



As the roots spread so the tree grows

SATs at Alwyn

Parent Council Meeting

13th May 2013

7.30 p.m.



Assessment

When your child first comes to school and throughout their time here they are assessed. We assess to find out where they are in a particular area. This allows us to plan the next course of action and ensure that they are making progress.

We assess the different areas of reading, writing & maths and record our findings. These assessments are kept by the teacher. They are studied and appropriate action taken as necessary. They inform planning. They are passed to the next teacher and are also passed to the child's next school at the end of Year 2.

Why do we do assessments?



- We assess to ascertain your child's abilities in particular areas.
- To show attainment and achievement
- To inform planning so each child's needs are being met. This allows us to plan the next course of action and ensure that they are making progress.
- To set appropriate and individual targets for children
- To monitor standards across the school
- To enable staff to predict and set targets for children
- To provide feedback for parent evenings and report writing
- To pass on results to next teacher

Assessment is a way of measuring a child's attainment (What they can do) and by assessing children regularly we can also measure their achievement (The progress they are making)



We assess attainment according to the requirements of the National Curriculum and the Literacy and Numeracy Strategies and also assess progress made by individual children.

As a result of these continuous assessments your children are put into different phonics and mathematical groups.

We start to group children in Year 1, once the teachers have got to know your children, have had an opportunity to teach them new concepts and have had time to assess their ability and progress. These groups are flexible and children will change groups according to their need.

These groups continue into Year 2. We are very pleased with this way of teaching as children are able to learn at a level, speed and challenge appropriate to them.

Targets



Reading, writing and maths targets are set for and with your children every term. These are areas targeted for your child to achieve success in. They work towards these challenging and individual targets and it is very satisfying for them when they achieve them. These targets are shared with parents during parents evening.

Year One Phonics Testing

This is statutory phonics screening for all children in Year One.

It started last year and takes place in June.

It consists of a list of 40 words which the children read one-to-one with their teacher.

There are two sections of 20 words, some real and some pseudo (nonsense) words.

What are we doing in Year One?

All children in Year One are given real and nonsense phonetically de-codable words, which they practise reading regularly in school and at home.

Children play phonic games, share reading books and participate in group reading sessions.

ICT software and phonics websites are used to help the children blend real and nonsense words.

Children participate in class phonics sessions.

SATs



SATS (Standard Assessment Tasks/Tests) tests are given at the end of Year 2, Year 6 and Year 9. Combined they are used to show your child's progress. The SATs are designed to test children's knowledge and understanding in English, Maths and Science. They provide a picture of the child's attainment at the end of Key Stage 1, which is at the end of Year 2.



Key Stage 1

SATs take place in Year 2 (at the end of infants) throughout May. Each child is teacher assessed in reading, writing (including spelling and handwriting), maths (including number, shape, space and measurement) and science. Your child's class teacher will set short pieces of work in English and maths to judge what level of ability your child is considered to be. The tasks and tests can be taken at a time the school chooses. They last for less than three hours altogether. The results are not reported separately but are used to help the teacher assess your child's work. By the age of seven, most children are expected to achieve level 2.

The teacher assessment is moderated by the local authority. This is to make sure teachers make consistent assessments of children's work.



Key Stage 2

SATs take place in May and are far more formal than Key Stage 1. The tests which are taken in Year 6 cover the three core subjects, English, Maths and Science. The test papers are sent away to be marked with results being available before your child leaves primary school in July. The KS2 SATs are used to compile league tables. By the age of 11, most children are expected to achieve level 4.

READING



For reading level 1 there is a reading task which assesses the child's ability to read an unfamiliar book aloud and discuss his or her understanding of the text.

A level 2 reader will either complete a reading task as for level 1 but with a more complex book or do a comprehension test. This consists of a story and one or more other texts with questions to be answered on each page of a single booklet. The reading task and the comprehension test provide grades C to A and assess the child's ability to read independently and respond to comprehension questions. Your child's teacher decides whether to give them the reading or the comprehension according to how they feel they will respond.

There is just a reading comprehension test for level 3 readers which is based on a story and information text together with a question booklet for children to complete.

Teachers carefully decide, using their knowledge of individual children and the assessments they have done, at which level to enter children.

Level 1 Reading



Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Level 2 Reading



Pupils' reading of simple texts shows understanding and is generally accurate.

They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3 Reading



Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

WRITING



For writing last year the children were assessed on their ability to write a long piece which was in the form of a story and a short piece in the form of a riddle. Using these examples of writing and their knowledge of individual children teachers make professional judgements about your child's writing then decide at what level your child is writing. This can range from a Level W (working towards) to a level 3.

Level 1 Writing



Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2 Writing



Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3 Writing



Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.

MATHS



The teachers administer a maths test with the children in the form a booklet for children at levels 2 and 3 and those children working within level 1 and towards level 1 carry out some practical mathematical tasks with the teacher.

Using these test booklets and their knowledge of individual children teachers make professional judgements about your child's maths ability then decide at what level your child is working. This can range from a Level W (working towards) to a level 3.

Knowledge, Skills and Understanding



Teaching should ensure that appropriate connections are made between the sections on 'number' and 'shape, space and measures'.

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. practical activity, exploration and discussion
- b. using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols
- c. using mental images of numbers and their relationships to support the development of mental calculation strategies
- d. estimating, drawing and measuring in a range of practical contexts
- e. drawing inferences from data in practical activities
- f. exploring and using a variety of resources and materials, including ICT
- g. activities that encourage them to make connections between number work and other aspects of their work in mathematics.

Number and Algebra Level 1



Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

Number and Algebra Level 2



Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Number and Algebra Level 3



Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Shape, Space and Measures

Level 1



When working with 2D and 3D shapes, pupils use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.

Shape, Space and Measures

Level 2



Pupils use mathematical names for common 3D and 2D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

Shape, Space and Measures

Level 3



Pupils classify 3D and 2D shapes in various ways using mathematical properties such as reflective symmetry for 2D shapes. They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts.



Handling Data

Level 1

Pupils sort objects and classify them, demonstrating the criterion they have used.

Level 2

Pupils sort objects and classify them using more than one criterion. When they have gathered information, pupils record results in simple lists, tables and block graphs, in order to communicate their findings.

Level 3

Pupils extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.

What do we do with the SATs data?



We analyse all assessment data including SATs data. We use assessments to track the progress of individuals and this allows us to initiate additional interventions if appropriate. We also use it to track specific groups of children e.g. boys/girls, SEN children, EAL children and this means we are more able to support those groups of children appropriately with additional adult support or resources. Assessment data also allows staff to set appropriate and individual targets for children. We also use it to monitor standards across the school. It helps teachers plan appropriately informing weekly planning.

How do Key Stage 2 (e.g. Courthouse) use our SATs data?



Key Stage 2 schools/teachers use the Key Stage 1 SATs data/results as a baseline score to track pupil progress through Key Stage 2. They use them to help set targets for the children to achieve at the end of Year 3. They also use them to help set targets for the end of Key Stage 2 taking into account the desired two levels progress expected over the four years in Key Stage 2 plus extra value added if possible. The teachers also talk in depth to the Year 2 teachers about individuals and use this information and their own assessments to ability group children in Year 3. At Courthouse this usually happens in the first two weeks of the September term.