

Assessment without Levels

Matthew Grantham (Deputy Headteacher), October 2016



Assessment and feedback...

1. Ongoing formative assessment
2. Periodic assessment
3. Summative assessment

Why remove NC levels?

- 1. Never meant to be a label** – meant to support progress.
- 2. Undue pace** – focus on getting through levels quickly, rather than embedding deep understanding of key concepts.
- 3. Levels mean different things** – marks on a test, APP work best matched a descriptor or ‘just in....’
- 4. Too vague and imprecise** - misleading about what students knew and could do.
- 5. Successful nations don't use them** – children capable of anything because of effort put in...not because they are level 4, 5 etc.

Why remove NC levels?

National Curriculum

Tim Oates



Group Director of Assessment Research and
Development, Cambridge Assessment

“Study ***fewer things in ***greater*** depth, so a ***deeper*** understanding of central concepts and ideas can be developed.*”**

Assessment should focus on that.”

An ethos of excellence and mastery...



“If you’re going to do something, I believe, you should do it well. You should sweat over it and make sure it’s strong and accurate and beautiful and you should be proud of it”

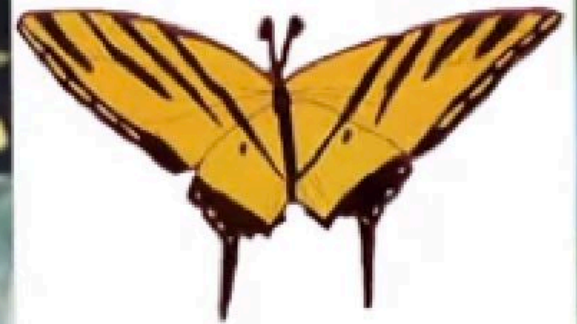
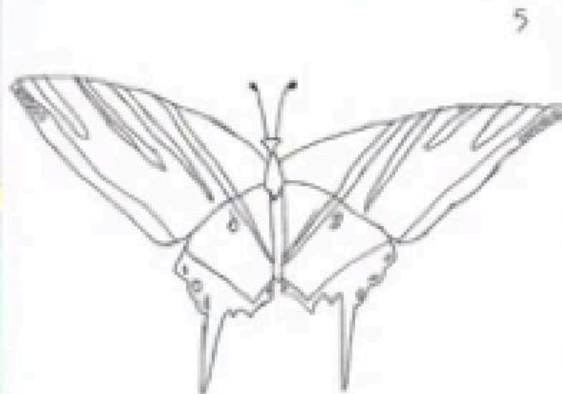
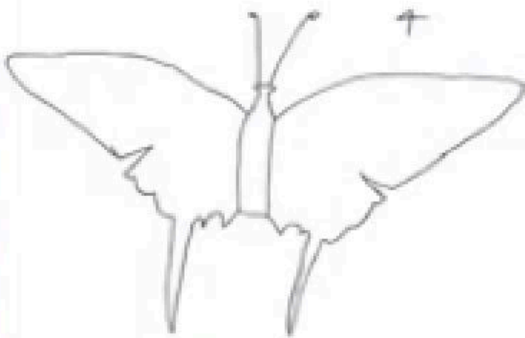
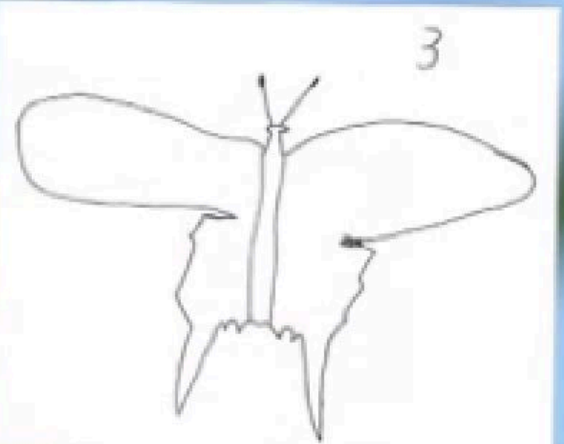
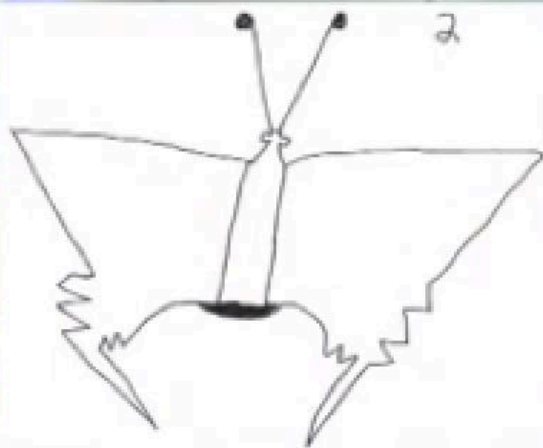
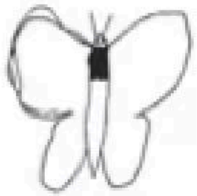
— Ron Berger

What should be the principles of assessment?

1. **Based on progress** – development of knowledge and skills required for success at end of Year 11.
2. **Expectations and aspiration** – shouldn't put a ceiling on students and their progress. Should be used to promote high expectations – linked to more challenging qualifications. Linked to 'growth mindset'.
3. **Simple and easy** – for all stakeholders.
4. **Consistent** – across all subjects.
5. **Formative and summative** – should promote learning and ethos of excellence.
6. **Focused and specific** – on what matters.

Austin's butterfly - Mastery

Austin 9-302



Growth mindset

“I’M NEVER GONNA

....put boundaries on myself ever again.

...say I can't do it

...say “maybe”.

...say “I don't think I can”.

I CAN AND I WILL.”

Nadiya Hussein

The Great British Bake Off Winner 2015

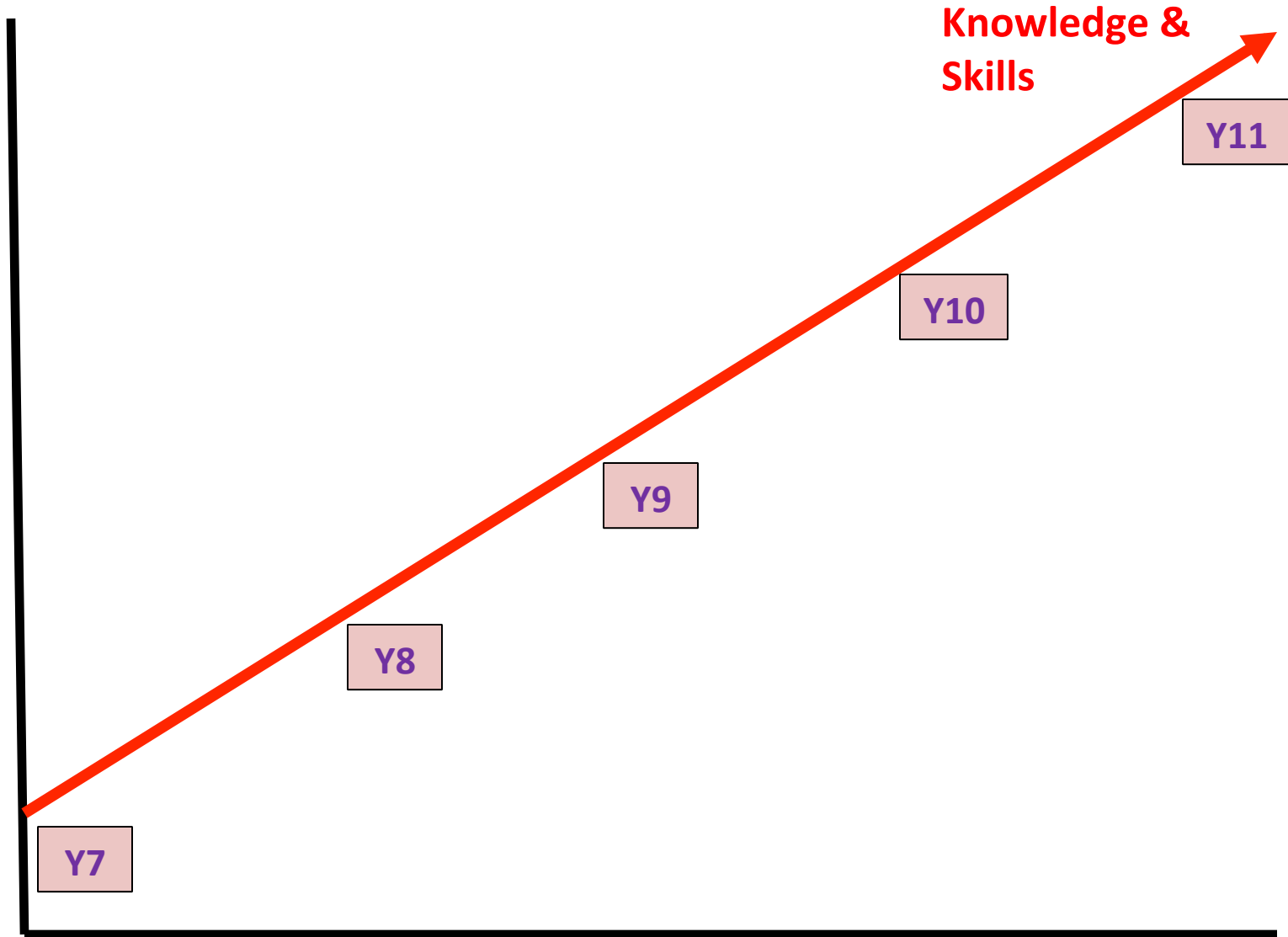
Photo courtesy of BBC



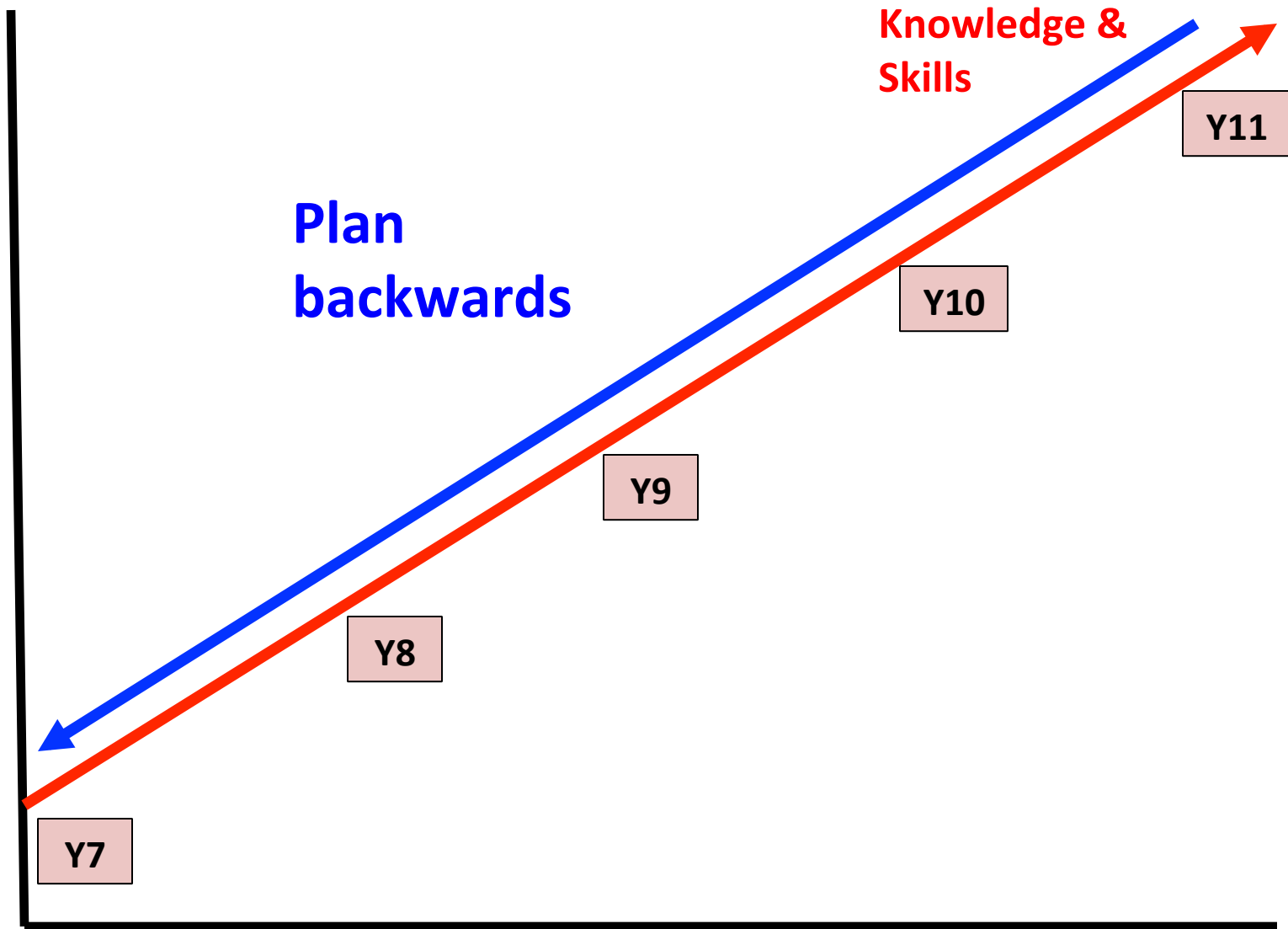
Assessment model...

- Mastery, excellence, high expectations and aspiration. The Growth Mindset.
- What are the 'big ideas' in each subject?
- What do students need to master in order to be successful in KS4?
- What does excellence look like?
- Focus assessment on what counts - in terms of learning and progress, i.e. key knowledge and key skills.

'Flight of excellence'



'Flight of excellence'



Excellence and mastery

SKILL: Colouring in maps

Year 7

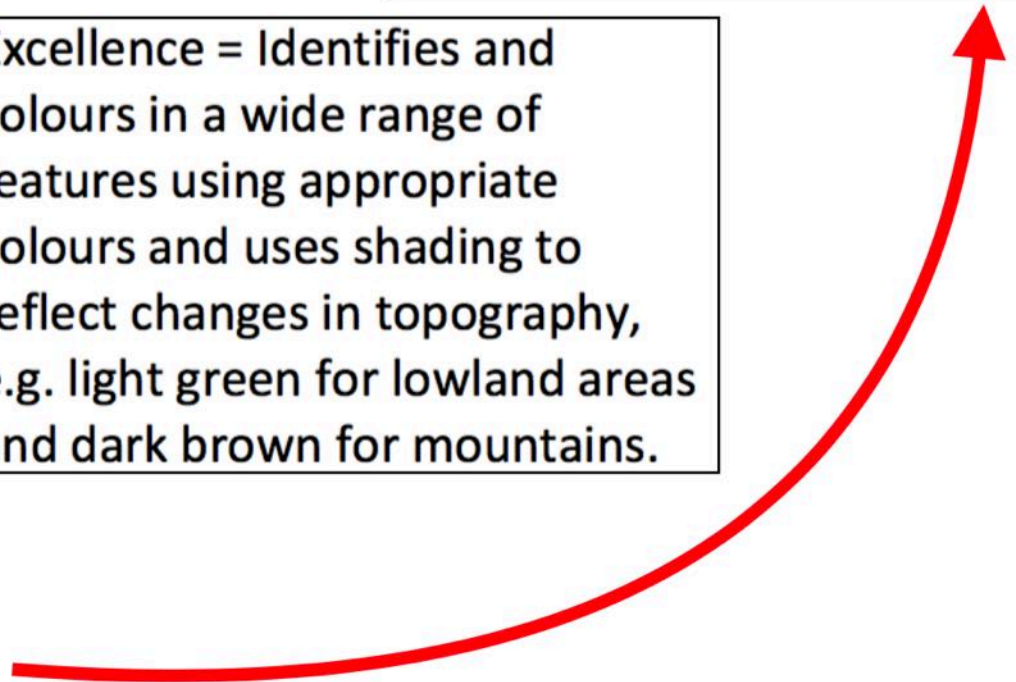
Excellence = Identifies and colours in a wide range of features using appropriate colours, e.g. blue for water (coast and lakes/rivers), green for rural areas, brown for mountains, dark green for forests, etc.

Year 8

Excellence = Identifies and colours in a wide range of features using appropriate colours and uses shading to reflect changes in topography, e.g. light green for lowland areas and dark brown for mountains.

Year 9

Excellence = Identifies and colours in a wide range of features with appropriate colours and uses shading to reflect changes in topography and depth of water, etc.



Reporting progress...



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
STUDENT PROGRESS REPORT [YEAR 7: TERM 4]
2015-16

Student	Tutor Group
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Reading Age <small>(Year/Month)</small>	Behaviour Points	Attendance % <small>(6/21)</small>	Incidence of lateness <small>(6/21)</small>
	+: -:		

FOR DETAILED FEEDBACK ON SUBJECT-SPECIFIC STRENGTHS AND TARGETS FOR IMPROVEMENT, PLEASE REFER TO THE REGULAR FEEDBACK PROVIDED IN YOUR CHILD'S EXERCISE BOOKS.

Subject	Teacher	Current Progress	Ready to Learn	Any specific area of concern
Art	VC	Exceptional	Outstanding	None
Chinese Mandarin	CW	Expected	Requires improvement	Acquiring language
Computing/ ICT	DS	Expected	Requires improvement	Motivation
Drama	SLA	Less than expected	Requires improvement	Attendance
English	KS	Less than expected	Poor	Behaviour for learning
French	LHU	Expected	Requires improvement	Commitment
Geography	RE	Expected	Good	Confidence
History	ADU	Less than expected	Good	Knowledge gap
Mathematics	MG	Less than expected	Requires improvement	Home learning
Music	HB	Expected	Good	Written work
PE	NM	Expected	Good	Revision technique
RE	NR	Expected	Good	Exam technique
Science	SC	Expected	Good	Skills development
Spanish	ME	Good	Good	None
Technology	CL	Good	Outstanding	None

EXPLANATION OF THE LEVELS AND GRADES

- Exceptional progress = student making excellent progress and will exceed expectations by the end of Year 9. [Gold]
- Good progress = student achieving well and as a result could exceed expectations by the end of Year 9. [Green]
- Expected progress = student is on track to achieve in line with expectations by the end of Year 9. [Yellow]
- Less than expected progress = student is currently underachieving and not achieving in line with expectations. [White]
- Ready to Learn grades include Outstanding, Good, Requires Improvement and Poor.
- Concerns indicate, where necessary, a specific area of concern which is hindering your child's learning and progress.
- Behaviour Points are given for rewards (+) and sanctions (-).

For more information on how we assess and report student achievement, please visit our school website.

Strategies for addressing specific areas of concern identified on Year 7 Report

Concern	Strategies to overcome these
Acquiring Language	<ul style="list-style-type: none"> ● Use a thesaurus to expand your vocabulary. ● Read different types of literature, e.g. fiction and non-fiction. ● Engage in discussion with your peers. ● Create glossaries of new terms you hear or read.
Attendance	<ul style="list-style-type: none"> ● Avoid making medical/dental appointments during school time. ● Don't take time of school for minor ailments, e.g. a cold. There is a significant correlation between attendance and achievement in education.
Behaviour for Learning	<ul style="list-style-type: none"> ● Concentrate and focus in lessons. ● Make sure you have all the equipment you need to support your learning. ● Be proactive, e.g. ask questions about the work, do some extra reading/research ● Don't allow yourself to be distracted. ● Be resilient in your learning, e.g. C3B4ME, to get yourself unstuck.
Confidence	<ul style="list-style-type: none"> ● Set yourself a target to contribute at least once a lesson. ● Try something new each day. ● Adopt a growth mindset – change 'I can't do this' to 'I can't do this yet'. ● Practise, practise, practise.

Expectations...

<i>Key Stage 2 [2015 NC Levels]</i>	<i>Legacy GCSE expected grade</i>	<i>New GCSE expected grades [Growth Mindset expected grades]</i>
5a-6+	A/A*	8-9
5c-5a	B	6-9
4c-4a	C	5-9
2c-3a	E, D	1-9

Questions...