Assessment Without Levels (AWOL)

KS1 and KS2

Why change?

The new assessment measures have been introduced in order to reflect the new curriculum.

Levels were deemed to be unreliable due to:

- End of Key Stage levels being ‘vague and imprecise’
- Too narrow a focus on getting pupils over grade boundaries
- Focusing on accelerating pupils through the curriculum to make progress resulted in gaps in knowledge
- In some schools, leading to undependable data

“Changing the culture of levels … is key to raising standards by enriching learning and pupil motivation.”

(Report into Assessment Without Levels, 2015)

How will I know where my child is?

At the end of a Key Stage, teachers will make a judgement about whether a child has reached the expected standard for their age.

Where test scores are available teachers will simply judge whether a child has reached the expected standard or not.

In Key Stage 1 and Key Stage 2 Writing, the children will be judged against the following criteria:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

What about in other year groups?

All children work towards a Programme of Study.

This is a series of statements based on the national curriculum, that outline what a child should achieve at the end of a given academic year.

The focus is on working within this Programme of Study and not moving on to the statements for the next year group. This enables teachers to ensure children have a firm grasp and deep understanding of concepts before moving on.

What about in other year groups?

For each statement children will be assessed against three criteria.

- The child is emerging in their understanding of the concept
  - *May still need support in this*
- The child is developed in their understanding of the concept
  - *Can complete tasks independently*
- The child has secured their understanding of the concept
  - *Can complete tasks out of context*

What about in other year groups?

As concepts are taught, revisited and assessed teachers will make termly judgements about children's progress towards these statements.

Children should reached the developed level in each statement to be working at age-related expectations.

From Years 1 -6, these are tracked on a regular basis using sheets in the pupils books.

my Y2 maths targets

Number and Place Value

- I can use place value and number facts to solve problems.
- I can read and write numbers to 100 in numerals and in words.
- I can use <, > and = signs.
- I can compare and order numbers from 0 to 100.
- I can identify, represent and estimate numbers.
- I can recognise the place value of each digit in a two-digit number.
- I can count in tens from any number, forward and backward
- I can count in steps of 2,3 and 5

Addition and Subtraction

- I can recognise and use the inverse relationship between addition and subtraction.
- I know addition can be done in any order, but subtraction can't.
- I can add three one-digit numbers.
- I can add and subtract two 2-digit numbers and ones.
- I can add and subtract 2 digit numbers and tens.
- I can add and subtract 2 digit numbers and ones.
- I can derive and use related facts to 100.
- I can recall and use addition and subtraction facts to 20.
- I can solve one-step addition and subtraction problems.

Multiplication and Division

- I can solve one-step problems involving x and ÷.
- I know that division of one number by another cannot be done in any order,
- I know that multiplication of two numbers can be done in any order.
- I calculate division statements.
- I can calculate multiplication statements.
- I can recognise odd and even numbers.
- I can recall and use x and ÷ facts for 2, 5 and 10 times table.

Measurements

- I know the number of minutes in an hour and the number of hours in a day.
- I can tell and write time to 5 minutes, including $\frac{1}{4}$ past/to the hour and draw hands on a clock.
- I can compare sequence intervals of time.
- I can find different ways of putting coins together that make the same amount.
- I can recognize and use symbols for pound (£) and pence (p).
- I can compare and order lengths, mass, volume/capacity.
- I can measure to the nearest unit using rulers, scales, thermometers and measuring vessels.
- I can choose and use appropriate standard units to estimate and measure.

Fractions

- I can write simple fractions and recognise equivalence.
- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects.
- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity.
- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape.
- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length.

Geometry

- I can use mathematical vocabulary to describe position, direction and movement.
- I can order and arrange combinations of objects in patterns and sequences.
- I can compare and sort common 2-D and 3-D shapes.
- I can identify 2-D shapes on the surface of 3-D shape.
- I can identify and describe the properties of 3-D shapes.
- I can identify lines of symmetry in 2-D shapes.
- I can identify and describe the properties of 2-D shapes.

Statistics

- I can ask and answer questions when comparing categorical data.
- I can answer questions about totalling.
- I can ask and answer simple questions by sorting categories by quantity.
- I can interpret and construct simple tables.
- I can interpret and construct simple block diagram.
- I can interpret and construct simple tally charts.
- I can interpret and construct simple pictograms.

my Y5 maths targets

Number and Place Value

- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can solve number problems and practical problems that involve all of the below.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through zero.
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- I know what each digit represents in numbers to 1 000 000.
- I can read, write, order and compare numbers to at least 1 000 000.

Addition and Subtraction

- I can use addition and subtraction to solve multi-step problems.
- I can use rounding to check answers to calculations.
- I can subtract mentally using increasingly large numbers.
- I can add mentally using increasingly large numbers.
- I can subtract whole numbers with more than 4 digits.
- I can add whole numbers with more than 4 digits.

Multiplication and Division

- I can solve problems involving x and ÷ including scaling by simple fractions and problems involving simple rates.
- I can solve problems involving x and ÷ including using factors and multiples, squares and cubes.
- I can recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
- I can x and ÷ whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply and divide numbers mentally.
- I can divide numbers up to 4 digits by a one-digit number.
- I can multiply numbers up to 4 digits by a one- or two-digit number
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- I can identify multiples and factors, including finding all factor pairs.

Measurements

- I can use all four operations to solve problems involving measure using decimal notation, including scaling.
- I can solve problems involving converting between units of time
- I can estimate volume and capacity.
- I can estimate the area of irregular shapes.
- I can calculate and compare the area of rectangles (including squares)
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- I can convert between different units of metric measure.

Fractions and Decimals

- I can write % as a fraction.
- I can recognise the % symbol and understand what it means.
- I can solve problems involving number up to 3d.p
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can round decimals with 2 decimal places to the nearest whole number and to one decimal place.
- I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
- I can read, write decimal numbers as fractions.
- I can multiply proper fractions and mixed numbers by whole numbers.
- I can + and - fractions with the same denominator and denominators that are multiples of the same number.
- I can recognise mixed numbers and improper fractions and convert from one form to the other
- I can identify, name and write equivalent fractions of a given fraction.
- I can compare and order fractions whose denominators are all multiples of the same number

Geometry

- I can identify, describe and represent the position of a shape following a reflection or translation.
- I can distinguish between regular and irregular polygons.
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles
- I can identify other multiples of 90°
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn
- I can identify angles at a point and one whole turn.
- I can draw given angles, and measure them in degrees (°).
- I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve 'difference' problems using information presented in a line graph.
- I can solve 'sum' problems using information presented in a line graph.
- I can solve 'comparison' problems using information presented in a line graph.


MY Y1 WRITING TARGETS
I CAN SPELL WORDS CONTAINING EACH OF THE 40+ PHONEMES TAUCHT
I CAN SPELL COMMON EXCEPTION WORDS
I CAN SPELL THE DAYS OF THE WEEK
I CAN NAME THE LETTERS OF THE ALPHABET IN ORDER
I CAN USE LETTER NAMES TO PICK OUT DIFFERENT SPELLINGS OF THE SAME SOUND
I CAN UNDERSTAND AND USE THE SELLING RULE FOR -S OR -ES
I CAN USE THE PREFIX UN-
I CAN USE THE SUFFIXES -ING, -ED, -ER AND -EST
I CAN WRITE FROM MEMORY SIMPLE SENTENCES READ OUT BY MY TEACHER
TRANSCRIPTION
I CAN SIT AND HOLD A PENCIL COMFORTABLY AND CORRECTLY
I CAN BEGIN TO FORM LOWER-CASE LETTERS
I CAN FORM CAPITAL LETTERS
I CAN FORM DIGITS 0-9
HANDWRITING
I CAN WRITE SENTENCES BY SAYING OUT LOUD WHAT I WANT TO WRITE ABOUT
I CAN CREATE A SENTENCE ORALLY BEFORE WRITING IT
I CAN PUT SENTENCES IN ORDER TO CREATE A STORY
I CAN READ MY WORK TO MAKE SURE IT MAKES SENSE
I CAN TALK TO MY TEACHER OR A FRIEND ABOUT WHAT I HAVE WRITTEN
I CAN READ MY WRITING OUT LOUD TO MY TEACHER AND FRIENDS
COMPOSITION
I CAN LEAVE SPACE BETWEEN WORDS
I CAN JOIN WORDS USING AND
I CAN BEGIN TO USE CAPITAL LETTERS AND FULL STOPS
I CAN BEGIN TO USE QUESTION MARKS OR EXCLAMATION MARKS
I CAN USE A CAPITAL LETTER FOR NAMES OF PEOPLE, PLACES THE DAYS OF THE WEEK AND I
VOCABULARY, GRAMMAR AND PUNCTUATION

MY YS/6 WRITING TARGETS

TRANSCRIPTION

- I CAN USE FURTHER PREFIXES AND SUFFIXES FROM THE ENGLISH APPENDIX 1
- I CAN SPELL SOME WORDS WITH SILENT LETTERS
- I CAN CONTINUE TO TELL THE DIFFERENCE BETWEEN HOMOPHONES AND OTHER WORDS
- I CAN USE A DICTIONARY TO CHECK THE SPELLING AND MEANING OF WORDS
- I CAN USE A THESAURUS

HANDWRITING

- I CAN WRITE LECIBLY, FLUENTLY AND WITH INCREASING SPEED BY CHOOSING THE WRITING IMPLEMENT THAT IS BEST SUITED FOR A TASK.
- I CAN WRITE LECIBLY, FLUENTLY AND WITH INCREASING SPEED BY CHOOSING WHICH SHAPE OF A LETTER TO USE WHEN GIVEN CHOICES AND DECIDING WHETHER OR NOT TO JOIN SPECIFIC LETTERS

COMPOSITION

- I CAN IDENTIFY THE AUDIENCE FOR AND PURPOSE OF THE WRITING
- I CAN NOTE AND DEVELOP INITIAL IDEAS
- I CAN CONSIDER HOW AUTHORS HAVE DEVELOPED CHARACTERS AND SETTINGS
- I CAN SELECT APPROPRIATE GRAMMAR AND VOCABULARY TO CHANGE AND ENHANCE MEANING
- I CAN DESCRIBE SETTINGS, CHARACTERS AND ATMOSPHERE AND INTEGRATE DIALOGUE
- I CAN MAKE A CONCISE SUMMARY OF LONGER PASSAGES
- I CAN USE A WIDE RANGE OF DEVICES TO BUILD COHESION
- I CAN USE ORGANISATIONAL AND PRESENTATIONAL FEATURES TO STRUCTURE TEXT E.G. HEADINGS, BULLET POINTS ETC.
- I CAN CHANGE VOCABULARY, GRAMMAR AND PUNCTUATION TO ENHANCE AND CLARIFY MEANING
- I CAN USE THE CORRECT TENSE THROUGHOUT A PIECE OF WRITING
- I CAN ENSURE CORRECT SUBJECT AND VERB AGREEMENT
- I CAN PERFORM MY OWN COMPOSITIONS, USING APPROPRIATE INTONATION, VOLUME, AND MOVEMENT

VOCABULARY, GRAMMAR AND PUNCTUATION

- I CAN RECOGNISE VOCABULARY AND STRUCTURES THAT ARE APPROPRIATE FOR FORMAL SPEECH AND WRITING
- I CAN USE PASSIVE VERBS TO AFFECT THE PRESENTATION OF INFORMATION
- I CAN USE THE PERFECT FORM OF VERBS TO MARK RELATIONSHIPS OF TIME AND CAUSE
- I CAN USE EXPANDED NOUN PHRASES TO CONVEY COMPLICATED INFORMATION CONCISELY
- I CAN USE MODAL VERBS OR ADVERBS TO INDICATE DEGREES OF POSSIBILITY
- I CAN USE RELATIVE CLAUSES
- I CAN LEARN THE GRAMMAR FOR YEARS 5 AND 6 IN ENGLISH APPENDIX 2
- I CAN USE COMMAS TO CLARIFY MEANING OR AVOID AMBIGUITY IN WRITING
- I CAN USE HYPHENS TO AVOID AMBIGUITY
- I CAN USE BRACKETS, DASHES OR COMMAS TO INDICATE PARENTHESIS
- I CAN USE SEMI-COLONS, COLONS OR DASHES TO MARK BOUNDARIES BETWEEN INDEPENDENT CLAUSES
- I CAN USE A COLON TO INTRODUCE A LIST
- I CAN PUNCTUATE BULLET POINTS CONSISTENTLY

What about in other year groups?

As the year progress, teachers will mark each statement with one, two or three ticks depending on the pupils' understanding of the concept.

By the end of the year, it will be clearly show the progress your child has made and highlight any areas of weakness to be worked on.

A judgement will then be made on if a child is working at the age-related expectation.

Scaled Scores in Standard Assessment Tests (SATs)

KS1 and KS2

Scaled Scores

Scaled scores are used all over the world in order to help test results to be reported consistently from one year to the next.

National Curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years.

The same scaled score on two different tests will have demonstrated the same attainment.

On this scale 100 will always represent the ‘national standard’. However, the ‘raw score’ that equates to 100 might be different each year.

These will be reported at the end of Key Stage 1 and Key Stage 2.