



## SCHOOL PUPIL TRACKER ONLINE

### How have the 2016 End of Key Stage 1 and 2 assessments changed?

The 2016 Test materials for Key Stage 1 and Key Stage 2 will be significantly different from previous testing arrangements - in particular in how the most able children will be 'stretched'. From 2016, the Tests in Year 6 will be designed to not include questions of objectives beyond Y6; similarly, the Year 2 assessments will not include questioning of objectives beyond Y2. This means the DFE is expecting more able pupils to demonstrate their abilities and understanding by applying what they know in more complex and multi-layered questions.

### DFE KS1 and KS2 Interim Standards

#### What are the Expected Standards?

The Expected Standards are the set of objectives the DFE has stated all Year 2 and Year 6 children must achieve in order to reach the required standard at the end of Years 2 and 6.

#### Who uses the Expected Standards?

Year 2 and Year 6 teachers use the Expected Standards to make a judgement as to whether each child has met the required standard at the end of Years 2 and 6. The DFE has stated that a child should achieve ALL the Expected Standards in order to meet the end of Key Stage 1 and end of Key Stage 2 expectations.

At Childer Thornton Primary School we use **SCHOOL PUPIL TRACKER ONLINE (SPTO)** to help us assess and track all our pupils.

A record of the **Expected Standards** objectives for the end of each year is in place and as formative assessments are added throughout the year, this will build up a picture of a child's attainment through the year. We can view progress towards the **Expected Standards** by looking at the individual or class grids and we will be able to make a judgement as to whether a child has met the standard, has exceeded the standard or has not met the standard.

### Depth of Learning

The Department for Education (DFE) has stated that schools should ensure pupils have greater depth, application of knowledge and independence in their current achievements before moving on to new learning. This is called **Depth of Learning**. The DFE has stated that before moving on to new learning, children should be able to apply their learning in new and exciting contexts – deepening their learning. **Depth of Learning** is how a child can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. It is not just knowing a fact; it is using that fact in increasingly more difficult situations

The **Assessment Without Levels Commission** (see Appendix 1) has stated that schools must stretch their more able pupils by giving them opportunities to deepen their understanding and apply their skills in a range of contexts rather than just moving onto the next year's learning.

From 2016, the new End of Key Stage tests and assessments, set by the DFE, stretch more able children by posing questions that ask them to apply learning and skills in different contexts. Only children with deeper **Depth of Learning** will be able to access the more complex End of Key Stage assessment questions set by the DFE to attain higher marks.

As a school, one of our key priorities is to focus on giving opportunities for our pupils to explore this important new expectation of deeper learning in order for children (particularly more able pupils) to meet the raised expectations of the new National Curriculum.

At Childer Thornton, we use '**Depth of Learning**' ratings. These ratings enable us to evidence how all our children are making progress based on their abilities to apply their learning independently, apply their learning in new or different contexts and acquire 'depth of learning'. One child, for example, may be able to apply what they have learned in very deep ways, using their learning skills independently in other subjects or to work out new learning themselves. Another child may only apply their learning shallowly and may find problem solving and independent activities much more challenging. Children may have achieved similar aspects in the curriculum but can apply their learning to different depths. The depth of learning and independence of each child means they each score different outcomes in any DFE national assessment. A child with better **Depth of Learning** will score higher in the DFE's new 2016 tests than a child with lower **Depth of Learning**, even if they know the same content.

The **Depth of Learning** ratings allows us to record the depth of a child's learning so that we can show the added dimension of skills a child can employ and to evidence a child is working above age related expectations at the end of the academic year without needing to move on into the next year's band of learning. This is a 3-dimensional way of tracking where the extra dimension of **Depth of Learning** is taken into account in our data. It is not a linear tracker and is not a mere replacement for the old national curriculum levels and average point scores.

**We use 4 Depth of Learning ratings:**

Depth and application of learning - Depth of Learning Rating			
Shallow learner	Expected depth	Deeper learner	Deepest learner
#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very good]
About 10% of children will be judged to be in this Rating	Most children will be judged to be in these two Ratings		About 10% of children will be judged to be in this Rating
This is <b>below the expected standard</b> depth of application and understanding.  Does not apply their learning.	This is the <b>expected standard</b> depth of application and understanding.  Average application of learning.	This is <b>above the expected standard</b> depth of application and understanding.  Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding.  Very good application of learning.

**The Depth of Learning Rating is a LONG TERM judgement of application.**

A child's **Depth of Learning Rating** is a long term judgement and should be maintained and stay static for long periods. It should not fluctuate or change every term. In fact, over a child's lifetime at our school, there may be only one or two times when one child's **Depth of Learning Rating** changes. Example children over a year - their **Depth of Learning Rating** does not change...

	Last year	Autumn	Spring	Summer
Child 1	#3	#3	#3	#3
Child 2	#4	#4	#4	#4
Child 3	#1	#1	#1	#1

**When making a judgement on a child's depth of learning we will . . .**

1. Examine a child's learning over the long-term, not just over 1 week or over 1 term, but we will look back over their current and previous academic year and take into account previous learning from previous years and the ratings their previous teacher has given them.
2. Consider which of the Depth of Learning Ratings is the best fit for the child for all their long-term learning across the subject. We will take into consideration the full range of objectives and standards a child has met over the long-term, including the Depth of Learning Ratings made by previous teachers.
3. Not make a short-term judgement based on a child's application of what they have been taught this week or term. We w How do I record a child's Depth of Learning Rating on the SHORT TERM grid?
4. Look at a broader, connected picture; one term's work is not enough of an evidence base.

Please see the table below for an example of how we apply the different depths of learning:

Depth and application of learning - Depth of Learning Rating - practical examples			
Shallow learner	Expected depth	Deeper learner	Deepest learner
#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very good]
<p><b>Example 1: Writing</b></p> <p>We teach this child how to write a letter. They learn how to write a letter and have achieved this objective.</p> <p>A week later, we ask them to write a letter and they write the same letter. There is little connected learning; we have learned how to use adjectives to add detail since, but the child does not incorporate this into their letter.</p>	<p>We teach this child how to write a letter. They learn how to write a letter and have achieved this objective.</p> <p>A week later, we ask them to write a letter and they write a different and improved letter, including new content and in particular, they include the use of adjectives to add detail (a skill we have worked on in the last few months).</p> <p>The child is combining and enhancing their work based on applying their knowledge.</p>	<p>We teach this child how to write a letter. They learn how to write a letter and have achieved this objective.</p> <p>A week later, we ask them to write a letter and they write a very different and improved letter, including a slightly different structure - they have decided to use paragraphs and a style of writing similar to how we worked on making complaints last term. Also they include the use of richer adjectives to add detail (a skill we have worked on in the last few months).</p> <p>The child is combining and enhancing their work based on applying their knowledge from across the subject.</p>	<p>We teach this child how to write a letter. They learn how to write a letter and have achieved this objective.</p> <p>A day later, this child comes to school with a letter they have written. They have written a letter to the BBC to ask why their favourite TV show was replaced by Wimbledon. They like tennis, but it is certainly not as good as the train show where they travel across the country they had decided to watch that afternoon. The letter combines a wide range of learning concepts from across the year.</p> <p>This child is combining their learning in creative contexts and independently developing their own learning.</p>
<p><b>Example 2: Mathematics</b></p> <p>We teach this child some number facts to ten, which they succeed in learning.</p> <p>A week later, we work with them on number facts - the child can recall the facts fluently, but they find using these facts outside of the use of numberlines challenging - when asked a problem about the facts written in a different manner but they cannot solve it independently.</p>	<p>We teach this child some number facts to ten, which they succeed in learning.</p> <p>A week later, we work with them on number facts - the child can recall the facts fluently, and when asked a problem about the facts written in a different manner they can solve it independently.</p> <p>The child is beginning to use these facts in different orders and to solve problems.</p> <p>The child is combining and enhancing their work based on applying their knowledge.</p>	<p>We teach this child some number facts to ten, which they succeed in learning.</p> <p>A week later, we work with them on number facts - the child can recall the facts fluently, and when introduced to the concept of flipping or reversing the facts, grasps this and uses it to write out a string of 'new' facts in the classroom's number corner independently.</p> <p>When asked a challenging problem about the facts, combining these new number facts with some work on addition, they can solve it independently.</p> <p>The child is using these facts in different orders to solve problems.</p> <p>The child is combining and enhancing their work based on applying their knowledge from across the subject.</p>	<p>We teach this child some number facts to ten, which they succeed in learning.</p> <p>Before you finish the lesson, this child is teaching their partner some backward number facts using some number blocks.</p> <p>After the weekend, this child comes to school with an idea - they have been discussing the number facts with Teddy at home and found that if you reverse the facts they answer the questions on missing numbers we did last week. They ask if the teacher knew this?</p> <p>The child is independently using these facts and combining them with other facts to solve problems.</p> <p>This child is combining their learning in creative contexts and independently developing their own learning.</p>

### How do we record our assessments for individual children?

The expectation is that at the beginning of each term, all pupils will be working towards achieving the national curriculum objectives in full for each term (identified as Au, Sp, Su on our tracking system), followed by the depth of learning rating. For example:

Y2Au #1 Y2Au #2 Y2Au #3 Y2Au #4

Y2Sp #1 Y2Sp #2 Y2Sp#3 Y2Sp #4

Y2Su #1 Y2Su #2 Y2Su#3 Y2Su #4

However, some pupils may be working at a term or more below this. Our tracking system identifies where each child is, and the level at which they are learning. For example, a typical child in the Autumn term in Y2 will be Y2au#2. A less able child in Y2 could be Y1su#2. This indicates that although they are in Y2, they are only working at a Y1 level. With the exception of children who are exceptionally gifted and talented, children will not be pushed onto the next term/year of learning objectives. They will be challenged to achieve a deeper and wider breadth of learning, with a high focus on using and applying across a range of genres and experiences.

## How do we judge progress?

**Example 1 - average child:** This average child is achieving the correct amount of objectives in the National Curriculum as expected over time. They make expected progress each term by learning more objectives at the correct pace. They can apply their understanding of these objectives to solve problems.

BASELINE [End of Year Fin... 2013/2014]			END OF AUTUMN			END OF SPRING			END OF YEAR FINAL		
TA BAND ACHIEVED	ARE Age Related Expectation	ARE Comparison	TA BAND ACHIEVED	PUPIL PROGRESS	ARE Comparison	TA BAND ACHIEVED	PUPIL PROGRESS	ARE Comparison	TA BAND ACHIEVED	PUPIL PROGRESS	ARE Comparison
21.0	21.0	0.0	22.0	+1.0	0.0	23.0	+2.0	0.0	24.0	+3.0	0.0
Y4High #2 <sup>21</sup> / <sub>+0</sub>	Y4High 21	0.0	Y5Low #2 <sup>22</sup> / <sub>+0</sub>	+1.0	0.0	Y5Mid #2 <sup>23</sup> / <sub>+0</sub>	+2.0	0.0	Y5High #2 <sup>24</sup> / <sub>+0</sub>	+3.0	0.0

(NB: We have replaced the terminology 'High, Low and Mid' with 'Au, Sp, Su')

The child's **Depth of Learning Rating** does not change over the year as this child demonstrates appropriate application of skills of prior knowledge and as the year progresses, new learning is also applied appropriately.

**Progress for this child is 3.0 tracking points - this is what is expected.**

## Example 2 - above average child

BASELINE [End of Year Fin... 2013/2014]			END OF AUTUMN			END OF SPRING			END OF YEAR FINAL		
TA BAND ACHIEVED	ARE Age Related Expectation	ARE Comparison	TA BAND ACHIEVED	PUPIL PROGRESS	ARE Comparison	TA BAND ACHIEVED	PUPIL PROGRESS	ARE Comparison	TA BAND ACHIEVED	PUPIL PROGRESS	ARE Comparison
23.0	21.0	+2.0	24.0	+1.0	+2.0	25.0	+2.0	+2.0	26.0	+3.0	+2.0
Y4High #3 <sup>21</sup> / <sub>+2</sub>	Y4High 21	+2.0	Y5Low #3 <sup>22</sup> / <sub>+2</sub>	+1.0	+2.0	Y5Mid #3 <sup>23</sup> / <sub>+2</sub>	+2.0	+2.0	Y5High #3 <sup>24</sup> / <sub>+2</sub>	+3.0	+2.0

This more able child is achieving the correct amount of objectives in the National Curriculum as expected over time. They may be attaining some objectives from a higher year group or Key Stage. They make expected progress each term by learning more objectives at the correct pace. They can apply their understanding of these objectives to solve problems in complex situations and combine objectives and learning in other subjects to solve problems and explore new situations.

**Progress for this child is 3.0 TP - this is what is expected as they have maintained their learning and maintained their application of knowledge.**

A small proportion of children may change their Depth of Learning ratings as follows:

## Example 3 - the child making progress in Depth of Learning in this academic year

The teacher begins to notice a change in this child's application skills mid-way through the year. The teacher has a chat with the previous teacher, and they both agree that the child appears to be improving. The teacher does not change the Depth of Learning Rating until she sees that there is overwhelming evidence of a change. At the end of the year, the teacher decides that this child has indeed made a marked improvement in their Depth of Learning and moves their Depth of Learning Rating from #2 to #3. The teacher discusses this change with the assessment coordinator as making a change has a major impact on a child's record and this change must only be done so with appropriate evidence.

**Progress for this child is 5.0 TP - this is above expected as the child has broadened their application skills.**

**Example 4 - the child whose Depth of Learning is declining:**

This child is achieving the correct amount of objectives in the National Curriculum as expected over time. They make expected progress each term by learning more objectives at the correct pace but as the year progresses, it becomes obvious that the child is finding solving problems and applying and connecting their work more challenging than last year. The teacher begins to notice a change in this child's application skills in January and talks to the previous teacher. They both agree that the child appears to be struggling compared to how they were working previously - in fact the previous teacher had mentioned the child was starting to connect learning less near the end of the previous year. The teacher does not change the **Depth of Learning Rating** until she sees that there is overwhelming evidence of a change. At the end of the year, the teacher decides that this child is not connecting their learning as well as they were. They move their **Depth of Learning Rating** from #3 to #2. This is a major change and should only be completed if there is overwhelming evidence a child is no longer performing as well as they were in applying their learning. Moving a child down from #3 to #2 is signalling that a teacher believes the child was above average but has now shifted down to only average. The teacher discusses this change with the assessment coordinator as making a change has a major impact on a child's record and this change must only be done so with appropriate evidence.

**Progress for this child is 1.0 TP - this is below expected as the child has shown a major downward change in the way they apply their learning. They are even finding it hard to apply learning they had developed last academic year now too.**