



Assessment without levels at Hemingford Grey Primary School

The purpose of our system

*(DfE guidelines for any new
assessment system)*

- Allow meaningful tracking of pupils towards end of Key Stage expectations in the new curriculum including regular feedback to parents
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- Ensure it is reliable and free from bias
- Created in consultation with those delivering best practice
- Created in consideration of, and benchmarked against, national and international best practice

Our approach...

In September 2014 the old systems of National Curriculum levels and end of Key Stage expectations were removed. Schools were free to devise a system for themselves that tracked progress and allowed proper assessment to be made.

The vision for our system

- To provide useful and reliable information that will help us support individual progress
- To be straightforward and manageable
- To identify the next steps of learning for all pupils
- To be integrated into our curriculum and not layered on-top or appear as an adjunct
- To involve the pupils in their own assessment
- To provide the school with high quality information about how well it is doing and where it needs to do better

Decisions made about our system



- It is based around our taught curriculum
- It is based around **end of year National Curriculum expectations** in reading, writing, maths and end of Key Stage expectations in other subjects
- Pupil progress and tracking is measured in terms of 'in year' achievement
- Pupils will be considered to have met End of Year National Curriculum Expectations (EYE) if they have achieved at least 85% of the statements
- **The expectation is that 85% of the cohort should meet 85% of the Age Related Statements and in addition, may meet some of the Exceeding Statements**
- Pupils operating well below the expected level of the cohort will be assessed in the same way but with appropriately altered statements
- The provision of 'exceeding statements' allows us to fulfil our philosophy of not putting a lid on learning and allows pupils to master learning at a deep level
- Children **do not need** to have met all of the EYE statements before having the opportunity to learn at the deeper level of the exceeding statements.



- Individual pupils have Learning Journeys which contain all the EYE (end of year expectations for achievement)
- Teachers and pupils can use these books at any point in their Learning Journey to consider whether a statement has been achieved and can be highlighted as such
- We have not stipulated what constitutes sufficient evidence before highlighting e.g. number of examples, as we are allowing teachers to exercise professional judgement from their knowledge of the child and the context in which the work used was completed
- At 3 points in the year we have Learning Review Weeks, where individual and group consultations take place
- Children are the drivers to produce the evidence to support assessment of each statement and complete the Learning Journeys with the teacher
- Children can be given opportunities to show/demonstrate /prove their learning during the week, if necessary
- Next steps and targets can be easily discussed and set from this opportunity
- Teachers reflect on evidence in books to support judgements
- Summative evidence is used to support

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100% + 50% **ABOVE EXPECTED**

- We can analyse the data in assessment manager to find out about the achievement of groups and cohorts from this
- In addition, regular opportunities for moderation, work scrutiny and discussion allows us to meaningfully monitor progress

CHILDREN CURRENTLY WORKING BELOW A.R.E

(Age Related Expectations)

The 2014 National Curriculum states that *“the expectation is that the majority of pupils will move through the programmes of study at **broadly the same pace**”* and that *“pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems **before any acceleration through new content**”*.

However, despite all our best efforts at identification and intervention, there will inevitably be some individuals for whom the end of year expectations are not in reach. Those children identified as having significant SEN will still be measured along with their cohort and therefore count towards the 85% expectation of the year group. But alongside this there will be an individually modified EYE booklet that allows the child and their teacher to record progress.

For the purposes of the year group data entry however they will be recorded only against the EYE for their cohort.

Mastery is a term used widely in the new national curriculum. The essential idea behind it is that all children have a **deep** understanding which is sustainable over time and can be built upon in subsequent years.

At Hemingford Grey, children will have the opportunity to achieve mastery through using and applying skills and concepts in a new task or more complex context. This does not mean accelerating pupils into content from subsequent years.

We are developing practice to include the offering of a range of opportunities for children to demonstrate their learning by applying newly acquired skills to an independent task.

For example, after a series of lessons on any piece of learning, children can be offered the opportunity to prove their mastery by choosing 2 or 3 tasks to complete from a wider generic menu which forms part of our Assessment for Learning approach.

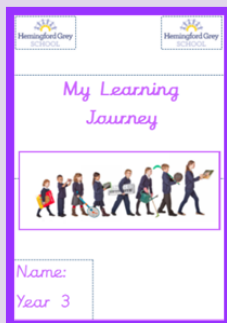


Testing

At Hemingford Grey Primary School we are not opposed to the concept of using testing and recall as part of a lesson, to reinforce a teaching point or to help make formative assessments.

However we are resistant to its sole use for summative judgements.

Our approach requires professional teachers to work with and alongside learners over time to be able to construct a more holistic view of current abilities and to gauge their next steps in learning.



We recognise that if children, each term, increase the number of statements from the Learning Journey that they meet and can apply, they are making good progress. If they significantly increase the number of statements that they are meeting, this could be deemed as very good progress. Conversely, if the number of statements being met is low and not increasing, this could be deemed as not good enough progress.

This view of the number of statements can give a strong impression of the progress that has been made. However, due to each subject and each year group having a different number of statements that children have to meet, we have chosen not to add a qualitative progress value to a termly increase in statements. Used without context, this could provide a cursory picture of progress, as there is no local or national comparison.

Mary Myatt, a national consultant, has warned against using language which separates the progress children are making from the learning that is taking place in the classroom:

“Rise of the Machines. How to tell if your system is taking over:

“they can't be secure; they were only emerging last term”

“I ticked all these objectives but they've only made 1 step”

“3 steps per year is expected progress”

“Is this pupil beginning or beginning+?””

Mary Myatt, Assessment Conference, 02/05/17

Progress Checks

How is this information used?

Progress checks completed by teachers are entered onto a central document on the school's server. A comment alongside each entry can be used to support the teacher in sustaining or accelerating progress for the child. It also ensures that there is a commentary of evidence for the judgement that has been made. Progress judgements are moderated and discussed and these commentaries support this.

We believe scrutinising children's work and books (alongside the child where possible) to be the most accurate, reliable and useful way of supporting the Learning Journeys to measure progress. Book based progress checks take place regularly, by all members of teaching staff. This may be individually, or as part of the Senior Leadership Team and Phase teams. In conjunction with the Learning Journeys and the children themselves, staff are looking to assess whether children have made:

- Not enough progress (colour coded in red)
- Good progress (colour coded in green)
- Very good progress (colour coded in blue)

Not making good progress Making good progress Making very good progress

Subject: Maths

YR	Name	Date	Progress	Teacher (Initials)	Key factors indicating good progress or key barriers to making good progress
6	XXXXXXXXXX	26.01.17		JC, SS	Progress in the movement from basic calculation to more complex concepts. Within concepts, she is making progress. However, there is limited evidence to show progress in reasoning because there are few opportunities to use these skills. They are at the end of questions so that she doesn't get on to them.
	XXXXXXXXXX	26.01.17		JC, SS	Progress within and between concepts is good and shows that there is deeper learning taking place. XXX is making progress in reasoning and grappling with concepts in different formats. Watch out for response to teacher comments and how these are addressed.

	Number of books scrutinised (Add spring to summer)	% and Number not making good progress	% and Number making good progress	% and Number making very good progress
Spring				
Summer				

What is the difference between good and very good progress?

When judging very good progress, staff are looking for:

- A significant increase in Learning Journey statements achieved over a term or year.
- A development in skills which is greater, or more rapid, than is expected for most children of that age, in relation to the end of year National Curriculum expectations.
- Application of skills to a range of different, challenging contexts, including tests, which require a greater range of cognitive skills than may be expected for most children.

When making progress check judgements, staff are looking for the following:

- A clear increase in knowledge from the start of the assessment period to the end. An assessment period may be a single unit, lasting a few weeks, a whole term or a whole year. When a single unit is being used as an assessment period, staff will also be looking after this unit to assess whether these skills are being retained and applied at a later date.
- A development in skills, e.g. improvements in sentence structure by going from simple sentences to complex sentences with fronted adverbials or subordinate clauses.
- A deepening of skills, e.g. being able to add three digit numbers with improved fluency and an ability to apply to complex problems at a mastery level.
- An ability to apply taught skills to a new or different context, e.g. using grammatical structures taught in an English lesson in a report in science or an independent piece of research in a Big Question.
- More detailed indicators of good progress can be found at the top of each progress check, showing subject specific detail.
- These are regularly referred to when making judgments.

What should parents expect?



- All the end of year expectations (EYEs) for each child's year group are published on our website so that parents can familiarize themselves with the standards their child should be working at.
- At termly parent consultation evenings achievements against the EYEs are celebrated and next steps for learning are discussed. Learning Journeys are also shared with parents.
- At the end of the academic year, parents receive the end of year report to which their child contributes. On the report, teachers highlight whether the child has met the Age Related Expectations and list any statements not yet met. Parents are invited to comment on their child's achievements.