

ASSESSMENT

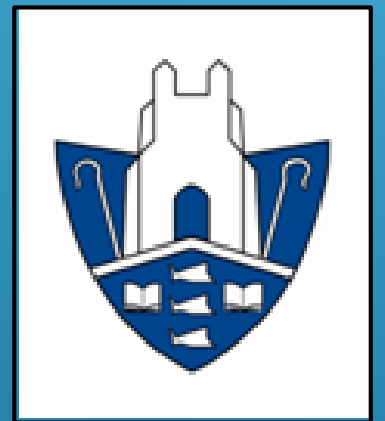
A MEETING FOR PARENTS

TUESDAY 20TH OCTOBER 2015


Jane Le Grice

Headteacher

Stoke by Nayland CEVC Primary School



WHAT WE HAVE BEEN DOING

- ❖ On going assessments throughout the year .
Some of these are more formal, some informal
 - ❖ Monitoring individual children's progress through the levels
 - ❖ Formal testing /assessing at the end of the year (summative assessment)
 - ❖ Using all the information we have about individual children to decide on a level
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SUMMATIVE/END OF YEAR ASSESSMENT

- ❖ End of Reception: Emerging Level, Expected Level, Exceeding Level
- ❖ Years 1-6: A level that would be generally between level 1 and 5, sometimes below level 1 and sometimes at levels 5 and 6

Average level for each year group:	
Year 1	Level 1
Year 2	Level 2
Year 3	Level 2+
Year 4	Level 3
Year 5	Level 3+
Year 6	Level 4

END OF YEAR OBJECTIVES



For each year group there is a national set of end of year expectations for maths.

For reading, writing and speaking and listening there are national, end of year expectations, but years 3 and 4 are very similar and years 5 and 6 are very similar. The expectation of the depth of understanding increases.

In science there are end of key stage expectations

At the beginning of the school year, in general, the whole cohort will start to work towards these objectives, regardless of ability, or whether the objectives for the previous year have been met.

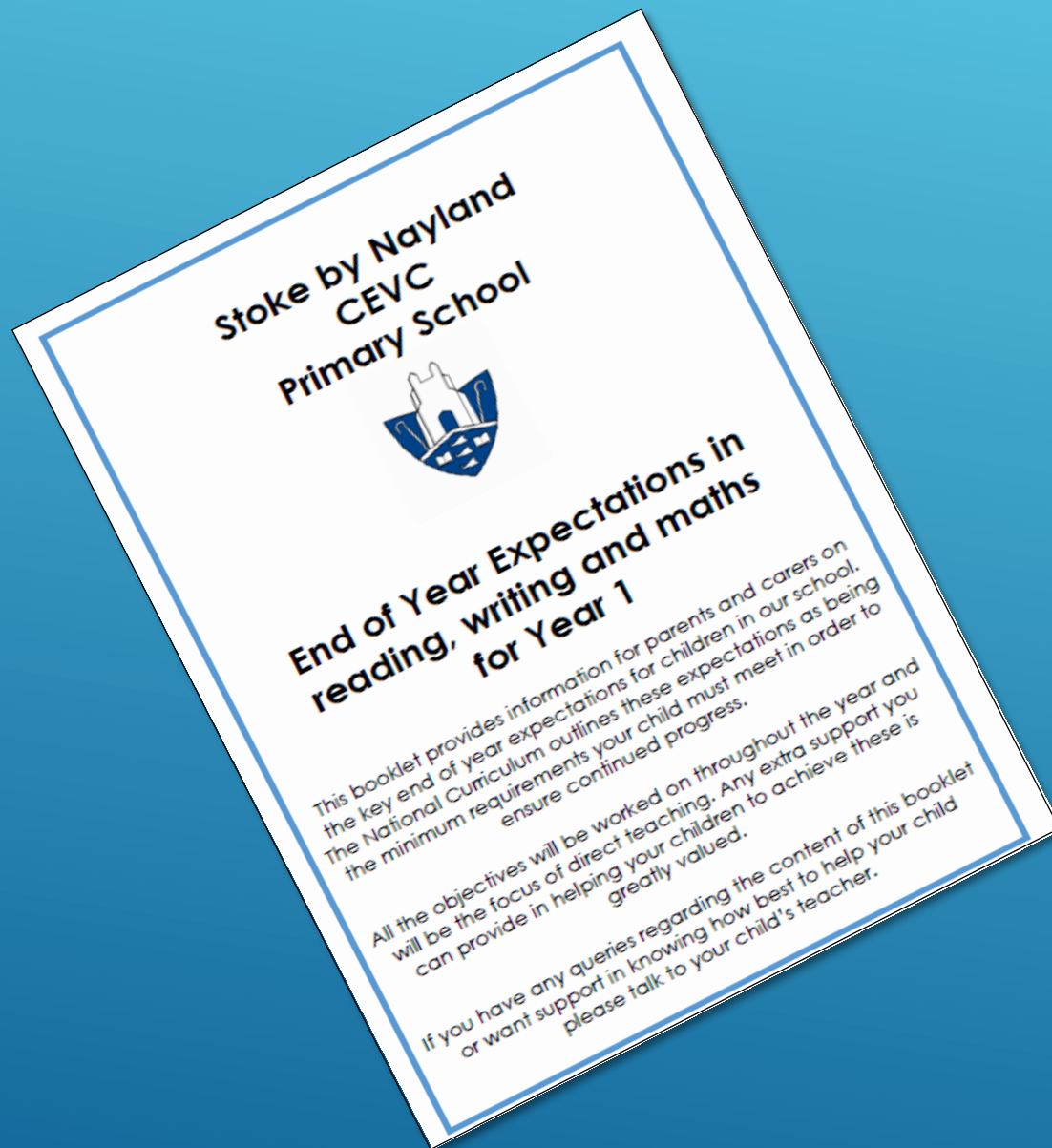
The only exceptions may be those children who have exceptional needs.

KEY OBJECTIVES FOR MATHS

Year 1 Key Objectives Taken from the National Curriculum

1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
2	Count, read and write numbers to 100 in numerals
3	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
4	Given a number, identify one more and one less
5	Represent and use number bonds and related subtraction facts within 20
6	Add and subtract one-digit and two-digit numbers to 20, including zero
7	Recognise, find and name a half as one of two equal parts of an object, shape or quantity
8	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
9	Measure and begin to record length/height, weight/mass, capacity/volume & time
10	Recognise and know the value of different denominations of coins and notes
11	Sequence events in chronological order using language
12	Recognise and use language relating to dates, including days of the week, weeks, months and years
13	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
14	Recognise and name common 2-D shapes (e.g. Square, circle, triangle)
15	Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)

INFORMATION FOR PARENTS



Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.



Reading

- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
 - ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.



Writing

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [as introduction to paragraphs].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.



KEY OBJECTIVES FOR READING

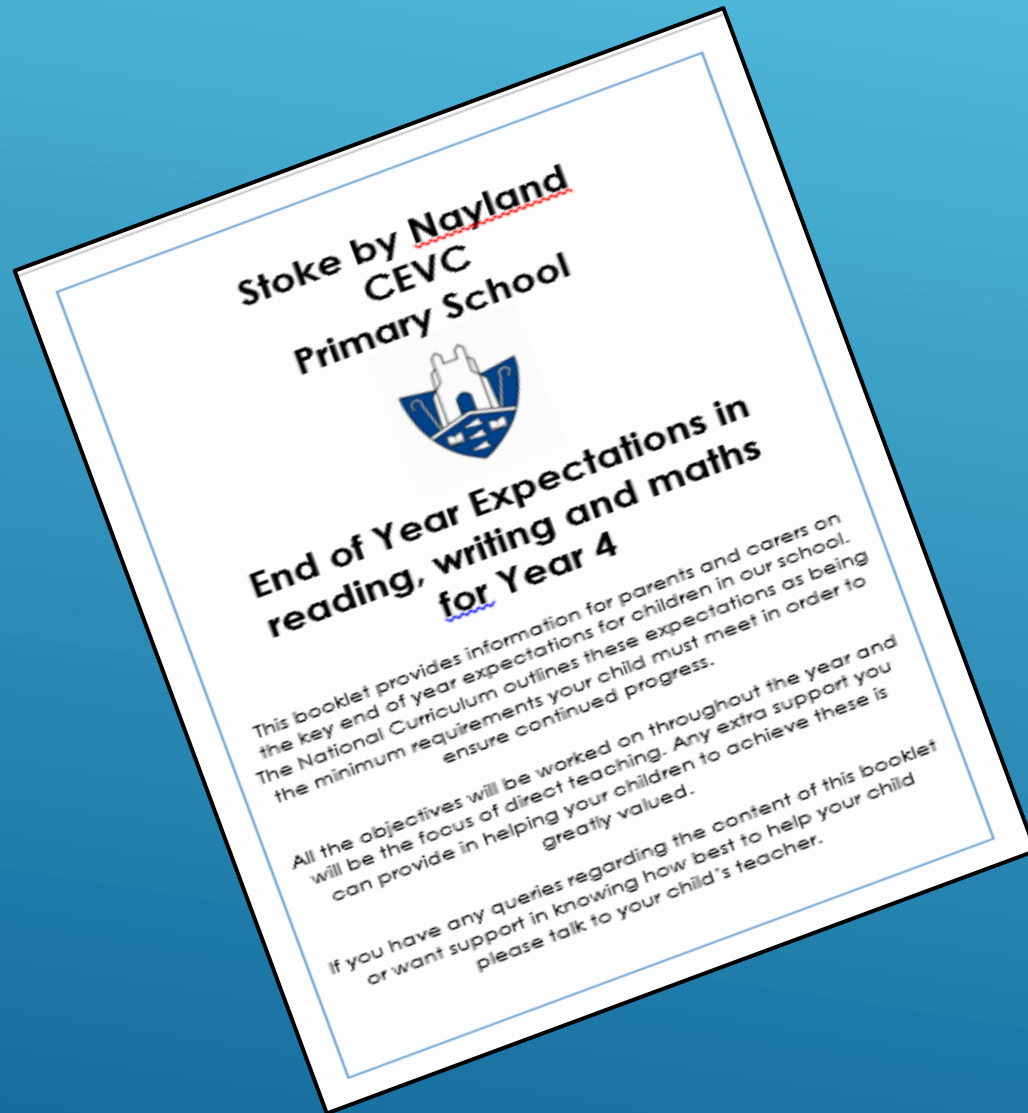
Year 3-4 Key Objectives Summarised form

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts
16	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
17	Read further exception words, including those with unusual spelling/sound links
18	Retell some fairy tales or traditional tales orally
19	Identify themes and conventions in a range of books
20	Perform plays and poetry aloud using intonation, tone, volume and action

Tracking progress towards key objectives

1	Year 3/4 Reading Objectives	Insert name										
2	Read aloud and understand words based on knowledge of root words, prefixes and suffixes											
3	Read further exception words, including those with unusual spelling/sound links											
4	<i>Retell some fairy tales or traditional tales orally</i>											
5	Identify themes and conventions in a range of books											
6	Perform plays and poetry aloud using intonation, tone, volume and action											
7	Recognise some different forms of poetry											
8	Use dictionaries to check the meanings of words											
9	Check that a text makes sense, including explaining the meaning of words in context											
10	Identify and summarise the main ideas drawn from more than one paragraph											
11	Draw inferences about feelings thoughts and motives											
12	<i>Use evidence to justify inferences</i>											
13	Discuss words and phrases which capture the reader's interest											
14	Identify how language contributes to meaning											
15	Identify how structure and presentation contribute to meaning											
16	Retrieve and record information from non-fiction texts											
17	Total (potential 45 points):		0	0	0	0	0	0	0	0	0	0
20												
21												

INFORMATION FOR PARENTS



Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- **Recognise** PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply:
 - 2-digit by 1-digit
 - 3-digit by 1-digit
- Count up/down in hundredths.
- **Recognise** and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.



Reading

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.



Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organised ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.



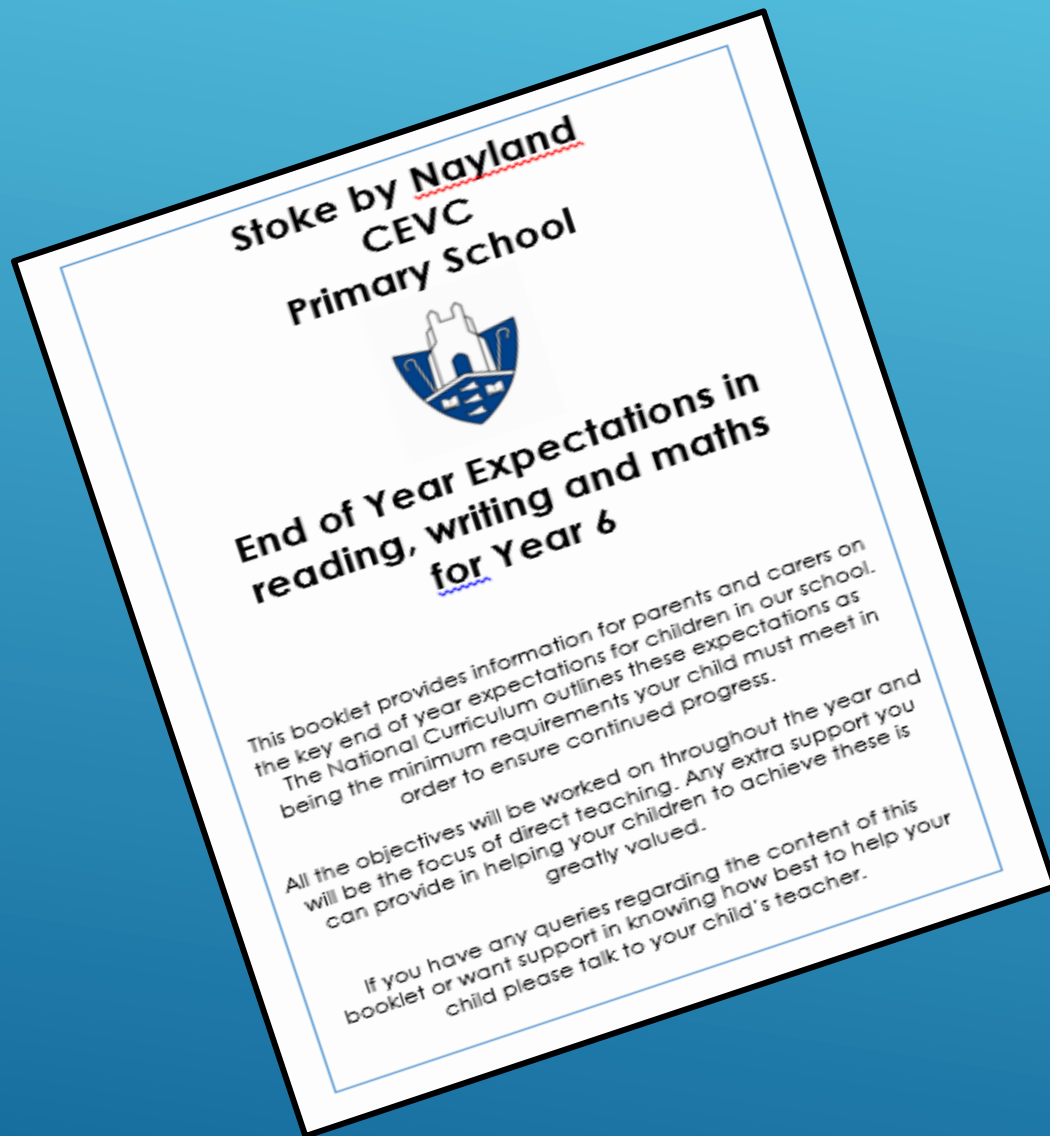
KEY OBJECTIVES FOR WRITING

Year 5-6 Key Objectives Taken from the National Curriculum

1	Spell some words with 'silent' letters
2	Continue to distinguish between homophones and other words which are often confused
3	Use dictionaries to check the spelling and meaning of words
4	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
5	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
6	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
7	Revising longer passages
8	Using a wide range of devices to build cohesion within and across paragraphs
9	Using further organisational and presentational devices to structure text and to guide the reader
10	Ensuring the consistent and correct use of tense throughout a piece of writing
11	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
12	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
13	Use a thesaurus
14	Using expanded noun phrases to convey complicated information concisely
15	Using modal verbs or adverbs to indicate degrees of possibility

16	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
17	Converting nouns or adjectives into verbs
18	Devices to build cohesion, including adverbials of time, place and number
19	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
20	Using passive verbs to affect the presentation of information in a sentence
21	Using the perfect form of verbs to mark relationships of time and cause
22	Differences in informal and formal language
23	Further cohesive devices such as grammatical connections and adverbials
24	Use of ellipsis
25	Using commas to clarify meaning or avoid ambiguity in writing
26	Using brackets, dashes or commas to indicate parenthesis
27	Using hyphens to avoid ambiguity
28	Using semicolons, colons or dashes to mark boundaries between independent clauses
29	Using a colon to introduce a list
30	Punctuating bullet points consistently

INFORMATION FOR PARENTS



Mathematics

- Use negative numbers in context and calculate intervals across zero.
- Compare and order numbers up to 10,000,000.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply 4-digit by 2-digit
- Divide 4-digit by 2-digit
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate percentage of whole number.



Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
 - complex sentences with more than one subordinate clause
 - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.



Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



FORMAT OF ASSESSMENTS FOR 2016



There are 2 types of assessment used by all schools:

FORMATIVE: This is on-going throughout the year and based on what happens in lessons, discussion with children, looking at work produced. This is how a teacher continuously modifies a lesson or series of lessons, based the progress in understanding of objectives.

SUMMATIVE: This happens a different times during the year, typically half termly, and is when the children are given a specific task or test to do independently

“When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.”

Paul Black



Both forms of assessment are key to building up a picture of the progress being made and most importantly, what your child needs to do next.

END OF YEAR SUMMATIVE ASSESSMENTS

RECEPTION:

There are no changes this year. The children will be judged in the key areas as:

- Emerging Level
- Expected Level
- Exceeding Level

Key Areas	Literacy	Maths	Physical	PSE <i>(Personal and social education)</i>	Understanding of the world	Creative	Communication & Language
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END OF KEY STAGE 1 (YEAR 2)

They will take place in May and consist of the following:

A new set of KS1 national curriculum tests replaces the previous tests and tasks. The new tests consist of:

English reading Paper 1: combined reading prompt and answer booklet

English reading Paper 2: reading booklet and reading answer booklet

English grammar, punctuation and spelling Paper 1: spelling

English grammar, punctuation and spelling Paper 2: questions

mathematics Paper 1: arithmetic

mathematics Paper 2: reasoning

There is no longer a test for English writing.

END OF KEY STAGE 2 (YEAR 6)

They will take place on set dates in May and consist of the following:

English reading: reading booklet and associated answer booklet

English grammar, punctuation and spelling Paper 1: short answer questions

English grammar, punctuation and spelling Paper 2: spelling

mathematics Paper 1: arithmetic

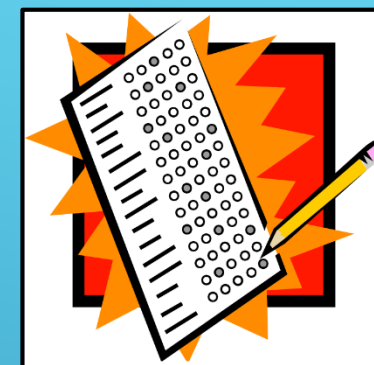
mathematics Paper 2: reasoning

mathematics Paper 3: reasoning

There will be a separate meeting for parents of children in year 6 to look at the detail of preparation for SATS



HOW WILL THE SATS AT KS1 AND 2 BE SCORED?



Instead of a level, the test papers will be scaled.

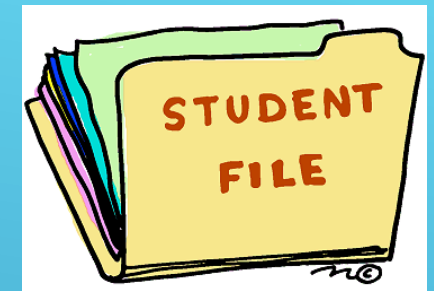
100 will represent meeting the National Standard

It is unclear how this scaling will be worked out from a raw test score

We can't give full information about what the scale will look like yet. We need to wait until pupils have taken the tests and the tests have been marked before we can set the national standard and the rest of the scale. We can't set the scale in advance; this cohort is the first that has reached the end of key stage 2 having studied sufficient content from the new national curriculum.

From the Standards and Testing Agency

TEACHER ASSESSMENTS



Tests give a picture of what your child can achieve on the test day within the time allowed.

Teacher assessments, based on the National Standards are still a vital component of this process as they show progress using a broader base of evidence and over a longer timescale.

WHAT HAPPENS IF MY CHILD DOES NOT MEET THE EXPECTED STANDARD?

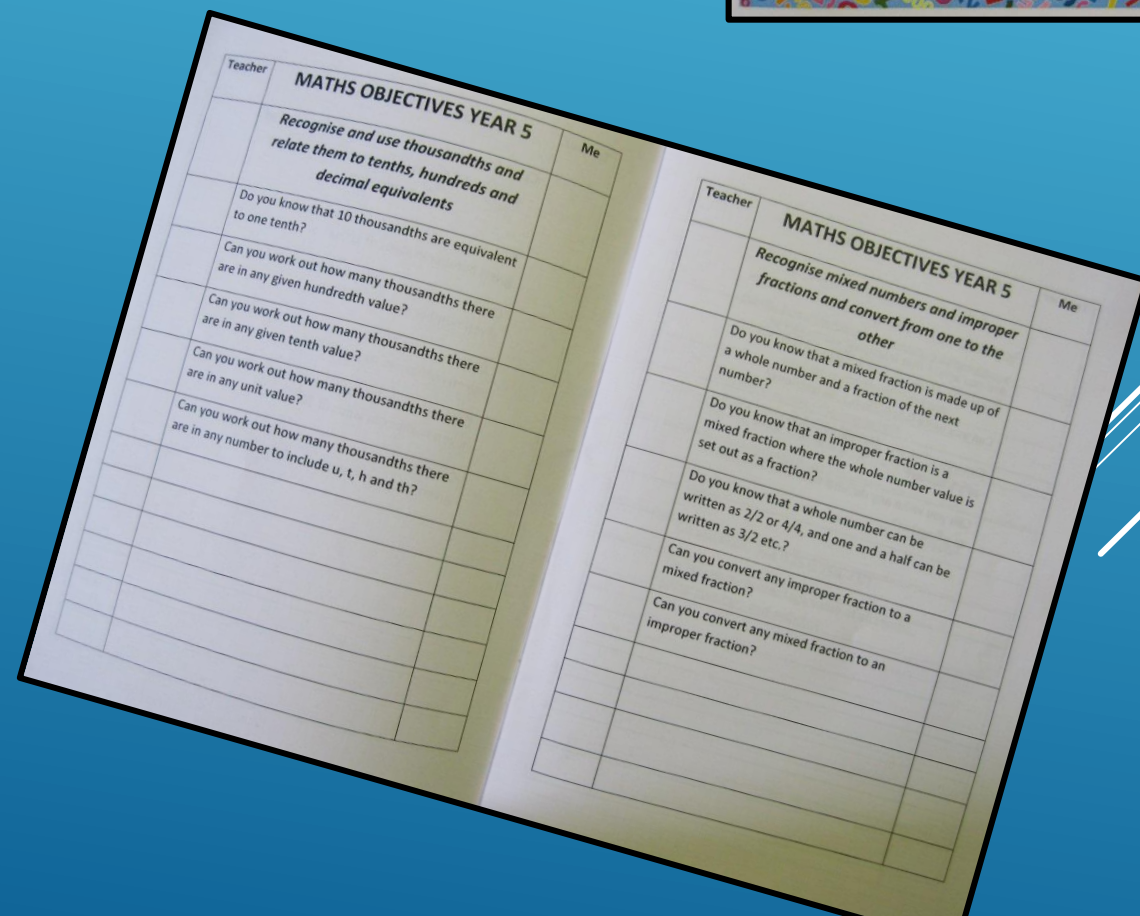
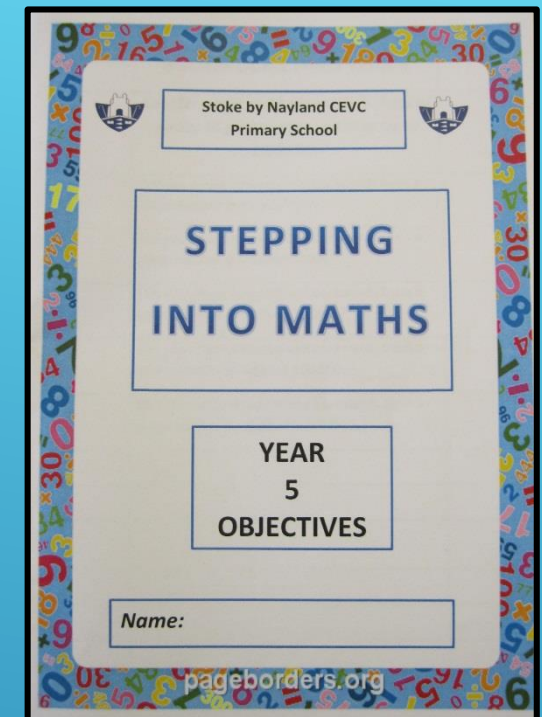
Not every child will meet all the objectives and may not meet the national standard.

This does not mean they have not made progress

Children develop at different rates and have different strengths.

We will be tracking progress to towards the standards for all children by breaking them down into smaller generally progressive steps.

If your child has not met the standards, we will be able to document and give credit for the progress they have made.



MASTERY LEVEL

Some children will make progress beyond the National Standard and will be working at the mastery level by the end of the year.

Mastery does not mean starting on the objectives for the next year, although undoubtedly some will be started if it is the 'next step' in learning

Mastery is to do with the **fluency, independence** and **depth** of conceptual understanding that a child has



The Characteristics of mastery and greater depth in the National Curriculum could therefore be summarised as:

Independence	<ul style="list-style-type: none">• Apply the skill or knowledge without recall to the teacher
Fluency	<ul style="list-style-type: none">• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	<ul style="list-style-type: none">• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	<ul style="list-style-type: none">• Consistently use their skills, knowledge and understanding.
Synthesise	<ul style="list-style-type: none">• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	<ul style="list-style-type: none">• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	<ul style="list-style-type: none">• Able to explain others their understanding and perhaps be a learning buddy to others

Depth of learning

Paddling



Snorkelling



Diving




SUMMARY



- Assessment against the National Standards
- Formal SATS at the end of year 2 and year 6
- On-going teacher assessments
- School will track progress as well as attainment
- Parents will have a clearer understanding of their child's strengths and areas to improve/develop

WORKING IN PARTNERSHIP WITH SCHOOL

What can parents do to support their children?

- Support with homework tasks
 - Talk about what they are 'learning' and which objectives they are working on
 - Hear your child read and discuss books regularly
 - Encourage your child to be organised and ready for the start of each school day
- 



Any Questions?



THANK YOU FOR COMING

