

Assessment Presentation to Parents of children in Years 1, 3, 4 and 5



New National Curriculum

- From September 2014, a new national curriculum framework was introduced by the Government for Years 1, 3, 4 and 5.
- However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.
- From September 2015, children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.



The New National Curriculum

- Sets out Programmes of Study in English, Maths and Science for Year Groups in Key Stage 1
- Sets out Programmes of Study in English, Maths and Science for Years 3 and 4; and Years 5 and 6 in Key Stage 2
- Sets out Programmes of Study for other subjects for each Key Stage



The New National Curriculum

- Is more challenging and rigorous.
- Teachers plan and teach the objectives for their year group.
- Those working beyond their Year Group objectives will explore the curriculum in greater depth.



Assessment Without Levels

- Changes to NC go well beyond mere changes in content - changes to way we assess - new way of looking at progression
- Radical culture and pedagogical change - focus on high-quality, in- depth teaching supported by formative assessment
- Support in creating an assessment policy within the document
- SEN pupils - high aspirations but an opportunity to track more than academic aspects - such as independence, communication, life skills for leading an independent life - adapted phase documents with a view of where real barriers to learning are....
- Report does not provide schools with a template for assessment - offers guidance - schools should develop new approaches



Three levels of assessment - purpose and principles

- Day-to-day in school formative assessment
- Local in school summative assessment
- Nationally standardised summative assessment



- Ofsted statements - progression
- "The most able pupils do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content."
- As part of pupils' progress, inspectors will consider the growth in pupils' security, breadth and depth of knowledge, understanding and skills."
- Good = consistently strong ... developing secure knowledge and understanding
- Outstanding = ... sustainable and substantial ...



Assessment and Reporting

- Old national curriculum levels (e.g. Level 3, 4, 5) have now been abolished. Teachers now assess against year group objectives or Age Related Expectations (ARE)
- From 2016, test scores will be reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of a previous year with the current year.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.



Scaled Scores

- What is meant by 'scaled scores'?
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.



Scaled Score Reporting

On publication of the test results in July 2016, each pupil will receive:

- A raw score
- A scaled score
- Confirmation of whether or not they attained the national standard

Scaled Score	National Standard	
100	Met National Standard	Working at the appropriate level for their age
More than 100	Exceeding National Standard	Higher than expected knowledge for their age
Less than 100	Not yet met the National Standard	Below expectation for their age



Higher Attaining Pupils

- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5.
- From this year, there won't be any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.



Teacher Assessment

- Against Age Related Expectations
- In line with the new National Curriculum
- Individual children will be either

Apprentice - can complete 'the statement' following input and practise.

Competent - can complete the statement independently (with 'reminding').

Meeting ARE - use and apply the statement confidently without prompting or 'reminding'

Expert at their Age Related Expectations



Based on the idea of building a wall...





For example:

A child in Year 6 who has attained **all** of the objectives for their year group will be described as being:

Meeting Year 6 Expectations

This would be the expectation for the majority of children at the end of the year (eventually).

The assessment system is no longer a 'best fit' model. Children must be secure in all objectives to meet ARE for that year group



Interim Judgements

Over the course of the year we would expect a child to cover all the objectives and go through each of the different stages from Apprentice to Competent to Meeting Expectations.



Only a small minority of children will be expected to be working beyond ARE for year 6 and therefore be working at an 'expert' level.

They will be given the opportunity to explore the curriculum in greater depth and build on the breadth of their knowledge and skills.



How do we arrive at our judgements?

Age Related Expectations have been broken down into individual statements.

- Interim Descriptors for Year 2 and Year 6
- National Curriculum
- Hampshire Assessment Model

Leaflet for parents



Supporting our judgements

As well as teacher assessment, using evidence from their daily activities and staff knowledge of your child, we will be administering termly tests.

These termly assessments

- will give us an indication of how your child is progressing with their understanding of the content taught and where there are misconceptions.
- will support our overall teacher assessments.
- are informal short questions



Assessing all Children

- In some cases it may be that a child in Year 6 is working on a previous years set of objectives. This child would then be:
- Secure at Year 4 Expectations (or developing at 4)
- These children will usually be targeted for early interventions or more sustained SEN support when they will have an Individual Targets
- P' Scales remain unchanged for children who are unable to access the National curriculum for Years 1 to 6



By the end of the year/key stage

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More than expected progress “Catch up”

(Almost all of) the pupils who are not at ARE, narrow the gap

A “significant” proportion of pupils who are not at ARE, reach

ARE

Expected progress “Keep up”

- (Almost all of) the pupils who are at ARE, remain at ARE
- (Almost all of) the pupils who are Beyond ARE, remain

Beyond ARE

- Pupils with SEN remain at ARE in areas unaffected by their needs and meet personalised objectives in their EHCP

Exceptional progress “stretch”

- A “significant” number of pupils who are securely at ARE,

reach Beyond ARE



How to help at home

- Ensure your child attends booster / revision sessions in school
- Keep up with homework - support your child and look for any misconceptions/difficulties they may have
- Lots of practice of basic skills
 - Addition and subtraction facts
 - Multiplication tables (up to 12x12)
 - Practice written methods
 - Practice spelling rules
 - Plenty of reading, and talking about reading
- Help them to relax
- Make sure your child has a good sleep and healthy breakfast every morning!



Any Questions

