

Commission on Assessment Without Levels

Statement of Intended Outputs

The Commission on Assessment Without Levels was set up to support schools to develop and implement effective approaches to assessment following the removal of levels. The Commission will build on the work carried out previously by the Department and other organisations to provide information, advice and guidance to schools and to identify and share good practice. Members of the Commission have written this statement to share the outputs they will deliver over the course of their work.

1. The Commission will set out the various purposes of assessment to clarify for teachers and parents how assessment without levels supports teaching and learning, and will develop principles which will support schools in developing effective systems of assessment which both contribute to and measure pupil progress and attainment in ways that assessment with levels failed to do.
2. The Commission supports the decision to remove levels, but appreciates that the reasons for removing levels are not widely understood. The Commission will endeavour to bring greater clarity to this issue and explain how assessment without levels can better serve the needs of pupils and teachers. This will clarify for parents and schools alike how assessment without levels can provide useful information about what a child knows and how he or she can be supported to progress.
3. The Commission will develop guidance to help schools create assessment policies which reflect the principles of effective assessment without levels. The guidance will help schools to develop policies which demonstrate the rationale for their chosen approaches to assessment and show how these approaches support pupils in making progress. There is no one-size-fits-all approach to assessment and the guidance will not encourage schools to adopt any particular approach. It will reflect the freedoms which assessment without levels gives to schools to choose systems which work for their pupils and staff.
4. The Commission will provide clear information about the legal and regulatory assessment requirements, so that schools and parents may know how and when children's attainment and progress will be measured and recorded by the Government. This information will clarify what the requirements are today, how they will change as a result of the Government's reforms to assessment policy and when the changes will happen. This will help parents to understand what the changes mean for their children and will clarify for schools what is expected from them over the next few years.
5. As part of its aim to provide clear information to schools, the Commission will work with Ofsted to clarify for schools the role that

assessment without levels will play in the inspection process. This will help to illustrate how schools can demonstrate the effectiveness of their chosen approaches to assessment for both monitoring pupil progress and informing teaching, without adding to teacher workload.

6. To provide examples of what good practice looks like, the Commission will engage with a wide group of stakeholders, including schools, local authorities, teachers and teaching unions to identify exemplars in their approach to assessment without levels. The Commission will share information about highly effective approaches to assessment to make all schools aware of a range of different approaches they might adopt. Whilst the Commission will not endorse any one approach, or any specific set of approaches, it will encourage schools to consider what works in other contexts to inform their decisions about what will work for their own pupils.
7. The Commission will provide advice to the Government on how initial teacher training and continuing professional development (CPD) can support assessment without levels. It will make guidance available to schools to help them use CPD to support the change to assessment without levels and to ensure the ongoing effectiveness of their chosen approaches.
8. In all of their work, the Commission will have regard to assessment for pupils with special educational needs (SEN). The Commission will provide advice to the Government on ensuring that appropriate provision is made for pupils with SEN in the development of assessment policy. It will seek to identify exemplars in assessing pupils with SEN as part of its wider objective of sharing good practice.
9. The Commission will also give careful consideration to the Secretary of State's commitment to tackle teacher workload. In providing information, advice and support to schools, the Commission aims to help reduce school workload by highlighting what works, sharing good practice and making it quicker and easier for schools to find the right assessment systems for their pupils and staff.
10. The Commission will produce a final report which provides an overview of its work and outlines its recommendations before the end of the summer term, but may publish some materials sooner.