

Assessment without levels at Mary Hare Primary School (Years 1 -6) from  
September 2016

## 1. WHAT IS ASSESSMENT WITHOUT LEVELS?

We use the term 'attainment' when referring to children's levels of achievement (e.g. end of year test scores).

We use the term 'achievement' when we talk about the progress children have made.

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 (see below).

The tracking, monitoring and evaluation of a child's progress and attainment, informs curriculum planning and enables areas for development to be swiftly addressed.

## 2. THE PRINCIPLES THAT UNDERPIN OUR NEW ASSESSMENT SYSTEMS ARE:

We believe that every child can achieve to the best of their ability. It is our job to support and challenge children at all levels of ability. Teachers in our school have the mindset, 'What do I need to do to help each child achieve?'

Teachers will use assessments effectively and accurately every day, to ensure that the correct scaffolding is built into lessons, ensuring all children achieve at an appropriate level, and to an appropriate depth.

We aim to follow the National Curriculum objectives and that our pupils acquire a deep level of understanding of learning in each subject. Children will not move on to the next years objectives until we are confident they have a rich understanding of the present years objectives.

All our children will have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet chronological year

group objectives. Our assessment and tracking systems however, support, challenge and monitor their progress. Many of our children will be working below the age-related expectation, but we will be providing personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address difficulties as soon as they arise. Over time, intervention systems and quality first teaching help children with large gaps to make accelerated progress and catch up with their peers.

At Mary Hare Primary we take a very holistic view of assessment and so alongside academic achievement we put a significant emphasis on achievement in speech and language development and the development of social and emotional skills and self- esteem.

### 3. NO MORE LEVELS

We will use the same terminology to describe the stages of learning in every class. It is important to note that each child is likely to be working at a different stage.

This is particularly the case in English and Maths, where many of our pupils are accessing the curriculum at a different stage from their chronological age. Many children arrive at MHP working significantly below year group expectations.

Teachers will report against the stage a pupil is at using the following descriptors: -

Terminology	What does it mean?
Working towards	Has shown an emergent grasp of the year group objectives but less than half secure.
Working within	Secure in at least half of the objectives.
Achieved	Has achieved almost all of the

	end of year expectations.
Exceeding (Y6 Only)	Can use and apply skills confidently and demonstrate a deep understanding of the end of year expectations.

Staff use Learning Ladder Grids for each pupil to keep abreast of year group expectations.

#### 4. TRACKING PUPIL PROGRESS

We track and record children's progress against each key objective from within the National Curriculum. The year group's half termly or termly overviews can be found on the curriculum maps. Each pupil has Learning Ladder Grids for Reading, Writing and Maths. Each subject is divided into different ladders that represent key skills. The ladder then has rungs which show the key objectives, taken from the new National Curriculum, that the children need to work through. Although the path of learning is never linear, the rungs set out a typical journey of learning. Teachers will sign off the rungs as children achieve them. Teachers also sign off rungs weekly or at the end of a topic, as well as periodically as part of their summative assessment.

Over time, teachers will be able to see which rungs a child has achieved in relation to the end of year expectations. We can then report to parents, at their child's annual review, if their child is Working Towards, Working Within, Achieving or Exceeding year group expectations. Throughout the year, parents will have access to their child's Learning Ladder Grids, so they can clearly see which rungs they have achieved and what their next steps are.

At MHP, we track and monitor pupil progress on a daily basis, through:

- Questioning, observation and dialogue.
- Children knowing what they are being asked to learn and why.
- Children discussing, formulating and agreeing the success criteria together during lessons. Work is then assessed against the success criteria by the child, the teacher, or both.

- Three-way feedback - pupil - peer - teacher - which clearly identifies next steps - This can be verbal or written feedback.
- Pupil's work regularly scrutinised by the whole staff.
- End of unit and termly assessments, which help us to assess progress over time.
- Each child's attainment of objectives, which will be recorded on a tracking system. Patterns can then be analysed and support targeted accordingly.
- Children's work in books to demonstrate progress. We frequently monitor books to make sure teachers are providing the best possible learning opportunities and feedback for children.
- Astute differentiation, which ensures that tasks are matched to children's abilities and that they provide high challenges for all.

## 5. HOW DO WE REPORT TO PARENTS / CARERS

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

- Detailed Annual Review Reports.
- End of school year reports
- Parents Consultations
- Meetings arranged as appropriate where concerns or worries have arisen.