



BUCKINGHAM
PRIMARY SCHOOL

Assessment Without Levels

Buckingham Primary School



National Support School
designated by



National College for
Teaching & Leadership

Rationale

- The current Government has decided, following much consultation, to remove the use of levels following the introduction of the new National Curriculum.
- “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)
- Depth and breadth were neglected in favour of pace, leading to serious gaps in learning.
- Levels cannot continue to be used as the content of the new National Curriculum does not match the old level descriptors.
- The Government has given schools complete control over what system they use for assessment.

Types of Assessment

- In-school formative assessment – teachers can now focus on how well children can apply skills rather than how many skills they can acquire.
- In-school summative assessment – teachers will look at children's depth of understanding in relation to age related expectations against learning statement including KPI's. Testing throughout the year for moderation purposes.
- Nationally standardised summative – end of key stage

In-School Formative Assessment

This is mainly for the teacher, parents and child

- Questions and answers during class
- Verbal feedback and discussions
- Marking the pupil's work
- Observational assessment
- Regular short recap quizzes
- Scanning for pupil attainment and development

The purpose is to identify children's strengths and weaknesses and next steps in learning. Informs planning and the Tracker.

Target Tracker

File Home Steps Reports Other Reports Levels Reports Levels Charts EYFSP 2008 Admin Statement Assessment Filters Help

Groups Pupil Filters Help

Mathematics

Subject Pupils Previous Pupil Next Pupil I Can... KPI Statements Show Exemplars Show Observations Show Term Assessed Assessment Term

Autumn 2

| | Band 3 (40 statements) | Band 4 (45 statements) | Band 5 (53 statements) | Band 6 (53 statements) | Band 7 (0 statements) | Pupils |
|----|--|--|--|--|-----------------------|--------|
| m | Number and Place Value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number | Number and Place Value count in multiples of 6, 7, 9, 25 and 1000 | Number and Place Value read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit | Number and Place Value read, write, order and compare numbers up to 10 000 000 and determine the value of each digit | | |
| it | Number and Place Value recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | Number and Place Value find 1000 more or less than a given number | Number and Place Value count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 | Number and Place Value round any whole number to a required degree of accuracy | | |
| t | Number and Place Value compare and order numbers up to 1000 | Number and Place Value count backwards through zero to include negative numbers | Number and Place Value interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | Number and Place Value use negative numbers in context, and calculate intervals across zero | | |
| < | Number and Place Value identify, represent and estimate numbers using different representations | Number and Place Value recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | Number and Place Value round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 | Number and Place Value solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero | | |
| | Number and Place Value read and write numbers up to 1000 in numerals | Number and Place Value order and compare numbers beyond 1000 | Number and Place Value solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding | Addition and Subtraction perform mental calculations with mixed operations to carry out calculations involving the four operations | | |
| | Number and Place Value read and write numbers up to 1000 in numerals in words | Number and Place Value identify, represent and estimate numbers using different representations including measures | Number and Place Value read Roman numerals to 1000 (M) and recognise years written in Roman numerals | Addition and Subtraction solve multi-step problems in contexts, deciding which operations and methods to use and why | | |



**Mathematics:
Number - Number and Place Value**

| Band 6 |
|--|
| read, write, order and compare numbers up to 10 000 000 and determine the value of each digit |
| round any whole number to a required degree of accuracy |
| use negative numbers in context, and calculate intervals across zero |
| solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero |

**Mathematics:
Number - Addition and Subtraction**

| Band 6 |
|---|
| perform mental calculations with mixed operations to carry out calculations involving the four operations |
| solve multi-step problems in contexts, deciding which operations and methods to use and why |
| solve problems involving addition and subtraction |
| use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy |

**Mathematics:
Number - Multiplication and Division**

| Band 6 |
|--|
| multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |
| divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context |
| divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context |
| perform mental calculations, including with mixed operations and large numbers |
| identify common factors, common multiples and prime numbers |
| use his/her knowledge of the order of operations to carry out calculations involving the four operations |
| solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |
| solve problems involving addition, subtraction, multiplication and division |
| use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy |

**Mathematics:
Number - Fractions**

| Band 6 |
|---|
| use common factors to simplify fractions; use common multiples to express fractions in the same denominator |
| compare and order fractions, including fractions > 1 |
| add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |
| multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ |
| divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ |
| associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $\frac{3}{8}$ |
| identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places |
| multiply one-digit numbers with up to two decimal places by whole numbers |
| use written division methods in cases where the answer has up to two decimal places |
| solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages. |

**Mathematics:
Measurement**

| Band 6 |
|--|
| solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate |
| use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places |
| convert between miles and kilometres |
| recognise that shapes with the same area can have different perimeters and vice versa |
| recognise when it is possible to use formulae for area and volume of shapes |
| calculate the area of parallelograms and triangles |
| calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3 |

**Mathematics:
Geometry - Properties of Shape**

| Band 6 |
|--|
| draw 2-D shapes using given dimensions and angles |
| recognise, describe and build simple 3-D shapes, including making nets |
| compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |
| illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius |
| recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles |



Pupil Summary Report

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Year 6 Autumn 2

Mathematics: Number - Number and Place Value

| Band 5 | Band 6 |
|---|--|
| read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy |
| interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | use negative numbers in context, and calculate intervals across zero |
| round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 | solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero |
| solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding read Roman numerals to 1000 (M) and recognise years written in Roman numerals | |

Mathematics: Number - Addition and Subtraction

| Band 5 | Band 6 |
|---|--|
| add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers | perform mental calculations with mixed operations to carry out calculations involving the four operations solve multi-step problems in contexts, deciding which operations and methods to use and why |
| use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | solve problems involving addition and subtraction |
| solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy |

Mathematics: Number - Multiplication and Division

| Band 5 | Band 6 |
|--|--|
| identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers | multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context |
| establish whether a number up to 100 is prime and recall prime numbers up to 19 | divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context |
| multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | perform mental calculations, including with mixed operations and large numbers |
| multiply and divide numbers mentally drawing upon known facts | identify common factors, common multiples and prime numbers |
| divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | use his/her knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |

In-School Summative Assessment

- Use of short tests can be used to assess the ability of children to be able apply the skills they have learnt.
- The summative assessment is based on a full range of evidence also including work in books, verbal contributions to lessons, observations. It will not just be based on a test score.

This provides school leaders with information which can be used to target support and monitor the progress against learning statements of all groups within the school.

Nationally Standardised Summative Assessment

- National Curriculum tests at the end of Key Stage 2 – GPS, Reading, Maths (Writing is teacher assessed)
- National Curriculum teacher assessments at the end of Key Stage 1

Children will be assessed against age related expectations on a sliding scale with 100 being 'age related'.

The purpose is to inform parents and outside agencies about the performance of a school.

Outcomes for Pupils

- We will look at how pupils are making progress towards meeting or exceeding expectations for their age.
- Pupils, including the most able, do work that deepens their knowledge, understanding and skills rather than simply doing work of the same difficulty or going on to study a different content (Gold Level)

Expectations for Pupils

- Pupils will be assessed against the expectations for their age group (learning statements).
- Where children are not yet working at age related expectations, teachers will differentiate accordingly as they have always done. This may include working on objectives from an earlier year.
- Children are expected to deepen their knowledge and apply the objectives for their age in a wider range of contexts.

Our Terminology of Assessment

There will be four terms used to describe where a child is working at within their age related expectations.

Beginning – just starting to grasp concepts, support is needed.

Working within – within the lesson children are able to complete tasks based on the concepts independently.

Secure– in other contexts, in a lesson after the concepts are taught, the skills are used independently.

S+ (Breadth and depth level) – a child shows the ability to **use and apply** a full range of skills in familiar and unfamiliar contexts. Independence, perseverance and problem solving.

Final Thoughts

- The main purpose of our assessment process is to decide what a child can do and what they need to be able to do next.
- We want children to be able to apply a full range of age related skills in a wide range of contexts.
- The Final Report of the Commission on Assessment Without Levels is available on our websites. Please contact us if you have any questions.