

TARGET TRACKER

Assessment without Levels

LEVELS

[illegible]

LEVELS

- ▶ As part of its plan for education, the Department for Education first announced that primary schools would be moving away from using level descriptors in 2013. Since then the department has been working with schools to support them as they develop their own assessment systems.
- ▶ In short, levels were just too vague and imprecise. They were misleading as to what pupils knew and could do. The use of levels was pushing pupils on to new material - in the name of 'pace' - when they had not adequately understood vital content, and had serious gaps in their knowledge.

REPORTING DATA

- ▶ From 2016, we will use scaled scores to report national curriculum test outcomes. Headteachers won't need to change the way their school prepares for, or administers, the tests because of the introduction of scaled scores. Within key stages, schools and teachers will have the freedom to assess what pupils understand and can do in a way that best suits the needs of their school.
- ▶ Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

- ▶ The Government has said:
- ▶ We can't give full information about what the scale will look like yet. We need to wait until pupils have taken the tests and the tests have been marked before we can set the national standard and the rest of the scale. We can't set the scale in advance; this cohort is the first that has reached the end of key stage 2 having studied sufficient content from the new national curriculum. If we were to set the scale using data from pupils that had studied the old national curriculum, it is likely it would be incorrect.
- ▶ We do know the scale will have a lower end point below 100 and an upper end point above 100. Once we have set the national standard we will use a statistical technique called 'scaling' to transform the raw score into a scaled score. We will publish this after the first tests have been administered.

NATIONAL CURRICULUM

- ▶ The new curriculum has expectations for the end of years 1, 2, 4 and 6.
- ▶ Children are expected to have covered and be able to achieve a range of skills in order to be at their Age-Related Expectation (ARE).
- ▶ These ARE are different from the old levels, being broader and more difficult to achieve, so can not be directly converted.
- ▶ The guidelines from the Government stipulate that children are assessed as being below ARE, at ARE or working at greater depth.

ST MATTHEW'S

- ▶ As in line with Government expectations, we needed to make sure the assessment system we chose was right for our school.
- ▶ The assessment system we chose needed to achieve a number of aims:
- ▶ Data
- ▶ Progress
- ▶ Identifying Next Steps
- ▶ Informing Teaching and Learning

NEW ASSESSMENT

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Band 1		Band 2		Band 3		Band 4		Band 5		Band 6	
1B	1B⁺	2B	2B⁺	3B	3B⁺	4B	4B⁺	5B	5B⁺	6B	6B⁺
1W	1W⁺	2W	2W⁺	3W	3W⁺	4W	4W⁺	5W	5W⁺	6W	6W⁺
1S	1S⁺	2S	2S⁺	3S	3S⁺	4S	4S⁺	5S	5S⁺	6S	6S⁺

B=Beginning

W=Working within

S=Secure

BANDS

Band 2 Statements for Spelling	Teacher assess		
I can break down spoken words into their sounds and write them mostly correctly			
I can learn new spellings by using words I already know how to spell			
I can spell common exception words			
I can spell words which have been shortened			
I can spell words which use an apostrophe to show possession eg the girl's book			
I can spell words that sound the same but are spelt differently eg buy bye by			
I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words			
I can use simple spelling rules			
I can write the correct spellings and punctuation in simple sentences I hear my teacher say			

Band 2 Statements for Handwriting	Teacher assess		
I can write lower-case letters that are all the same size			
I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined			
I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters			
I can use spacing between words that fits with the size of the letters			

Band 2 Statements for Composition	Teacher assess		
I can write about things I have done and things that others have done			
I can write a long piece of text about a real event in one go			
I can write poetry			
I can write for different purposes, writing long and short pieces of work			
I can plan my writing by writing down my ideas or talking about them			
I can plan my writing by writing down ideas and/or key words and new vocabulary			
I can plan my writing by writing down my ideas or talking about them for each sentence			
I can change my writing and make corrections after I have spoken to a teacher or another child about it			
I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time			
I can proof read my work and check for spelling, punctuation and grammar errors			
I can read my work aloud with confidence using the tone of my voice to make the meaning clear			
I can plan my writing by writing down my ideas or talking about them for each sentence			

TEACHING

- ▶ The Learning Journeys will be a continuous assessment throughout a child's time at St Matthew's.
- ▶ They will be used both by the children themselves and adults in school to record progress and work towards targets.
- ▶ Once statements of learning have been entered onto the data system ,it will enable teachers to have a clear picture of where children are, both individually and as a group.
- ▶ This means they will be able to plan their teaching according to where it is needed, in order to ensure progress.
- ▶ Target Tracker can also be used to analyse groups of children (such as pupil premium, gender and specific intervention groups).