

Manor Infants / Longbridge

# ASSESSMENT BRIEFING



# Aims of the Meeting

We will discuss:

- The national picture
  - New National curriculum
  - Assessment without levels
  - EYFS
- Our assessment procedures
  - New system to replace levels
  - Tracking
  - Targets
  - Parent's evenings and reports
- National testing
- Any questions



# Early Years and Foundation Stage

- Many changes do not currently affect EYFS
- Curriculum currently unchanged

## Prime Areas of Learning

- Personal, Social & Emotional Development
- Communication & Learning
- Physical Development

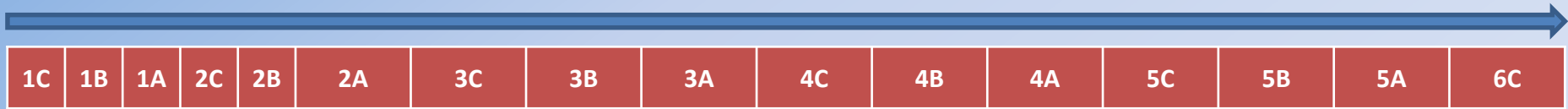
## Specific Areas of Learning

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

- Age related bands unchanged
- The language used will change slightly

# The Levels System

- Levels introduced 1988
- Described attainment and progress through the National Curriculum
- Levels (and sub levels) used by all schools

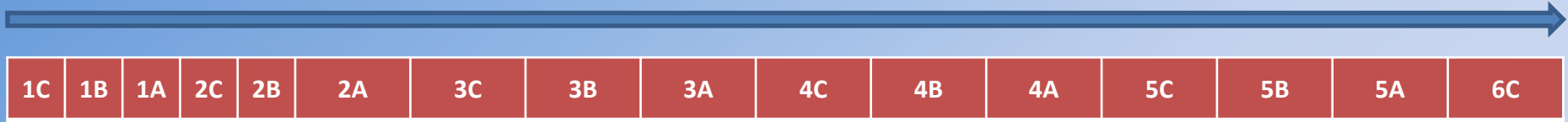




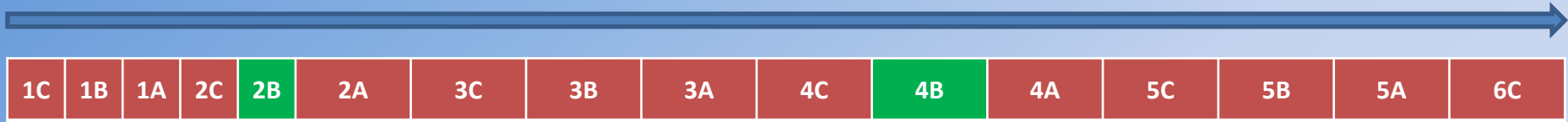
# Changes

- New National Curriculum
- Raised expectations
- Levels no longer used
- Assessment linked to **End of Year Expectations**
- Changes to tests in Y2 & Y6

# Why Scrap Levels?



# Why Scrap Levels?



- Government decision
  - Don't match the curriculum
  - Very generalised
  - Promoted rapid progression without depth for some
  - Limited the expectation of others
- Other well-known issues
  - Sub levels were different sizes
  - Higher sub levels were large ( $\approx$  8 months)



# What is required now?

There is no replacement for levels.

- A big change
- Schools left to find their own systems



# An Opportunity for Assessment to:

- Guide teaching and learning
- Clearly show attainment and progress
- Encourages working at the greatest depth
- Inform next steps and target setting



# Who wants to know what?

<b>Pupil</b>	<ul style="list-style-type: none"><li>• What do I know?</li><li>• What do I need to do next?</li><li>• Am I getting better?</li></ul>
<b>Teachers</b>	<ul style="list-style-type: none"><li>• Where are they in relation to where they need to be?</li><li>• What are the gaps in their knowledge and understanding?</li><li>• What do they need to learn next?</li></ul>
<b>Parents</b>	<ul style="list-style-type: none"><li>• What can they do?</li><li>• What do they need to know next?</li><li>• Where are they in relation to where they should be?</li><li>• How can I help?</li></ul>
<b>Leaders &amp; External Agencies</b>	<ul style="list-style-type: none"><li>• Are the children meeting expectations?</li><li>• Are they making progress?</li><li>• Is provision as good as it should be?</li><li>• How can the children be supported to improve?</li><li>• Are there groups making less progress than others?</li></ul>

# Who wants to know what?

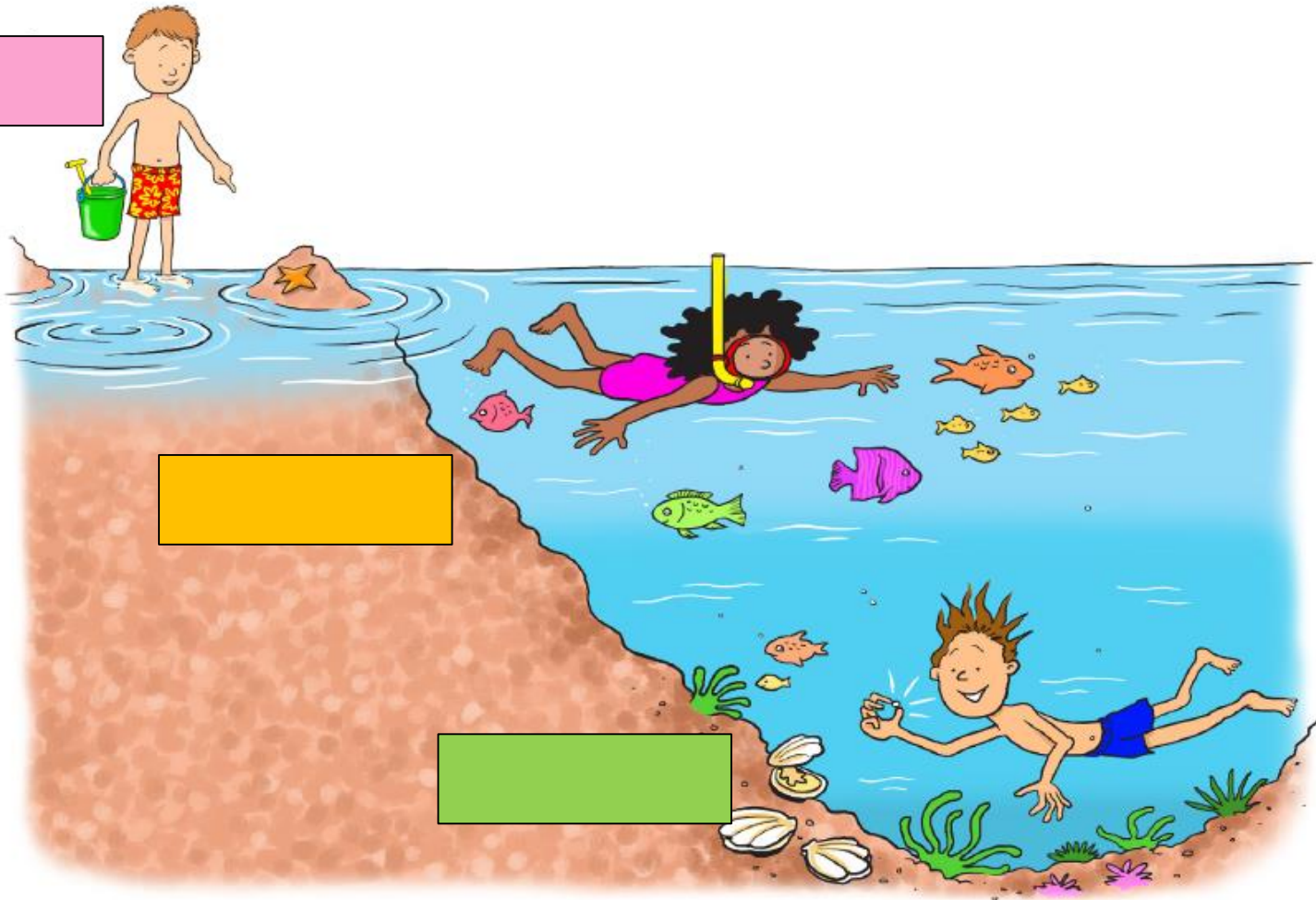
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# What are we doing

- Steps System
  - Devised by Essex County Council
  - Target Tracker software
  - Has gap analysis at its heart
- Depth of understanding
  - compared to End of Year Expectations
  - Not simply coverage
  - Application in wide range of contexts
  - Broad depth of knowledge
- Clear indication of children's attainment & progress

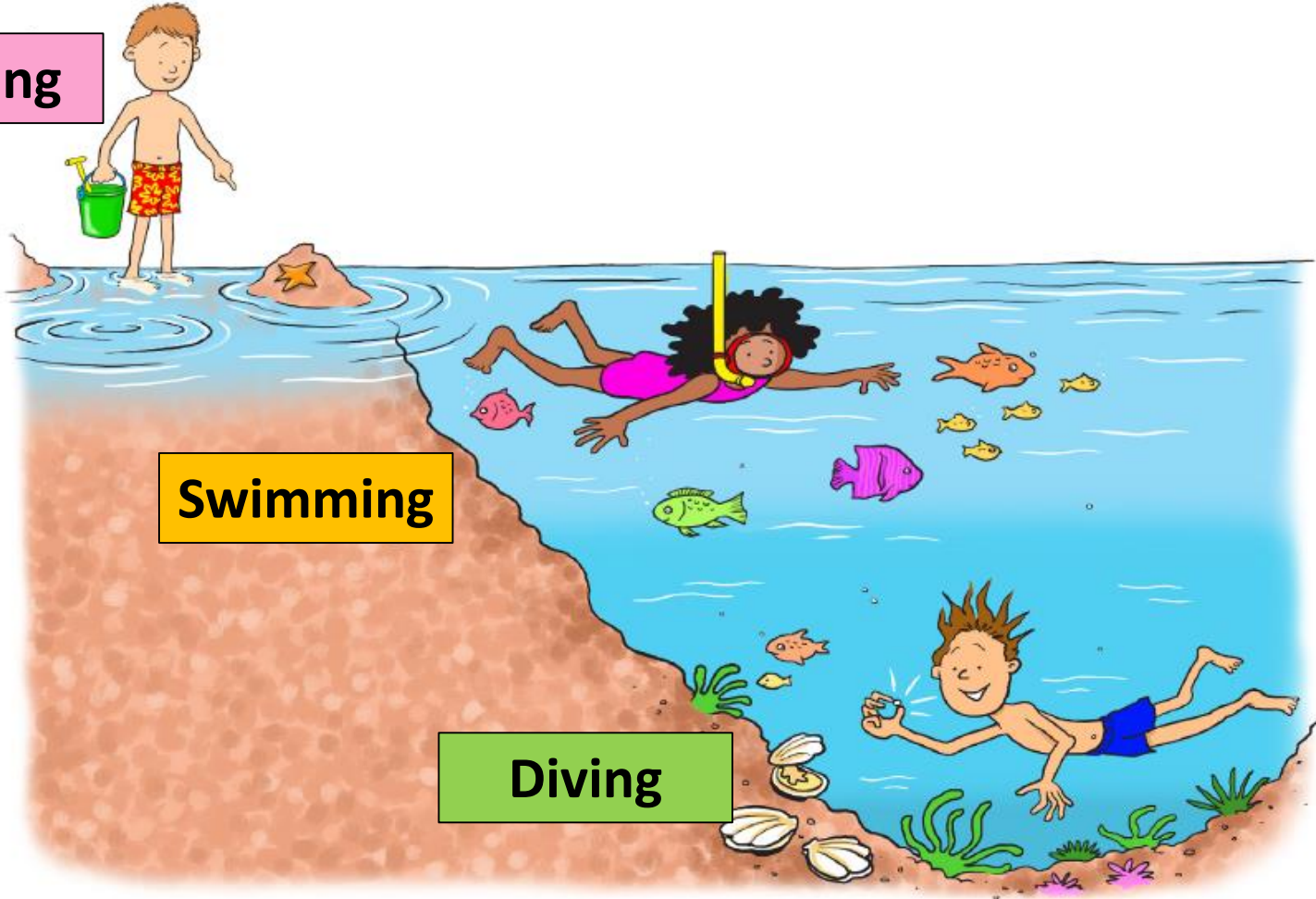


# Depth of understanding



# Depth of understanding

**Paddling**

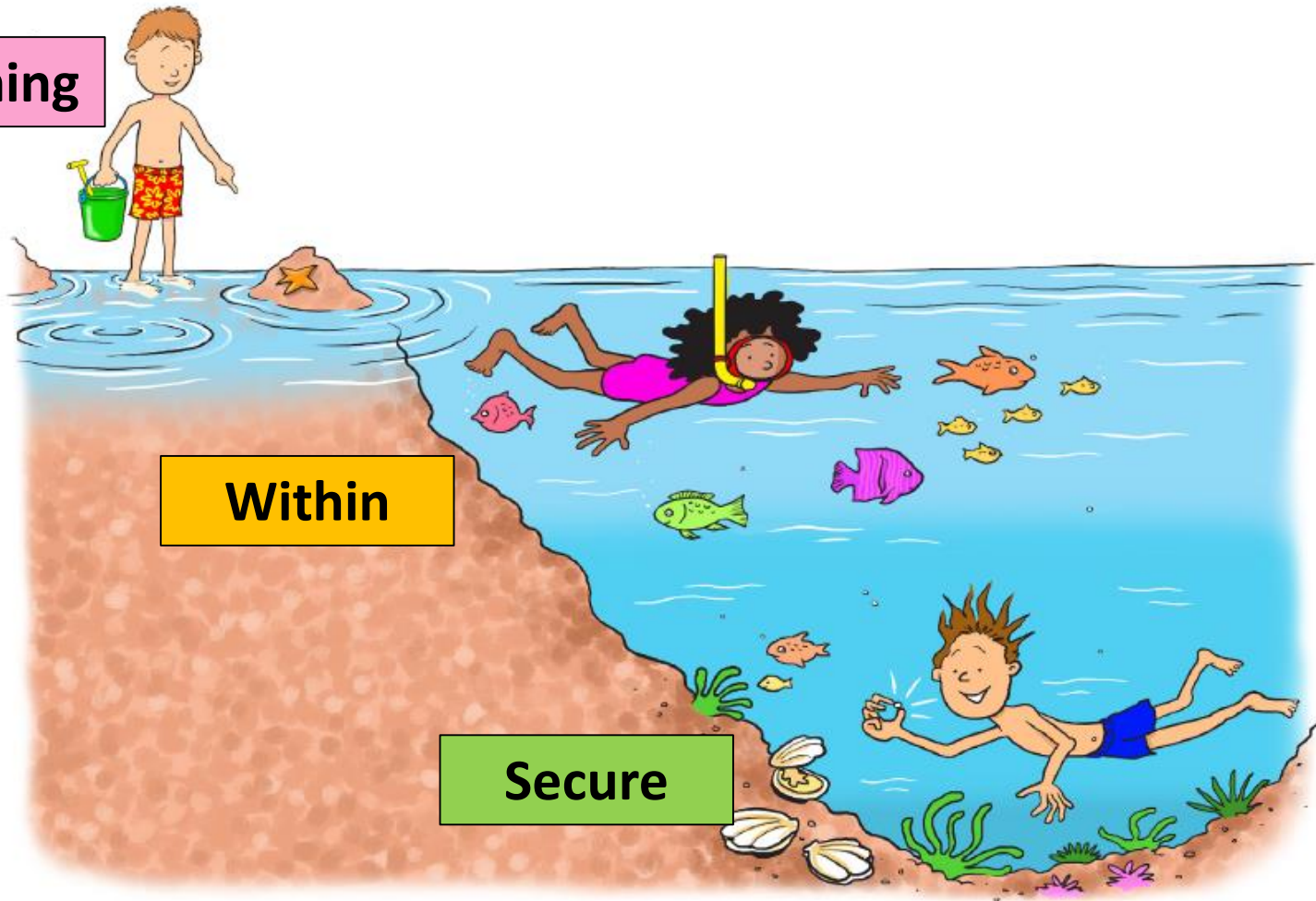


**Swimming**

**Diving**

# Depth of understanding

Beginning



Within

Secure



# Depth of Understanding - Steps System



Beginning

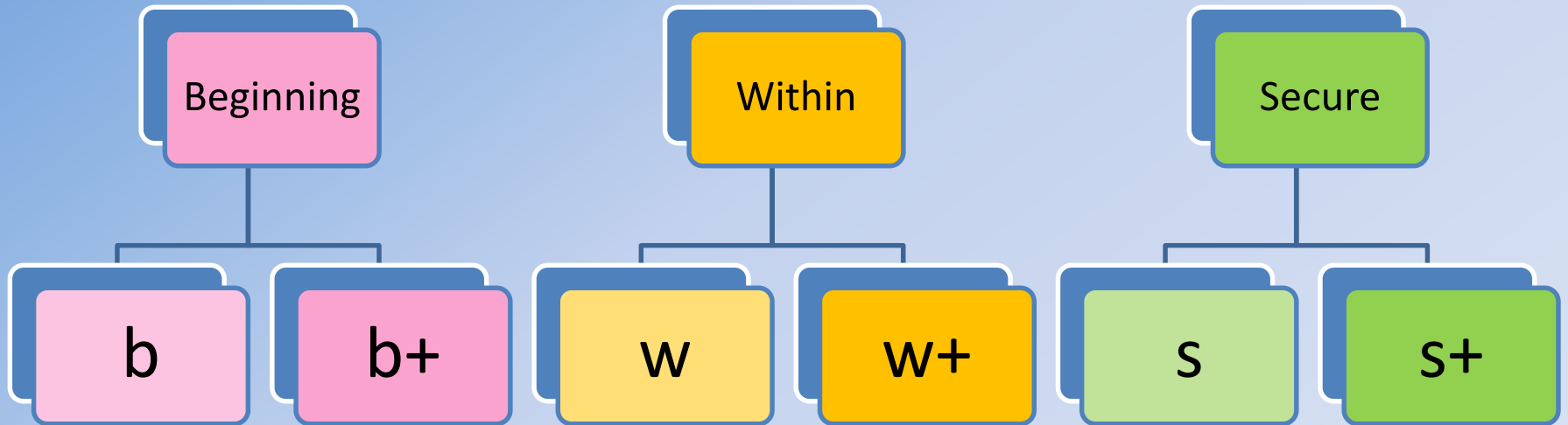


Within

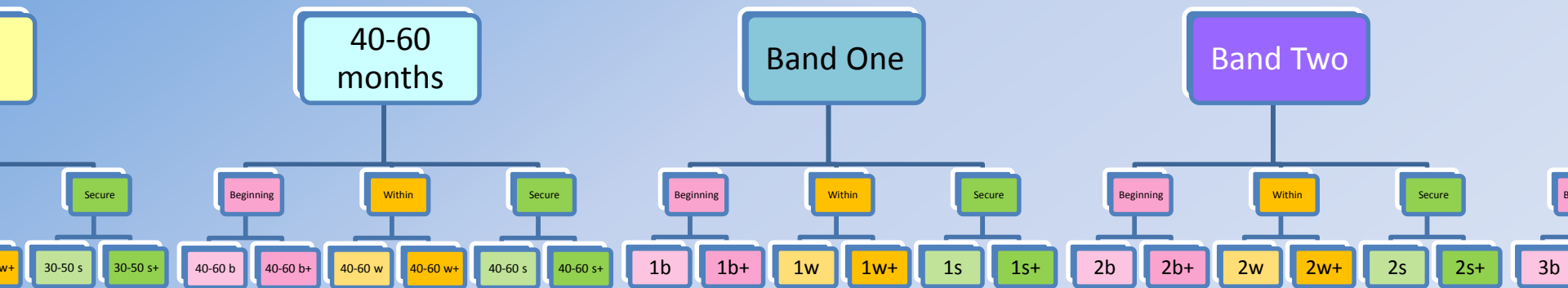


Secure

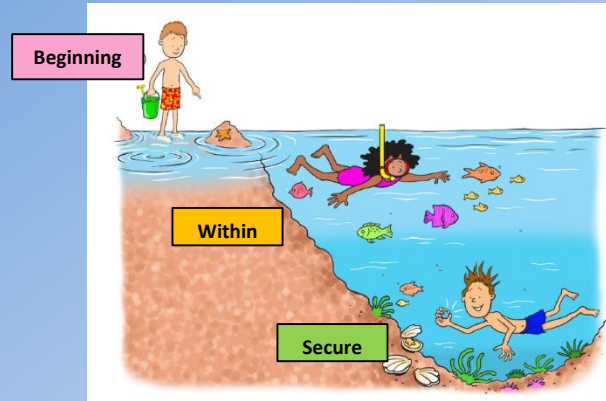
# Depth of Understanding - Steps System



# Depth of Understanding - Steps System

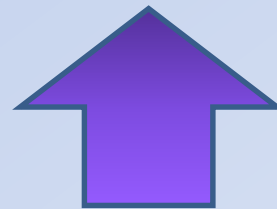
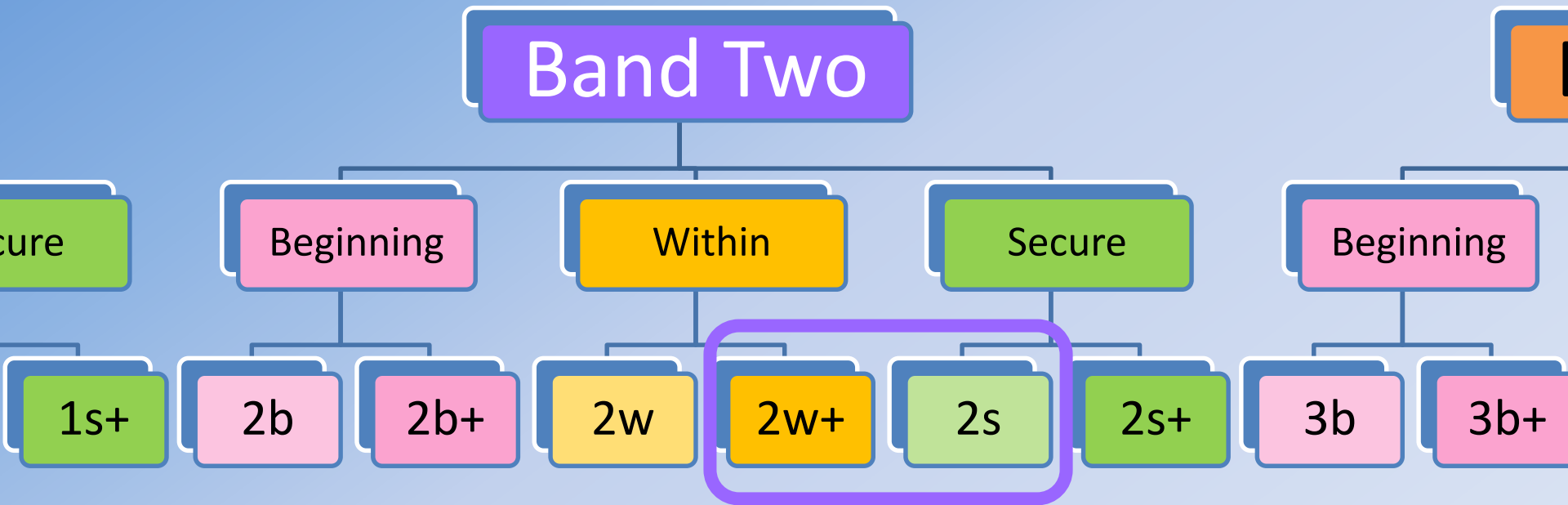


# What are the End of Year Expectations?

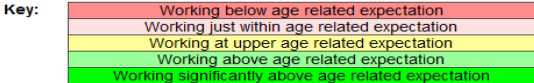
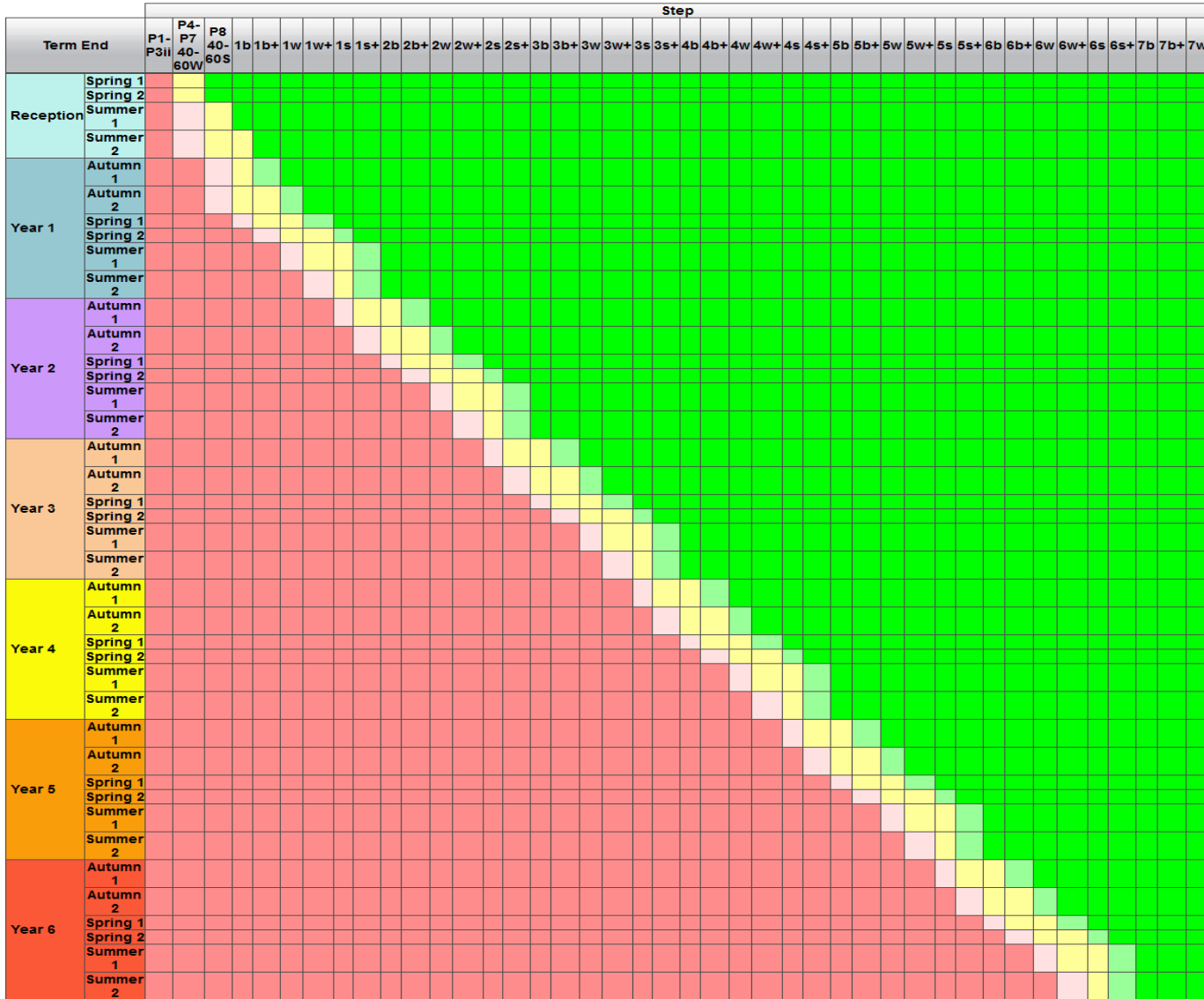


Beginning		Within		Secure	
Working mainly on the criteria for their band		Fully focused on the criteria for their band		Met all expectations for the band	
May be some elements from previous band that need further work		Up to 70% of the content to be confidently achieved to be w+		May be minimal elements requiring work to gain confidence	
<b>B</b>	<b>B+</b>	<b>W</b>	<b>W+</b>	<b>S</b>	<b>S+</b>

# End of Year Expectations



End of Year Two  
Expected Attainment



# Language of Assessment

- We will be expressing attainment in these terms:

<b>Below Expected</b>	<b>Just Below Expected</b>	<b>Just within Expected</b>	<b>Well Within Expected</b>	<b>Just above Expected</b>	<b>Well Above Expected</b>
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- Ideally children should be 'Well Within' or better
- Accurate regardless of the point in the year
- How likely are children to reach EOY expectations?
- The language is transferable
- Reflects the End of Key Stage assessments

# Teacher Assessments

- Statements



# Statements

	Band 2 (33 statements)	Band 3 (25 statements)	Band 4 (23 statements)
om any	Number and Place Value demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$	Number and Place Value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Number and Place Value count in multiples of 6, 7, 9, 25
erals	Number and Place Value count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Number and Place Value recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Number and Place Value find 1000
erals	Number and Place Value recognise the place value of each digit in a two-digit number (tens, ones)	Number and Place Value compare and order numbers up to 1000	Number and Place Value compare and order numbers up to 1000
s from 0	Number and Place Value identify, represent and estimate numbers using different representations, including the number line	Number and Place Value identify, represent and estimate numbers using different representations	Number and Place Value identify, represent and estimate numbers using different representations

**Steps**

**Band 2 - English Reading**

Word Reading, Comprehension, Spoken Language

Spelling

Handwriting

Composition

Vocabulary, Grammar & Punctuation

Name \_\_\_\_\_

Class \_\_\_\_\_

Version 1.0

**Number & Place Value**

I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.

I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.

I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.

I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, using negative numbers, and rounding written in them.

I can read Roman numerals up to 1000 and recognise verbs written in them.

**Addition & Subtraction**

I can add and subtract numbers with more than 4 digits using written methods.

I can add and subtract 2 and 3 digit numbers in my head, determine levels of accuracy.

I can use rounding to check answers to calculations and more than one step and can work out which operation and method is the most suitable.

**Multiplication & Division**

I can find multiples and factors of a number and can identify factors common to 2 different numbers.

I can use vocabulary relating to prime numbers, prime factors and composite numbers.

I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.

I can round numbers with up to 4 digits by a 1 or 2 digit number.

**Fractions**

I can compare and order fractions whose denominators are all multiples of the same number.

I can find, name and write equivalent fractions of a given fraction, including tenths and hundredths.

I can identify mixed numbers and improper fractions and convert from one to another such as  $2\frac{5}{8} = 4\frac{5}{8} = 1\frac{13}{8}$ .

I can add and subtract fractions whose denominators are all multiples of the same number.

I can multiply fractions by whole numbers using objects and pictorial.

I can read and write decimal numbers as fractions such as  $0.71 = \frac{71}{100}$ .

I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.

I can round numbers with two decimal places, to three decimal places.

I can read, write, order and compare numbers with up to three decimal places.

I can solve problems involving numbers with up to three parts per hundred, hundredths and decimals.

I can identify the percent symbol (%) and how it relates to and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{1}{5}$  and  $\frac{2}{5}$ .

I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{1}{5}$  and  $\frac{2}{5}$ .

**Measurement**

I can solve problems for length and height by telling which objects are longer or shorter/taller or shorter.

I can solve problems for mass and weights by telling which objects are heavier or lighter.

I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.

I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later.

I can measure weight or mass and write these measurements down.

I can measure capacity or volume and write these measurements down.

I can measure time in hours, seconds or minutes and write these measurements down.

I can tell how much different coins or notes are worth.

I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.

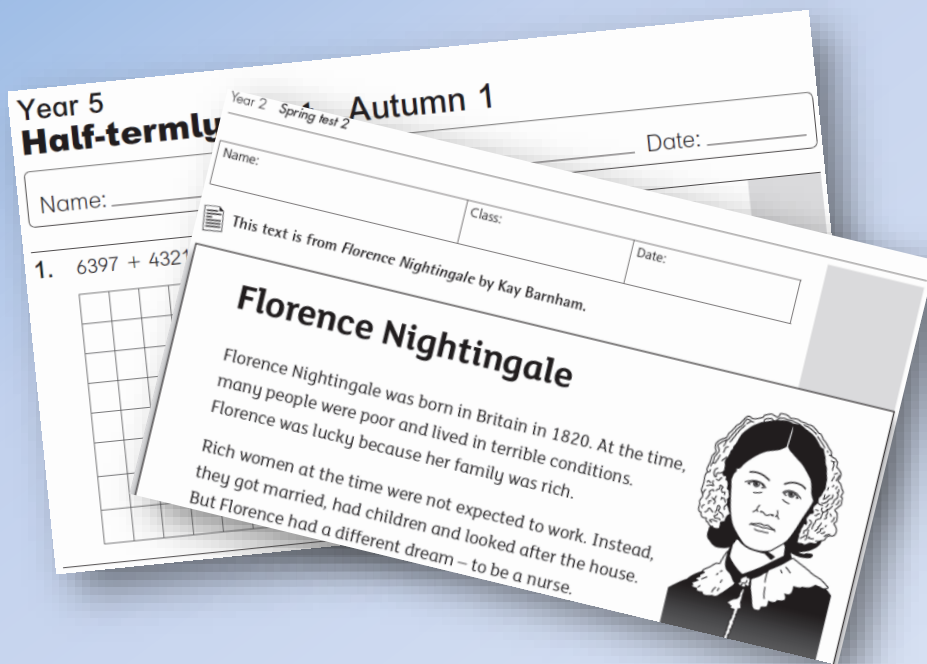
I can talk about dates using the days of the week, weeks, months and years.

I can tell what the time is in hours and half past the hour.

# Teacher Assessments

- Statements
- Half-termly assessment tasks

# Half-termly assessment tasks



Less than expected progress	0-10	13
Expected progress	11-16	13
More than expected progress	17-20	3

# Teacher Assessments

- Statements
- Half-termly assessment tasks
- Gap analyses

# Gap analyses

The test is mapped to the Rising Stars Progression Framework. Roll over the codes in row 9 to view the statement(s).

21/05/2015

		Date test administered										16		17									
		1	2	3	4	5	6	7	8	9a	9b	4.3.1 Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		5.1.e.1	5.2.b.4								
		4.2.e.1	4.2.e.2	5.2.e.2	5.2.a.4	5.3.c.5	4.1.a.3	4.2.c.2	5.2.f.1	4.3.1	C	S	F	C	M	M	M	F	N	C			
Total	(20)	(2)	(9)	(3)	(4)	(2)	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
N	12	7	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
C	4	0	2	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0			
F	10	1	4	1	2	2	1	1	1	1	1	1	1	1	1	1	0	0	2	1	0		
M	9	1	6	3	3	2	1	1	0	n	n	1	2	1	1	1	0	n	0	0	1	0	
S	15	1	6	3	3	2	1	1	0	n	n	1	2	1	1	1	0	n	0	0	1	0	
K	9	2	5	0	0	2	1	1	1	1	0	1	1	1	1	1	0	0	2	0	0	0	
T	14	1	3	2	2	2	1	1	1	1	0	1	1	0	1	1	0	0	2	0	0	0	
H	10	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	2	0	0	0	
A	4	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	n	n	n	0	n	
Ch																							
Sa																							
		Average mark per question										0.86	0.66	0.21	0.34	1.38	0.34	0.21	0.10				

Statement	Band	Ma	Ac	Wc	To	No	Ma	Arr	Ha	Sa	Zai	Dill	Jhc	Ro
ably his/her growing knowledge of root words, prefixes and suffixes (morphology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-; English Appendix 1. (Word Reading)	3	0 (0%)	1 (12.5%)	4 (50.0%)	3 (37.5%)									
and further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to Spelling English Appendix 1). (Word Reading)	3	0 (0%)	1 (12.5%)	7 (87.5%)	0 (0%)									
maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. (Comprehension)	3	0 (0%)	2 (25.0%)	2 (25.0%)	4 (50.0%)									
maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways. (Comprehension)	3	0 (0%)	1 (12.5%)	4 (50.0%)	3 (37.5%)									
maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. (Comprehension)	3	0 (0%)	0 (0%)	1 (12.5%)	7 (87.5%)									
maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. (Comprehension)	3	0 (0%)	1 (12.5%)	7 (87.5%)	0 (0%)									
maintain positive attitudes to reading and understanding of what he/she	3	0 (0%)	0 (0%)	1 (12.5%)	7 (87.5%)									

# Teacher Assessments

- Statements
- Half-termly assessment tasks
- Gap analyses
- Professional judgement

# Progress

- Progress is also linked to EOY expectations
- a child working '**within**' or '**above**' expectations will continue to do so if they make expected progress
- A child working '**below**' expectations will continue to do so unless they make accelerated progress
- Target Tracker
  - Tracking software helps monitor attainment and progress
  - “normal” progress would be six steps over a year
  - Progress is not usually even!

# Communicating with Parents

- Parents' Consultations
- End of Year Reports
- Other conversations

<b>Below Expected</b>	<b>Just Below Expected</b>	<b>Just within Expected</b>	<b>Well Within Expected</b>	<b>Just above Expected</b>	<b>Well Above Expected</b>
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# Reporting

- End of Year report
  - Currently under review
  - Will contain information about attainment, progress and effort
  - It will include descriptions of achievement, targets and next steps
- Parents' consultations
  - Verbal feedback will be give about attainment and progress

# Internal tracking and moderation

- Moderation
  - Against DfE exemplification
  - Within year groups
  - Across sites
  - Cluster schools
  - PiXL
- Analysis of data
  - Pupil
  - Class
  - Year group & school
- Gap analyses



# End of Key Stage Tests

- Statutory testing and reporting at Y2 & Y6
- Redesigned for new curriculum / assessment principles
- No levels – new language used

# End of Key Stage Tests

## Year Two

- National tests in reading, maths and GPS (grammar, punctuation and spelling) will be used to inform teacher assessment judgements
- Judgements in writing will be made using teacher assessment that are externally moderated
- Children will be judged as
  - working towards the expected
  - working at the expected standard
  - Working with greater depth in the expected standard
- More details will be given at the KS1 SATs talk

# End of Key Stage Tests

## Year Six

- National tests in reading, maths and GPS (grammar, punctuation and spelling)
- The tests scores become the end of Key stage judgements using **scaled scores**
- Judgements in writing will be made using teacher assessment that are externally moderated
- Children will be judged as
  - working towards the expected standard
  - working at the expected standard
  - Working with greater depth in the expected standard
- More details will be given at the KS2 SATs talk

# Scaled Scores

100

# Phonics and EYFS baseline

- Phonics Screening Check
  - A national test conducted in Year One
  - Tests understanding of synthetic phonics
  - Children judged as working towards or working at the expected level
  - Children not meeting the expected standard repeat this in Year Two (and possibly Year Three)
- EYFS Baseline
  - A national assessment process that measures the starting point of children as they begin Reception
  - Intended to be an indicator to help measure progress over the child's primary school journey
  - Subject to change!

# Questions





Thank you for coming to this briefing,  
we hope you found it useful!



**Thank  
You!!!**