



As the roots spread so the tree grows

Assessment, the Curriculum & Tests at Alwyn

Parent Council Meeting

30th April 2018

7.30 – 8.30 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 steps for learning and ensure that they are making progress.

We assess the different areas of reading, writing, maths and science and record our findings. These assessments are kept by the teacher. At the end of the year, 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?



- To ascertain your child's abilities.
- To show attainment and achievement.
- To inform planning so each child's needs are being met. This allows us to plan the next steps for learning and ensure progress.
- To set appropriate targets for children.
- To track and 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*). By assessing children regularly we can also measure their achievement (*the progress they are making*).

We assess according to the learning requirements of the National Curriculum.

As a result of these continuous assessments your children are put into different phonics and maths 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 in Year 2 but remain flexible so children can move between groups.

We group children in these subjects so children are able to learn at a level, speed and challenge appropriate for them.

End of Key Stage Tests



End of Key Stage tests are given at the end of Year 2 and Year 6.

They are used to **support teacher assessment** which shows your child's progress throughout their time in school.

The tests are designed to assess children's knowledge and understanding of key objectives in English and Maths at the end of Key Stage 1, which is at the end of Year 2.

There are no tests for Science as it is teacher assessed.

End of Key Stage Tests cont.



The tests take place in Year 2, throughout the month of May. The children will complete maths test papers, reading test papers and there is an optional spelling, punctuation and grammar test (SPaG).

The tests can be taken at a time the school chooses and the results feed into the teacher assessments.

Each child is teacher assessed in reading, writing (includes spelling, punctuation, grammar and handwriting), maths (includes number, calculation, geometry, measure and statistics) and science.

The teacher assessment is moderated by the local authority and internal procedures are also in place. This is to make sure teachers make consistent assessments of children's work with evidence to support their decisions.



KS1 Reading Tests

The children are required to sit 2 reading papers.

Paper 1: combines texts and questions. This will also include a list of useful words and some practice questions for teachers to introduce the contexts and question types to the children.

Paper 2: the reading booklet and answer booklet are separate in this paper and have no teacher input.

Both reading papers may include age-appropriate fiction, non-fiction and poetry from a variety of origins and traditions, covering a wide range of text types, forms and purposes.

The focus is on their comprehension skills.

KS1 Reading Tests: Paper 1



There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



Practice questions

a When did the story start?

Tick **one**.

Monday	<input type="checkbox"/>	Wednesday	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	Thursday	<input type="checkbox"/>

b Where was Molly playing?

I'm Riding on a Giant

I'm riding on a giant.

I'm way up in the sky.

Looking down on everyone

From higher up than high.



Practice questions

c What does the child say they are riding on?

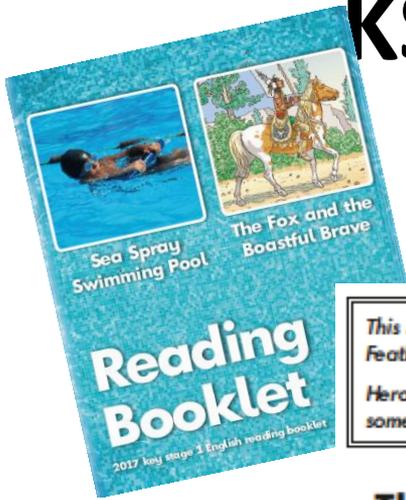
Tick **one**.

a cloud	<input type="checkbox"/>	a giant	<input type="checkbox"/>
a horse	<input type="checkbox"/>	a train	<input type="checkbox"/>

d Who is the child looking down on?



KS1 Reading Tests: Paper 2



This is an old Native American story about a man called Heron Feather and the time he met a fox.

Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went. "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Questions 7–15 are about *The Fox and the Boastful Brave* (pages 6–8)

(page 6)

- 7 *Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.*

Find and copy one word that shows that Fox moved quickly.



1 mark

(page 6)

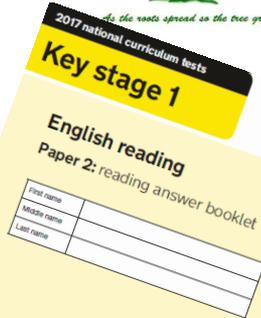
- 8 What did Fox think was coming over the hill?

Tick one.

- a horse a man
a bird a fish



1 mark



KS1 SPaG (spelling, punctuation and grammar)



There is an optional test available to schools if they wish to use them, to support end of year teacher assessments.

We ensure we have a strong evidence base and therefore it is not necessary for us to administer this test.



KS1 Maths Tests

The children are required to sit 2 maths papers.

Paper 1: an arithmetic paper. This will comprise of a practice question and a number of questions which will be linked to national curriculum areas such as number, calculations and fractions.

Paper 2: assesses pupils' ability to apply mathematics to problems and to reason. The test will contain a mixture of contextualised and context-free questions, and real life and abstract problems.

Vocabulary will be appropriate to Key Stage 1 curriculum objectives.

3

$89 + 10 = \boxed{}$



12

$50 - \boxed{} = 20$



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4

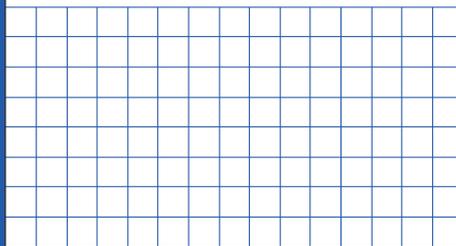
$17 - 6 = \boxed{}$

13

$8 \times 10 = \boxed{}$

23

$65 + \boxed{} = 93$



17

$35 \div 5 = \boxed{}$



Paper 1
Examples

24

$\frac{1}{3} \text{ of } 21 = \boxed{}$



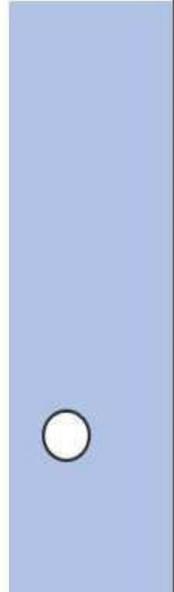
18

$\frac{1}{4} \text{ of } 20 = \boxed{}$



Paper 2: contextualised and applied questions

6 Circle $\frac{1}{3}$ of the apples below.



7 Look at these signs.



Write the correct sign in each box.

85 58

36 36

47 74

Paper 2
Examples

A game costs £25

Ben has £19



How much **more** money does Ben need to buy the game?

£

End of Key Stage Standards



The test raw scores are converted to a scaled score using a government produced conversion chart. The DfE release this chart at the beginning of June. The score range is between 85 and 115.

A score of 100 is set as the national expected standard.

The teacher assessments and the scaled score are used to give the children an overall standard (working towards, expected, good).

To support these judgements the DfE published descriptors for each of these standards.

Reading/Writing/Maths/Science

KS1 DfE descriptors

Reading

Working towards the expected standard (WTS)	Working at the expected standard (EXS)	Working at greater depth within the expected standard (GDS)
<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words*. <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>In discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none"> • answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute • sound out most unfamiliar words accurately, without undue hesitation. <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them • answer questions and make some inferences on the basis of what is being said and done. 	<p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences on the basis of what is said and done • predict what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.

Writing

Working towards the expected standard (WTS)	Working at the expected standard (EXS)	Working at greater depth within the expected standard (GDS)
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* (NC spelling appendix) • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* (NC spelling appendix) • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* (NC spelling appendix) • use the diagonal and horizontal strokes needed to join some letters.

Maths

Working towards the expected standard (WTS) The pupil can:	Working at the expected standard (EXS) The pupil can:	Working at greater depth within the expected standard (GDS) The pupil can:
<ul style="list-style-type: none"> • demonstrate an understanding of place value, though may still need to use apparatus to support them (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 $42 > 36$) • count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives) • read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) • use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$) • add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations • recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9) 	<ul style="list-style-type: none"> • partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones) • add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations • use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100) • subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$) • recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$) • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary 	<ul style="list-style-type: none"> • reason about addition (e.g. that the sum of 3 odd numbers will always be odd) • use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5) • work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$) • solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$) • determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left) • solve word problems that involve more than one step (e.g. “which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?”)

Maths

Working towards the expected standard (WTS) The pupil can:	Working at the expected standard (EXS) The pupil can:	Working at greater depth within the expected standard (GDS) The pupil can:
<ul style="list-style-type: none"> recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. 	<ul style="list-style-type: none"> identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole. use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note) read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug) read the time on the clock to the nearest 15 minutes describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). 	<ul style="list-style-type: none"> recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$) find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4, so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8) read the time on the clock to the nearest 5 minutes read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Science

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content. The pupil can:

- name and locate parts of the human body, including those related to the senses
- describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

What do we do with the assessment data?



We analyse all assessment data including test scores.

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 involvement or resources.

Assessment data also allows staff to set appropriate group and individual targets for children.

We also use it to monitor standards across the school. It helps teachers plan appropriately and informs weekly planning.

How do Key Stage 2 (Junior School) use our SATs data?



Key Stage 2 schools/teachers use the Key Stage 1 test data and teacher assessments as a baseline to track pupil progress throughout Key Stage 2.

They use this data 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 (Year 6) taking into account the desired progress expected over the four years in plus extra value added if possible.

The Government also uses this data to judge the progress of pupils through Key Stage 2.

Our teachers also talk, in depth, to the Year 3 teachers about individuals and the Year 3 teachers will use this information and their own assessments to possibly ability group children in Year 3.



Key Stage 2 Tests

Year 6 SATs take place during 1 week in May and are far more formal than Key Stage 1 SATs. The tests cover English and Maths with a government set timetable.

Maths and Reading test papers are sent away to be marked with results being available before your child leaves KS2 in July. The KS2 SATs are used to compile the published league tables.