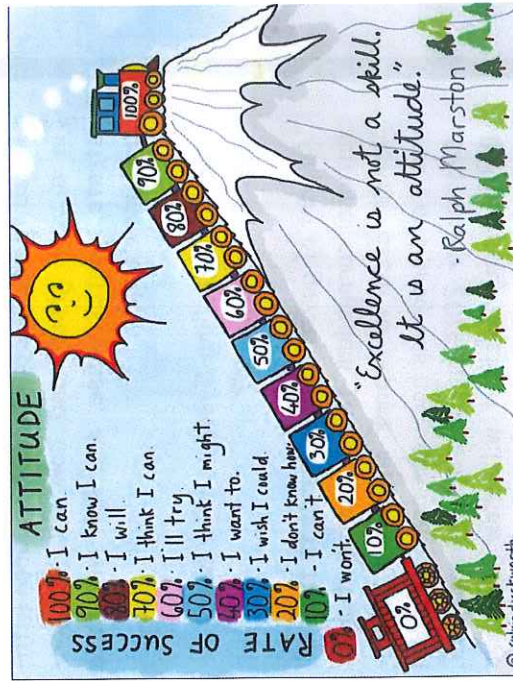




ASSESSMENT WITHOUT LEVELS



Growth mindsets believe learning requires hard work and effort; everyone can learn and improve; intelligence, skills and ability can be developed over time.

Age Related Expectations (ARE)		Below ARE by end of year			At ARE by end of year		Above ARE end of year
		Autumn term		Spring term		Summer term	
	Progress Steps	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
		B: beginning	B+: beginning plus	W: working within	W+: working within plus	S: secure	S+: secure plus
Year 3	Band 3	Band 3b	Band 3b+	Band 3w	Band 3w+	Band 3s	Band 3s+
Year 4	Band 4	Band 4b	Band 4b+	Band 4w	Band 4w+	Band 4s	Band 4s+
Year 5	Band 5	Band 5b	Band 5b+	Band 5w	Band 5w+	Band 5s	Band 5s+
Year 6	Band 6	Band 6b	Band 6b+	Band 6w	Band 6w+	Band 6s	Band 6s+

Assessment Without Levels

New National Curriculum and Assessment

In 2014 a new National Curriculum was published and schools worked to implement the fundamental aims set by the National Curriculum in raising standards. Expectations of what children should achieve year on year is higher. The curriculum and expectations set in teaching and learning are focused around 'Age Related Expectations'. These are skills and knowledge linked to the age of most of children within a year group, and how they demonstrate, contextualise, and link the skills and knowledge.

The Old Levelling System: Why have they been removed?

As part of government reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress has been removed from September 2014 and will not be replaced. By removing levels it will allow teachers greater flexibility in the way that they plan and assess pupils' learning.

Assessment without Levels and a Mastery Curriculum

Life without levels is an opportunity to build on what we do well already and design an assessment system which enables and encourages achievement in every pupil.

Mastery

The task requires the learner to recall key number, genre and grammar facts with speed and accuracy. The task requires the learner to use procedures, facts and calculations appropriately and fluently. The task allows the learner to represent or explain it in different ways. The task allows the learner to describe it in their own words *and/or* explain it to someone else.

Progress and Attainment

The expectation is that all children within a year group will be working within an Age Related Expectation for reading, writing and maths. Whilst we are in a period of transition from levels to assessing without levels and higher curriculum expectations, the aim is that the majority of children will be working at least at an Age Related Expectation and we close the gaps for pupils who are not already at age related standards.

Age Related Expectations

At this stage, pupil progress meetings will be focused on whether your child is on track, at this point in the year, to achieve age related expectations by the end of the year. This will be shared in terms of whether your child is beginning/developing; working within/mastery or secure/mastery at greater depth.

Beginning/developing (B or B+) Learning and application of skills is shown at depth for *prior Age Related Expectations* for the large majority of objectives and children are able to begin focusing on objectives for current Age Related Expectations with support.

Working within (W or W+) Learning and application of skills is fully focused on objectives for current Age Related Expectations. Learning shows stronger application of skills to different contexts and challenges with greater independence.

Secure/mastery (S or S+) Learning and application of skills is securely within Age Related Expectations. Learning shows the ability to apply skills to many different contexts with fuller confidence, accuracy and independence.

GROWTH MINDSET

We believe that through **hard work** and **effort** pupils can improve. We want to encourage our pupils to overcome the idea that 'you're either good at certain subjects or you are not'.



GROWTH MINDSET



FIXED MINDSET