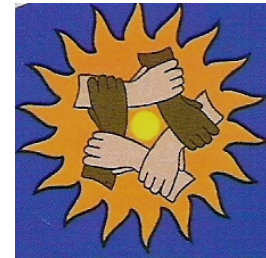


# *THE NEW ASSESSMENT SYSTEM*

---

Life after levels at Highfield Primary  
School



# Why has the change happened?

- The belief that levels did not accurately show progress
- Became over influenced by other factors
- Pupils accelerated through the curriculum had gaps in understanding

# The rational behind the new curriculum

- Pupils will study objectives in greater depth
- Really mastering the fundamental concepts in subjects
- Ensuring their understanding is really secure

# How judgements will be reported

- Language of assessment replacing levels

## *Age related expectations*

- Developing understanding – beginning to
  - Starting to consolidate understanding – working towards
  - Secure understanding – secure
  - Extended understanding - mastery
- 
- beginning, beginning +, working towards, working towards +, secure, secure + (mastery)

# What the different stages mean

Developing	Secure	Extended Understanding
<p>Know, name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise. Following adults guidance, prompts, support, following instructions.</p>	<p>Understand and apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organize, modify, predict, interpret, summarise, make observations, estimate, compare</p>	<p>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.</p>

# Studying at the right pace

- National curriculum allows pupils to study at the right pace
- Ensuring deep learning for the central ideas and key concepts for their year group
- Broadening understanding to deepen the knowledge
- The emphasis is on children having a mastery of skills rather than moving on to the next years objectives.

# Challenging more able pupils

- Open ended tasks
- Enrichment projects and work
- Stretching the thinking
- Probing questioning
- High expectations for justifying and reasoning
- Challenging thinking at all times

# Each child being capable of anything!

- New model of ability of each child being capable of anything
- Not focusing on particular levels label
- What ideas has a child understood
- All being exposed to the learning
- ***Age related statements for each year enables conceptual progression to be made extremely clear .***

(These statements can be found on the schools website.)



# Assessment in the classroom

- Do pupils have secure understanding?
- Clear progressive statements
  - - has a child grasped these in sufficient depth?
  - - with clear security?

Ready to move on to the next phase of their learning.

# Formative assessment

- Children producing statements
  - Making hypothesis
  - Producing work of high quality
  - Discussions
- 
- ***Teachers get a clear insight into children's knowledge which is fundamental to high quality assessment.***

# Questioning pupils

- Teachers focusing questions to see if they have really understood
- Rich probing questions
- Techniques to ensure pupils have that rich understanding to be assessed as secure or having extending understanding – mastery of the year group

# Summative assessment

- Termly testing – rising stars assessments
  - Extended writing task
  - Maths assessments
  - Administered in non pressured environments, small group, beginning or end of lessons
- 
- Gives an overall picture of how well pupils independently understand concepts

# Fewer objectives in greater depths

- All pupils having a secure understanding of the year group objectives
- Objectives shared with parents and pupils
- Pupils working below age related expectations working to 'catch up'
- Higher expectations
- Levels of challenge for all pupils

# What hasn't changed

- The school provides a well rounded curriculum with a focus on understanding the world around us.
- Children are given a wide range of experiences to inspire and show them the joy of learning.
- We value children's input in the curriculum. We listen to what the children want to find out about and support them in doing so.
- We provide a nurturing environment in which children are encouraged to challenge themselves and understand that making mistakes is the way we learn.
- **All children at Highfield achieve and succeed.**