

**Understanding Assessment
in
NEW END
PRIMARY SCHOOL**

Wednesday 1st April 2015

Reason for Assessment Morning

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

Purpose of Assessment Morning

- 1.Help parents understand how their children are assessed in school and why.
- 2.Help foundation, Y2 and Y6 parents understand what the results mean.
- 3.Share the key curriculum changes in Literacy and Numeracy

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

FORMATIVE

- Day to day assessment
- Learning intention and success criteria

SUMMATIVE

Pupil Progress Meetings (PPM) three times per year.

KS1 SAT/KS2 SAT (2015)

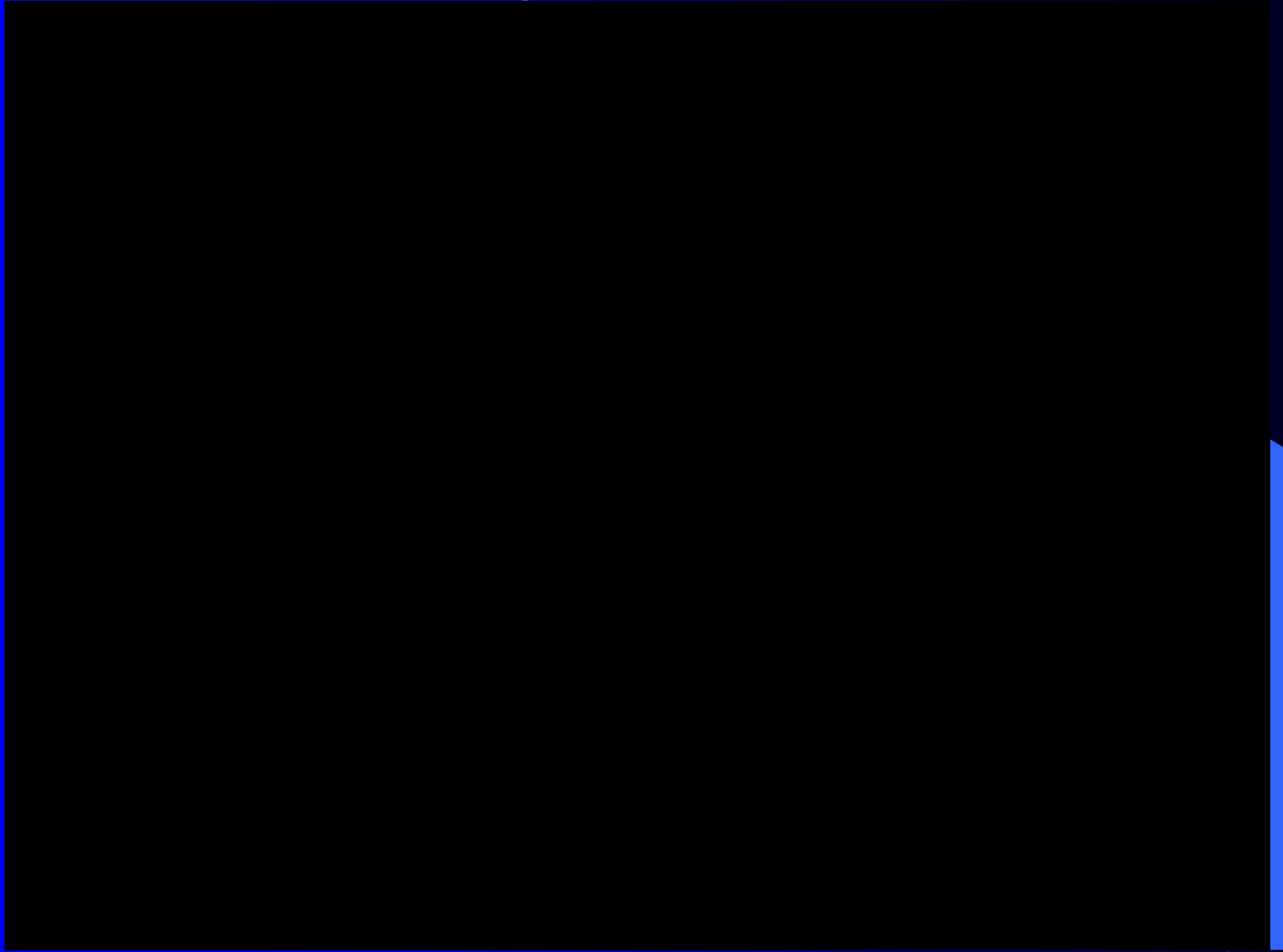
EYFS STRIVING FOR A 'GOOD LEVEL OF DEVELOPMENT'



At the end of Foundation Stage

- Emerging
- Expected
- Exceeding

Assessment without levels



Formal Assessment in Year 2

- Teacher assessment
- Tests support teacher assessment
- Children will 'sit' a maths, reading and writing paper
- Maths, reading, writing, speaking and listening and science are the areas that are teacher assessed and then reported
- Flexibility – during May and June

Formal Assessment in Year 6

ASSESSED BY TESTS (May)

MATHS

PAPER A
PAPER B
MENTAL
MATHS

** No Calculator Paper*

READING

**ONE
PAPER**

SPaG

SPELLING

**GRAMMAR &
PUNCTUATION**

CONTINUOUS ASSESSMENT

WRITING

PREVIOUS EXPECTATIONS: AVERAGE POINT SCORES (APS) & LEVELS

APS	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41
NC level	Level 1		Level 2			Level 3			Level 4			Level 5			Level 6			

Academic Expectations For All

- Key Stage 1 (Years 1 and 2): Expectation between 5 and 6 APS each year
- Key Stage 2 (Years 3,4,5,6) : Expectation 3 APS each year

12 APS – Expected

>12 APS – Good

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=ThinkingOfANumberv3>

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 12×12
- 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

New Literacy Framework

Your Challenge...



Your SPAG Challenge...

23 Circle the **connective** in the sentence below.

Although the room looked empty, Cara knew she would discover something in there.

1 mark

32 Put one letter in each box to show the **word class**.

noun
A

verb
B

adjective
C

adverb
D

The first singer was clearly the best.

↑ ↑ ↑ ↑
□ □ □ □

1 mark

Your SPAG Answers...

23 Circle the **connective** in the sentence below.

Although the room looked empty, Cara knew she would discover something in there.

1 mark

32 Put one letter in each box to show the **word class**.

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D

The first singer was clearly the best.

↑ ↑ ↑ ↑
C A B D

1 mark

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.

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.

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.