Assessment without levels

Overview

- Background
- Developments – Deanery's response
- Statutory assessments

Background

- Attainment targets and levels introduced with the national curriculum in 1988

Expected attainment levels in England

England	Attainment expected
Key Stage 1	Level 2 or above
Key Stage 2	Level 4 or above
Key Stage 3	Level 5 or above
Key Stage 4	GCSE

Final report of the Commission on Assessment without Levels

September 2015

Chaired by John McIntosh CBE

Levels -Intended use

- Used to record the outcomes of statutory tests KS1 and KS2
- Intended to be used to assess pupils against the whole programme of study

- SATs end of year 2
- L1(b)
- L2c
- L2b
- L2a
- L3(b)
- SATs end of year 6
- L3
- L4
- L5
- L6

Levels - Actual use

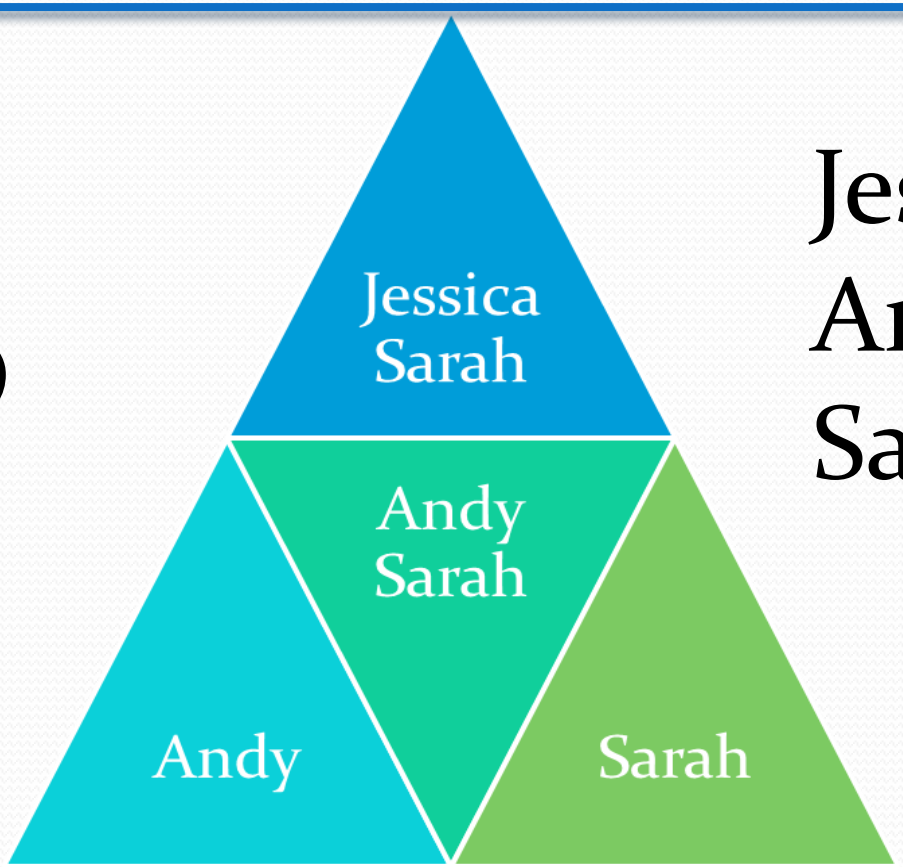
- Levels became viewed as thresholds
- Teaching focussed on getting children across the next threshold
- Progress became synonymous with moving on to the next level
- Levels used as in-school assessment between key stages to monitor children
- Levels became the focus of conversations with children and their parents
- Children compared themselves according to the level they were at
- Levels used a 'best fit' model

(children could have gaps in their knowledge and understanding but be placed within that level)

- L1c
- L1b
- L1a
- L2c
- L2b
- L2a
- L3c
- L3b
- L3a
- L4c
- L4b
- L4a
- L5c
- L5b
- L5a
- L6

Best Fit

L3



Jessica L3c
Andy L3b
Sarah L3a

Extract - John McIntosh CBE

Our consultations and discussions highlighted the extent to which teachers are subject to **conflicting pressures**: trying to make appropriate use of assessment as part of the day-to-day task of classroom teaching, while at the same time collecting assessment data which will be used in very **high stakes evaluation** of **individual and institutional** performance. These conflicted purposes too often affect adversely the fundamental aims of the curriculum, particularly regarding **breadth of content and depth of learning**. Our guidance and recommendations aim to support better curriculum coherence in the system. The successful implementation of the new national curriculum requires a radical cultural and pedagogical change, from one which has been too dominated by the requirements of the national assessment framework and testing regime to one where the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.

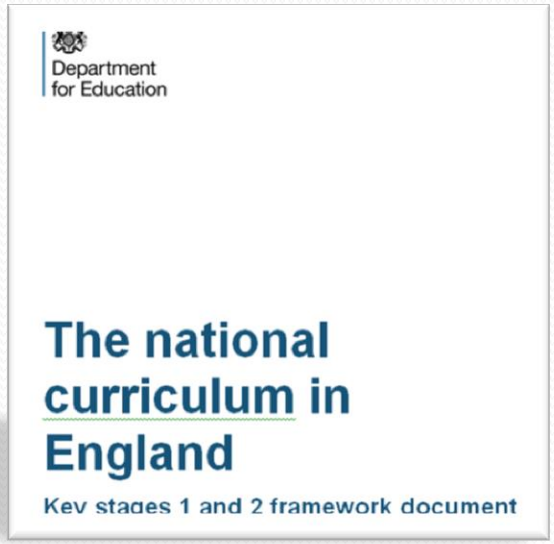
Developments

- New National Curriculum released September 2014
- Attainment targets and levels removed
- From September 2015, levels no longer used for statutory assessments

- This is the biggest change in education for 27 years.
- Teachers have used levels and understand what learning looks like for each level
- Parents understand levels
- Children understand levels
- Progress measured by levels
- Assessment is associated with levels

Deanery

- New Curriculum - draft 2013
- Skills based across all subjects
- Content reflects the interests of our children



Deanery Curriculum

A skills based curriculum
Each subject within the national curriculum - broken down into 2 year 'milestones'

Milestone 1 = years 1 and 2
Milestone 2 = years 3 and 4
Milestone 3 = years 5 and 6

Milestones - Maths

Opportunities | Learning objectives | **Milestones** | Characteristics | Support and challenge

		Milestone 1	**Milestone 2**	**Milestone 3**
To know and use numbers	Counting	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.	• Count in multiples of 2 to 9, 25, 50, 100 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers.	• Read numbers up to 10 000 000. • Use negative numbers in context and calculate intervals across zero.
	Representing	• Identify, represent and estimate numbers using different representations, including the number line.	• Identify, represent and estimate numbers using different representations.	• Write numbers up to 10 000 000 • Read Roman numerals to 1000 (M) and

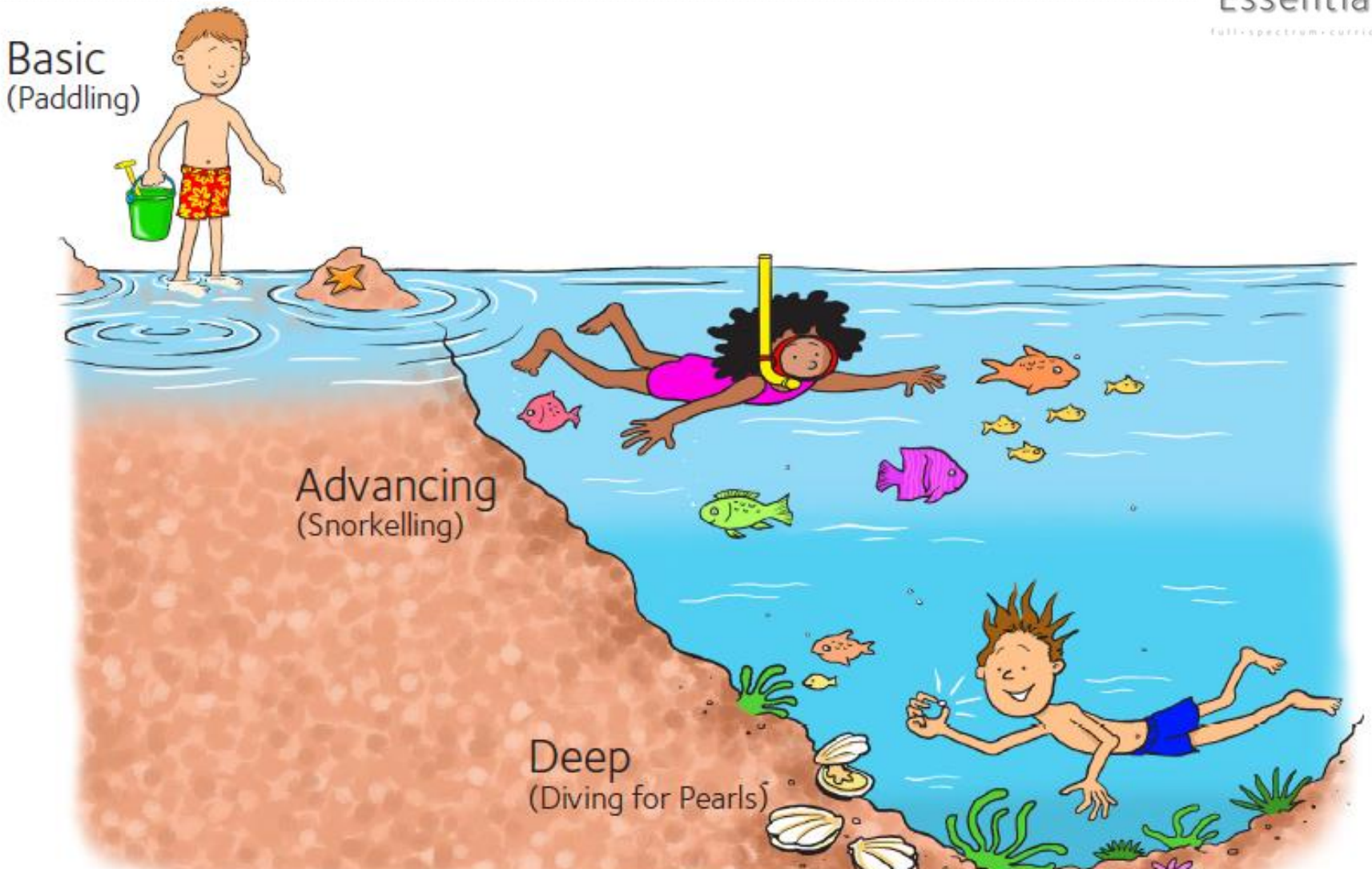
Against each milestone

Depth of learning	Cognitive	Predominant teaching	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Acquiring, Refining	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Applying, Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Probing Deep questioning	Deepening Extending	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

* Quantity is important where increased cognitive challenge is not possible, for example in phonic knowledge or number facts. In some cases, therefore, progress may be seen in increasing the quantity of knowledge.

Sound of Music

Depth of learning



Example for maths (37 pages available)

Milestone 1

Assessment criteria for mathematics

Learning Objective		Key Milestone Indicator(s)	Basic	Advancing	Deep
To know and use numbers	Counting	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10. • Given a number, identify one more and one less. • Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forwards and backwards.	With reminders and support: - Up to 10 objects can be counted - Numbers to 10 can be read and written - Numbers 1–10 can be placed in ascending order - The first, second, etc. in a line can be pointed at - There is counting in twos What number comes next or before, with numbers 0–10, is identified, with reminders where necessary. With help or structure, there is counting forwards to and across 100, beginning with 0 or 1. With concrete objects, there is counting forwards from 0, in steps of 2, 5 and 10.	With prompts, there is counting to and across 100, forwards and backwards from any given number. When reminders are provided, there is counting in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forwards or backwards. Generally, numbers between 0 and 100 are ordered correctly. One more and one less than a given number are identified.	Independently, there is counting to and across 100, forwards and backwards, from any given number. Numbers between 0 and 1000 are ordered correctly. One more and one less than a given number are identified independently. There is independent counting in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forwards and backwards. One more and one less than a given number are identified without support, even when using negative integers.
	Representing	• Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.	Work is represented with objects or pictures and with the support of a teacher and the use of the number line. Numbers from 1 to 20 are read and written correctly in numerals and words.	Generally, numbers are identified, represented and estimated using different representations. Numbers from 1 to 100 are generally read and written correctly in numerals and words.	Independently, numbers are identified, represented and estimated using different representations. Numbers from 1 to 100 are read and written correctly in numerals and words without support.

No longer a linear curriculum, driven by moving onto the next level.

The successful implementation of the new national curriculum requires a radical cultural and pedagogical change, from one which has been too dominated by the requirements of the national assessment framework and testing regime to one where the **focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.**

John McIntosh CBE

Formative assessment

Sound of Music Chapter 19, 54:45 minutes

Schools have the freedom to develop their own assessment

Schools can use their own assessment systems to support more informative and productive conversations with pupils and parents. They can ensure their approaches to assessment enable pupils to take more responsibility for their achievements by encouraging pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve. Focusing assessment on the content of the school's curriculum will allow for communications with parents and carers to provide a clearer sense of how to support their children to build and consolidate learning.

Deanery

- Formative assessment - Assessment for Learning
- Clear objectives – understood by children
- Effective questioning
- Feedback
- Next steps
- Peer and self assessment
- Reporting to parents on depth of learning

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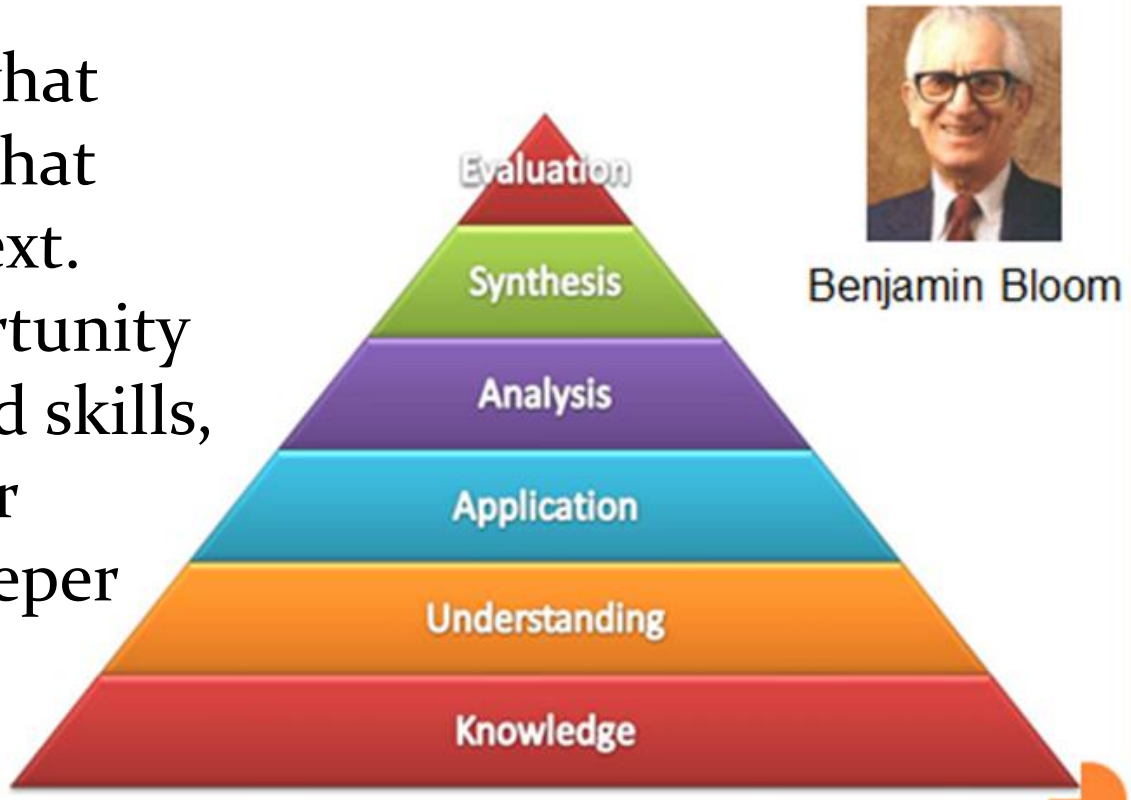
- Reporting to parents on depth of learning
- Conversations about what children can do, and what they are working on next. This could be an opportunity to apply knowledge and skills, analyse information, or evaluate, creating a deeper understanding.



Benjamin Bloom

The purposes and principles of assessment

- In-school formative assessment (day-to-day)
- (formative assessment is intended to inform teaching and learning)
- In-school summative assessment
- Nationally standardised summative assessment

Changes to statutory tests