



St Andrew's and St Mark's

Church of England Junior School

'Life Beyond Levels'


A guide to assessment at SASM



Why do schools track children?

- Enables teachers to see the journey of a child's learning
- Helps teachers to plan appropriate learning experiences that will meet their children's needs
- Identifies pupils who are making slow progress, so that action may be taken
- Provides the school leadership team with information about the progress pupils are making across the school
- Provides the school leadership team with information about whether pupils are meeting age-related expectations and are 'on track' to meet expected end of key stage outcomes used for accountability

How are children assessed?



Formative Assessment	Summative Assessment	Overall Grade
Teachers plan lessons based on national curriculum objectives and will then observe a child through their responses in class and the work in their books. Based on this, the teacher decides if that child is emerging, developing, secured or mastered in a particular skill.	This is the grade from the, mid-year and end-of-year Testbase tests. This will be percentage (%) and is benchmarked against national performance.	Looking at the formative and summative grades, teachers give a final grade in each subject (emerging, developing, secure or mastered) – this will feature on the child's report.

Assessment of pupil progress is reached through a mixture of the work pupils complete in class (formative assessment) and test scores (summative assessment).

What is EDSM mean?

Criteria for EDSM			
Emerging	Developing	Secured	Mastered
evidence of a few aspects of the objectives for the year group – up to about 25% of the criteria (may be occasional but not yet frequent)	Secure in many aspects of the objectives for the year group – up to about 60%	Secure in most of the objectives for the year group – more than 60% and up to about 80%	Secure in all of the objectives for the year group (and most likely showing ‘glimmers’ of the next year’s criteria)

Where should an average child be throughout the year?

	Autumn	Spring	Summer
Year 1	1E	1D	1S
Year 2	2E	2D	2S
Year 3	3E/D (at least 85% E)	3D/S (at least 85% D)	3S/M (at least 85% S)
Year 4	4E/D (at least 85% E)	4D/S (at least 85% D)	4S/M (at least 85% S)
Year 5	5E/D (at least 85% E)	5D/S (at least 85% D)	5S/M (at least 85% S)
Year 6	6E/D (at least 85% E)	6D/S (at least 85% D)	6S/M (at least 85% S)

Red=expected progress

Blue=good progress

Expectation: that all but SEN/EAL/PPG pupils are at these grades at these stages. Only a few will be 'mastered' by the end of the year (about 25-30% percent of pupils)

Conversion of New Curriculum grades to old levels.

		< L1	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b
Year 1	END OF YEAR	*WT	1E	1D	1S	1S	1M	1M								
Year 2	END OF YEAR	*WT	1E	1D	1S	2E	2D	2S	2S	2M	2M					
Year 3	END OF YEAR	*WT	1S	2E	2D	2S	3E	3D	3S	3S	3M	3M				
Year 4	END OF YEAR	*WT	2E	2D	2S	3E	3D	3S	3S	4E	4D	4S	4M	4M		
Year 5	END OF YEAR	*WT	*WT	2S	3E	3D	3S	4E	4D	4S	5E	5D	5S	5S	5M	5M

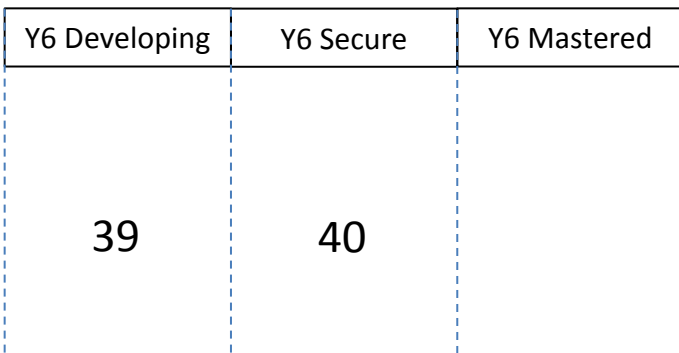
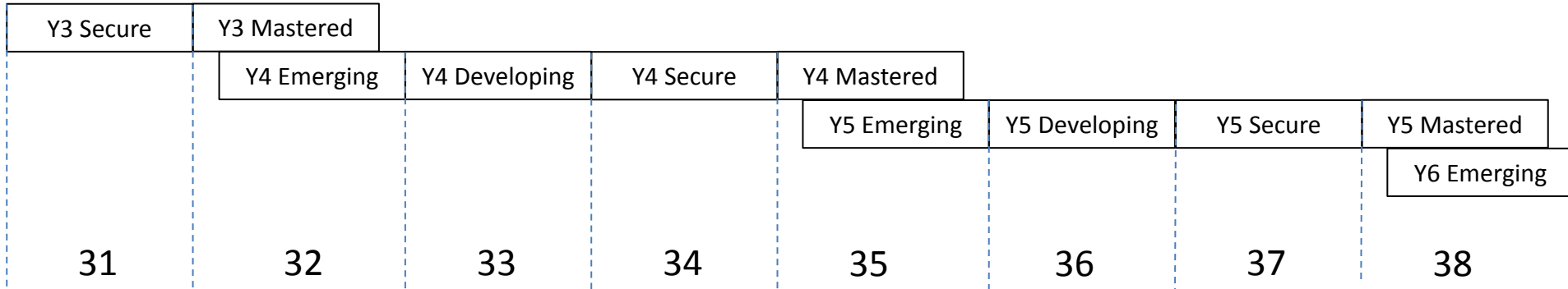
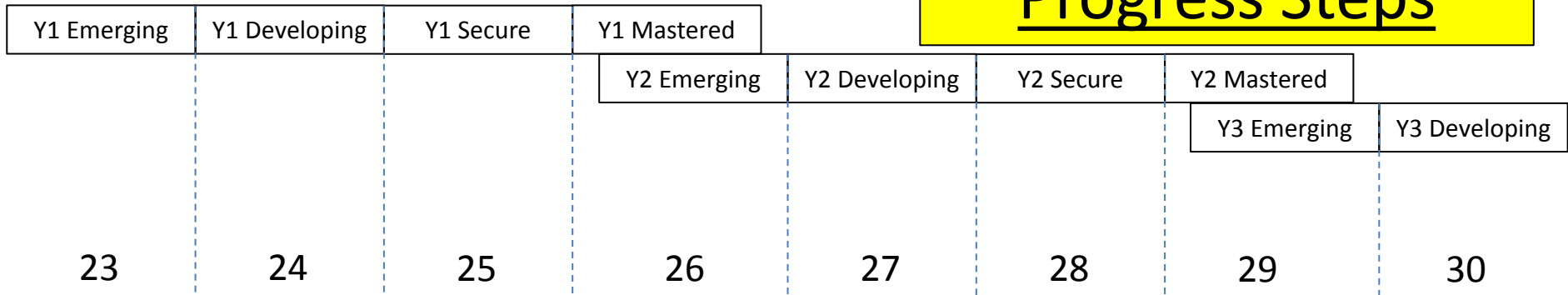
If you are familiar with the old 'levels' system, this will help you convert summative assessment 'test' grades to the New Curriculum. However, this is only a rough guide!

Summative Assessment Schedule

Term	Test	Results?
Autumn (Second week of term)	GL Assessment (digital test)	Auto-generated by GL
Spring (penultimate week of Spring 1- last week in January)	QCA SATS-style tests	Marked by CTs- entered onto SIMS marksheet
Summer (June)	QCA SATS-style tests	Marked by CTs- entered onto SIMS marksheet

Term	Test	Results?
Autumn (Second week of term)	GL Assessment (digital test)	Auto-generated by GL
Spring (penultimate week of Spring 1- last week in January)	New-Curriculum based Testbase Mid-Year Tests (photocopying needed)	Marked by CTs- entered onto SIMS marksheet
Summer (June)	New-Curriculum based Testbase End-of-Year Tests (already copied)	Marked by CTs- entered onto SIMS marksheet

Progress Steps



Expected Progress' would be 3 steps per year, eg:

Example: a pupil assessed at end of Y2 as working at secure would make 3 steps of progress in Year 3: --> 28 --> 31

The 'Mastered' steps are each worth 0.1 (e.g. Y2 secure is 28, Y2 mastered is 28.1 and Y3 emerging is 29). The decimal number will tell you how many times a child has been mastered in their SASM life (e.g. 38.3 is Y5 mastered and has received mastered in Y4 and Y3)

Grade	Points Value
6M	40.1
6S	40
6D	39
6E	38
5M	37.1
5S	37
5D	36
5E	35
4M	34.1
4S	34
4D	33
4E	32
3M	31.1
3D	30
3E	29
2M	28.1
2S	28
2D	27
2E	26

Measuring Pupil Progress 2016-17

Progress in each subject is measured by how far students have advanced their learning since the end of the last academic year.

Children are expected to make 3 points (or steps) of progress each academic year in order for the child to be making expected progress.

Grade	Points Value
1M	25.1
1S	25
1D	24
1E	23
WT (working towards NC)	22
ELG2s (Expected Secure)	22
ELG (Expected)	21
ELG2e (Expected emerging)	20
P-Scales	-

What is expected progress?

Child has gained 1 point in the year = **below**

Child has gained 2 points in the year = **below**

Child has gained 3 points in the year = **expected**

Child has gained over 3 points in the year = **exceeding**

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