



Teaching, Learning, Assessment and Data

JANUARY 2016

Why remove levels?

- **Self-labelling.**
- **Ceiling on attainment and progress.**
- **Levels were designed for end of Key Stage judgements.**
- **Transition between Key Stages.**
- **Aiming for accelerated progress left gaps.**
- **Best fit left gaps.**

Commission on Assessment without levels

“It is high quality formative assessment that goes to the very heart of good teaching.”

“The measurement of the performance of schools and of the system as a whole has exerted undue influence on the assessment of individual pupils.”

“The new national curriculum requires a radical cultural and pedagogical change.... the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.”

Commission on Assessment without levels

“The key to raising standards is by enriching learning and pupil motivation and enabling teachers to grow professionally.”

“Depth and breadth of understanding were sometimes sacrificed in favour of pace.”

“The pressure generated by the use of levels in the accountability system led to a curriculum driven by Attainment Targets, levels and sub-levels, rather than the programmes of study.”

“Progress became synonymous with moving on to the next level, but progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty. Sometimes progress is simply about consolidation.”

National Curriculum

Year group based (not levels)

English: Y1, Y2, LKS2, UKS2

Maths: separate year groups

Domains

Reading	Writing	Maths
Word reading Comprehension	Spelling Handwriting Composition Vocabulary, grammar & punctuation	Number & Place Value Addition & Subtraction Multiplication & Division Fractions Measurement Shape Statistics

National Curriculum Aims

English

- *Fluency*
- *Clarity*
- *Accuracy*
- *Coherence*

Maths

- *Become fluent in the fundamentals*
- *Reason mathematically*
- *Can solve problems by applying their maths*

Teaching and Learning expectations

Equity and Excellence.

Fewer things in greater depth for all learners.

Brick Wall model.

Comparison to high performing jurisdictions.

All learners focused on the same Learning Aim in a session.

Previously a Year 6 class may have had L2-L6 learners differentiated for in the same session.

Mastery of End of Year Expectations (EYE) (Age Related Expectations: ARE)

“Catch up” (if behind) & then “Keep up.”

Teaching and Learning expectations

All learners focused on the same Learning Aim in a session.

Deliberate practice for Mastery: moving to enrichment challenges (not new LA)

Aim is for sustained progress over time. (*Not rapid and sustained*)

Assessment

Think through planning: learning journey for LA.
Clear precise Learning Aim and Success Criteria.

Continuous Diagnostic Assessment:

Diagnose: insight into learners: identify thinking, misconceptions, gaps.
Frequent & low risk.
Provide struggle to provoke misconceptions.

Which learners have sufficient understanding?
Deliberate practice or Enrichment challenge?