

Changes to Assessment

Parents' Workshop

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Assessment without levels

- Why is assessment changing?
- What has changed?
- What this means for Brent Knoll?
- What we are doing now?
- What we are changing to?
- Why SOLAR?

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Why assessment is changing

- New National Curriculum (2014) - bar is set higher
- Nationally expectations were set too low
- Give schools' freedom to decide how to teach and how to assess
- Concerns about the validity and reliability of levels and sub-levels
- Concerns about the impact on pupils' learning, and on the relationships between primary and secondary schools and the trust in their assessments (DfE 2015)
- Levels have also been recognised as the driver of undue pace through the curriculum, which has led to gaps in pupils' knowledge (DfE 2015)

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What has changed:

- Levels have gone
- Teacher Assessment and National assessments at end of key Stage 1 and 2 – expressed as a scaled score (100 being the National standard)
- New expectations: Bar has been raised content has moved down year groups
- Performance descriptors for end of each Key Stage
- Introduction of a reception baseline (from Sept 2015)
- Phonics check at Year 1 will remain
- Higher quality formative assessment
- 2015 Teaching of new GCSEs in English and Maths which will give a grade from 1-9, with foundation subjects to follow
- Nationally reporting will be in the form of meeting ‘age related expectations’ typically expressed as below, expected and exceeding

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What does this mean for BKS

- Freedom to design/adapt our own curriculum for the current and changing needs of our pupils
- Teach fewer things in greater depth. Allow more repetition
- Ability to track and assess all students using the same system across P levels and the NC
- Integration of other interventions e.g. Sounds Write, Clever Fingers, SHINE, BEAM, Movementworks into the curriculum
- Continuing Professional Development opportunity for teachers in designing the curriculum
- Revised assessment system

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What we are doing now

- We are using BSquared for assessing pupil progress and attainment until the end of this academic year.
- We will report in levels for the last time this academic year.
- Each level is divided into 3 sub-levels – A, B, C and also a percentage of each level is given.
- EYFS remains the same although P levels will no longer be used for tracking progress. Instead only the EY age bands will be used to track pupil development on Bsquared.

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What we are changing to

- SOLAR – Special Schools On-line Assessment Record as a means of recording pupils' achievements, and collecting and analysing data.
- We will be using BK 'Steps' which run from P1 to P18 – a continuum from primary to secondary.
- Development in the Early Years will be tracked alongside the BK 'Step' system using SOLAR and pupils baselined at the end of reception.

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Our rationale for choosing SOLAR

- Ownership of our curriculum and corresponding assessment system – adapted assessment statements
- Development of our own Brent Knoll curriculum focusing on key skills to meet the current and future needs of our pupils which incorporates current interventions
- More robust as requires evidence rather than just ticking boxes
- Use of BK ‘Steps’ allows continuity across the school
- Improved clarity for parents
- Allows easy moderation of work both within school and across schools/Boroughs

Progress

- Expectations will be based on making percentage gains in or across each 'Step' per year depending on the subject, starting point and prior attainment. This will normally be 1 or 2 sub-steps per year.
- Reporting will be in the form of what step they are currently working on, compared to where they started the year and how much progress the student has made
- 80% of each 'Step' needs to be completed in order to move to the next step. This means between 27% and 54% would be expected progress for the year.

Keystage 4

- SOLAR will be used up until the end of KS3 (year 9).
- At the start of year 10, students follow a range of accredited courses.

Accredited courses currently running this academic year 2015-16

Compulsory subjects	GCSE	Entry Level	Functional skills/City and Guilds
English	√	√	
Maths	√	√	√
Science	√	√	
PE	Sports leader award (TBC)		
ASDAN			
Computing		√	√ (TBC)
PHSE		√	
Humanities	√	√	
Option block A			
Design and Technology	√	√	
Art	√		
Option block B			
Music		√	
Food technology	√	√	