

Assessment Without Levels At Euxton C of E

Following the introduction of a new national curriculum framework from September 2014, the government has also decided to remove level descriptors. The government's policy of removing level descriptors from the national curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not effective with respect to helping parents to understand how far their child is improving. In their place, from September 2014, it is for schools to decide how they assess pupils' progress.

Our New Assessment System For Reading, Writing and Maths

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum. This means it is not possible to have an exact correlation between a level that was the outcome of the old national curriculum assessment and the requirements of the new national curriculum; this requires a shift in thinking and in the way we assess our children's attainment and progress.

At Euxton, we are committed to ensuring that the changes will have a positive impact on children's learning and on parental involvement in their children's education. Assessment for Learning is at the heart of our assessment system and involves teachers and pupils working together to identify where pupils are at in their learning; effective feedback for pupils with clear next steps; and teaching being adapted and personalised to meet individual needs.

The national curriculum objectives will be used as the expectations for all children. Teachers will regularly assess children against these objectives using 'KLIPs' (Key Learning Indicators of Performance) grids for reading, writing and maths* which have been developed by Lancashire County Council. These will guide assessment, in turn informing teaching and learning, and will be shared with parents so that discussion about attainment and progress is meaningful, with children's strengths and areas for development clearly identified.

**Other subjects will be assessed using Bloom's Taxonomy. For more information about this, please see our Teaching and Learning Policy.*

Tracking progress over time—How will attainment be reported?

On a termly basis, a summative judgement will be reached by the class teacher, based on each child's progression in grasping the skills in their year group's curriculum, using the age-appropriate KLIPs grid. The terminology we will be using is as follows:

Entering: A child is beginning to grasp some of the key concepts and objectives for the age-group

Developing: A child is increasingly showing more understanding of many of

the key concepts and objectives for the age-group

Secure: A child shows secure understanding of all key concepts and most objectives for the age-group.

If the age-appropriate grid is not suitable for some children, teachers will select the grid that is the most suitable fit for the child and assess them as 'entering', 'developing' or 'secure' against this. For example a child may be 'Y5E' (entering at Y5 curriculum) or 'Y4S' (secure with Y4 curriculum). Children with special educational needs (SEN) may be assessed using PIVATs (a Lancashire assessment framework which is used to assess children with SEN who are working significantly below age-related expectations).

For children who are working above the new national curriculum expectations for their year group, this does not involve accelerating children through to the next grid at pace but is about ensuring their learning is deepened through breadth and application.

For more information, please see our Teaching and Learning Policy.