

What's assessment for?

Who is assessment for?



Assessments and Tests: an overview for parents

March 2018



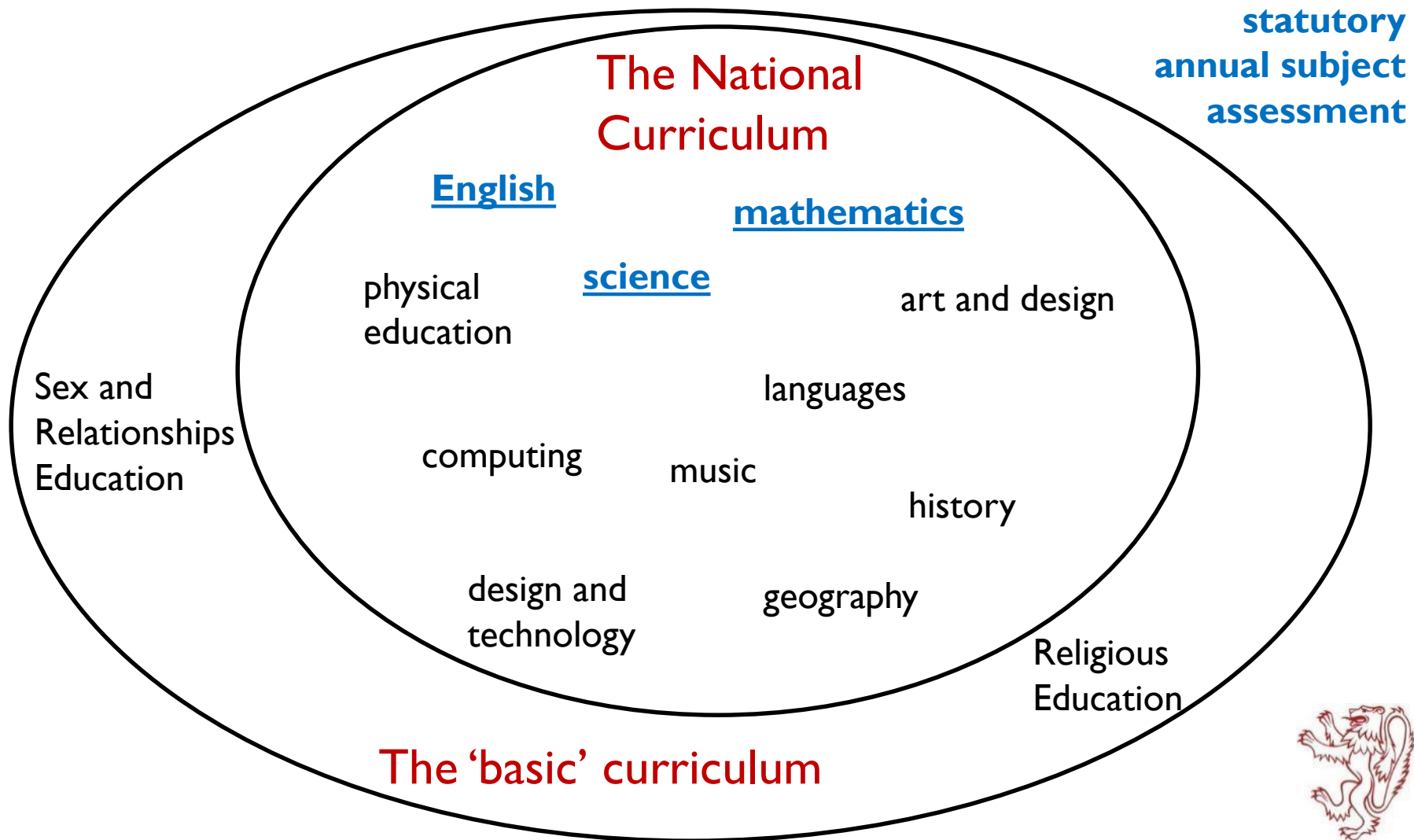
Test Time

- At the end of Year 2 your children will be assessed in Reading, Writing and Maths at either ‘emerging’, ‘expected’ or ‘exceeding’. This judgement is reached using:
 - a) The result of a test
 - b) A few pieces of work in class
 - c) Careful assessment of all the work your children have produced throughout the year in class, including the statutory tests.



The School Curriculum:

The school curriculum comprises all learning and other experiences that each school plans for its pupils



Assessing, recording and reporting

Our assessment principles (see website)

- ❑ Ongoing **formative assessment**: helps teachers to understand children's learning; plan and prepare lessons; a dialogue with children helping them know what to do to improve
 - Marking in books
 - Verbal discussion with children
 - Mark books with, for example, spelling test scores

- ❑ **Summative assessment**: designed to give information that allows the school to track progress against national standards, monitor performance and give parents information
 - End of year tests and reporting – standardised NFER tests; 'SATs'
 - Formal Teacher Assessment uses test results to inform judgements
 - Other formal assessments made during the year

- ❑ **DfE summary about assessments at the end of key stages**: click below
<https://www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents>




End of year reporting

Our principles:

- ❑ We aim to give reliable and meaningful information to parents about how children are doing and how the school is performing.
- ❑ This information will be clear, transparent and communicated in a format that parents can understand and also use to assist their child's future learning.

Summative reporting

- ❑ 'Emerging'; 'Expected'; 'Exceeding'
- ❑ End of infants and juniors receive raw test scores and a standardised 'scaled' score



Annual Report 2015-16

Name: Juniper Jones
 Teacher: Miss Daborn
 Authorised absence: 2.6%
 Unauthorised absence: 0.0%

Class: 5D
 Lateness: 1

Overall comment and summary of achievement


Juni is a confident, happy and kind-hearted member of 5D. He has made very good progress this year and is achieving slightly above national expectations in core subjects, with the exception of writing. When focused, Juni shows good learning behaviour and produces excellent work. He needs to ensure that he always avoids distractions and works at a quicker pace. Juni is able to offer insightful responses during class discussions and asks sensible questions. He particularly enjoyed our United Nations topic and was seen as an expert by his peers. It was great listening to him share his facts and stories from home about South Africa. I also loved his creative safari topic homework. Juni has a secure group of friends and has definitely found his place within the class. His behaviour on the playground has hugely improved and he will always be one of the first to help a friend in need. Juni approached our Isle of Wight trip with enthusiasm and maturity, and thoroughly enjoyed his week away. Juni has enjoyed learning the guitar and I hope he keeps it up! I loved listening to Juni singing at the Harvest festival, he has a beautiful voice. You have been a pleasure to teach and I know you are ready for the challenges that lie ahead. Well done on such a successful year!

Next Steps:

- To work at a faster pace and to check over work for grammar and punctuation errors.
- To solve multi step problems in context, deciding which operation to use and why. Always challenge yourself in maths!

Teacher's signature: _____ Headteacher's signature: _____

Subject	Comment	Emerging	Expected standard	Exceeding
Reading	Juni is an enthusiastic and careful reader who can be relied upon to make thoughtful contributions in class.			
Writing	He has great ideas for writing, uses advanced vocabulary and presents his work beautifully.			
Mathematics	A keen mathematician. Juni works methodically and has really challenged himself this year.		✓	✓
Science	Excels in science and participates in lessons to a high level. Juni particularly enjoyed our space topic.			✓
Computing	Juni is a confident computer user. I was very impressed with his newspaper report about Mandela.			✓
Design Technology	Juni plans and evaluates his work effectively. Care and thought went into the production of his chocolate box.		✓	
History	Full of interesting facts. Juni has shown enthusiasm for finding out about life in the past.		✓	
Geography	He enjoyed our work on coastlines and at the Isle of Wight was able to identify coastal features.			✓
Religious Education	He was very respectful when learning about Islam and asked questions to develop his own understanding.			✓
Languages	Juni can use a range of questions and answers and write words and phrases using a model.		✓	
Music	Juni is always enthusiastic in lessons. He has a lovely singing voice and has learnt to play chords on the ukulele.		✓	
Dance & Drama	I have seen flashes of confident performance skills this year! An area where Juni could shine if he applies himself.		✓	
Physical Education	Juni works confidently and with a high level of skill and understanding across a range of sports.		✓	
Art	Art comes naturally to Juni and he is able to use sketchbook to record ideas and...		✓	



Assessment Process

- ❑ Nursery: track and report against EYFS framework
- ❑ **Reception: end of year Early Years Foundation Stage assessment**
(17 Early Learning Goals: Emerging, Expected, Exceeding)
- ❑ **Year 1: Phonics screening**, track and report against National Curriculum
- ❑ **Year 2: end of infants statutory Teacher Assessment**
- ❑ Year 3: track and report against National Curriculum
- ❑ Year 4: track and report against National Curriculum
- ❑ Year 5: track and report against National Curriculum
- ❑ **Year 6: end of year tests and Teacher Assessment**

We track and record every child's progress in reading, writing and mathematics to ensure **key knowledge and skills** are understood. This is reported to parents at the end of the school year.



Year 1: Phonics Screening Check

- Designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.
- The check consists of 20 real words and 20 pseudo-words that a child reads aloud to the teacher.

Section 1

plap



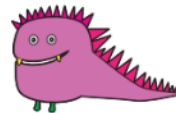
froin



melp



heent



Section 2

river

diving

beehive

midnight



Year 2: End of Key Stage 1 Assessments

End of year judgments

- ❑ At the end of Year 2 your children will be assessed in Reading, Writing and Maths at either 'emerging', 'expected' or 'exceeding'.
- ❑ This judgement will be reached through careful assessment of all the work your children have produced throughout the year in class
- ❑ The statutory tests will form part of the overall teacher assessment judgement



Year 2: End of Key Stage 1 Assessments

These are the tests that contribute to the overall Teacher Assessment judgement:

- ❑ 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 'writing' test)

Children receive a raw score from the test that is converted to a scaled score. 100 will always represent the 'expected standard'. The maximum score possible is 115 and the minimum is 85.



Year 2 sample papers-reading



The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day
singing
keep
servant
the black
hung
would

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

1 Why did the king want to have the blackbirds?

(page 4)

2 Why was the blackbird's wife sad?

(page 4)

Plastics and the Environment

What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

They were by the sea.

It was a sunny day.

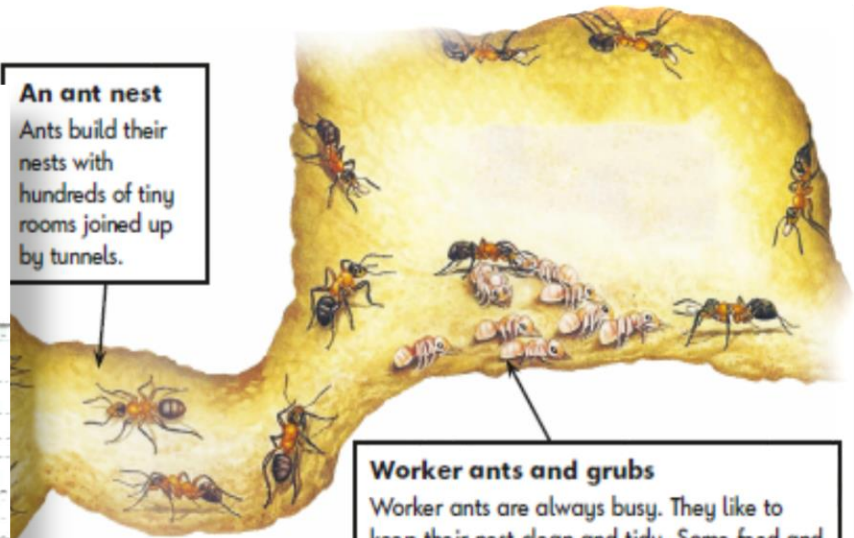


7 Why was Monster worried?



An ant nest

Ants build their nests with hundreds of tiny rooms joined up by tunnels.



Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

3 What joins the rooms in an ant nest together?



4 Give **two** jobs that the worker ants do.

1. _____

2. _____



Spelling, punctuation and grammar

5 Look at where the arrow is pointing.

The children went home Josh had enjoyed his party.



Which punctuation mark is missing?

Tick **one**.

comma

question mark

apostrophe

full stop

Spelling

P. There was a big _____ in the garden.

1. Hannah ran _____ than Lee.

2. Yesterday it was very _____.

3. I had a big smile on my _____.

12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.



Maths - arithmetic

$$87 - 40 = \boxed{}$$
$$\frac{1}{3} \text{ of } 21 = \boxed{}$$

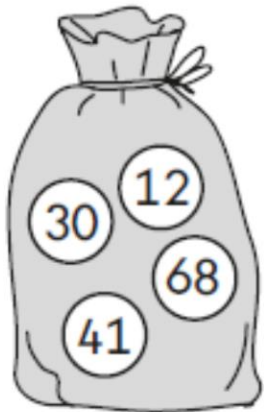
$$12 \div 2 = \boxed{}$$
$$15 + 3 + 3 = \boxed{}$$



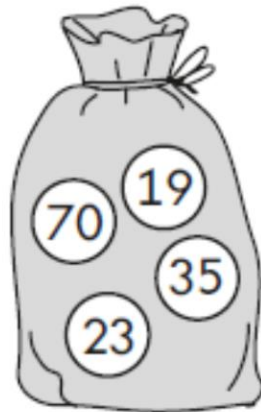
Maths-reasoning

Two of the numbers are in the **wrong** bag.

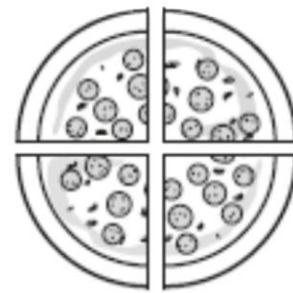
Draw a cross (X) on each of them.



even numbers



odd numbers



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

17

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



cards

Year 2: end of year expectations for 2018 - reading

Working at the expected standard

The pupil can:

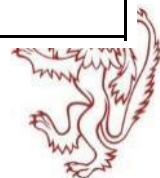
- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Year 2: end of year expectations for 2018 - writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



Year 2: end of year expectations for 2018 - mathematics

Working at the expected standard

The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)



Year 2: end of year expectations for 2018 – mathematics (continued)

- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).



Formative assessment - English

Little ✓
apple ✓
able ✓ Excellent $\frac{9}{9}$

Parcel ✓
binset ✓
Pencil ✓
R
Pencil ✓
animal ✓
normal ✓

27.11.15
LO: To write the
beginning of a story.

sp Once Upon a Time a ~~big~~ boastful, big and mean
sp leopard named Osebo finished his new drum amazing
broken drum and played it. All the animals wanted it. Suddenly
Nyami opened and saw the drum which with a jealous face.
Nyami asked the leopard because he was most important
if he could have the drum.

★ good opening sentence

★ \odot with, because

✿ Can you finish the beginning of the
story by writing a sentence that shows
what the Sky-God is asking?

tough tough tough tough tough tough

amazing ~~amazing~~ amazing amazing amazing

finished finished finished finished finished finished



Formative assessment - Maths

28.09.2015

LO: to double 1 digit and 2 digit numbers.

Double 3 = 6 ✓
 $3+3=6$

Double 5 = 10 ✓
 $5+5=10$

Double 8 = 16 ✓
 $8+8=16$

Double 2 = 4 ✓
 $2+2=4$

Double 6 = 12 ✓
 $6+6=12$

Double 7 = 14 ✓
 $7+7=14$

Double 9 = 19 ✗
 $9+9=19$

T1
Double 11 =
 $10+1$
 $20+2=22$ ✓

Double 15 =
 $10+5=15$

20 +
Double 13 =
 $10+3$
 $20+6=26$

Double 12 =
 $10+2$
 $20+4=24$

Double 14 =
 $10+4$
 $20+8=28$

Double 16 =

Start of unit 'try questions'.



$4 \times 2 = 6$ ✗

$4 \times 5 = 9$ ✗

$5 \times 10p = 15$ ✗

$7 \times 2p = 9$ ✗

$5 \times 5p = 10$ ✗

6, 8, 10, 12 ✓

15, 20, 25, 30, 40 ✓

30, 40, 50, 60, 70 ✓

$7+8 = 15$ ✓

$9+8 = 17$ ✓

$9+4+1 = 14$ ✓

$18+4+2 = 24$ ✓



Further information ...

- ❑ Chase Bridge's Assessment Principles
<http://chasebridgeprimary.fluencycms.co.uk/Assessment-principles>
- ❑ Early Years Foundation Stage Framework
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- ❑ National curriculum in England: primary curriculum
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- ❑ Key Stage 1 Assessment and reporting arrangements
<https://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara>
- ❑ National curriculum tests and scaled scores (2017) <https://www.gov.uk/guidance/scaled-scores>
- ❑ Teacher assessment frameworks at the end of key stage 1
<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>
- ❑ Teacher assessment frameworks at the end of key stage 2
<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

