The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, ranging from light to dark. These shapes are positioned on the left and right sides of the slide, framing the central text.

# Assessing without levels

# Assessing without levels

- In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum.
- As the 'Government will not impose a single system for on going assessment', it is up to schools to implement a system that can: 'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.'

# Year 2 and Year 6 2014-2015

- ▶ Year 2 and Year 6 complete tests where they are assessed at working towards/ working at expected or at greater depth

# New Curriculum 2014

## KEY POINTS:

- EACH YEAR GROUP TO BE 'BAND' Year 1 = Band 1, Year 2 - Band 2 and so on
- Each Year Band is broken down into 6 steps
- Minimum Expected progress will be 6 Steps of progress over a year

## . Steps

Each year band has been broken down into six steps:

- beginning (b)
- beginning + (b+)
- working within (w)
- working within + (w+)
- secure (s)
- secure + (s+)

The three broader sections may be thought of in these terms-

- **Beginning –. There may a little of the previous band still to gain complete confidence in but the pupil is working on the areas in this band**
- Working Within – **Up to 70% of the statements are confidently achieved**
- Secure –the broad expectations for the band have been met

- Lower and high attaining pupils may be working at a band outside of their current year
- Teachers may assess steps in core and foundation subjects:
- **For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year.**
- Secure +, pupils have attained a more thorough and wide ranging grasp of the content and concepts. Secure + is a stepping stone on to the criteria in the following band.

# Target setting

To meet age related expectations, children should reach the secure (+) step by the end of the appropriate year.

To move from secure (+) in one year band to the next is 6 steps over 6 half terms.

Therefore this equates to 1 step or 1 point of progress each half term.

This is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, 6 secure (6s) at the end of Year 6.

Year 1 Autumn 1 assessment	End of Year 1 target	End of Year 2 target	End of Year 3 target	End of Year 4 target	End of Year 5 target	End of Year 6 target
40-60s+	1s	2s	3s	4s	5s	6s

# Reading Targets A Year 4 Reader

## Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## Comprehension

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

I can use a dictionary to check the meaning of unfamiliar words.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts.

I can identify the (simple) themes in texts.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can explain the meaning of words in context.

**e.g. I can ask relevant questions to improve my understanding of a text.**

I can infer meanings and begin to justify them with evidence from the text.

I can predict what might happen from details stated and from the information I have deduced.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can retrieve information from non-fiction texts.

I can build on others' ideas and opinions about a text in discussion.

# Reading Targets

## *Exceeding* Year 4 Expectations

I can locate and use information from a range of sources, both fiction and non-fiction.

I can compare fictional accounts in historical novels with the factual account.

I can appreciate the bias in persuasive writing, including articles and advertisements.

**I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.**

I can use inference and deduction to work out the characteristics of different people from a story.

I can compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).

I can skim, scan and organise non-fiction information under different headings.

I can refer to the text to support my predictions and opinions.

I can recognise complex sentences.

I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

Information for Parents/Carers

# Assessment Grids

We have uploaded your child's assessment grids to DB primary where you will be able to log in and view them yourself

What are you looking for

## Mathematics 2016-17

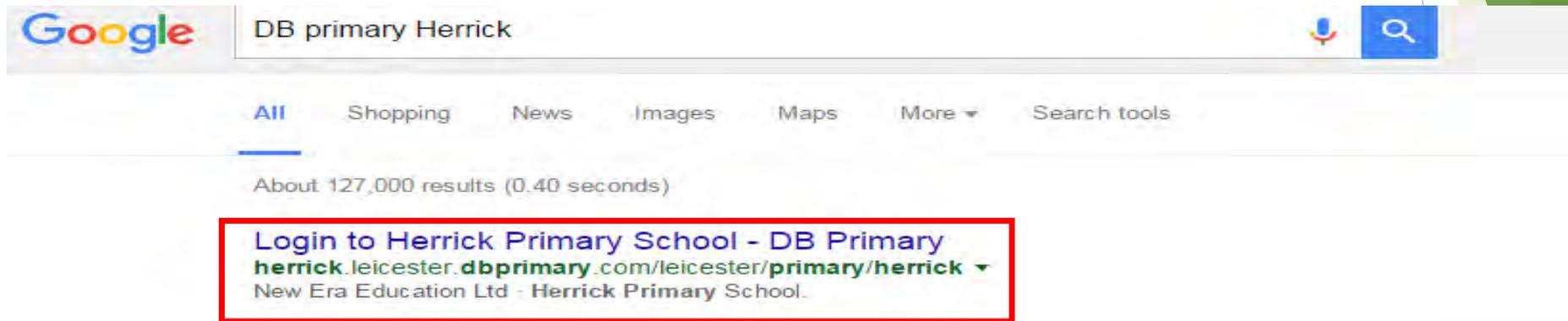
End of Summer 2015	End of Year Target

Forename	Surname	Year Group	Gender	FSM	SEN	EAL

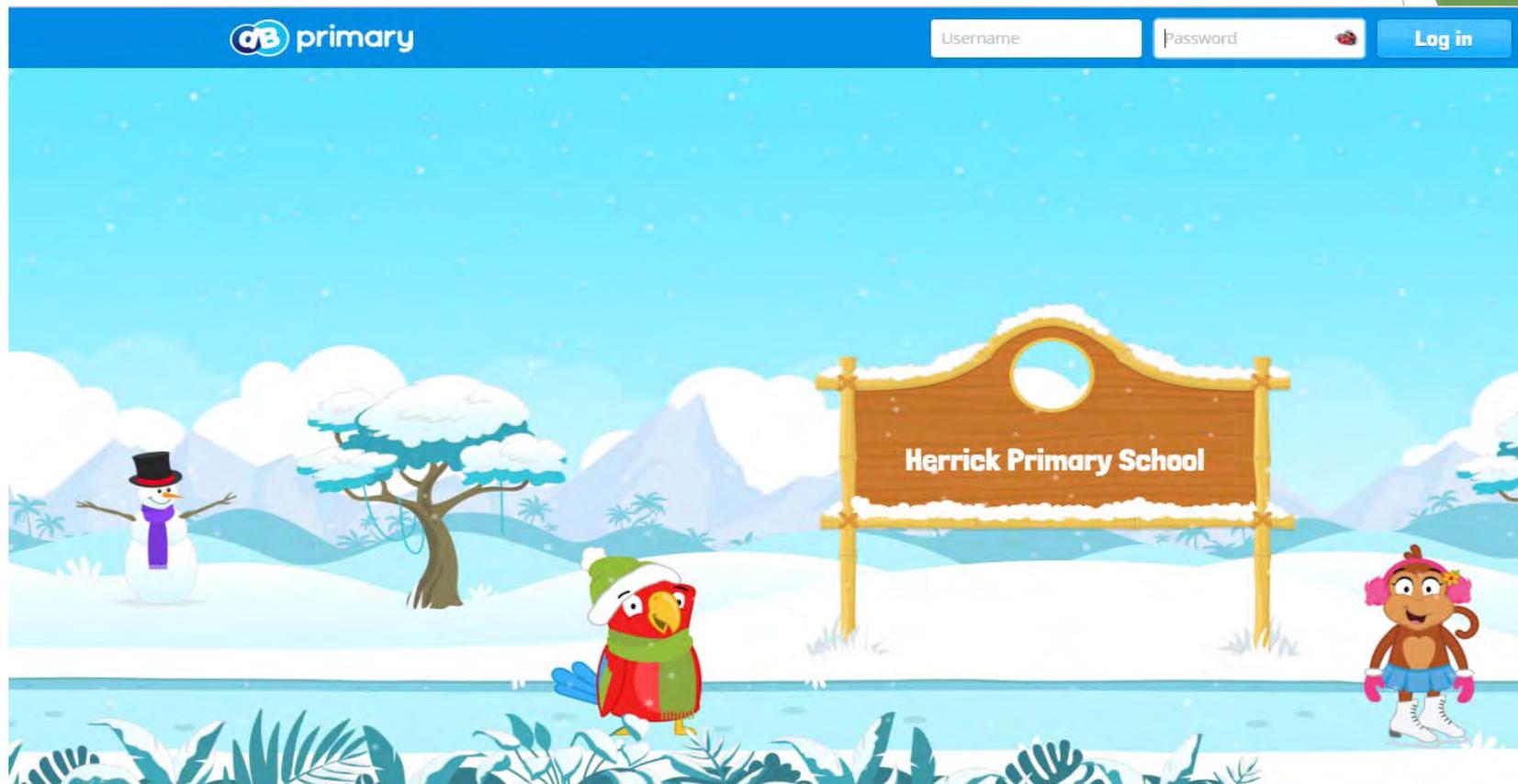
Term	Key Black=not begun, Yellow=below, Red=working towards, Blue=achieved, Green=above The colours indicate where your child is in relation to age related expectations.										Key B=beginning W=working within S=secure
	Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurements	Properties of Shape	Position and Direction	Statistics	Ratio and Proportion	Algebra	
End of Autumn Term	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Working at Year <input type="checkbox"/> b/b+/w/w+/s/s/+
End of 1 <sup>st</sup> Half Spring Term	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Working at Year <input type="checkbox"/> b/b+/w/w+/s/s/+
End of 2 <sup>nd</sup> Half Spring Term	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Working at Year <input type="checkbox"/> b/b+/w/w+/s/s/+
End of Summer Term	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Working at Year <input type="checkbox"/> b/b+/w/w+/s/s/+

## Logging in

The image below is the next screen that you should see. The results will show and you are looking for the result titled: Login to Herrick Primary School – DB Primary. I have highlighted the result you are looking for below.



This is the page you should see if it's not then go back and check that you have clicked the right link



Everyone should have been provided with a login to DB primary  
(If you do not have one or have lost it please tell the your child's class teacher)

The image shows a login page for Herrick Primary School. At the top left is the DB logo. To its right is the school name "Herrick Primary School" and a redacted name field. Below this is the text "Parent of" followed by a redacted name field. There are two input boxes: "Your username is" with a redacted username, and "Your password is" with a redacted password. At the bottom is the URL [herrick.leicester.dbprimary.com](http://herrick.leicester.dbprimary.com). Four callout boxes with arrows point to the redacted fields:

- Top right: "Your name will be displayed here." (points to the redacted name)
- Middle right: "Your child/children's names will be displayed here." (points to the redacted parent name)
- Bottom right (top): "Your password will be displayed here you will need this for first time logins." (points to the redacted password)
- Bottom right (bottom): "Your username is be displayer here – this is what you need to use to log in." (points to the redacted username)

Once you have your Username and password you can now log in.

Type your username and password in the boxes in the top right hand corner of the login page and select the 'Log In'



## Changing your password

Once you have logged in because this will be your first time logging in, you will be asked to change your password. This is what you will see.

### Please change your password

Your account was given a temporary password. For security, you must enter a new one now:

New Password:

Confirm new password:

You only need to do this once: this will be your password for all future logins.



Continue

Please put a new password in.

**PLEASE WRITE THIS DOWN SOMEWHERE SO YOU DON'T FORGET IT AND MAKE IT REMEMBERABLE**

After doing this you will be taken to your home page.



Homepage ▾

My Communities ▾



Log out

Child's Activity

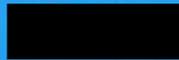
School Calendar

Your child's activity over the last week ▾



Has 1 task to complete

Not logged in (last login was more than 1 month ago);



What's On

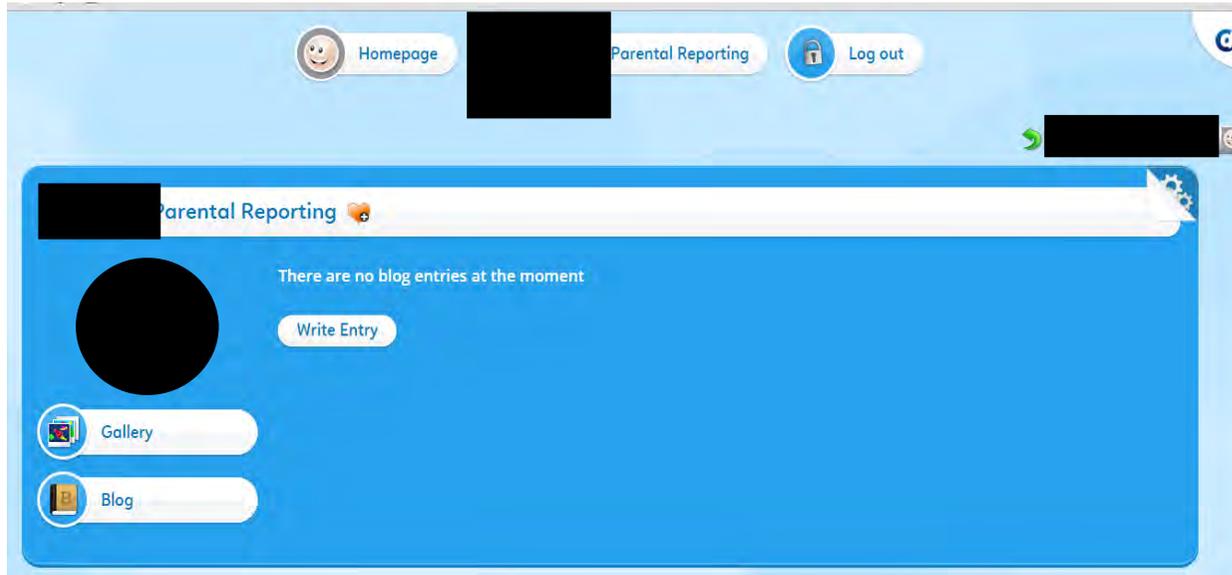


## Finding your Child's Assessment Grid

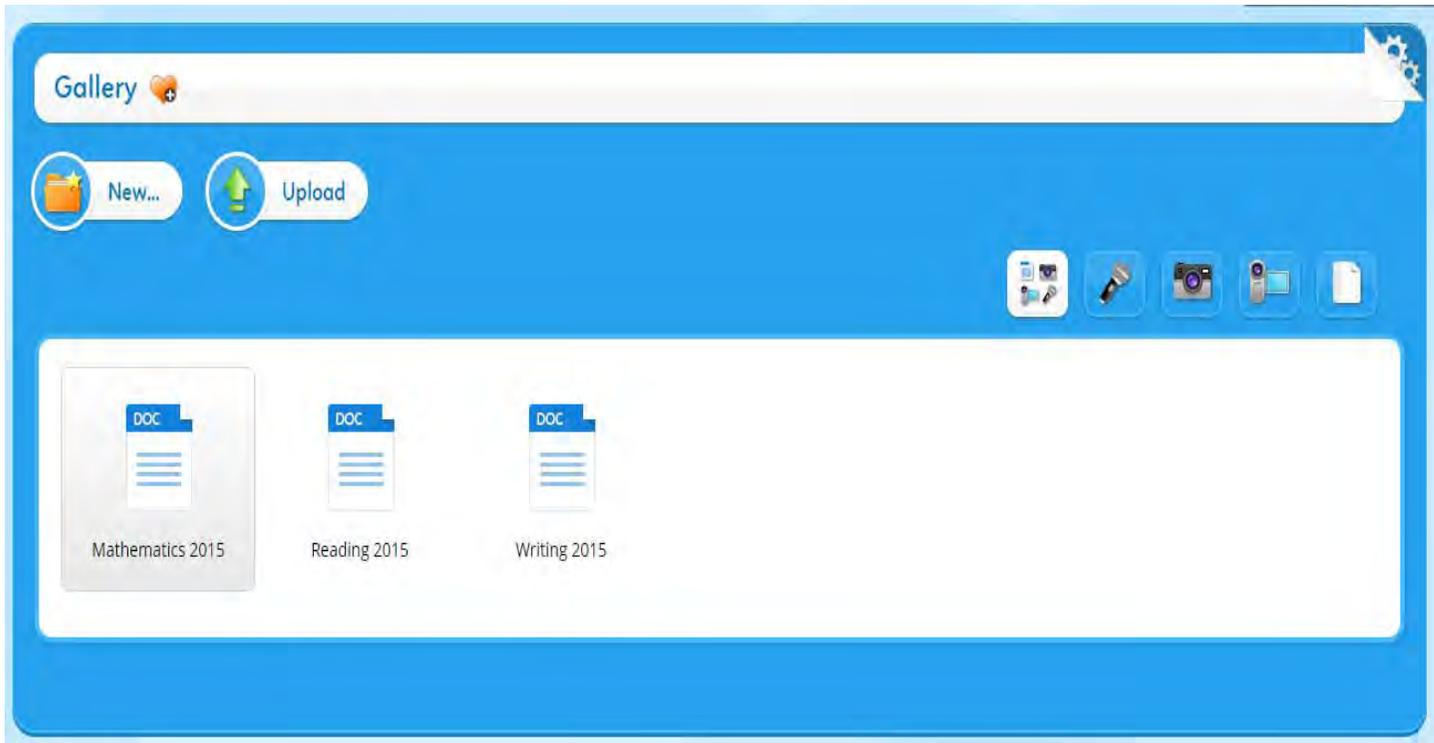
When you log in you will be greeted with a screen that looks similar to the one above to find your child's assessment grids you can select the arrow next to my communities at the top of the page this will display the parental reporting page which you have to select.



## Parental reporting



To find the assessment grids you want to select Gallery button that I have highlighted in the picture above.



Here is where the Assessment Grids are! To view them just select the document you want to read and click open.