

GREENFIELDS
COMMUNITY PRIMARY SCHOOL



A GUIDE TO ASSESSMENT WITHOUT LEVELS

From September 2014, the Department for Education removed the system of 'levels' that schools used to report children's attainment and progress. This was because the government decided that the system of levels would not fit the new primary National Curriculum, which sets out what is to be taught within each year group or phase, but does not provide any system or structure for assessing children's progress.

Between the ends of Key Stages schools have had to decide how to assess children against the school's curriculum. The aim of this guide is to outline the assessment system that we are now using at Greenfields to find out what children know & what their next steps are.

North Tyneside School Improvement Service has worked with schools to develop new curriculum materials and NTAGs (North Tyneside Assessment Guidelines) for Reading, Writing, Maths, Speaking & Listening, Spelling and Handwriting. NTAG assessment materials are used in our school to help teachers in planning, teaching and assessing a rich, challenging curriculum. The NTAGs allow teachers to retain their expertise in assessing confidently and have a common language for talking about assessment.

♦ How children are assessed at Greenfields:

Staff in KS1 and KS2 assess pupils against the year group expectations set out in the 2014 Primary Curriculum. We use the terms DEVELOPING, SECURE and EXCEEDING (D, S, E) to describe a pupil's understanding of the curriculum for their year group instead of levels and sub-levels (A, B, C). The new curriculum requires that most pupils would be working securely within the curriculum by the end of the academic year.

For example in Year 3, a typical pupil would be described as SECURE (Y3S) and some children may have demonstrated a deeper level of understanding, so would be described as EXCEEDING (Y3E).

Working below curriculum expectations	Developing	= not yet secure
Working at curriculum expectations	Secure	= working confidently with most key objectives
Working above curriculum expectations	Exceeding	= working confidently in all key objectives and able to demonstrate this in different contexts

♦ How teachers decide which grade to give:

Evidence to support the DEVELOPING, SECURE or EXCEEDING judgement is not simply test scores; we make assessments based upon a variety of evidence in books and from tasks throughout the year.

Children may also complete pre-unit assessments before starting a new unit of work. This allows the teacher to identify areas where a child is already performing particularly well and areas that will need to be a planning focus for future learning. The focus areas become targets for children to work towards throughout the unit and a post-unit assessment identical to the pre-unit assessment helps us to evaluate progress made over a period of time.

We recognise the importance of moderating the work our pupils do and the assessment judgements that our teachers make, to make sure that they are consistent with other schools. We attend regular moderation sessions hosted by North Tyneside Local Authority, refer to the North Tyneside Assessment Moderation Website and collaborate with other schools in our pyramid.

♦ How we know if children are making progress:

We have adopted the North Tyneside system that allows us to track progress from Nursery through to Year 6. Using this tracking system also allows us to work together with schools across the Local Authority and the North East region to check the accuracy of our judgements.

Early Years	0-11 months			8-20 months			16-26 months			22-36 months			30-50 months			40-60 months			Early Learning Goals	
	Em	D	S	Em	D	S	Em	D	S	Em	D	S	Em	D	S	Em	D	S		
Points	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21.5
Nursery																				
Reception	1																		2	3

KS 1 & KS 2	Early Years	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Points	3-21.5	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Year 1	1D	1S									1E								
Year 2		2D			2S							2E							
Year 3			3D				3S						3E						
Year 4				4D					4S					4E					
Year 5					5D								5S					5E	
Year 6						6D										6S		6E	

-  Below the expected standard for the year group
-  The expected standard for the year group
-  Above the expected standard for the year group

Each step of success (DEVELOPING, SECURE or EXCEEDING) has a numerical value assigned to it so that we can track a pupil's progress. If a child is significantly DEVELOPING or significantly EXCEEDING, they may be given points from a lower or a higher year group.

In 2015, we are aware that some children may be working below their appropriate age group's curriculum until they have had targeted teaching for specific gaps and there has been time to teach the increased content and expectations of the new curriculum.

Please note: The tracking of pupils' progress in this numerical way should not be given precedence over the evidence of progress demonstrated in teaching and learning and evidence of pupils' work.