

‘Assessment’ explanation 2020

In 2015, the DfE (Department for Education) took the decision to remove the National Curriculum **assessment levels** as the primary way schools' were held to account for children's outcomes and for how schools might choose to describe progress and attainment over time. Schools and Academies had to determine for themselves how they were going to measure progress and attainment and no one system was prescribed by the DfE.

At Lisle Marsden, for Years 1 – 6, we chose to use an assessment system called, ‘**Sheffield STAT**’ that was created in Sheffield and used by many schools. We used this paper based system for 4 years until last academic year when we migrated the system onto a digital platform provided by a company called Educater and the module is titled, ‘**Assessment**’. On this platform, we closely measure attainment and progress for Years 1 to 6 for the **core subjects of Mathematics, Reading, Writing and GAPS (Grammar and Punctuation and Spelling)**.

How does it work? Please refer to the table with the supporting explanation opposite

‘Assessment’ Steps	Step value
Some SEND children in Year 1	13 or less
Delayed Development in Year 1	14
Starting Year 1	15
Beginning YEAR 1 Typically achieved end of term 1	16
Developing YEAR 1 Typically achieved end of term 2	17
Extending YEAR 1 Typically achieved end of term 3	18
Beginning YEAR 2 Typically achieved end of term 1	19
Developing YEAR 2 Typically achieved end of term 2	20
Extending YEAR 2 Typically achieved end of term 3	21
Beginning YEAR 3 Typically achieved end of term 1	22
Developing YEAR 3 Typically achieved end of term 2	23
Extending YEAR 3 Typically achieved end of term 3	24
Beginning YEAR 4 Typically achieved end of term 1	25
Developing YEAR 4 Typically achieved end of term 2	26
Extending YEAR 4 Typically achieved end of term 3	27
Beginning YEAR 5 Typically achieved end of term 1	28
Developing YEAR 5 Typically achieved end of term 2	29
Extending YEAR 5 Typically achieved end of term 3	30
Beginning YEAR 6 Typically achieved end of term 1	31
Developing YEAR 6 Typically achieved end of term 2	32
Extending YEAR 6 Typically achieved end of term 3	33

The National Curriculum 2014 core subjects have been divided into learning **Steps**. There are three steps for each chronological year in each core subject. Each of the three steps within one curriculum year can be thought of as a band described as **Beginning, Developing and Extending**.

Pupils can be assessed as being on any **Step** at any time regardless of their actual age and year group they are in. For example, a child could be in Year 2 but working on the Year 1 curriculum - Steps 16 to 18. As the steps are continuous children move through the steps, irrespective of the year group they are in. As a guide, over a period of one year, a typical pupil might take three steps forward.

When children leave EYFS (Early Years Foundation Stage - Reception) and go into Year 1, the children who achieved ELG (Early Learning Goals) will commence the Year 1 National Curriculum. At this point they are assigned a Step score of 15. It is 15 because the ‘Assessment’ platform begins at 0 and can be used from Birth to the end of EYFS. However, we have other assessment procedures for EYFS. If they did not achieve ELG then they will start at a Step score lower e.g. step 14 or lower. For those children working below Year 1, there are either SEND or delayed development learning steps.

Assigning a Step value

In each of the core subjects there are specific areas of learning for each year group. Teachers use the specific areas to aid planning and delivery of the curriculum. Learning occurs after it has been taught, revisited and applied by children many times- it is not just learned after one session. When a child shows they are beginning to learn the specific area they are awarded a star. When they progress through the specific area of learning they are given two stars. When they know the specific area and it is embedded learning they are given 3 stars.

As children acquire new learning in many areas of the core subjects they get more stars. A certain number of stars are required to be at each Step value in the table. So for example: to be at Step 16 in Year 1 in Mathematics, your child will need 22 stars. To achieve Step 18, expected by the end of term 3 in the Summer, your child would need 65 stars. In addition, they would need to have achieved all of the KPI's (Key Performance Indicators) within the core subjects. This is the core learning within each subject that is essential as it is built open in the subsequent years. At this point your child would have completed the whole core curriculum for that subject. If they do not complete the full curriculum, the teacher in the next year group continues teaching the gaps in learning from the previous year group.

Expectations

Currently Working Below Year Group Expectations: e.g. a child is in Year 3 but working from the Year group programme of study in a year below e.g. Year 2 or Year 1

Currently Working Within Year Group Expectations: e.g. a child is in Year 3 and is working on and achieving Year 3 areas of Learning but has not yet completed all the Year 3 KPI's and therefore cannot be classed as having fully achieved the year at this point.