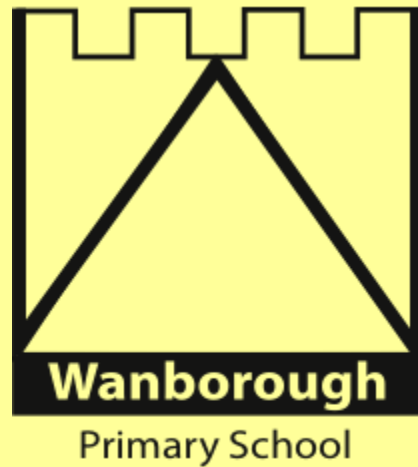


# Wanborough Primary School



# Life Without Levels

# Why have things got to change?

In 2014, the DfE announced that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils.

# What will assessment look like now?

We will now be assessing pupils against the End of Year Expectations for their particular year group.

These match the new National Curriculum, introduced from September 2014.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/461534/Commission\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461534/Commission_report.pdf)

## Reading Progression Sheets - Band 6

Evidence must be gathered across a range of texts to demonstrate statement is embedded.

Name: \_\_\_\_\_

Use inference to create alternative endings, supporting ideas with evidence from the text.			
Secure			
Use inference to discuss the relationships within a text, (characters, setting, objects).			
Working Within			
Make predictions based upon wider reading (more than one text) using specific evidence/details e.g. reference to a specific character or event.			
Beginning			
Clue Finder (Inferring from the text)			

Can perform a range of texts showing an understanding of intonation, volume, and tone so the meaning is clear to the audience. Can adapt performance style to suit a given audience.			
Can recite a range of poetry by heart linked to writing expectations.			
Working Within			
Reader (Reading for meaning)			

Evaluate how an author has used different language choices across a text and the impact on the reader.			
Working Within			
Identify words and phrases used to create mood, build tension, paint a picture and discuss the impact of these on the reader with justification. Including figurative language.			
Beginning			
Chatterer (Language)			
Can combine evidence and draw conclusions from a			
Secure			
Gather evidence (including quotes) across a whole text.			
Working Within			
Independently formulate questions based upon a specific line of enquiry. E.g. creating questions for others or			
Beginning			
Spotter (Key words and main ideas)			

<b>Text Governance</b>
Range of texts - modern fiction, fiction from our literary heritage, books from other cultures and traditions.

Evaluate the success of structural choices/			
Working Within			
Builder (Structure)			

Discuss the message a text has about our society, a particular culture or tradition from the past.			
Secure			
Discuss texts using formal debates, adopting alternative viewpoints and challenging views courteously.			
Working Within			
Independently compare themes, perspectives, viewpoints across a range of texts.			
Beginning			
Secret Messenger (Author's and Reader's opinions/ messages in a text.)			

Teacher judgement should be used to ascertain best fit within each sub-grade. Statements must be achieved across a range of text types for the sub-grade to be awarded and band to be achieved in full. Pupils cannot move into the next band until the next academic year and will remain at a marker of that band. Pupils who do not achieve secure within a band, in the academic year, will remain in that band the following year or until the secure.	Date Achieved
<b>Band 6 Proficient</b> <i>All beginning statements highlighted</i>	
<b>Band 6 Proficient Plus</b> <i>All beginning statements highlighted and some of within across a range of text types</i>	
<b>Band 6 Working Within</b> <i>All beginning and within statements highlighted across a range of text types</i>	
<b>Band 6 Working Within Plus</b> <i>All beginning and within statements highlighted and some secure across a range of text types</i>	
<b>Band 6 Secure</b> <i>All beginning, within, secure statements highlighted across a range of text types</i>	
<b>Band 6 Mastery</b> <i>The entire band highlighted across a range of text types and is used across the Curriculum consistently.</i>	

# What do these expectations look like?

- T** **Working towards**: Your child is working towards the age-related expectations for their year group.
- B** **Beginning**: Your child is achieving the essential skills of age-related expectations within their year group.
- B+** **Beginning Plus**: Your child is demonstrating a sound understanding of the key age-related expectations for their year group.
- W** **Working Within**: Your child is making progress within the broader skills of age-related expectations for their year group.
- W+** **Working Within Plus**: Your child is demonstrating a sound understanding of the core and broader skills of age-related expectations for their year group.
- S** **Secure**: All age –related skills have been met and are being demonstrated regularly for their year group.
- S+** **Mastery**: All skills have been achieved and are being applied in different context across the curriculum.

# Above expected

Children who are 'exceeding' are secure or above in all of the expectations and able to apply their knowledge and skills confidently.

Children graded as S+ will be known as mastery.

Under the old levels system, children who were exceeding might have moved into the next level.

The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery and Depth.

# How will the process work in school?

In the early part of each academic year, teachers will use a variety of assessments and their professional knowledge and judgement to establish what the children can already do and what they think the children can achieve, through their planning and teaching and differentiation if needed.

All pupils will be set the target of becoming secure within their band by the end of the academic year and will be taught a curriculum on continuous skills throughout the year within their band to achieve this.



# How will this be different for you?

- Every 6 weeks we will report targets specifically for your child in reading, writing and maths.
- We will inform you of your child's progress every 'old term' (Christmas, Easter and at the end of year) This will be their grades within the bands they are working within.