



An Introduction to...



ASSESSMENT WITHOUT LEVELS



We use SOLO to explain our thinking.

We have been using *SOLO* strategies to explain our thinking and questioning. We are able to look at our ideas and explain what level our thinking is at.

Prestructural



"I'm not sure what to do."
"I need help to think of something."

0

Unistructural



"I can do it with some help."
"I can think of one thing."

1

Multistructural



"I can think of many things."
"I can list a number of ideas."

3

Relational



"I know what to do and why."
"I can make connections and link things together."

4

Extended Abstract



"I have many ideas."
"I can link my ideas together."
"I can link my ideas in new ways and extend my thinking."

5

ASSESSMENT WITHOUT LEVELS

	No Understanding or knowledge (0) Pre-structural	Emerging (early stages) (1) Uni-structural	Securing (growing understanding, knowledge, skills and independence) (2) Multi-structural	Secure (exhibits skills independently) (3) Relational	Embedded and Extending (exhibits skills spontaneously, with confidence and asks/explores further questions independently) (4) Extended Abstract
Autumn					
Spring					
Summer					

Good Level Of Development	Securing (2)	Secure or better (3 or 4)
EYFS		Year 1
		Year 2
	Year 3 Start of a 2 year programme of study.	
		Year 4
	Year 5 Start of a 2 year programme of study.	
		Year 6

What Evidence Supports Our Assessments?

Across every **extended writing task** (of which there is one per week), you child should display each skill 3 times or more to be judged as being secure in that skill. If they show the skills more than 3 times in each piece of work, they will be judged as having embedded the skill and may be showing that can extend and manipulate the skill. Writing tasks are planned using SOLO taxonomy in order to ensure there is an opportunity for all children to write in depth and to show depth in their knowledge of writing skills.

In **reading**, we build a profile of work which includes comprehension activities, responses to reading in the form of writing, discussion, drama and role-play. We review the profiles each half term and use SOLO Taxonomy against each reading objective to judge how well they are performing. From this term, we will also give each child a more formal reading test so we can compare this to our teacher assessments and adjust as necessary. It also gives the children opportunities to practice test skills.

In **maths** we review pupils' work weekly and judged against the key objectives using SOLO taxonomy to assess the children's skills in each area they have covered. Staff can then teach gaps in knowledge and also provide opportunities for deeper learning. From this term, we will also be conducting more formal tests to analyse for any further gaps and to validate our teacher assessments.

KS1 National Tests

- Spelling
- Grammar and Punctuation
- Reading Comprehension
- Arithmetic
- Maths Reasoning

KS2 National Tests

- Spelling
- Grammar and Punctuation
- Reading Comprehension
- Arithmetic
- Maths Paper 2 – Reasoning
- Maths Paper 3 - Reasoning

Year 1 Phonics Screening

An adult led assessment where children are asked to read real and made up words to see whether they have learnt their sounds well enough.

**At West Row we will aim to find
a way through for every child!**

