Assessment Guide for Parents January 2016.

Introduction and Rationale: Assessment Without Levels.

The National Curriculum has undergone some radical changes in the last year. The 'new' curriculum has seen the introduction of very different content from the 'old' curriculum. Many of the old objectives have also shifted to lower/younger year groups in the new curriculum, making it more rigorous.

As part of the reforms to the National Curriculum, the long standing system of 'levels' used to report children's attainment and progress has been removed and will not be replaced. By removing levels the government intends to allow teachers greater flexibility in the way that they plan and assess pupils' learning.

"Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools." DFE June 2013.

The Final Report of the "Commission on Assessment without levels" concluded that under the old system, depth and breadth were neglected in favour of pace, leading to serious gaps in learning.

"Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study" (Final Report of the Commission on Assessment Without Levels).

The programmes of study within the new National Curriculum set out expectations at the end of each Key Stage [Year 2 and Year 6], and all maintained schools have been expected to develop a curriculum relevant to their pupils that teaches this content. 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, and to report regularly to parents.

We have seen this as an exciting opportunity to review our assessment and reporting systems in order to create a more holistic approach that makes sense to pupils, parents and staff.

Learning Ladders

We are now assessing children against the new curriculum framework and after much research, have put in place a robust assessment system, which tracks and monitors pupil progress and attainment across Key Stage 1 [Year 1 and 2] in reading, writing and maths. [NB: Children in EYFS class will continue to be assessed using the EYFS Profile].

The system we have adopted is called "Learning Ladders." The Learning Ladders approach was designed by Hiltingbury Junior School and won one of three awards in the "DFE

Assessment Innovation Competition". It breaks the curriculum down into key manageable skills and steps, under topic areas set out as hierarchical rungs on a ladder. We believe that this system will work well for our pupils and our school.

Our Learning Ladders are shown below. The rungs in blue are Year 1 objectives, the pink rungs refer to Year 2 and the yellow rungs refer to Year 3.

Learning Ladders. Maids Moreton CE School: Reading.

Language Lover	Responder	Big Reader
I can comment on the choice of language to create moods and build tension – 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught'	I can evaluate specific texts with reference to text types	I can retell some of the stories that I am familiar with orally
I can discuss words and phrases that capture the reader's interest and imagination	I can begin to identify and comment on different points of view in the text	I can start to recognise some features of the text that relate it to its historical setting or its social or cultural background - 'The girls had on red flannel petticoats because that is what they wore then'
I can identify and comment on vocabulary and literary features – 'All fairy tales start with Once Upon a Time...'	I understand what the writer might be thinking – 'He thinks they are being mean'	I can start to make simple connections between books by the same author – 'Dick King-Smith often writes about animals'
I can identify how vocabulary choice affects meaning - 'Crept lets you know that he is trying to be quiet'	I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself	I can relate what I read to my own experiences
I can discuss my favourite words and phrases	I understand why a writer has written a text – 'She wants you to know how to make a kite'	I am aware that books are set in different times and places
I can discuss and clarify the meaning of words, linking new meanings to known vocabulary	I can make choices about which texts to read, based on prior reading experience	I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics
I can discuss what new words mean, linking new meanings to those already known	I can participate in discussions about what is read to me, taking turns and listening to what others say	I can appreciate rhymes and poems, and recite some by heart.
I can recognise repetition of language in my reading	I can link what I read or hear read to my own experiences, with encouragement	I can express opinions about main events and characters in a story

I can recognise obvious story language – Once Upon a Time, big bad wolf		

Decoding	Comprehender	Reading Detective
I can use the context of the sentence to help me to read unfamiliar words	I can use a range of organisational features to locate information, such as labels, diagrams and charts	I can empathise with a character
I can use knowledge of root words, suffixes and prefixes to read and understand new words	I can identify the features of different text types	I can justify predictions with evidence from the text
I can read out loud confidently, understanding how to use a range of punctuation	I can use alphabetically ordered texts to find information	I can justify inferences with evidence from the text
I can self-correct when I have read a sentence incorrectly	I can decide how useful a non-fiction text is for the purpose	I can recognise key themes and ideas within a text
I can use a range of decoding strategies	I can find the answers to questions in non-fiction, stories and poems	I can make simple inferences about thoughts and feelings of characters and reasons for their actions
I can read words containing common suffixes	I can re-tell a story, referring to most of the key events and characters	I can make predictions based on reading of other books by the author and my own experiences
I can read familiar words quickly, without needing to sound them out	I can recognise the difference between fiction and non-fiction	I can recognise why a character is feeling a certain way
I can read the common exception words e.g. said, are, was, come.	I can answer straight forward questions about a story	I can make simple predictions about the characters
I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est)	I can identify the main events or key points in a text	I can express opinions about main events and characters in a story
I can use phonic knowledge to blend sounds together to read words, including long phonemes		
I can use picture clues to help in reading simple texts		

Learning Ladders. Maids Moreton CE School. Mathematics.

Place Value	Addition	Subtraction
I can count in tens and hundreds and can add and subtract 10 or 100 from any given number up to 1000.	I can add using £ and p in practical contexts.	I can subtract money using £ and p to give change in practical contexts.
I can compare and order numbers up to 1000.	I can add 2 digit numbers and 3 digit numbers using column addition.	I can subtract 2 and 3 digit numbers using column subtraction without decomposing.
I can read and write numbers up to 1000 in numerals and words	I can estimate the answer to an addition calculation or use the inverse to check it is correct.	I can estimate the answer to a subtraction calculation or use the inverse to check it is correct.
I can understand the value of each digit in a 3 digit number.	I can add 2 digit and 3 digit numbers using expanded column addition.[written strategy 2]	I can partition a number and subtract using column subtraction without decomposing. [2 and 3 digit numbers]
I can count in tens from any number including crossing boundaries into hundreds.	I can partition 2 and 3 digit numbers and add vertically using base ten or practical resources without crossing boundaries.	I can use related facts to subtract multiples of 10 and 100 e.g. 6-4=2, 60-40=20
I can compare and order numbers from 0-100 using < > and = signs.	I can add 10 or a 100 to any number and can add in multiples of 10.	I can subtract more efficiently using a number line using jumps of multiples of ten with numbers up to 3 digits.
I can understand the value of each digit in a 2 digit number.	I can add in tens or multiples of ten and ones using an unstructured number line to 100.	I can subtract in tens or multiples of ten and ones using an unstructured number line to 100.
I can continue simple number sequences.	I know my number facts to 20.	I know all subtraction facts to 20.
I can identify odd and even numbers up to 20.	I can add in tens and ones using a structured number line or 100 square.	I can subtract in tens and ones using a structured number line or 100 square.
I can identify one more/one less than a given number. [0-100]	I can add in ones using a structured number line.	I can subtract in ones using a structured number line.
I can read and write numbers from 1-100 in numerals.	I can add in ones using practical resources.	I can subtract in ones using practical resources.
I can read and write numbers from 1-20 in numerals and words.		

Multiplication	Division	Times Tables
I can partition a number into tens and ones to multiply	I can divide a 2 digit number by another 1 digit number using the tables I know.	I can recall and use multiplication facts for the 8 times table recognising its relationship to the 4 times table.
I can use related facts to multiply multiples of ten e.g. 2 x 3 = 6, 2 x 30 = 60	I know that division of one number by another number cannot be done in any order.	I can recall and use multiplication and division facts for the 3 and 4 times table.
I can explore the effect of partitioning on number to multiply [distributive law e.g. exploring 7 x 8 by splitting 7 into 2 and 5 then calculating 2 x 8 and 5 x 8.	I can divide using concrete objects, pictorial representations, arrays and repeated subtraction.	I can recall and use multiplication facts for the 3 and 4 times table.
I know that multiplication can be done in any order. [commutative]	I can divide using concrete objects, pictorial representations and arrays with the support of the teacher.	I can recall and use division facts for the 2, 5, and 10 times table.
I can multiply using concrete objects, pictorial representations, arrays and repeated addition.		I can recall and use multiplication facts for the 2, 5, and 10 times table.
I can multiply using concrete objects, pictorial representations and arrays with the support of the teacher.		I can count in threes from zero
		I can count in twos, fives and tens from zero.

Properties of Number	Decimals	Perimeter and area
I can recognise patterns in some multiplication tables [2,5,10,4,8]	I can count in tenths and understand a tenth as part of a whole divided into ten equal parts	I can measure the perimeter of simple 2d shapes.

Shape	Measures	Time
I can recognise a 3d shape in different orientations.	I can read measures in mixed units and can convert whole units of measure. e.g. 5 m =500cm.	I can read the time on a 24 hour digital clock
I can make 3d shapes using modelling materials and name and describe their properties.	I can solve problems involving measures including simple problems of scale, e.g. twice as high.	I can read the time on a digital clock [12 hour] and compare to an analogue clock.

I can draw 2d shapes accurately and describe them using my knowledge of sides and angles.	II can add and subtract amounts of money to give change using both pounds and pence in practical contexts.	I can calculate and compare time durations. E.g. the length of a swimming lesson that starts at 3.30pm and ends at 5pm.
I can recognise angles in 2d shapes and say if an angle is greater or lesser than a right angle.	I can compare, add and subtract measures e.g. 600g+700g =1 kg 300g	I can read and write the time to the nearest minute on an analogue clock.
I can identify right angles and describe how right angles can make up ¼, ½, ¾ and a whole turn.	I can read measuring instruments with increasing accuracy.	I can recognise time in seconds, minutes and hours and can compare lengths of time e.g. which is longer.
I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	I can compare and order measures and record using < > and = signs.	I understand and use vocabulary such as o'clock, am, pm, noon and midnight.
I can compare and sort common 2d and 3d shapes and everyday objects.	I can find different combinations of coins that equal the same amounts e.g. different ways of making £1.	I can use the vocabulary of time and know the number of seconds in a minute, days in each month, year and leap year.
I can identify 2d shapes on the surface of 3d shapes, e.g. a circle on a cylinder.	I can combine amounts efficiently to make a particular value up to £1.	I can tell and write the time to 5 minutes and draw the hands on the clock faces to show these times.
I can identify, describe and sort 3d shapes by talking about the number of faces, edges and vertices.	I can recognise and use symbols for pounds and pence.	I can read and write the time [draw the hands] on an analogue clock for quarter past and quarter to
I can identify, describe and sort 2d shapes by naming them, talking about the number of sides and showing a vertical line of symmetry.	I can choose appropriate units of measure to estimate length, height, mass and capacity.	I can compare and sequence intervals of time.
I can recognise and name common 3d shapes. [cuboid, cube, pyramid, sphere]	I can measure using appropriate equipment e.g. ruler, weighing scales, measuring jug.	I know how many hours there are in a day and how many minutes in an hour.
I can recognise and name common 2d shapes. [rectangle, circle, triangle, square]	I recognise and know the values of different denominations of coins and notes.	I can read and write the time [draw the hands] on an analogue clock for half past and o'clock.
	I can compare, describe, measure and record weight and mass in	I can compare, describe, measure and record time [hours, minutes, seconds]

			non-standard units using language such as heavier/lighter.	and use the language quicker, slower, earlier, later.
			I can compare, describe, measure and record capacity and volume in non-standard units, using language such as full, half full, empty.	I can recognise and use language relating to dates including days of the week, months and the term "year."
			I can compare, describe, measure and record length and height in non-standard units, using language such as longer, shorter.	I can sequence events in chronological order using the language of time [for example before and after, next first, today, yesterday, tomorrow, morning, afternoon, evening].

Fractions		Problem solving		Statistics	
I can recognise and show using diagrams, simple equivalent fractions e.g. 5/10, 4/8, ½.		I can solve simple scaling problems. [e.g. twice as long]		I can solve 2 step problems using the information presented in graphs or charts.	
I can compare and order unit fractions with the support of fraction boards and number lines.		I can estimate an answer to an addition or subtraction problem and use the inverse to check the answer.		I can solve 1 step problems using the information presented in graphs or charts.	
I can add and subtract fractions with the same denominator and recognise a whole as a fraction e.g. 2/5 +1/5 = 3/5		I can solve simple correspondence problems [e.g. share 4 cakes equally between 8 children, or 4 hats, 3 coats-how many different outfits?]		I can present data in charts and graphs including using a scale of 2,5,10.	
I can compare and order fractions with the same denominator		I can solve one step problems involving multiplication and division		I can interpret data in charts and graphs including using a scale of 2,5,10.	
I can work out fractions of amounts for common fractions e.g. ½, ¼, ¾, 1/5 of a set of objects.		I can solve one step problems involving addition and subtraction [including numbers beyond 100]		I can answer questions by comparing information in simple bar charts, e.g. which has the most? How many altogether?	
I can recognise fractions of shape [units and non-units]		I can solve missing number problems for addition, subtraction, multiplication and division with numbers up to 100 using my knowledge of number facts and the relationship between operations		I can interpret and construct simple pictograms and block graphs.	

I can count in halves and quarters up to ten recognising that fractions are numbers between whole numbers.	I can solve money problems involving addition and finding the change [both £ and p]	I can interpret and construct simple charts and tables
I can recognise the equivalence of 2/4 to 1/2.	I can solve simple money problems involving addition and finding the change [£ or p]	I can answer simple questions about quantities from looking at pictograms and block charts. [scale 1 or 2]
I can recognise, name, find and write 1/3, ¼, 2/4. ¾ of a length, shape, set of objects or a quantity.	I can use place value and number facts to solve problems	I can answer simple questions about quantities from looking at tally charts and simple tables.
I can recognise, find and name ¼ of an object, shape or quantity.	I can solve multiplication and division problems using pictures and diagrams.	
I can recognise, find and name ½ of an object, shape or quantity.	I can solve simple word problems involving addition and subtraction up to 50.	
	I can solve simple missing number problems for addition and subtraction for numbers up to 20.	
	I can solve practical problems in the context of measure, e.g. length, weight, capacity, time.	
	I can solve multiplication and division 1 step problems using concrete apparatus, [2, 5, 10 x table only]	
	I can solve addition and subtraction 1 step word problems using concrete apparatus.	

Position and direction

I can distinguish between rotation as a turn and in terms of right angles for quarter, half and ¾ turns.

I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line.

I can order and arrange combinations of mathematical objects in patterns and sequences.	
I can describe position, direction and movement including 1/2, ¼, ¾ turns.	

Learning Ladders. Maids Moreton CE School: Writing.

Super spelling			Organisation			Purpose.		
I can spell words ending in -tion/-sion/-cian/-ssion			I can use paragraphing in narrative for a new location in a story			Some evidence of viewpoint is established		
I can use the prefixes dis-, mis-, in- and im-			I can group similar information together in paragraphs in non-fiction writing			I can include details to add an element of humour, surprise or suspense		
I can spell the next 22 sets of homophones/near homophones (e.g. accept/except)			I can use simple connectives (e.g. also, as well, because, but) to link ideas logically			I can think about the different styles needed for different types of writing		
I can add suffixes to spell longer words- e.g. -ment, -ful, -less, -ly			I can use connectives that signal time, e.g. then, after, before			I am beginning to use appropriate language across different types of writing - e.g. story language, non-fiction		
I can spell the first 11 sets of homophones/near homophones (e.g. there/their/they're)			The organisation reflects the purpose of my writing - a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events			I know who my writing is for (their intended audience)		
I can spell most of the common exception words e.g. after, because, where, only.			I can begin to use an appropriate opening and ending			I can convey basic information and ideas through appropriate word choices		
I can spell 10 words with contractions (it's, can't, won't, they're etc.)			My writing can be read, without mediating			I can read my writing back to an adult confidently		
I can use the possessive apostrophe for a singular person- the girl's book			I can write more than one sentence about an idea					

I can add the suffices -ed, -ing, -er, -est, -ly, -y to root words	I can use a simple structure in my writing, e.g. beginning middle and end, or instructions written in the correct order	
I can use the prefix un-		
I can spell the days of the week		
I can spell most of the 100 high frequency words		
I can spell words using the phonemes that I know. [Phonetically plausible spellings]		

Word wonder	Grammar giant	Handwriting hero
My vocabulary is interesting and appropriate.	I can proof read for errors	I can use spacing between words that reflects the size of the letters
I can modify nouns by one or more precise adjectives - a loud wailing sound	I can write in complex sentences to clarify relationships in time and place, e.g. meanwhile, during, while, until and following	I can write capital and lower case letters of the correct size, orientation and relationship to one another
I can use detail to clarify information	I can use a wider range of conjunctions, e.g. when, if, because, although and however	I understand which letters needed to be joined in my writing
I can show evidence of using simple similes - it was as yellow as the sun	I can use the present and past tenses correctly	I can form lower-case letters of the correct size, relative to one another
I can use interesting adverbs to describe actions	I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book	I can form digits 0-9.

I can use interesting adjectives to describe people, objects and setting	I can use full stops, capital letters, exclamation marks, question marks and commas for lists	I can form capital letters
I can make some appropriate word choices from word banks, class lists and sentence openers	I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place
I can use some basic descriptive language	I can join words and join clauses using 'and'	I can sit correctly at a table, holding a pencil comfortably and correctly
	I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'	

How do the Learning Ladders work?

Teachers award pupils one, two or three ticks when they achieve certain rungs on the ladders, according to their depth of understanding. Progress through the ladders is not always linear. Ladders are completed in electronic form and data is analysed using an online system.

The tracking, monitoring and evaluation of a child's attainment and progress takes place daily in lessons through questioning, marking and talking to children about their learning. It takes place weekly, termly and annually through end of unit assessments and tests as well as drawing on a full range of evidence including work in books, verbal contributions to lessons and observations over time. It will not just be based on a test score.

At the start of the year, and the end of each term, we analyse the attainment and progress of all our pupils using the online data analysis system. The system is a numerical one which gives a points value to each rung on the ladder. The points are totalled and pupils are assigned to one of the categories below. The tracking, monitoring and evaluation of a child's progress and attainment are used to inform curriculum planning enabling areas for development to be swiftly addressed.

Attainment

Attainment is broken down into the following categories:

Emerging	
Emerging +	
At the expected standard	
Exceeding the expected standard	
Exceeding the expected standard +	

Progress

Progress is also calculated numerically. For pupils to make "good" progress they are expected to gain 100 points each year.

Limited progress	
Steady progress	
Good progress	
Very good progress	
Outstanding progress.	

Any child who is working below the age-related expectation or has made below expected progress from their starting point, is given personalised learning opportunities to help them reach their potential. Timely intervention systems and Quality First Teaching provide every opportunity for children to make good or better progress.

EYFS – Reception

Children in the Reception class continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments are based on focused tasks and observations of children engaged in Child Initiated activities. For each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year using the categories below:

Emerging	Not yet reached the expected level of development.
Expected	At the expected level of development.
Exceeding	Beyond the expected level of development.

Progress is tracked continually throughout the year. Interventions and Quality First Teaching are used to give every pupil the opportunity to make good progress, achieve the Early Learning Goals and to reach a "Good Level of Development." Children are defined as having reached a "Good Level of Development" at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

National Curriculum Teacher Assessments at the end of Key Stage 1

Children are assessed against nationally set age related expectations using information gained from statutory tests in maths, reading comprehension, grammar, spelling and punctuation as well from their class work throughout the year. The purpose is to inform parents and outside agencies about the performance of a school.

Pupils will be assessed as meeting 1 of 5 categories:

Below the pre-key stage standard
Working at the pre-key stage foundations for the expected standard.
Working towards the expected standard
Working at the expected standard
Working at greater depth within the expected standard

Overview of Statutory and Internal School Assessments.

The chart below shows an overview of the statutory tests we are required to administer as a school, as well as our chosen internal school assessment systems.

Year Group	Statutory Testing	Internal school Assessment of Pupil Progress and Attainment.
Reception	Reception baseline testing (upon entry to Reception) The children are continually assessed against their progress towards the EYFS Early Learning Goals – These are reported at the end of the Reception year.	Continual assessment against the Early Years Developmental Matters. Tapestry online learning journey.
Year 1	Year 1 Phonics Screening Check	Learning Ladders
Year 2	Phonics Screening Check retake for those children who didn't met the required standard in Year 1. KS1 SATs Tests in reading comprehension, writing, (grammar, punctuation and spelling) and maths. Interim Teacher Assessment Frameworks in reading, writing, maths and science.	Learning Ladders

How do we report to parents/carers?

We use the following systems to keep parents informed about their child's achievement and progress:

- End of school year annual reports (July)
- Parents' evenings – November, February.
- SEND termly reviews
- Meetings arranged as appropriate where concerns or questions have arisen.