

Welcome to our Assessment Evening.

07.10.15

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'Opening the door to deeper understanding'

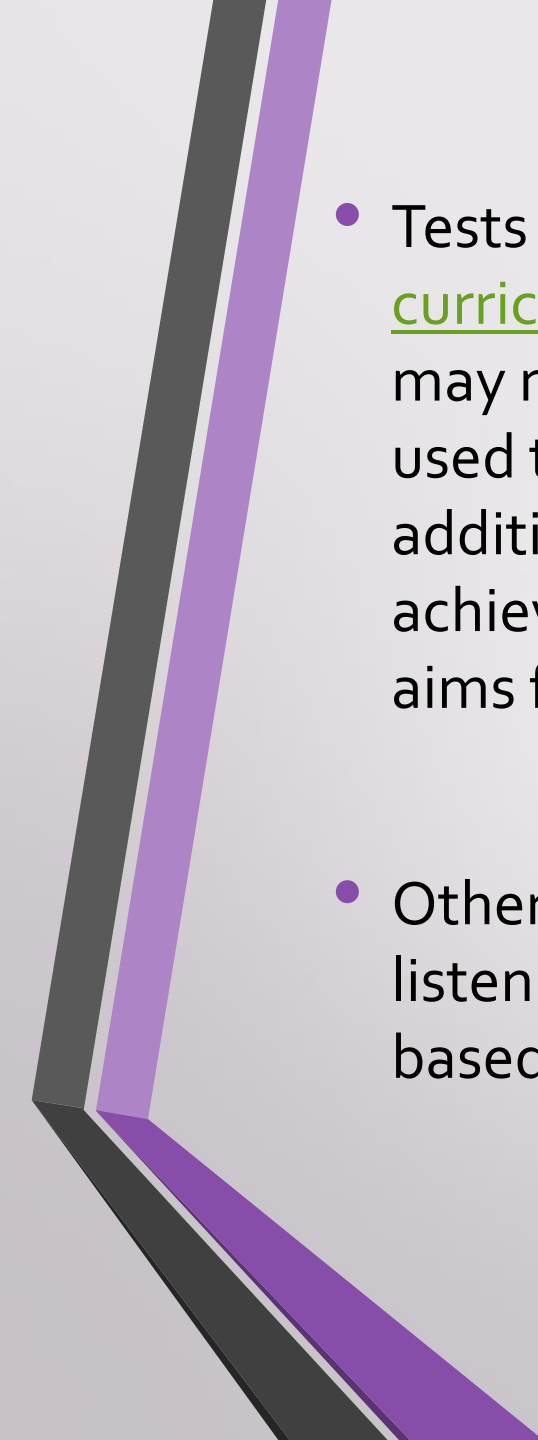
- The Department for Education guided by Tim Oates from 2010 to 2013 removed levels.
 - Limited depth of learning
 - Labelling of pupils
 - Accelerating progress, rushing up levels at an undue pace
- What does this mean for us?
 - Opportunity for a significant and positive change.
 - We teach fewer things in greater depth.
 - High quality day to day assessment is more important than half termly snap shots.
 - Teachers need to be experts in knowing where every child is in every subject at any point in time.

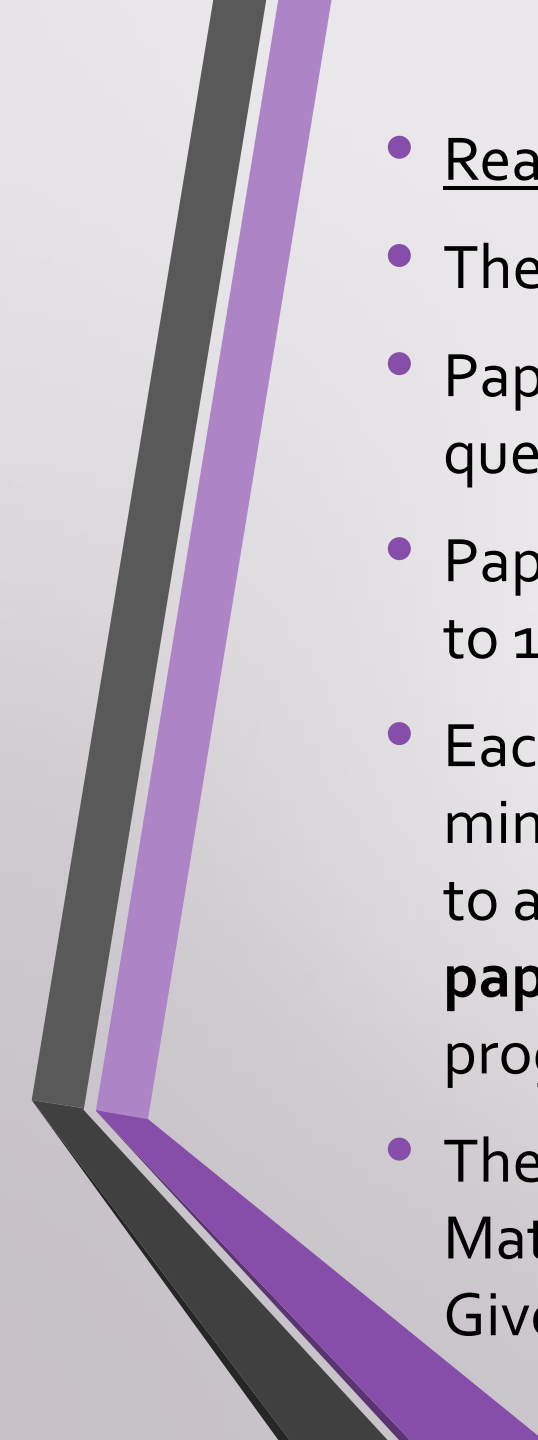
Statutory Testing: Phonics

- The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.
- The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.
- **Pupils that should take the phonics screening check**
- With some exceptions all year 1 pupils must take the phonics screening check.
- Unless they fit the exceptions, pupils in year 2 must also take the check if they:
 - didn't meet the required standard in year 1
 - haven't taken it before

Statutory Testing: Y2

- In the summer term 2016, **children at the end of Key Stage 1 will sit new SATs papers**. That means that if your child is in Year 2, they will be among the first pupils to take the new test. SATs have been overhauled in both Key Stage 1 and Key Stage 2 to reflect the changes to the national curriculum, which was introduced from September 2014.
- At the end of Year 2, children will take SATs in:
 - Reading
 - English grammar, punctuation and spelling
 - Maths

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- Tests will be marked by teachers within school. Instead of the old national curriculum levels, children will be given a standardised score – although this may not be communicated to parents. Teacher assessments will also be used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests. The Department for Education aims for 85 per cent of children to reach the required standard.
 - Other national curriculum subjects, including English writing, speaking and listening, science and computing, will be assessed by your child's teacher based on their work throughout the year.

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- Reading
 - The new reading test for Year 2 pupils will involve two separate papers:
 - Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
 - Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet
 - Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers will cover a range of fiction, non-fiction and poetry**, and will get progressively more difficult towards the end of the test.
 - There will be a variety of question types: Multiple choice, Ranking/ordering, Matching, Labelling, Find and copy, Short answer, Open-ended answer, Give two reasons'

SPAG

- Children taking Key Stage 1 SATs will sit three separate papers in grammar, spelling and punctuation:
- Paper 1: a grammar and punctuation written task, taking approximately 20 minutes, and worth 15 marks. Children will be provided with a prompt and stimulus for a short piece of writing, with a clear text type, audience and purpose. Handwriting will be worth four per cent of the marks.
- Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.
- Paper 3: a 20-word spelling test taking approximately 15 minutes and worth 10 marks

Maths

- The new Key Stage 1 maths test will comprise two papers:
- Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).
- Children will not be able to use any tools such as calculators or number lines.

Statutory Testing

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar

These tests will be both set and marked externally, and the results will be used to measure your child's progress and the school's performance. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

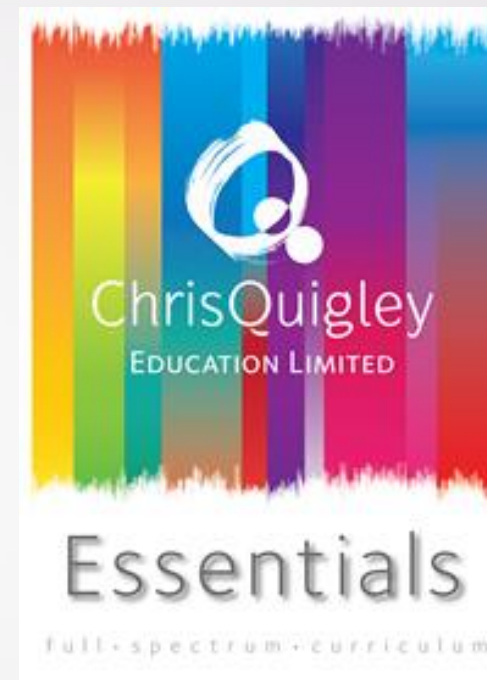
These tests will reflect the new national curriculum, and are intended to be more rigorous. There will also be a completely new marking scheme to replace the existing national curriculum levels.

- Reading:
 - ✓ The reading test will provisionally be a single paper with questions based on one 800-word text and two passages of 300 words. Your child will have one hour, including reading time, to complete the test.
- Maths:
 - Children will sit three papers in maths:
 - ✓ Paper 1: arithmetic, 30 minutes (written)
 - ✓ Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper
- Spelling, punctuation and grammar:
 - The grammar, punctuation and spelling test will consist of two parts:
 - ✓ a grammar and punctuation paper requiring short answers, lasting 45 minutes
 - ✓ an aural spelling test of 20 words, lasting around 15 minutes.



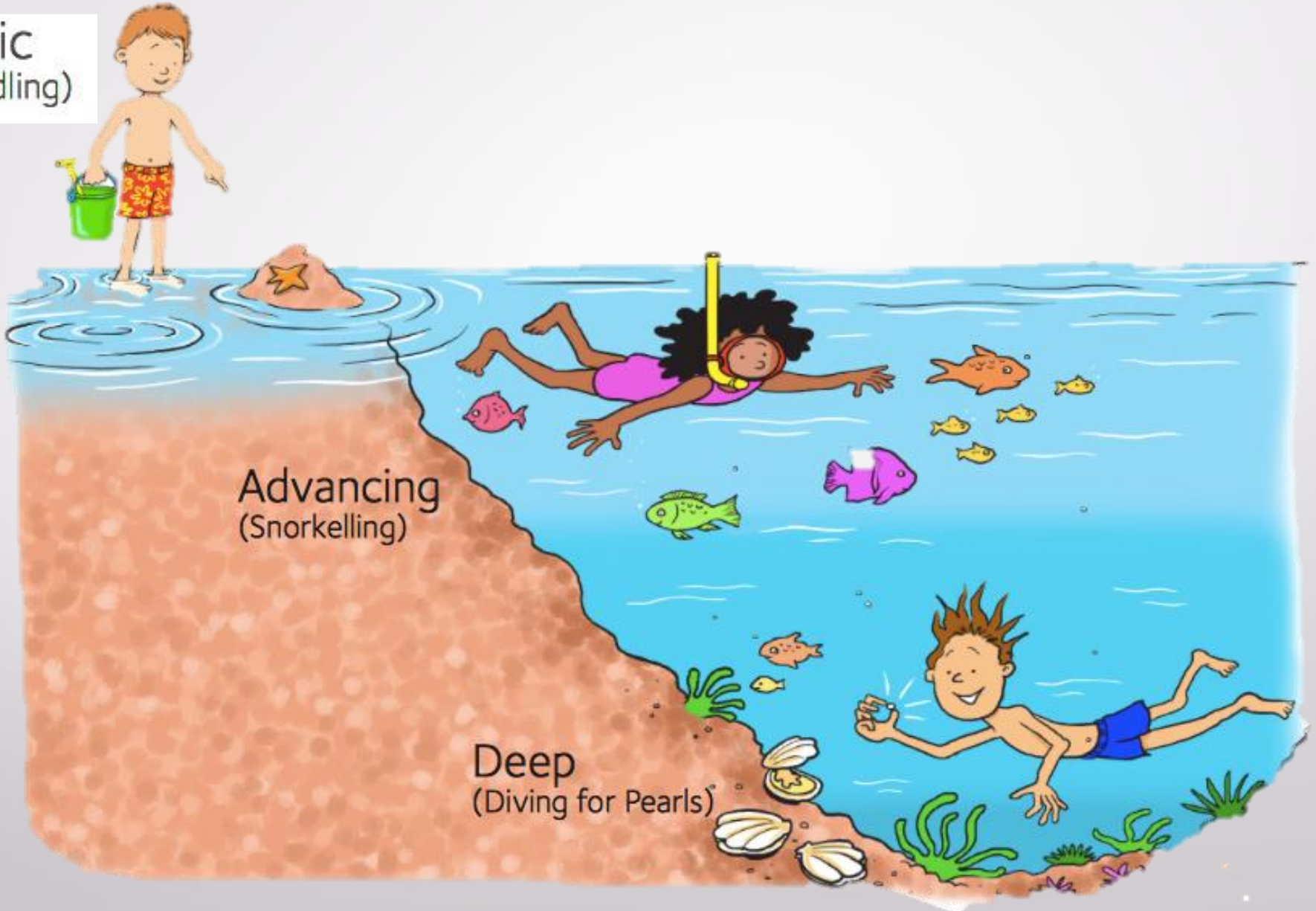
BAD

(Basic, Advancing, Deep)



- When assessing using the new curriculum is not simply a matter of ticking off what pupils can do. Instead, the focus is on how well they can do things, their fluency and their depth of understanding.
- For each subject, the curriculum objectives are split into 3 milestones:
 - Key Stage 1 – Year 1 and Year 2
 - Lower Key Stage 2 – Year 3 and Year 4
 - Upper Key Stage 2 – Year 5 and Year 6

Basic
(Paddling)



Advancing
(Snorkelling)

Deep
(Diving for Pearls)

Depth of learning	Cognitive	Predominant teaching	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Acquiring, Refining	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Applying, Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Probing Deep questioning	Deepening Extending	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

* Quantity is important where increased cognitive challenge is not possible, for example in phonic knowledge or number facts. In some cases, therefore, progress may be seen in increasing the quantity of knowledge.

Reading

- Guided reading – spoken and written response – pupils assessed against year group expectations – **one session per week**.
- Benchmark testing – spoken test (word reading/comprehension) – **each half term** if breadth of pupil reading is adequate (F/NF/P)
- Rising stars tests – written test – grades pupils as BAD – **each half term**.
- BAD Judgement based on all of the above - **each half term**.

Writing

- Spelling – pupils assessed against year group expectations, including application in KS2 – **weekly spelling tests**.
- Writing composition – daily in all lessons, including topic – assessed piece with every genre (**ave 3 weekly**).
- SPAG - Rising stars tests – written test – grades pupils as BAD – **each half term**.
- BAD Judgement based on all of the above - **each half term**

Maths

We use Chris Quigley's Essentials Curriculum, based on and including all of the National Curriculum expectations for each year group.

Each year has a long term plan based on whole school expectations from the National Curriculum. Specific areas of Maths have been allocated to terms.

Chris Quigley's 'BAD' planning, questioning and assessment (Basic, Advancing and Deep) mean that pupils are taught at their specific level, after a cold assessment.

Differentiated Bronze, Silver, Gold, Platinum and Kryptonite activities are used within BAD planning – the nature of the lesson determines the level of the tasks (BAD) i.e. all groups could be working on basic number skills of different complexity – the children are able to choose their own level as appropriate.

Pupils complete a Rising Stars assessment test at least one week after a topic has been taught to ensure pupils have retained their knowledge. We also use classroom monitor to assess progress.

Some form of counting is expected daily.

Rapid Recall is used in every class at least twice a week to teach and consolidate the basic skills.

Table Wizards are taught at least twice a week

Assessment: Classroom Monitor

We use the on-line programme 'Classroom Monitor' to record assessments throughout the school.

Results from 'Rising Stars' tests administered are also inputted along with evidence from lessons and other tests

When a number of objectives have been assessed Classroom Monitor will award a best level from 'BAD' based on all assessments. This is then agreed or amended by the class teacher based on the knowledge of the pupil.

This system is used to identify any gaps in achievement for individual pupils and classes.

Classroom Monitor

Assessment
Criteria



What to look for:

Emerging:
{Working Towards
Guidance}

Expected:
{Meeting Guidance}

Exceeding:
{Exceeding Guidance}

The screenshot shows a Classroom Monitor interface with the following components:

- Left Panel:** Buttons for "Leave Markbook", "Export to Excel", "Adjust Scores", and "Up/Down" arrows.
- Table:** A grid with 10 columns representing students and 2 rows representing different stages of a task. The students' names are listed at the top: My B. Adi, Ia Begdi, Het J. Br, kandra J, Carier, an J. Crc, K O. Cun, asahia I, and anor Jan.
- Stage 2 (Count: 1.2 Identify ten more or less than any given number):** Performance levels are shown in hexagons: A, A, A, A, A, A, I, A, U.
- Stage 2 (Count: 1.3 Count forward and backward in steps of 2, 3, and 5 from 0):** Performance levels are shown in hexagons: M, M, M, M, M, A, A, A, U.



Classroom Monitor

- Allows teacher to track progress in greater detail
- Clearly identifies children who are ready for next steps in learning and those who aren't making the necessary progress
- Clearly links assessment and learning
- Teacher will use information to plan even more focused learning activities
- Enhances transition between Key Stages and year groups as previous teacher can clearly see what has been taught and achieved



Record of achievement

Each half term, every child completes a piece of work for their Record of Achievement book and teachers complete an evaluation of their learning and progress termly. This is sent home for pupils and parents to read and comment on at the end of every term. It is then returned to school.