

# The Whartons Parent Forum

## Assessment

# Aims of the Meeting

- What is assessment?
- What has changed? Why?
- How are we assessing children here at The Whartons?
- What can we do as parents to help and be well informed?

# What is assessment?

## Formative Assessment

- Used throughout the learning process – Daily

- \* Observational

- \* Questioning

- \* Marking and Feedback

- Self and Peer assessment

***‘Target Tracker Statements’***

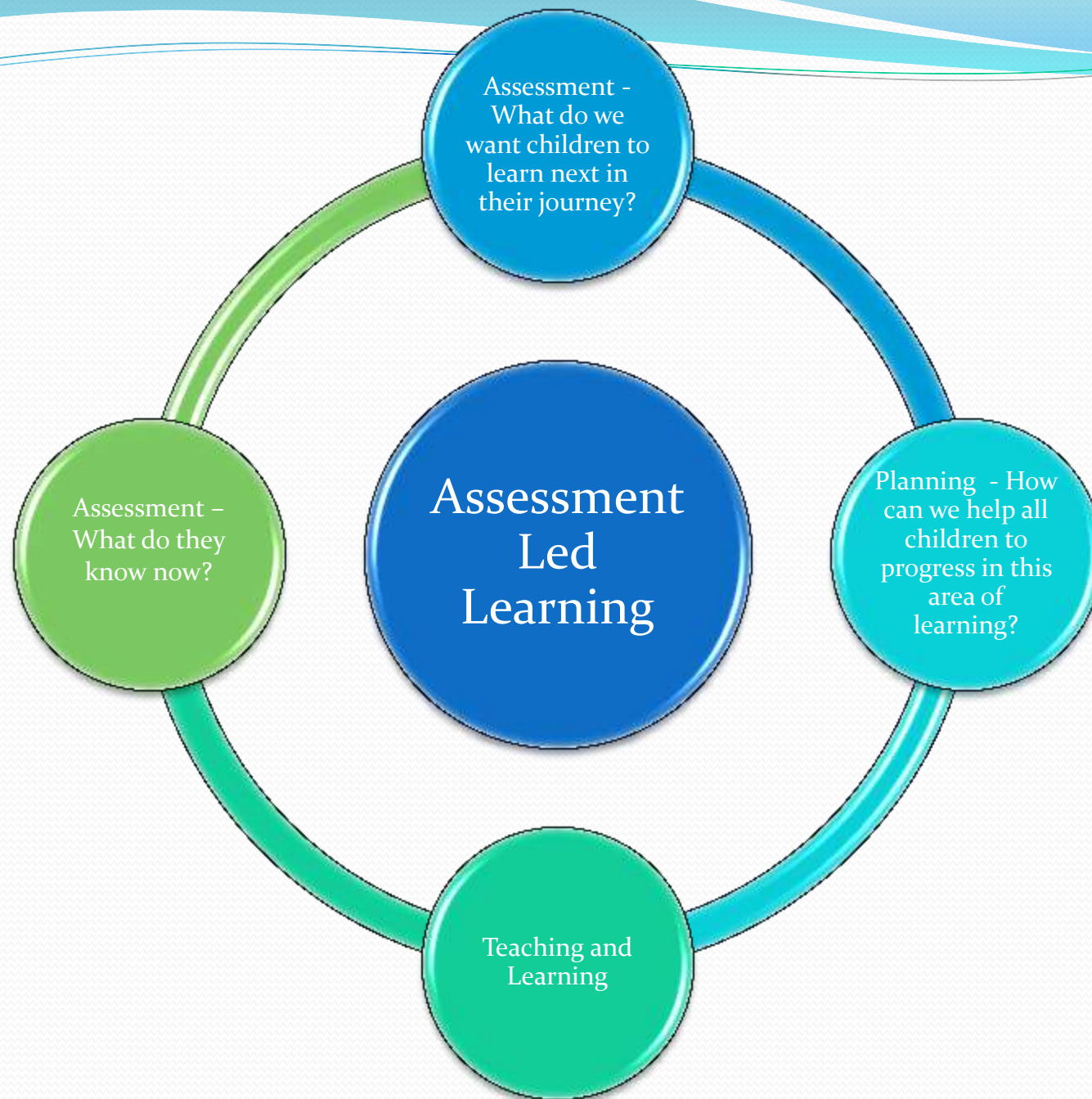
## Summative Assessment

- More formal procedures - ‘tests’ - Termly

Snapshot picture of children’s knowledge and understanding

***‘Rising Stars Progress Checks’***

***‘Bands and Steps of Progress’***



## Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

## Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

## Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

# Old National Curriculum

- From 1988 the National curriculum comprised of a range of knowledge and skills that were developed throughout each key stage.
- It was broken down into levels and expectations were set with certain milestones along this journey.
- Year 2 expectation = level 2
- Year 6 expectation = level 4

# The New Curriculum

Core Subjects	Foundation Subjects
English (previously Literacy)	History
Maths (previously numeracy)	Geography
Science	Design and Technology
	Art & Design
	Personal, Social, Health & Citizenship
	Computing (previously ICT)
	Physical Education
	Modern Foreign Languages – now statutory at Key Stage 2
	Religious Education
	Music

# What has changed?

- The new NC has changed significantly with what children need to learn and as a result this has changed how assessment needs to be managed.
- It is essential to take levels out of our minds as the new curriculum is broken into 'programmes of study' for each year group or phase.
- The new curriculum is a lot more prescriptive in English and Maths, less prescriptive in the Foundation Subjects
- The expectations are much higher than ever before, with much of the curriculum being shifted down into lower year groups, particularly in Maths and English. For example some of the old Y5 expectations can now be found in the Y3, some Y7/8 in Y5/6.



# What has changed?

- The raised expectations mean that children need to have a very secure knowledge of the programme of study for their year group and depth of understanding and application.
- End of year expectation is now that children are 'secure' in **their year group**. This is where they need to be at the end of the year.

# Depth and Mastery

- Under the old levels system, children who were 'beyond' may have moved into the next 'level' and the next key stage content of learning. The DFE now want children in the 'beyond' bracket to add more depth and breadth to their knowledge and to have more opportunities to develop their using and applying skills.

**They are calling this phase depth and mastery.**

*It is really important to understand that the expectations of the new national curriculum are much higher at the end of each year group.*



# Old and New Curriculum Assessment

## Levels

1c, 1b, 1a

2c, 2b, 2a

3c, 3b, 3a

4c, 4b, 4a

5c, 5b, 5a

6c, 6b, 6a

## Age Related Standards

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



# New Curriculum Assessment

- The Government has decided that it is up to individual schools how to assess pupils within year groups.
- They will set benchmarks at the end of Key Stage 1 and at the end of Key Stage 2 – these will take the form of raw scores converted into scaled scores which then show if your child has met the required standard on the test.
- *Meetings regarding SATs for Years 2 and 6 discuss this further.*

# Age Related Standards

- For each year group (bands) there will be steps children will need to achieve: Beginning and Beginning (+) Working and Working (+) Secure and Secure (+)
- Children with SEN working below the National Curriculum for their year group will work towards securing knowledge and understanding in a previous year group's band.
- By the end of the year the expectation will be that the large majority of pupils will achieve the 'secure' standard for their year group.



## Beginning

- Pupil learning is chiefly focussed on the criteria for the band. There may be some elements of the previous band still to gain complete confidence in.

## Working Within

- Pupil learning is fully focussed on the criteria for the band. Teacher's best fit decision but statement assessments of around 40% to 70% achieved.

## Secure

- Confidence in all of the criteria for the band. There may still be pupil learning focussed on gaining confidence in some areas but the broad expectations for the band have been met.

# How are we assessing?

- Daily Formative Assessment by the teacher in the classroom – marking and feedback in books, discussion with children, observations, targeted questioning - all inputted through Target Tracker Statements
- Termly Rising Stars Progress Tests
- Termly Steps Progress assessment inputted through Target Tracker
- Senior Leadership Team - work scrutiny, pupil interviews
- Termly Pupil Progress Meetings between SLT and class teacher



File

Home

Steps Reports

Other Reports

Levels Reports

Levels Charts

EYFSP 2008

Admin

Step Assessment

Filters

Groups

Pupil Filters

Help

Reading

Pupils

Previous Pupil

Next Pupil

Show Statements

I Can... Statements

KPI Statements

Targets

Show Term Assessed

Assessment Term

Spring 1

Quick Help

Forename	Surname	Assessment	59	60	61	62	63	64	65	66	67	68	69
			4s	4s+	5b	5b+	5w	5w+	5s	5s+	6b	6b+	6w
<div>Steps</div>		4w											
		5w+											
		5b+											
		5b+											

Band 4 (17 statements)

Band 5 (15 statements)

Pupils

attitudes to reading and understanding of what he/she reads by discussing a wide range of fiction, poetry, plays, non-fiction and textbooks	Comprehension maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
attitudes to reading and understanding of what he/she reads by e of purposes	Comprehension maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices

Statements

# Whole Class Profiles

Statement ⬡	Band ⬡	Mastered ⬡	Achieved ⬡	Working Towards ⬡	Not Begun ⬡
Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits. (Number and Place Value)		0 (0%)	6 (24.0%)	6 (24.0%)	13 (52.0%)
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. (Number and Place Value)		0 (0%)	25 (100%)	0 (0%)	0 (0%)
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. (Number and Place Value)		0 (0%)	0 (0%)	0 (0%)	25 (100%)
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. (Number and Place Value)		0 (0%)	0 (0%)	4 (16.0%)	21 (84.0%)
Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding. (Number and Place Value)		0 (0%)	0 (0%)	0 (0%)	25 (100%)
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (Number and Place Value)		0 (0%)	0 (0%)	0 (0%)	25 (100%)
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). (Addition and Subtraction)		0 (0%)	4 (16.0%)	6 (24.0%)	15 (60.0%)
Add and subtract numbers mentally with increasingly large numbers. (Addition and Subtraction)		0 (0%)	0 (0%)	4 (16.0%)	21 (84.0%)
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. (Addition and Subtraction)		0 (0%)	0 (0%)	4 (16.0%)	21 (84.0%)

# Individual Pupil Profiles

Subjects

## Writing: Composition

Band 4	Band 5
plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar	plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
plan his/her writing by discussing and recording ideas	plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)	plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
draft and write by organising paragraphs around a theme	draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2
draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
draft and write non-narrative material, using simple organisational devices	draft and write by précisising longer passages
evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials	draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining

## Writing: Vocabulary, Grammar and Punctuation

Band 4	Band 5
understands the grammatical difference between plural and possessive -s	convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done	understand verb prefixes e.g. dis-, de-, mis-, over- and re-
use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair	use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
use fronted adverbials e.g. Later that day, I heard the bad news.	use a wide range of clause structures, sometimes varying their position within the sentence
use paragraphs to organise ideas around a theme	indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must
make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas	link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
use apostrophes to mark plural possession e.g. the girl's name, the girls' names	use brackets, dashes or commas to indicate parenthesis
use commas after fronted adverbials	use commas to clarify meaning or avoid ambiguity

Key:

Not Begun

Working Towards

Achieved

Mastered



# How can parents help and be well informed?

- Year Group overviews of subject statements
- Parent evening discussions
- End of Year reports