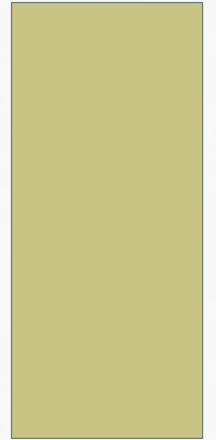




ASSESSMENT AND YOUR CHILD

JANUARY 2019



AIMS OF THE MEETING

- To provide information about why we assess and the different forms of assessment used across the school.
- To provide information about the requirements of statutory assessment.
- To provide ideas about how you can help.

THE PURPOSE OF ASSESSMENT

Statutory assessment:

- Provide information on how pupils are performing in comparison to pupils nationally.
- To hold schools to account.
- To measure both attainment and progress

Summative Assessment:

- Evaluate what the children have learnt
- Track progress and attainment
- Enable school leaders to make judgements about effectiveness

Formative Assessment

- To inform teaching and learning.
- identify gaps and misconceptions and inform lesson planning accordingly.

HOW DO WE ASSESS

Assessment happens all day everyday in our classrooms!

It provides educators with important information about what the children know and can do and how they approach their learning.

Assessment takes many different forms:

Observations

Discussions

Informal tests and quizzes

Marking and feedback

Formal tests

Questioning

Peer assessment

Self assessment

HOW ASSESSMENT IS REPORTED

To Parents:

- Parent's Evenings- Learning Review Week- progress and attainment
- End of Year Report- Maths, Reading and Writing against age related expectations
- Year 2 and Year 6-End of Key Stage results
- Y1- outcome of phonic screening
- EYFS- Early Learning Goal

Wider Reporting

- Progress and Attainment at the end of KS2 is reported in league tables- National and Borough level

ASSESSMENT REQUIREMENTS

Statutory assessment

- KS1 and KS2 National Curriculum tests with outcomes in the form of scaled scores (KS2)-**SATs**
- Teacher assessment at KS1 and KS2 using the STA Frameworks for Teacher Assessment.
- EYFS Profile
- Year 1 Phonics Screening Test

Formative classroom assessment

- Determined by the school in line with their curriculum.

LANGUAGE OF ASSESSMENT

- Year 2 will be teacher assessed in reading, writing and maths **as working at the expected standard, working towards the expected standard or working at greater depth within the expected standard. The SATs tests will be used to support teacher assessment in reading and writing**
- In year 6 the children will be **teacher assessed in writing** as above. This will then be converted to a scaled score.
- **Year 6-** In maths, grammar, spelling and reading they will receive a **scaled score** from the **SATs tests**
- For children in Years 1 to 6 our in-school teacher assessments will be judged as being **emerging, expected** or **secure** for a given year group using the Compass Partnership assessment framework.

EYFS

- Throughout their time in FS children are assessed against the Early Years Foundation Stage Profile.
- During the first 6 weeks of children starting in FS2 a baseline assessment against the Foundation Stage Profile is carried out. This is through a variety of activities and teacher observations of the children learning through play.
- This will be used as a progress measure over a child's time at Deansfield.

EYFS

- Children in FS are working towards achieving the 17 Early Learning Goals outlined in the EYFS.
- At the end of FS2 the children will be teacher assessed as Emerging, Expected or Exceeding against the criteria for each Early Learning Goal.

TEACHER ASSESSMENTS

- Children in Year 1 to 6 are assessed against the **Compass Partnership Assessment Framework** in reading, writing and maths.
- This is used to track progress and identify gaps in learning.
- Children are assessed in a number of ways including through questioning, observation, discussion, the children's work and planned assessment tasks.
- This information is collected termly and analysed
- **Science** is assessed half-termly against the Compass Partnership Science Assessment Framework
- Other foundation subjects are assessed and overall attainment for each subject is recorded at the end of the year

YEAR 1

- Children are assessed in Year 1 in June on their phonic knowledge and application using the Year 1 Phonic Screening Test
- Parents and Carers are informed as to whether or not children have met the required standard for phonics in Year 1.
- Children who did not reach the required standard are retested in Year 2

KS1 SATS

English reading

- 2 papers: 1 with text and questions combined.
- 1 more challenging text with the questions in a separate booklet.
- All pupils should be given the opportunity to sit both papers.

Grammar, punctuation and spelling (non statutory)

- Emphasis on technical aspects of grammar.
- Separate spelling test.
- No English writing test.

Mathematics

- 2 papers
- Arithmetic test.
- Reasoning test

YEAR 4

- The expectation is that by the end of Year 4 children will know their times tables up to 12×12 .
- This does not mean counting on in steps eg. 3, 6, 9
- It means know them out of sequence and also knowing the corresponding division fact.
- A new Times Tables test will be introduced in 2020. it will be an online timed test

KS2 SATS

English reading test

- 1 paper 1 hour
- Focus on challenging fictional texts and classic texts
- Pace and stamina required
- Precision and clarity in answering written questions
- Understanding of vocabulary is key

English grammar, punctuation and spelling

- 2 papers- 45 minutes GPS and Spelling Test- 20 spellings
- Focus on knowing and applying grammatical terminology with the full range of punctuation tested.
- Technical terms in grammar tested.
- Spelling patterns and methodologies form the basis of spellings tested.

KS2 SATS

Mathematics

- Arithmetic Test to assess mathematical calculations, fractions and percentages
- 36 questions, 40 marks available, 30 minutes duration.
- 2 Reasoning papers 35 marks each 40 minutes
- Questions in context, multi-step word problems, includes shape, space and measures

SCALED SCORES

- Tests at the end of KS2 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. Scaled scores allow comparison year on 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'.
- Pupils who score 110+ will have met the Greater Depth standard

HOW YOU CAN HELP READING

Read with your child!

This is just as important when they become a fluent reader.

- Talk about the book
- Ask questions and clarify the meanings of new words.
- Ask them to use evidence from the text to illustrate their answers.
- Encourage them to read for sustained periods 15-30 minutes to build stamina
- Encourage them to read a range of genres

HOMework

- **Spelling** homework- encourage and help your child to learn their weekly spellings. Writing them once is not enough!
- Help them to look for ways of remembering tricky parts of the word
- Go back over previous spellings
- **Maths** homework -encourage them to complete it on time, hand it in and ask for help if they are not sure.

TIMES TABLES

- By the end of Year 4 the children are now expected to know all times tables up to 12×12 by heart, in and out of order
- This is really important for them to be able to access the Year 5 and 6 Maths curriculum
- APPs and Games are widely available online

RECOMMENDED READS

- The following websites give lists of recommended reads for different age groups:

<https://www.lovereadings4kids.co.uk/>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/>

Or visit your local library and talk to the children's librarian. They are really knowledgeable and helpful.

THANK YOU FOR LISTENING

ANY QUESTIONS?