

Changes to the way we use assessment at St Nicholas



Why Change from Levels?

- Too broad.
- Confusing for parents.
- To give schools greater flexibility and ownership of how they assess.

Schools need to: ‘Give reliable information to parents about how their child, and their child’s school, is performing.’

Department for Education, April 2014



Why Change from Levels? Cont'd

- In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum.
- As the 'Government will not impose a single system for ongoing assessment', it is up to schools to implement a system that can: 'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.'



At St Nicholas we have chosen a system that:

- Is based completely on the National Curriculum.
- Is consistent from Early Years to Year 6.
- Builds up an accurate picture of what a child can do.
- Helps teachers to plan next steps for pupils.
- Makes it easier for parents to understand how their child/children are doing.
- Ensures that smaller steps of progress are recognised and celebrated.
- Can be easily moderated within school and externally to confirm judgements.



The St Nicholas 'Band' system.

Pupils work within bands related to the National Curriculum expectations for their age group.

KEY POINTS:

- EACH YEAR GROUP TO BE 'BAND' Year 1 = Band 1, Year 2 – Band 2 and so on
- Each Year Band is broken down into 6 steps
- Minimum Expected progress will be 6 Steps of progress over a year



The St Nicholas 'Step' system

Within each band there are six **steps** to show how securely a child is meeting the requirements of that year group.

These are:

- b
- b+ (beginning)
- w
- w+ (within)
- s
- s+ (secure)



The St Nicholas 'Step' system

Your child's assessment will be called a step and will contain a number followed by a letter.

Step b – Your child is beginning to meet some of the requirements of a year group's curriculum.

Step b+ - Your child has met some more of the requirements but still less than half of the objectives

Step 1w – Your child is working confidently within the programme of study.

Typically in the first half of a year



The St Nicholas 'Step' system

Step 1w+ - Your child is now meeting a significant proportion of the curriculum requirements.

Step 1s – Your child is secure in the majority of the requirements of the programme of study.

Step 1s+ - Your child has met nearly all the requirements of the programme of study and demonstrates a deep understanding of these.

Typically in the second half of a year



The St Nicholas 'Step' system

The three broader sections may be thought of in these terms-

- **Beginning** –. There may a little of the previous band still to gain complete confidence in but the pupil is working on the areas in this band
- **Working Within** –Up to 70% of the statements are confidently achieved
- **Secure** –the broad expectations for the band have been met



The St Nicholas 'Step' system

What if your Child is working above or below their year group's requirements?

- Pupils working significantly above the expectation for their year group can be assessed in the next year group's band.
- If a child is not yet able to work within their year group band, they will continue to be assessed in an earlier band.

Progress is the key to success



The St Nicholas 'Step' system

Our priority remains the same - We will work to ensure we provide the best educational experience for every child. We will continue to demonstrate this by:

- Sharing with you how well your child has learned.
- Sharing the progress your child is making year-on year.
- Explaining whether your child is on track to meet age related targets.
- Explaining how tailored support programmes are being used to provide any additional support or challenge required



Target Setting.

This is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, 6 secure (6s) at the end of Year 6.

Year 1 Autumn 1 assessment	End of Year 1 target	End of Year 2 target	End of Year 3 target	End of Year 4 target	End of Year 5 target	End of Year 6 target
40-60s+	1s	2s	3s	4s	5s	6s



Questions

