

Understanding Assessment at St Joseph's Primary School



Friday 26th February 2016

Reason for Assessment Meeting

- The introduction of the new assessment framework in line with the new curriculum

Purpose of Assessment Meeting

- Help parents understand how their children are assessed in school and why.
- Help Foundation, Y2 and Y6 parents understand what the results mean.
- Share the key curriculum changes in English and Mathematics

New National Curriculum September 2015 Age Related Standards

Levels:

- 1c 1b 1a
- 2c 2b 2a
- 3c 3b 3a
- 4c 4b 4a
- 5c 5b 5a
- 6c
- Average expected at end of KS 1: 2B
- Average expected at end of KS2: 4B

Age Related Standards for each year group

Emerging: 1
Expected: 2
Exceeding: 3

KEY POINTS

The 'new' curriculum is more challenging and has an increased focus on developing children's subject knowledge and skills.

The new National Curriculum does not have levels of attainment, but instead has 'expectations' children are required to meet at each banding (**EXPECTED STANDARD**).

"These (test) materials are designed to give teachers an indication of how the new curriculum will be assessed from 2016. It reflects areas of the curriculum that have changed, therefore the questions may be unfamiliar or more challenging."

DfE Guidance 2016 key stage 2 mathematics: sample test materials, mark schemes and test administration instructions.

No
levels

Scaled
Scores

The 2016 tests will include reading, grammar, punctuation and spelling, arithmetic and reasoning.

SCALED SCORES

- Tests at the end of KS1 and 2 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- For 2016 KS1 and KS2 tests, conversion tables will be published by the end of May 2016. Teachers will use these to calculate the scaled score for Year 2 pupils. The KS2 tests will be marked out of school.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.

100

Why Assess?

Knowing how each pupil is performing allows teachers to help individuals improve.

Assessment plays a key role in helping schools to improve outcomes.

This in turn promotes improvement at class level, then at school level.



TYPES OF ASSESSMENT

- Diagnostic
- Observational
- Formative
- Summative

DIAGNOSTIC

- Schonell reading test (used to assess reading age)
- Non verbal reasoning (used in some 11 plus tests)
- Benchmarking (assessing reading)

OBSERVATIONAL



FORMATIVE

- Day to day assessment
- Classroom monitor

[Click Here](#)

Learning intentions and success criteria

SUMMATIVE

Pupil Progress Meetings (PPM) six times per year.

Rising stars termly tests

Regular Writing Assessments

KS1 SAT/KS2 SAT (2016)

Pupil progress meetings

Pupil Progress Meeting							
Subject:							
Term: 3	Year:	CT: KM	NOR:	BME:	SEND:	PP/ES	HA:
New to the class:							
	Below age related expectations			At or Above Age Related Expectations			
	Well below track	Below Track		On Track		Above Track	
Making at least expected progress							
Making less than expected progress							
Assessments based on summative (Rising Stars) data and formative (Teacher Assessment) data.							

EYFS STRIVING FOR A 'GOOD LEVEL OF DEVELOPMENT'



At the end of Foundation

- Emerging
- Expected
- Exceeding

INTERIM FRAMEWORKS

To help with teacher assessment the DfE has produced '*Interim Frameworks*'. These are for 2015 -2016 only and they set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Interim Frameworks are only to be used as *a guide*, as they do not include full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard'.

Formal Assessment in Year 2

- Teacher assessment
- Tests support teacher assessment
- Children will 'sit' a maths, reading and SPAG test
- Maths, reading, writing, speaking and listening and science are the areas that are teacher assessed and then reported
- Flexibility – during May (although our school has been chosen to sit the reading comprehension test week beginning 18th April, to set the Government's expected standard).

WHAT WILL BE ASSESSED BY TESTS?

TESTS for YEAR 2 in 2016

READING

TEST 1 – combined reading prompt and answer booklet

TEST 2 – more challenging separate reading booklet and reading answer booklet

All Children sit BOTH tests

SPaG

TEST 1 - Spelling
TEST 2 – English, Punctuation, Spelling & Grammar

Maths

TEST 1 - Arithmetic

TEST 2 - Reasoning
No equipment allowed

In 2016 the tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

NEW SPaG TEST 2016

Emphasis is placed on the technical aspects of grammar and there is a separate spelling test. There are no pictures in the SPaG test papers.

Children will be asked to tick correct answers and will be expected to understand how to use tables.

English Spelling, Punctuation and Grammar

They will also be asked to circle, insert and write correct answers.

Formal Assessment in Year 6

ASSESSED BY TESTS (May 9th - 13th)

MATHS

PAPER A
PAPER B
MENTAL
MATHS

* No Calculator Paper

READING

ONE
PAPER

SPaG

SPELLING

GRAMMAR &
PUNCTUATION

CONTINUOUS ASSESSMENT

WRITING

New Primary Curriculum for Mathematics



Aims:

- Fluency in the fundamentals
- Reason mathematically
- Solve problems

I'm thinking of a number....



<http://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumber3>

New Primary Curriculum for Mathematics

What's out?

- Informal written methods of calculation
- Calculators
- Separate strand for using and applying

What's there less of?

- Emphasis on estimation
- Less work on place value
- Less work on data handling (statistics)

What's in?

- Roman numerals
- Times tables up to 12 x 12
- Equivalence between metric and imperial
- Long division and algebra (Y6)

What's there more of?

- More challenging objectives, especially in number
- Formal written methods introduced earlier
- More work on fractions

English in KS1 (Faster, Fuller, Deeper!)

Writing:

- Increased challenge, including developing "stamina" for writing
- Longer compositions and proof-reading of own writing;
- Increased focus on composition, structure and convention;
- Deeper focus on learning grammar and punctuation;
- Joined writing expected in Year 2.

Reading:

- Emphasis on reading widely for pleasure, re-reading books and reading aloud;
- Increased focus on engaging with and interpreting texts;
- Learning of poetry (including reciting poetry) introduced.

Spelling:

- Specific spellings, e.g. days of the week, prefixes & suffixes;
- Pupils expected to write sentences dictated by the teacher.

Punctuation and Grammar

Emphasis on technical aspects of grammar

English in KS2 (Faster, Fuller, Deeper!)

Writing:

- Greatly increased expectations in grammar and punctuation;
- Children have to identify and label complex grammatical concepts, punctuation and spelling rules;
- Expectation that children expertly use and apply the grammar and punctuation concepts in independent writing to create specific effects;

Reading:

- Read for pleasure;
- Word reading: pupils applying their knowledge to understand the meaning of new words;
- Learning of classic & modern poetry (including reciting poetry) introduced.

Spelling:

- Statutory lists of words to be learnt in Years 3 - 6;
- Specific spelling rules to be taught.

English Grammar, Punctuation and Spelling

Sample questions

12 Which pair of verbs correctly completes the sentence below?

Philip _____ every child in the class present, but never _____ classified as a giant.

13 Tick one box to show which part of the sentence is a relative clause.

The table which is made of oak is now black with age.

14 Tick one box to show which part of the sentence is a relative clause.

The table which is made of oak is now black with age.

Reports at St Josephs

Previously

Attainment		Effort	
1	Exceeding Expected Attainment	1	Consistently works hard
2	Expected Attainment	2	Usually works hard
3	Working Towards Expected Attainment	3	Lacks self-motivation

Reports at St Josephs

Reports 2016

Key for Reports			
Attainment		Effort	
3	Exceeding	3	Consistently works hard
2	Expected	2	Usually works hard
1	Emerging (working towards expected)	1	Lacks self-motivation

How are we preparing?

- Teaching the more challenging learning objectives set out in the National Curriculum 2014
- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling Lessons
- Focused SPaG Lessons (Spelling, Punctuation & Grammar)
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATs papers
- Teaching 'test techniques' and vocabulary (eg 'insert')
- Home Learning to support teaching & learning in school
- Target Setting
- Mentoring and support
- Keeping up to date with information provided by the DfE

HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.
- Use the previous test papers only if advised by school as they are used in school as assessment and practise for the children. Using the same papers at home makes it difficult to prepare the children adequately.

USEFUL WEBSITES

- <http://www.bbc.co.uk/schools/revision/>
- This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.
- http://www.icteachers.co.uk/children/children_sats.htm
- A wide range of KS2 SATs questions, from both past papers and their own team of teachers.
- <http://www.woodlands-junior.kent.sch.uk/revision/index.html>
- Revision pages at Woodlands Junior School. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.



Much of what is learnt is never fully
assessed but used every bit as much.

Assessment is not meant to be used as a
measure of your child's ability at school but as
a means to improve their ability to learn; their
knowledge, their understanding and their skills.

SCHOOL ETHOS

Together we love, together we hope, together
we learn