

Assessment at THE WILLOWS PRIMARY SCHOOL

9th February 2016

Welcome

Introductions

Purpose of evening

Aims Why?

Who?

How?

What?

When?

Uses?

Questions and browsing

Why do we assess?

Assessment helps to identify children's positive achievements

Assessment helps to identify where children have difficulties

Assessment provides information for the child so that he/she can see how to improve performance

Assessment gives the clues for identifying short term learning goals and targets

Assessment gives information on progress and attainment to pass on to parents

Assessment gives feedback about teaching

Who is assessed?

All children are assessed from entry at Nursery or Reception up to leaving at the end of Year 6.

How are assessments carried out?

Observations

Oral questioning

Hearing children read

Marking children's work

Pupil self and peer assessment

Formal paper and pencil tests

What is assessed?

This varies
according to the age
and development of
the child.

Early Years Foundation Stage

Seven Areas of Learning

Prime Areas

Personal, Social and Emotional Development
Communication and Language
Physical Development

Specific Areas

Literacy
Maths
Understanding of the World
Expressive Art and Design

Ages & Stages / Early Learning Goals

Seven areas of Learning are organised into a series of statements within the different areas.

Ages and Stages – Statements are divided into 3 blocks

- 22 – 36 months
- 30 – 50 months
- 40 – 60+ months

Ages and Stages – Each block is divided into 3 sections

- Emerging
- Developing
- Secure

Early Learning Goals– End of Stage Attainment Statement

- Emerging (1)
- Expected (2)
- Exceeded (3)

Key Stage 1 & 2

National Curriculum

Core Subjects

English
Maths
Science
ICT

Foundation Subjects

Geography
History
Art
DT
Music
PE
PHSE
RE

Statutory Testing

Reception

- Baseline (new for 2017 – score out of 50)
- Early Years Profile (End of year assessment – not sure what will happen in 2017!)

Year 1 – Phonics Screening (40 real and nonsense words. 2015 threshold = 32)

Year 2 – End of Key Stage TA & Tests

- Reading
- Writing
- Grammar, Punctuation and Spelling (new for 2016)
- Maths
- Science (TA)

Year 6 – End of Key Stage TA & Tests

- Reading
- Writing (TA)
- Grammar, Punctuation and Spelling
- Maths
- Science (TA)

End of KS1 & KS2 Reporting

- NO LEVELS Scaled scores
- 'Raw Scores' in the tests will be converted to scaled scores
- 'Expected Standard' will always be set at 100
- Pupils who score 100 or more will have met the 'Expected Standard'
- The 'Raw Score' that equates to the 'Scaled Score' of 100 may be different each year
- All schools expected to meet floor standard of 85% of children meeting National Expectations.
- Still awaiting government indications of how higher attaining children will be credited.

Progress measures between KS2 and KS1 (2016- 2019)

Individual

- KS1 Average Point Score (APS) for all subjects taken into account e.g 18.0
- Compared to KS2 subject specific scaled score e.g 117
- Compared with all pupils scoring 18.0 at KS1 and national average score calculated e.g 116
- Therefore the individual will have made +1 better than expected progress in comparison to national average

School

- Individual progress score added to rest of cohort's individual progress scores
- Average calculated e.g +1
- So pupils in this school have made slightly more progress than those with similar starting points in other schools
- Government will set the definition of sufficient progress once the tests have been taken e.g a school should have a score of at least below or above

Optional testing

Half termly assessments for all

End of year attainment for Years 1 – 5 (various suppliers)

- Reading
- Writing
- Grammar, Punctuation and Spelling
- Maths

Interim Reporting of Assessments

- **Deeper learning** - Has met all current year group objectives taught so far and is extending learning within these. **A**
- **National Standards** - Has met most current year group objectives taught so far and is close to meeting others covered, will have chance to revisit these before the end of the year. **B**
- **Developing** - Has met some current year group objectives taught so far and developing at others, will have chance to revisit these before the end of the year. **C**
- **Emerging** - Is working below current year group objectives, will have chance to meet some current year objectives if appropriate. **D**

End of Year Reporting of Assessments

- **Deeper learning** - Has met all current year group objectives and learning at a deeper level.
- **National Standards** - Has met all current year group objectives.
- **Developing** - Has met some current year group objectives and developing at others.
- **Emerging** - Is working below the current year group objectives.

Progress measures

- **Interim reports 2016** – these have been made on a balance of teachers' professional judgements based on experience of each year group and the children's on baseline judgements on attainment in September 2015.
- **End of Year reports 2016** – these will be made using a table devised to compare and correlate old National Curriculum levels with new attainment terminology.

Progress Measures (cont)

- **Expected progress** – children stay at a specific band i.e If a child is assessed at meeting **National Standards** at Year 2, expected progress is indicated by that child meeting **National Standards** at Year 3.
- **Better than expected progress** – children move 'up' a band i.e if a child is assessed at meeting **National Standards** at Year 2, better than expected progress is indicated by that child being assessed at **Learning a Deeper Level** at Year 3.
- **Less than expected progress** - children move 'down' a band i.e if a child is assessed at meeting **National Standards** at Year 2, less than expected progress is indicated by that child being assessed at **Developing** at Year 3.

Use of Data / National Comparisons

Summary of end EYFS teacher assessment data 2015
Summary of Year 1 Phonics assessment data 2015

All pupils (percentages)

	School	National
EYFS profile Good Level of Development	75.6	66.3
Children meeting or exceeding the Yr 1 phonics threshold	87	77

Summary of end of KS1 teacher assessment data 2015
All pupils (percentages)

Subject		1 or above	2c or above	2b or above	2a or above	3 or above
Speaking and Listening	School	100		97		30
	National	99		90		24
Reading	School	100	93	90	63	30
	National	97	89	80	57	30
Writing	School	97	94	87	47	27
	National	96	85	69	39	16
Maths	School	100	97	86	70	43
	National	98	92	80	53	24
Science	School	100		97		37
	National	98		90		22

Summary of end of KS2 assessment data 2015 Attainment All pupils (percentages)

Subject		Below 3	3 or above	4 or above	5 or above	6
Reading	School			100	83	0
	National	3	94	88	49	0
Writing	School			100	50	6
	National	5	95	85	33	0
GPS	School		100	97	93	3
	National	3	95	77	53	4
Maths	School			100	73	27
	National	3	96	86	42	9
Science	School			100	73	N/A
	National	3	96	87	38	N/A

Interim Reports – 12.2.16

Subject	Effort	Progress	Attainment
Reading			
Writing			
Maths			

Targets

Reading	
Writing	
Maths	

Behaviour

General Comment

Criteria for Interim Reports

Key for Effort

A - Excellent (Has a positive, committed and conscientious attitude. Works independently and takes responsibility for own learning. Listens attentively at all times. Is well organised and completes tasks to a high standard.)

B - Good (Has a positive attitude. Works independently and has started to take responsibility for own learning. Listens well and is usually well organised and completes tasks to a standard appropriate to ability. Makes effort to improve.)

C - Satisfactory (Has an acceptable attitude towards learning, although can lose concentration and be easily disrupted. Can need support and encouragement to stay on task and to listen carefully. Tasks generally completed to an acceptable standard relative to ability, but with little pride or effort.)

D - Poor (Does not show a positive attitude towards learning and can be disruptive. Fails to work independently and does not take responsibility for learning. Often chooses not to listen. Tasks regularly completed to a low standard relative to ability or just not completed at all. Makes little effort to improve.)

Criteria for Interim Reports

Key for behaviour

A – Excellent (Shows impeccable behaviour at all times, conscientiously following the school rules and code of conduct. Shows respect towards adults and peers at all times.)

B – Good (Conducts him/herself well throughout the school day, including playtimes and lunchtimes. Shows respect by responding well to adult requests and treats peers appropriately.)

C – Satisfactory (Usually conducts him/herself well throughout the school day, including playtimes and lunchtimes. Generally responds well to adult requests and treats peers appropriately most of the time.)

D – Poor (Often fails to follow school rules and code of conduct. Can cause disruption in lessons and on the playground. Can show disrespect to adults and inappropriate behaviour towards peers.)

Any Questions?

Please feel free to have a look at examples of
assessments used in school
(arranged by year group)

Members of staff on hand to answer
questions.

THANK YOU FOR COMING!