

A bright yellow sticky note is partially visible on the left side of the image, overlapping the white card.

# Life Without Levels

Federation of Yatton Schools  
October 2015

## Expert Panel Review on the National Curriculum

- Levels resulted in children labelling themselves.
- Levels created an undue pace with a focus on getting through the levels rather than a deeper understanding of content.
- Levels can convey the wrong idea of ability - just because a child finds concept A easy it does not mean it will concept B and C therefore levels often became confusing.
- Learning is not stepped, the levels gave the wrong impression of this and then expectations.



**Core Principal:**  
**'Fewer things in greater depth'**  
**Which will mean that during a year concepts should be taught, revisited and embedded.**

# Working without levels!

- o Singapore and Finland – top countries for standards have never used a level system!
- o Levels can put a lid on learning e.g. you're a 4c learner now so you get 4b question. But what if you could actually do questions that would be aimed at a level 5 learner and you never got the chance?
- o We want all children to be able to extend their learning through directed challenges and self-chosen challenges. To consolidate when they need to and 'go deeper' when they feel confident.

'Learning Without Limits'

# Assessment Types

- o “The distinction between assessment of learning and assessment for learning is basically about the intention behind the assessment. So, if you’re assessing in order to help you teach better, that’s **assessment for learning**, and if you’re assessing in order to grade students, to rank them or to give them a score on a test, then that’s **assessment of learning.**”

Dylan William, ‘Assessment for Learning: why, what and how’

# Assessment at Yatton Schools

## o Assessment for learning

- o Teachers specific and careful questioning in class to understand how children are understanding the key concepts.
- o Activities that practice basics as well as depth of learning.
- o Feedback to learning – orally and through marking that is responded to by children in ‘Turn back time’.
- o Discussion with children on their learning and understanding of key concepts.

## o Assessment of learning

- o Summative ‘best fit’ view of concepts covered so far in year on Target Tracker.
- o Regular tests in core subjects.
- o End of year summative tests that have national coverage.
- o Year 6 SATs

# Teach a concept and go deeper.

## o Basic practice

o  $23 + 13$

o  $33 + 23$

o  $43 + 33$

o  $153 + 143$

o  $23 - 13$

o  $33 - 23$

o  $43 - 33$

o  $153 - 43$

o What do you notice? -

## Practice within a context

Cut 4 strips of paper to these lengths:

12cm 18cm 23cm 29cm

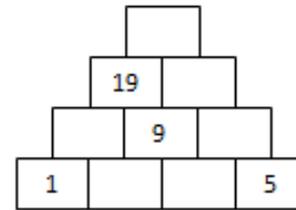
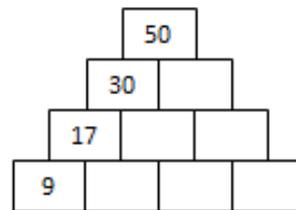
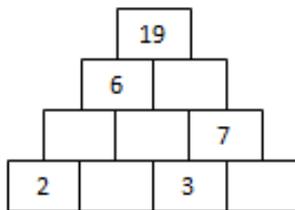
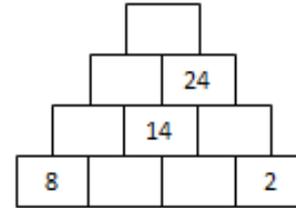
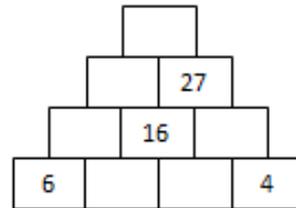
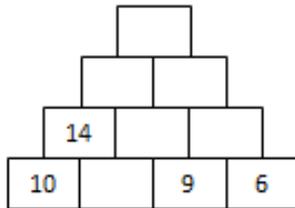
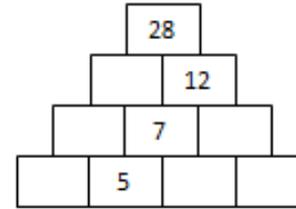
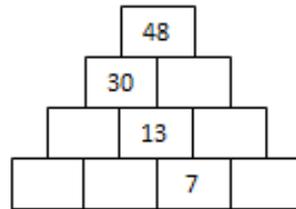
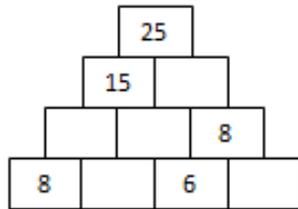
Find the totals of different pairs.

Find the differences between different pairs

Bob needs a strip of paper 59cm long for a poster. What strips can he use?

# Digging deeper

Use addition to fill in the missing numbers



Can you give me a pair of numbers with a difference of 12?  
And another....and another....and another? What do you  
notice about your numbers?



**Target Tracker**

brought to you by **Essex Education Services**

# Target Tracker

- Records the formative assessment from the learning in the class.
- Gives teachers a clear understanding of what has been achieved so far, what needs further learning and where 'deeper' learning is needed.
- Clear picture for parents on what children are working on, securely learnt and children's targets for learning in the year.

**Mathematics:  
Number - Number and Place Value**

Band 4
count in multiples of 6, 7, 9, 25 and 1000
find 1000 more or less than a given number
count backwards through zero to include negative numbers
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
order and compare numbers beyond 1000
identify, represent and estimate numbers using different representations including measures
round any number to the nearest 10, 100 or 1000
solve number and practical problems that involve all of the above and with increasingly large positive numbers
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

**Mathematics:  
Number - Addition and Subtraction**

Band 4
add numbers with up to four digits using the formal method of columnar addition
subtract numbers with up to four digits using the formal method of columnar subtraction
estimate and use inverse operations to check answers to a calculation
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

**Mathematics:  
Number - Multiplication and Division**

Band 4
recall multiplication and division facts for multiplication tables up to $12 \times 12$
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
recognise and use factor pairs and commutativity in mental calculations
multiply two-digit and three-digit numbers by a one-digit number using formal written layout
solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

**Mathematics:  
Number - Fractions**

Band 4
recognise and show, using diagrams, families of common equivalent fractions
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
add and subtract fractions with the same denominator
recognise and write decimal equivalents of any number of tenths or hundredths
recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
round decimals with one decimal place to the nearest whole number
compare numbers with the same number of decimal places up to two decimal places
solve simple measure and money problems involving fractions and decimals to two decimal places

**Mathematics:  
Measurement**

Band 4
convert between different units of measure e.g. kilometre to metre; hour to minute
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
find the area of rectilinear shapes by counting squares
estimate, compare and calculate different measures, including money in pounds and pence
read, write and convert time between analogue and digital 12- and 24-hour clocks
solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

**Mathematics:  
Geometry - Properties of Shape**

Band 4
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
identify acute and obtuse angles and compare and order angles up to two right angles by size
identify lines of symmetry in 2-D shapes presented in different orientations
complete a simple symmetric figure with respect to a specific line of symmetry
begin to recognise where angles are greater than two right angles and know the term straight angle referring to two right angles together
begin exploring line symmetry with two lines of symmetry

# 2016 Year 6 SATS

## Reading Test

One hour long with 3 different text types e.g poetry, non-fiction and fiction

## SPAG (Spelling, Punctuation and Grammar)

There are 20 spellings in the sample test. In the SPAG there are also 49 questions. Timing is 45 minutes.

## Mathematics

3 tests. Paper 1 is arithmetic – 36 questions in 30 minutes. Papers 2 and 3 are Reasoning – 20 questions in 40 minutes.

## Writing

Teacher Assessment moderated with LA and against national criteria.