Assessment without levels

✓ Understand the context
✓ Know the school’s assessment methodology
✓ See working examples
✓ Compare to Key Stage 2
✓ Feedback

Link to website; Key Stage 3 Progress Grids | The Warwick School
In June 2013 the DfE confirmed that levels would be removed. Because:

- Levels have become too abstract
- Do not give parents meaningful information about how their child is performing
- Nor give pupils information about how to improve
- Levels have detracted from real feedback and schools have found it difficult to apply them consistently
What it means for The Warwick?

- The changes that have been made;
- KS3 schemes of work written
- New KS4 GCSE’s being produced
- New KS4 subject content allows knowledge, skills and understanding to be tracked back to KS3
- The DFE, in its “National curriculum and assessment from September 2014: information for schools” said:
  “The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage”
What it means for The Warwick (2)

- Where we need to be;
- Departments are developing (in)formative assessment so;
- it is at the heart of teaching and learning
- it is ambitious
- it is consistent
- feedback can inspire the belief that with effort there are no limits to learning
The future

- KS2 will be scored 80 – 130 (or 75 – 125)
- GCSE’s will be graded 1 – 9
- There is no statutory reporting for the end of KS3
- OfSTED (and other monitoring bodies) will focus on progress
New GCSE grades

- new grades 9 – 7 will have the same proportion of students as A*/A
- new grades 6 – 4 will have the same proportion of students as B/C
- new grades 3 – 1 will have the same proportion of students as D – G
The opportunity

- Identify what a student needs by the end of Key Stage 4.
- Build on these skills from year 7.

<table>
<thead>
<tr>
<th>KS2</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Key Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Creating 9</td>
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<td></td>
<td></td>
<td>Evaluating 7</td>
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<tr>
<td>6</td>
<td>Creating</td>
<td>9</td>
<td></td>
<td>Applying 5</td>
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<td>5.8</td>
<td></td>
<td>8</td>
<td></td>
<td>Understanding 3</td>
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<td>5.5</td>
<td>Evaluating</td>
<td>7</td>
<td></td>
<td>Remembering 2</td>
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<tr>
<td>5.2, 4.8</td>
<td>Analysing</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>4.5</td>
<td>Applying</td>
<td>5</td>
<td></td>
<td>Understanding 3</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td>4</td>
<td></td>
<td>Remembering 2</td>
</tr>
<tr>
<td>3.8, 3.5</td>
<td>Understanding</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;3.5</td>
<td>Remembering</td>
<td>2</td>
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</tbody>
</table>
Assessment structure

- What does the assessment look like?
  - Maths (website)
  - Maths (class)
  - English (website)
  - English (class)
Assessment in books

- Marking, feedback and assessment

Year 7
Autumn Term – first half
Welcome Unit – Dangerous Dogs

<table>
<thead>
<tr>
<th>Reading Strategies AO1</th>
<th>Reading Strategies AO2</th>
<th>Range of Writing AO1</th>
<th>Range of Writing AO2</th>
<th>Drafting AO1</th>
<th>Presentation and Participation AO1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surpassing</td>
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<td></td>
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<tr>
<td>Securing</td>
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<tr>
<td>Striving</td>
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<tr>
<td>Starting</td>
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</tbody>
</table>

Student's Comment: I need to use a range of punctuation and use similes and metaphors more often to make my work more descriptive. Also to use connectives. I also have to talk more about my work.

Target for improvement: To use more effective methods for learning and to show more evidence of how I support my ideas using accurate punctuation and connectives.

Teacher's Comment: Focus on all the key assessment objectives in both reading and writing. She also shows evidence of being secure in some areas, but these need to be shared more often. Her work must focus on her thoughts.

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wrry - you have converted between standard form & ordinary form accurately, identifying terrors. You have also used proportional reasoning correctly.

ebi - you now need to use mathematical evidence to support your answers.

30 cookies

300g flour

200g butter

100g sugar.

You only have 150g butter. Should you use 250g flour & 50g sugar? Show how you know.

She should use 75g sugar because the other ingredients are divided 3 quarters of original 3 recipe.
Key Stage 2 / 3 similarities

a) **Introduction of the new National curriculum**
   - Implemented into all current year groups
   - Where topics have “bypassed” year groups gaps have to be filled
   - Emphasis has changed to in depth knowledge

b) **Assessment procedures**
   - Some form of testing mainly in English and maths

c) **Tracking**
   - Formative assessment focusses on what students are able to do and next steps for improvement
   - Students identified for intervention

d) **Student assessment**
   - Student progress is mapped
   - Students respond to formative assessed comments

e) **Students into year 7**
   - Students will be more advanced in English and maths (theoretically)
Key Stage 2 / 3 differences

a) **Introduction of the new National curriculum**
   - How levels have been replaced or are in the process of being replaced

b) **Assessment procedures**
   - Frequency of formal assessment

c) **Tracking**
   - Use of assessment programmes
   - Focus on wider range of subjects at Key Stage 3

d) **Student assessment**
   - Systems for student feedback
   - Assessment language
   - Moderation and standardisation

e) **Students into year 7**
   - Terms used to denote achievement at the end of year 6
   - Language understood by students
   - Language understood by parents
Student – teacher - parent

- Full written report (statutory)
- Progress reports
- Parents evening (statutory)
- Teacher – parent contact
The Warwick School
Year 7 Autumn Term Progress Report

NAME FORM
Attendance 99.0%

Feedback;
• Need a reference point
• Need contextual information
• Students want to know how far from expectation they are
• The name should be different
• The timing (for year 7) should be later in the term

Proposed improvements;
• A banding system reported
• Banding refers to progress grids on the website
• Introduce a fourth expectation term
• Written information regarding the sections
• Called interim / snapshot / summary report

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Achievement</th>
<th>Behaviour</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mrs BAIRD</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs BUDGEN</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Science</td>
<td>Mr SMITH</td>
<td>Meeting Expectation</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Art</td>
<td>Dr CARROLL</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Computing</td>
<td>Mr RATTLE</td>
<td>Below Expectation</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Drama</td>
<td>Miss ADAM</td>
<td>Below Expectation</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>French</td>
<td>Miss VOSS</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Geography</td>
<td>Miss HYDE</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>History</td>
<td>Mr CHASE</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Music</td>
<td>Mr COSTA</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>PE</td>
<td>Mr WREN</td>
<td>Below Expectation</td>
<td>Good</td>
<td>Good</td>
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<tr>
<td>Religious Education</td>
<td>Miss YOUSAF</td>
<td>Above Expectation</td>
<td>Good</td>
<td>Good</td>
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<tr>
<td>Technology</td>
<td>Ms DUNCAN</td>
<td>Above Expectation</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
References

• Report of the NAHT Commission on Assessment
• The key https://schoolleaders.thekeysupport.com/
• Archway School Stroud
• Durrington High School
• Rye College http://www.ryecollege.co.uk/school/assessment/
• St Wilfrid’s Catholic High School http://www.st-wilfrids.bkcat.co.uk/milestones-assessment-without-levels
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• West Exe High School
• https://www.tes.co.uk/teaching-resources/search/?q=innovation fund
• https://en.wikipedia.org/wiki/GCE_Ordinary_Level_(United_Kingdom)