks and listens confidently in formal contexts. The child explains the effect of using language for different purposes.  The child uses a range of question types to sustain conversation.</p> <p><u>Receptive</u> The child understands homographs.</p> <p><u>Pragmatic</u> The child adapts language appropriately for audience and context.  The child respects the views of others.</p>	<p><u>Expressive</u> The child initiates conversation, clearly expressing ideas and opinions.</p> <p><u>Receptive</u> The child identifies the main points from each speaker, comparing their arguments and how they are presented.</p> <p><u>Pragmatic</u> The child demonstrates cooperation and mutual understanding when organising activities.</p> <p><u>Listening</u> The child listens critically and questions the validity of conclusions.</p>