

ASSESSMENT AND REPORTING TO PARENTS

Alderley Edge Community Primary School



National Curriculum Reform 2014

Why reform?

- * The main aim was to raise standards, particularly as we were led to believe that the UK was slipping down international student assessment league tables. Inspired by what was taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, as well as in the best UK schools, it was designed to produce productive, creative and well educated students.
- * Although the new curriculum was intended to be more challenging, the content is actually slimmer than the old curriculum, focusing on essential core subject knowledge and skills such as essay writing and computer programming.
- * As long as maintained schools cover the statutory requirements, they have been given the freedom to tailor the rest of the curriculum to meet the needs of the children and communities which they serve. Free School and Academies have greater flexibility.

Significant Changes

- * Significantly higher expectations of attainment across the board but specifically and to a greater extent in English and maths
- * Greater focus on subject knowledge in many subject areas
- * Don't teach the next stage's objectives – **master your stage!**

Rationale for Changes

The then Secretary of State for Education, Michael Gove, spoke about the changes at the ‘Seizing Success’ conference on 13 June 2013. A subsequent **official statement** said, “As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced.

“We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools.”

What is Assessment?

- * The process of testing, and making a judgment about, someone's knowledge, ability, skills, etc.,
 - It can tell us what a child can do and therefore what they need to do next
 - It can highlight misconceptions
 - It can also show gains in learning and rate of progress

ASSESSMENT



Different Types of Assessment

- * Diagnostic – done before a unit of work to find out where the child is at to avoid repetition and/or ensure foundations are in place
- * Formative – on going, usually informal through observing, questioning, marking to identify misconceptions and next steps. Usually daily/weekly
- * Summative - usually done at end of a unit or period of time to provide a summary and a point in time measure

Strategies teachers use to assess

Combination Of Approaches

Purpose of assessment and tracking at AECPS

- Highlight and celebrate achievement and what the child knows and has learnt
- Consider what the child can do independently or needs support
- Identify next steps in their learning
- Focus teaching on what the child needs to know next to make progress or deepen their understanding
- Inform children and parents on what they have achieved and what they need to do to improve
- Provide a summative report for parents to know how well their child is doing in comparison to their starting points and national expectations
- Provide information systems to external agencies on how well the school is doing

Reception Baseline Assessment



- * A short assessment designed to capture the wide range of attainment in mathematics and literacy, communication and language that is seen in reception classes at the start of the year – administered by class teacher
- * The RBA data is used to judge how much progress children have made by the end of KS2 (Year 6 SATs). There is no "pass" or "fail" or numerical score, and the results of the RBA are not used to track individual pupils
- * Schools do not have the outcome data and it is not shared with parents

Prime Areas

Specific Areas

Expressive

How is my child assessed?

- * Ongoing day to day assessment by all members of staff that work with your child. Some evidence is collected in a shared class book.
- Adult led - Collected in Creative Curriculum books
- Phonics - assessed half termly through RWI program
- Notes from reading records from home

Assessing in Reception

Children should aim to meet the Early Learning Goals by the end of the year

- * **30 – 50 months**
- * **40 – 60 months**
- * **Early Learning Goal (ELG)**
 - * **Outcomes are working towards ELG or Met ELG**

The prime areas of learning plus English and maths must be met in order to hit the Government expectation of a “Good Level of Development” (GLD)

How Children Are Assessed

- * Each year group has clear, specific objectives to cover
- * Children are taught and assessed against each of the many and detailed objectives
- * Objectives are graded as
 - * Red - Taught but not understood
 - * Amber - Almost
 - * Green - Met
 - * Blue - Exceeded

How Children Are Assessed

- * The objective gradings are considered and used to inform planning so that areas are revisited if needed or next steps taught
- * Teachers make a judgement at the end of a unit of work (termly) as to a 'point in time' summative judgement on how the children have performed against what they have been taught and this is recorded
 - * Emerging
 - * Expected
 - * Exceeding

Quick Question

- * How many maths objectives do you think there are for year 6 to cover in an academic year? Estimate?

Area of Mathematics	Number of Objectives
Number	
Calculations	
Fractions, decimals	
Measurement	
Geometry	
Word problems	
Graphs	
Algebra	
Ratio and Proportion	9

138

Insights For Teachers



Objective

Overall grade for maths

Squares coloured according to how child has been assessed

Judgements will be based on...

- * Decisions as to whether a child has met a specific target will be determined from a collection of evidence (formal and informal) over a period of time/lessons
- * Evidence may include:
 - * Observations by the teacher or teaching assistant
 - * Questioning and discussions with the child
 - * Evidence in books
 - * Tests

What you should expect to see...

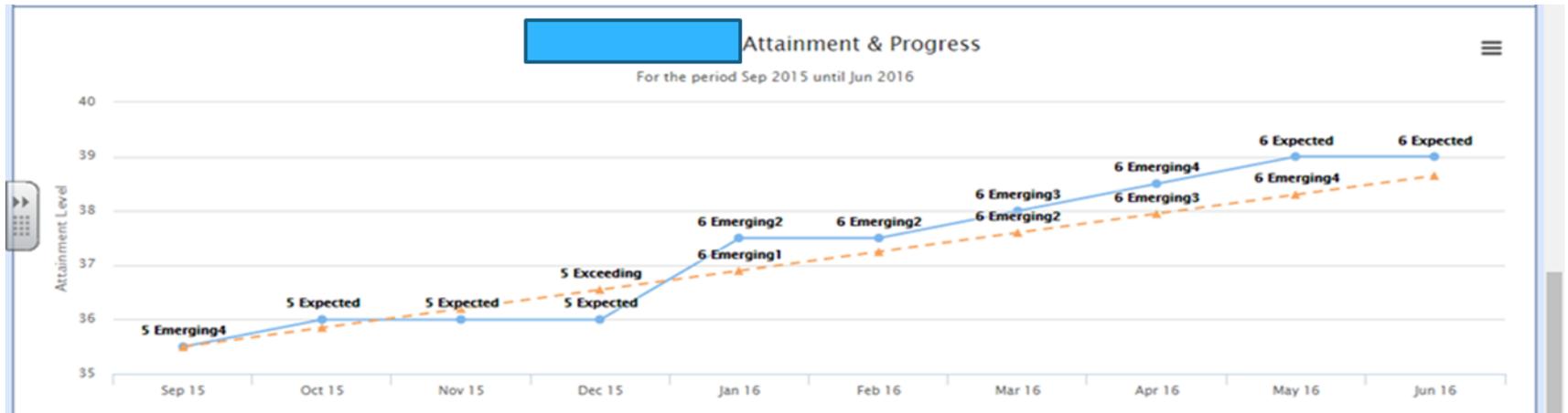
- * The end of this year your child will be awarded an overall grade
- * Children who did not achieve expected will be identified and supported to achieve the previous objectives before moving on
- * The pace of the movement through to expected will be different for different children

Be prepared!

Children who were given a grade at the end of Foundation Stage won't necessarily follow this trajectory through to end of KS1 or KS2. The two curriculums and assessment systems are different and can't be linked

e.g. Best Fit v Secure Fit

Learning is not a linear process



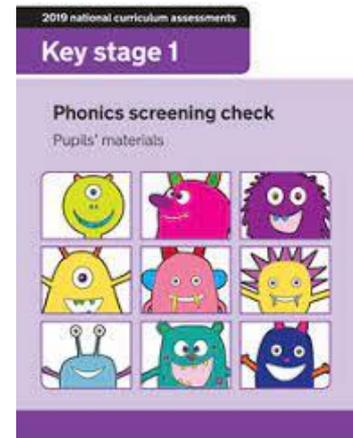
Forms of Assessment

Statutory Assessments

- * Reception Baseline Assessment
- * Year 1 Phonics Screening Check
- * End of KS1 Assessments – Year 2
- * Year 4 Multiplication Check
- * End of Ks2 Statutory Assessments – Year 6

Phonics Screening 'Check'

- * The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as “short, light-touch assessments” that take about four to nine minutes to complete.
- * The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.
- * Results are shared with parents in their end of year school reports
- * Children who do not pass the text re-take in year 2



End of KS1 Assessments

- * As of 2024 these are no longer statutory
- * Teacher Assessments in reading, writing, spelling & grammar and maths
- * Papers are administered in class by the teacher in a supportive manner to support teacher judgement and provide a means to moderate decisions against
- * Provide a point in time measure as to where the children are at and next steps
- * Enable school to track progress and target for end of year 6 – provides a benchmark between reception and year 6 as currently no data to demonstrate link between reception entry and year 6 exit data to enable predictions

Multiplication Tables Check



**Multiplication
Tables Check**

- * The **Multiplication Tables Check (MTC)** was officially announced by the Department for Education (DfE) in September 2017. **It has been compulsory for children in Year 4 since the summer term of 2022.**
- * Primary-school children are expected to know all their times tables up to 12x12. Under the current National Curriculum, children are supposed to know their times tables by the end of Year 4
- * Children will be tested using an on-screen check (on a computer or a tablet), where they will have to answer multiplication questions against the clock.
- * Results are shared with parents in the child's end of year school reports

Year 6 Statutory Assessments (SATs)

- * At the end of Year 6, children in England sit tests in:
 - * Reading
 - * Maths
 - * Grammar, punctuation and spelling (GPS)
- * These tests are both set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.
- * The KS2 SATs for Writing is teacher assessment based taking samples of their writing over the year

Year 6 Statutory Assessments (SATs)

- * Results are reported as raw scores and scaled scores
- * The range of scaled scores available for each KS2 test is:
 - * 80 (the lowest scaled score that can be awarded)
 - * 120 (the highest scaled score)
- * **The expected standard for each test is a scaled score of 100 or more.** If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.
- * Scores 110+ are classed as Greater Depth
- * Results are shared with parents in end of year school reports
- * Results are shared with High Schools who use them in different ways depending on the school
- * The KS2 SATs are scheduled for Monday 13 May to Thursday 16 May 2024

Other In-House Assessments

RWI – Phonics Assessments

- * Administered in reception, year 1 and 2
- * Paper based assessments mirroring phonics check and include reading fluency
- * Conducted on an individual basis by teachers and teaching assistants
- * Used to track progress and move phonics groups each half term



Other In-House Assessments

CATS – Cognitive Ability Tests



- * Administered in Year 2 and Year 4
- * Primary school CATs, or CAT4 tests, to give them their official name, were developed by [GL Assessment](#), a company that produces many resources for assessment, including the [11+ test](#) in a number of areas. **Rather than testing children's knowledge, they're designed to help teachers understand each child's strengths and weaknesses as an individual.**
- * Four specific areas are tested:
 - * **Verbal reasoning:** tasks involving words
 - * **Non-verbal reasoning:** tasks involving shapes and patterns
 - * **Quantitative reasoning:** tasks involving numbers
 - * **Spatial ability:** tasks involving mentally generating and transforming visual images
- * Results are recorded as age-standardised scores where 100 is average
- * The test provides an insight into children's reasoning ability, and compares each child's results to the national average for their exact age

Examples of CAT questions

Cognitive Ability Test Challenge Cards



Cognitive Ability Test

12. Look at the shapes in the boxes below. Carefully look at the pattern of the shapes going across and up and down. Can you see the pattern? Considering this pattern, which of the shapes below fits in the empty box?



Cognitive Ability Test

21. What is the missing number from the equation below?

$$(2 + 3) + 10 = (10 \times ?) + 5$$

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

Cognitive Ability Test

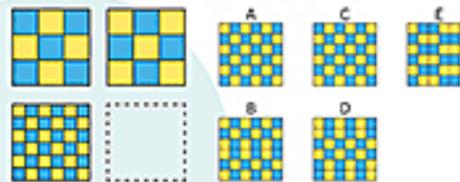
2. The boy slides down the _____

- a. donkey
- b. fruit tree
- c. lantern
- d. slide



Cognitive Ability Test

15. Look at the shapes in the boxes below. Carefully look at the pattern of the shapes going across and up and down. Can you see the pattern? Considering this pattern, which of the shapes below fits in the empty box?



Cognitive Ability Test

23. The numbers below follow a pattern. Can you see it? Follow the pattern to work out the missing number.

62 56 50 44 ?

- a. 30
- b. 32
- c. 34
- d. 36
- e. 38

CAT results

Battery	No. of questions attempted	SAS
Verbal	48/48	141
Quantitative	36/36	125
Non-verbal	47/48	113
Spatial	36/36	98
Mean	-	119

Below 70	70-84	85-94	95-104	105-114	115-129	Above 129
well below average	below average	low average	average	high average	above average	well above average

Other In-House Assessments

NFER – Reading, Maths and GPS

- * Administered in Years 1 to 6
- * Paper based assessments in 3 areas
 - * Reading
 - * Maths
 - * Grammar, punctuation and spelling
- * Reliably assess current attainment and can be used to measure progress
- * Marked by teachers
- * Will be shared at parent's evenings in Spring Term



Don't Worry!



- * This is not a pass or fail system! Its about what does you child know and what do they need to know next?
- * Summative judgements are only snap shots in time for information purposes
- * We have always had high expectations of all our children
- * We pride ourselves on ensuring any assessments are conducted in a 'low-stakes' manner and with as little pressure as is possible for the children
- * **All** children in **all** schools are in the same boat!
- * Its about balance... we are a school who develop the whole child and believe in primary education. We will maintain this ethos whilst challenging all our children to maximise their potential in all areas

