



# **ASSESSMENT INFORMATION EVENING**

**10<sup>th</sup> and 11<sup>th</sup> February 2016**

## AIMS OF THE MEETING

- To explain how we are now assessing your child's progress and how we will report this to you
- To share the most up to date messages about end of year testing in Year 2 and Year 6
- To give you the opportunity to ask questions



## LAST TIME WE SAID...MORE CHALLENGES

Reporting progress through the year:

- At the start of an academic year, **all** children will start off working towards the age-related expectation as they will not have encountered the content before.
- Our conversations at parents meeting then will focus on whether your child is on track to meet end of year expectations.



## IN NOVEMBER WE TOLD YOU...

We are using a nine point scale to look at progress.

D	D+	D++	A	A+	A++	E	E+	E++
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D = developing

A = at age-related expectations

E = exceeding age-related expectations

We work on an assumption that all children will make 5 points progress – good progress



# AT PARENTS' MEETINGS WE WILL TELL YOU...

Name	Teacher(s)		Class
<b>Attainment forecast</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Currently <u>vulnerable to not meeting</u> end of year national expectations.			
Currently <u>on track to meet</u> end of year national expectations.			
Currently <u>on track to exceed</u> end of year national expectations.			
<b>Next steps</b>			
<b>Reading</b>	<b>Writing</b>		<b>Maths</b>

# TO MOVE UP BANDS WE LOOK AT THE CONTENT OF THE YEAR GROUP CURRICULUM

## Recall all multiplication facts to 12 x 12

I can understand "factor", "product" and "multiple".

## Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number

I can round tenths to the nearest whole number if it is 0.5 or above.

I can round units to the nearest ten if they are 5 or above.

I can round tens to the nearest hundred if they are 50 or above.

I can round hundreds to the nearest 1000 if they are 500 or above.

I can recognise an integer.

## Count backwards through zero to include negative numbers

I can understand that the further from zero a negative number is, the smaller the number is (eg -7 is smaller than -2)

## Recognise and write decimal equivalents of any number of tenths or hundredths

### Count in multiples of 6, 7, 9, 25 and 1000

### Find 1000 more or less than a given number

### Order and compare numbers beyond 1000

## Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

### Round any number to the nearest 10, 100 or 1000

## Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

## Identify, represent and estimate numbers using different representations

## Solve number and practical problems that involve all of the above and with increasingly large positive numbers

## Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction

I can write the calculation in columns maintaining place value.

I can add/subtract the thousands.

I can add/subtract the hundreds.

I can add/subtract the tens.

I can add/subtract the units.

I can start adding/subtracting from the right hand column.

I can exchange 1 ten for ten units.

I can exchange 1 hundred for 10 tens.

I can ensure that the larger number is on the top row when subtracting.

## Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

## Divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths

I can explain that dividing by 10 means each digit in each column will move one place to the right.

I can explain that dividing by 100 means each digit in each column will move two places to the right.

## Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout

I can set out the multiplication in a column method ensuring place value is maintained.

I can multiply the  $U \times U$  then  $U \times T$  and then  $U \times H$ .

## Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division

I can identify the keywords and numbers.

I can choose the correct operation(s) and mental or written method of the calculation.

I can solve the calculation.

I can answer the question.

## Transcription

### Handwriting

- I can form lower case letters of the correct size relative to one another.
- I can begin to use some diagonal and horizontal strokes needed to join letters.
- I can understand which letters, when adjacent to one another, are best left unjoined.  
I show that I know which letters are best left unjoined.
- I can write capital letters and digits of the correct size, with correct orientation and relationship to one another and lower case letters.
- I can use space in between words that reflects size of the letters.

### Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with different alternative spelling, including a few common homophones.
- I can spell longer words using suffixes such as ment, ness, ful, ly, less
- I can use knowledge of alternative phonemes to narrow down possibilities of accurate spelling.
- I can identify known phonemes in unfamiliar words and use syllables to divide words.
- I can spell many common exception words
- I can spell some words in contracted form

## Composition

- I can write narratives about personal experiences and those of others (real and fictional)
- I can write for different purposes including real events
- I can plan and discuss the contents of writing and write down ideas
- I can orally rehearse structured sentences or sequences of sentences
- I can evaluate writing independently, with peers and teacher
- I can proof read to check errors in spelling, grammar and punctuation
- I can use sentences with different forms in writing (statements, questions, exclamations and commands)

## Grammar and Punctuation

### Word

- 

### Sentence Structure

- I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- I can use present and past tenses correctly and consistently including the progressive form
- I can use expanded noun phrases
- I can say how the grammatical patterns in a sentence indicate its function

### Text Structure

- I consistently use the present tense and past tense correctly
- I can use the progressive forms of verbs in the present and past tense

### Punctuation

- I can use full stops, capital letters, question marks and exclamation marks to accurately demarcate sentences and commas for lists  
I can use commas to separate items in a list
- I can use a capital letter for names of people, places, days of the week and personal pronoun I
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns

Year 2 writing

## TO MAKE THESE JUDGEMENTS WE...

- Look carefully at the evidence in their books
- Use half termly tests to see where their areas of new knowledge are and where the gaps in their learning are and use these to plan subsequent work

NB – sometimes progress doesn't look like progress!!





## KEY IDEAS TO REMEMBER

- Children cannot make progress until they have been taught, learnt and can demonstrate understanding of the content of their year group curriculum
- Progress will not go in a straight line, it will become much more evident later in the year
- We are making judgements about likely trajectories towards end of year expectations





# KS1 TESTS: KEY CHANGES

## 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

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

## Mathematics

- New arithmetic test introduced.



# KS1 INTERIM FRAMEWORKS FOR TEACHER ASSESSMENT

- KS1 tests must be taken in May 2016
- Test outcomes form one piece of strong evidence - when making their final teacher assessment judgement.
- The raw score to scaled score conversion tables - beginning of June 2016.
- Schools will have to judge a child's raw score as to how that influences the TA judgement.
- Nationally there will only be guidance on a scaled score of 100 being equal to the 'expected standard'.



# KS1 INTERIM FRAMEWORKS FOR TA

- For English reading, writing and mathematics - 3 standards:
  - working towards the expected standard
  - working at the expected standard
  - working at greater depth within the expected standard.
- For science, one standard (working at the expected standard).
- Each standard contains a number of ‘pupil can’ statements.
- Teachers need to judge a pupil demonstrates attainment of all statements within a standard and all the statements in the preceding standard(s).



**Interim teacher assessment framework at the end of key stage 1 - writing****Working towards the expected standard**

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

**Working at the expected standard**

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

**Working at greater depth within the expected standard**

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing,  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Range of evidence:  
exemplification shows 6  
pieces

## Significance of handwriting and spelling

Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard.



# HOW CAN YOU BEST SUPPORT?

- Spend time on:
  - spellings – applying rules/link to sounds
  - helping your child to have consistent, fluent and joined handwriting (Letter join)
  - Making them confident with numbers – number bonds, ‘if I know...’, 2,5,10 and 3s (more info at PM)
  - Keeping the ‘tests’ low profile and low pressure
  - Talking to us if you are concerned/need more support
  - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439520/Sample\\_ks1\\_mathematics\\_paper1\\_arithmetic.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439520/Sample_ks1_mathematics_paper1_arithmetic.pdf)



# KS2 TESTS: KEY CHANGES

## English reading

- Greater focus on fictional texts.

## English grammar, punctuation and spelling

- Greater 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 TESTS: KEY CHANGES (CONT)

## Mathematics

- Arithmetic test introduced to assess basic mathematical calculations.
- No contextualised questions.
- 36 questions, 40 marks available, 30 minutes duration.
- Questions will cover:
  - straightforward addition and subtraction
  - more complex calculations with fractions
  - long divisions and long multiplications.



# KS2 INTERIM FRAMEWORKS FOR TEACHER ASSESSMENTS

- For English writing - 3 standards:
  - working towards the expected standard
  - working at the expected standard
  - working at greater depth within the expected standard.
- For English reading, mathematics and science, there is one standard (working at the expected standard).
- Each standard contains a number of ‘pupil can’ statements.
- Teachers need to judge a pupil demonstrates attainment of all statements within a standard and all the statements in the preceding standard(s).
- Please note the specific advice on handwriting.
- Pre-key stage standards



## Interim teacher assessment framework at the end of key stage 2 - writing

## Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices\* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly\* (years 3 and 4)
- spelling some words correctly\* (years 5 and 6)
- producing legible joined handwriting.

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

## Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

Range of evidence

Importance of story writing

Place of spelling

*Towards the expected standard = legible, joined handwriting*



# TIMETABLE

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Monday 9 May 2016	Key stage 2 English reading test, reading booklet and associated answer booklet.
Tuesday 10 May 2016	Key stage 2 English grammar, punctuation and spelling test, Paper 1, short answer questions. Key stage 2 English grammar, punctuation and spelling test, Paper 2, spelling.
Wednesday 11 May 2016	Key stage 2 mathematics, Paper 1 arithmetic test. Key stage 2 mathematics, Paper 2 reasoning.
Thursday 12 May 2016	Key stage 2 mathematics, Paper 3, reasoning.

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## SAMPLE TESTS

- Design similar to 2016 live tests.
- Sample mark schemes and test administration instructions available.
- Description of pupil performance at the national standard is included in the test framework - used to set the raw score that links to a scaled score of 100 on the test.
- The sample tests can be used as practice tests prior to pupils taking the live tests.



# SCALED SCORES

- Children are required to achieve the ‘expected level’ or a scale score of 100.
- Conversion table only available to us on 23<sup>rd</sup> May after a standard –setting exercise has taken place nationally to determine what you need to achieve to have been deemed to have met the standard.



## Reporting at the end of KS2 in 2016 – Pupil X

Subject/Aspect	Test Score*	Teacher Assessment Judgement	
<b>Reading</b>	108	Working at the expected standard	✓
		Not working at the expected standard	
<b>Writing</b>	N/A	Working towards the expected standard	
		Working at the expected standard	
		Working at greater depth within expected standard	✓
<b>Grammar, Punctuation &amp; Spelling</b>	112	N/A	
<b>Mathematics</b>	109	Working at the expected standard	
		Not working at the expected standard	✓
<b>Science</b>	N/A	Working at the expected standard	✓
		Not working at the expected standard	

\* A test score of 100 represents performance at the national expectation and scores range from xx to xxx



# HOW CAN YOU BEST SUPPORT?

In the run up:

- Support your child to complete their homework which will be linked to revision
- Use the provided revision guides and look to take further
- Encourage spelling/handwriting in everything.

In the week of testing:

- Feed well, sleep well, keep calm and praise...







And if it all becomes a blur....

<https://michaelt1979.wordpress.com/>



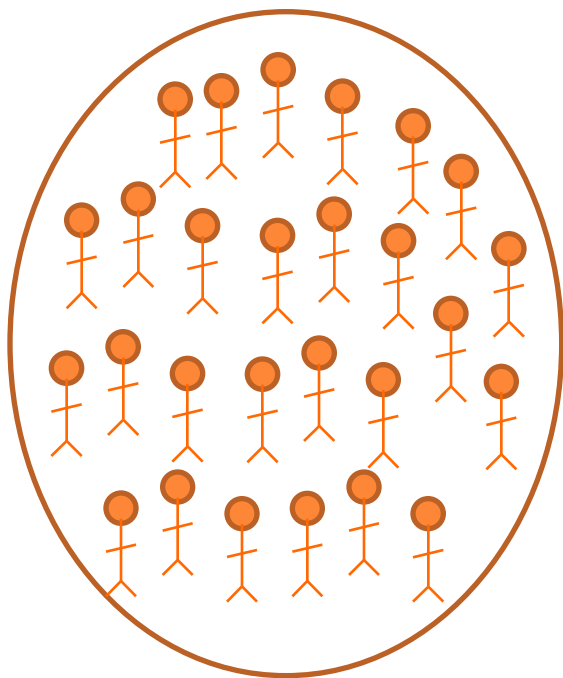
# Progress measure how does it work?

## Stage 1:

This is Chris



All other pupils nationally with average score at KS1 of 18.0



Back to Chris



Chris' results are

- KS1 APS = 18.0
- KS2 reading score = 117

- He got 1 point more than the average for those with similar starting points = +1

All these pupils' KS2 scores are added together and divided by the number of pupils in the group = average (national mean) reading score is 116



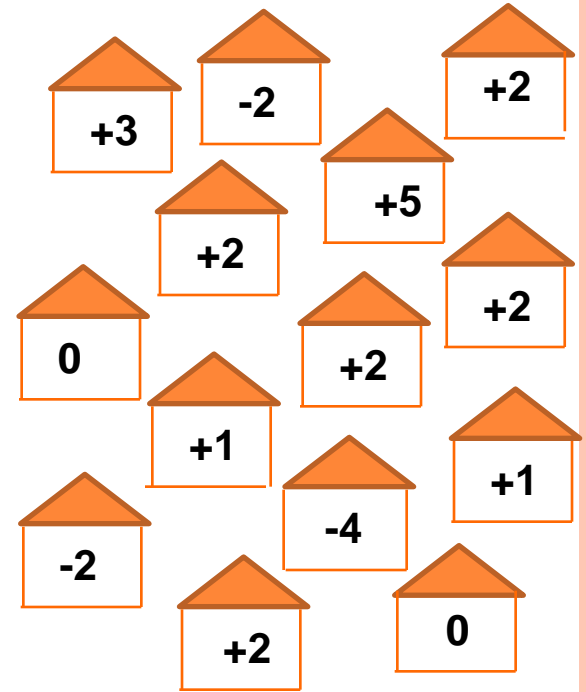
# Progress measure how does it work?

## Stage 2:

Chris now brings his **+1** progress score with him



We put Chris back with his Y6 peers in his school



- We add all the Y6 progress scores together and
- divide by the number of pupils to give mean score
- = schools progress score – of, say, **+1**
- So pupils in Chris' school made slightly more progress than those with similar starting points in other schools

- Parents can now compare schools to see where pupils with similar starting points make more or less progress
- Govt will set the definition of sufficient progress once tests have been taken (e.g. a school should have a score of at least -3 below or above.

