

Aims of the evening

- To provide a background to our new assessment system
- To provide some detail about assessment in GEMS
- To provide some detail about reporting on your child's progress.
- Feedback and questions



Old National Curriculum

- From 1988 the National curriculum comprised of a range of knowledge and skills that were developed throughout each key stage.
- It was then broken down into levels and expectations were set for certain milestones along this journey
- Year 2 expectation = Level 2
- Year 6 expectation = Level 4
- Year 9 expectation = Level 5/6



Life After Levels

- The government has made a huge change in the way that children in schools are to be assessed. This is to tie in with the new national curriculum that started to be used in all schools in 2014. This is a new way of thinking for schools, and assessment will look very different to how it has done for the past 20 years.

<https://www.youtube.com/watch?v=-q5vrBXFpm0>





What has Changed?

- Lots of changes – the new curriculum is a lot more prescriptive in English and Maths but much less detailed in the foundation subjects.
- The expectations are much higher than ever before, with much of the curriculum being shifted down into lower year groups
- For example, some old Year 5 expectations can now be found in Year 3, and some Y8 expectations can be found in Year 5 and Year 6

Why are Levels Disappearing?

- The Department for Education want to avoid what has been termed 'The Level Race' where children have moved through the old National Curriculum levels quickly to achieve higher attainment.
- The old National curriculum was sub divided into levels, but these were not linked to their national curriculum year group. For example a child in Year 4 could be a Level 3 or even a Level 5. Children were achieving Level 5 and 6 at the end of Key Stage 2, but the DfE thought that a significant number were able to achieve a Level 5 or 6 in a test, but were not secure in all aspects of that Level.



- The feeling from the DfE was that the old National curriculum and the levels system failed to adequately ensure that children had a breadth and depth of knowledge at each national curriculum level.



- The raised expectations mean that children need to have a very secure knowledge of the programme of study for their year group and depth of understanding and application.
- Comparisons cannot be made with level results as the curriculum content is different.
- End of year expectation is now that children are at 'secure' in their year group. This is where they need to be at the end of the year.



New Curriculum

- The government decided that individual schools should decide how to assess pupils within year groups. It is up to every individual school to decide how they will measure attainment and progress. There is no longer a common format for reporting attainment.
- There are benchmarks at the end of Key Stage 1 and 2. The outcomes of these will be reported as a scaled score.
- We are also using assessments on entry in Year 5 and at the end of each year which provide a scaled score in maths, English and Science. This enables comparison with pupils nationally.



Assessment at GEMS

- Each Year group is allocated a Stage, ie Year 5 is Stage 5.
- A set of statements for each subject set out the expectations for that year group
- Each Stage is then divided into steps:
 - Working towards
 - Working towards+
 - Developing
 - Developing +
 - Secure
 - Exceeding



Assessment

- Teachers plan lessons and use a range of assessment over time to judge whether a pupil has met the objective. A range of tests which reflect the new curriculum are being used in Maths and English.
- Ongoing assessment against the National Curriculum objectives by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.
- Progress tests for English and maths

Teachers assess the pupil as either:



Formative Assessment

Judgement		Weighting
Target	the pupil hasn't understood the objective and will need some further work to enable them to fully understand the skill or acquire the knowledge.	0
Almost	The pupil has almost achieved the objective with some support	0.5
Met	the pupil is secure in their understanding	0.9
Exceeding	the pupil has a deep and broad understanding of the objective.	1



Gosforth East Middle School Assessment - Number - Ability Stage 6 - 6.2 Maths KP - Month - Feb 2016

Save Markbook

Leave Markbook

Export to Excel

Adjust Scores

Up

Down

	1	2	3	4	5	6	7	8	9	10	11
	6 WorkingTowards+ 6 Dev										
Stage 6 Count NAHT KPI Count 6.1.a.1 Calculate intervals across zero (*)	U	T	U	U	U	U	U	U	M	U	U
Stage 6 Count 6.1.a.2 Consolidate counting forwards or backwards in steps of powers of 10 for any given number to 1 000 000 (+)	M	M	M	M	M	M	M	M	M	M	M
Stage 6 Count 6.1.a.3 Consolidate counting in multiples of 2, through to 10, 25 and 50 (+)	M	M	E	E	E	E	E	E	E	E	E
Stage 6 Represent Numbers 6.1.b.1 Read and write numbers to 10 000 000 and determine the value of digits (*)	M	M	M	M	M	M	M	M	M	M	M
Stage 6 Represent Numbers 6.1.b.2 Consolidate reading Roman numerals to 1000 (M) and recognising years written in Roman numerals (+)	M	M	M	M	M	M	M	M	M	M	M

Workin
Workin

- This detailed and individualised assessment enables Teachers to both identify the aspects of the curriculum in which pupils need more support and also where pupils would benefit from exploring the curriculum in greater depth.



Overall Progress Judgements

- These judgements will be taken collectively and together they will give an indication of your child's progress towards their Age Related Expectations. This progress will be monitored throughout the year.



How we arrive at the judgement

- A judgement will be arrived by looking at a percentage of objectives achieved. The weighting of the assessment is taken account when arriving at this percentage.

Overall Progress towards ARE	Percentage
WT	10%
WT+	27.5%
Dev	45%
Dev+	65%
Sec	85%

As a general guide, a pupil on track to meet the ARE will be at least Working Towards at Christmas, at least Developing at Easter and at least Secure by the end of the Year.





Mastery and Depth

- Under the old levels system children who were exceeding might have moved into the next level. The Government have been very clear that pupils should not be moved onto the next year's curriculum. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery and Depth.
- All schools will now encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas. This will really challenge even the most able child.
- For GEMS this is a priority area for Teaching and Learning across all subjects

Reporting

- Developing our reporting system. Interim reports now provide more descriptive information (2 targets) as to what your child needs to focus on to ensure continued progress.

2015/16:

- Autumn: Maths, Reading and Writing
- Spring: All subjects
- Summer: All subjects - Full report

Reports will also include an Attitude to Learning grade which reflects our school values



The report will also include an attitude to learning grade as follows:

Attitude to Learning Grade	1	2	3	4
<p>Successful learners:</p> <ul style="list-style-type: none"> • Arrive to lessons on time and properly equipped. • Are prepared to learn. • Get on with their learning and allow others to do the same. • Respect their work including presentation and quality. • Respect and work collaboratively with others. • Listen and follows instructions without prompting. 	<p>Successful learners <u>Almost without exception</u></p> <p>This will be a pupil who consistently demonstrates enthusiasm, effort, resilience and responsibility for their own learning.</p>	<p>Successful learners <u>Most of the time</u></p> <p>This will be a pupil who has a positive approach to learning and demonstrates a good level of effort in most lessons.</p>	<p>Successful learners <u>Some of the time</u></p> <p>This will be a pupil who sometimes has a positive approach and sometimes demonstrates a good level of effort in lessons.</p>	<p>Successful learners <u>Inconsistently or infrequently</u></p> <p>This will be a pupil who does not approach their learning in a positive way, does not put the required effort in and needs support to engage in lessons.</p>



2016/17:

- Termly interim reports for all subjects and a full report at the end of the year.
- Develop on-line reporting
- Parents' Evenings
- Open Door policy: please contact us if you wish to discuss any aspect of your child's progress.





**Thank you for
coming this evening**

www.gosfortheast.newcastle.sch.uk

