

National And SCHOOL BASED Assessment 2017

School based assessment

- No longer levels.
- The new curriculum is based on the concept of mastery and enrichment rather than rapid acceleration through levels.
- Children are assessed by their teachers against the **Age Related Expectations**.
- Objectives for each year group form the basis of teacher assessment.
- The band objectives are broken down into steps –
 - Beginning
 - Beginning +
 - Working
 - Working +
 - Secure
 - Secure +

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School based assessment

- The majority of children would be expected to working at the working plus/secure step by the end of the year to be at ARE (age related expectation)
- Teacher Assessment each half term. Individual data is discussed in Pupil Progress Meetings.
- The data for cohorts is analysed by SLT leading to interventions and other actions
- For all years children's attainment is recorded on the school's data tracking system.
- Each school can choose its own method of tracking.

Interim Assessment Frameworks

- The interim frameworks used in 2015-2016 will be used in 2016-2017.
- They set out the standards a pupil will be assessed against.
- Teachers must refer to the frameworks to report their judgements at the end of key stages 1 and 2.
- They are only intended for use in making judgements at the end of a key stage.
- They don't include full coverage of the national curriculum. They focus on key aspects for assessment.

Interim Assessment Frameworks

Structure of the frameworks

- The frameworks contain a number of ‘pupil can’ statements.
- To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard and all the statements in any preceding standard(s).
- Some statements contain qualifiers - some, many and most.
- Exemplification materials providing further guidance are available.

KS1 SATS

- All tests will be taken in May 2017.
- The test for Grammar, punctuation and spelling is not statutory this year.
- Tests for Reading and Maths (Arithmetic and Reasoning)
- Writing is based on the collection of the child's work throughout the preceding year.
- Science teacher assessment is based on work completed during Year 1 and Year 2.
- Tests are marked internally. Judgements will be moderated by the LA
- Overall judgement is still based on moderated teacher assessments.

Key stage 1 frameworks: standards

For English reading, English writing and mathematics pupils will be grouped into 4 categories:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard, *or*
- a category for those pupils who do not meet the 'working towards the expected standard' they will be pre- key stage.

For science pupils will be grouped into 2 categories:

- working at the expected standard, *or*
- a category for those pupils who do not meet the standard

Key stage 1 – Reading test framework

The key stage 1 English reading test comprises:

Paper 1, a combined booklet that integrates the reading texts and answer booklet (lower demand), which carries 20 marks

Paper 2, a reading booklet with a separate associated answer booklet (higher demand), which carries 20 marks

**Every pupil should have the opportunity to attempt both papers.
Teachers may stop a pupil at any stage of the test that they feel is appropriate.**

SPAG test-this is not a statutory test

- Variety of multiple choice and short answers.
- Focus will be knowledge of grammatical terms, use of punctuation and spelling.

Key stage 1 English grammar, punctuation and spelling test framework

Format of the test

Paper 1:

<u>Spelling</u>	Spelling (20 words)	20 marks	15 minutes
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Paper 2:

Grammar, punctuation and vocab

20 questions	20 marks	20 minutes
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Total	2 papers	40 marks
	Recommended time -	35 minutes

Grammar and Punctuation Terms

- Noun, adjective, verb, adverb, conjunction.
- Present and past tense
- Tense agreement
- Singular and plural
- Root words/ suffixes and prefixes
- Contractions
- Features of Standard English

Punctuation continued...

- How to use commas, full stops, capital letters, question and exclamation marks.
- Functions of Sentences – statement, question, command, exclamation.

SPAG Examples...

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will

it's

you have

I'll

it is

didn't

did not

you've



What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

The verbs in boxes are in the present tense.
Write these verbs in the **past tense**.
One has been done for you.

visits

When my family visited the zoo,

take

I _____ photos with my new camera.

smiles

My brother _____ for his picture.

Write **s** or **es** to make each word a plural.

fox _____

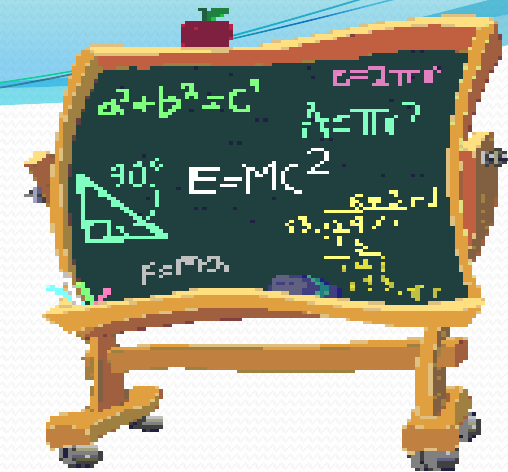
card _____

match _____

Ways to help your child

- Read with your child **everyday**
- Encourage your child to express and develop their opinion, giving reasons.
- Encourage your child to think from the author's point of view.
- Be able to compare an authors different books.
- Point out punctuation / grammar rules in the books that you are reading.
- **PLEASE complete one ten minute reading test and one ten minute grammar, punctuation and spelling [spag] test a week as homework. The Parent's association has kindly subsidised the purchasing of these for the children.**
- We do not have to report on the spag test but it is all good practise!

Maths



Key Stage 1 Mathematics Test from 2016



Test format

Teacher marked to support teacher assessment.
No separate Level 3 test.

KS1 Maths SATs Tests

The new Key Stage 1 Maths test will comprise two papers, which will be marked internally.

Children will not be able to use any tools such as 100 squares or number lines.

Paper 1

Arithmetic, worth 25 marks and taking around 15 minutes.

Examples of Questions

1 + 5 = 9

2 $46 + 7 =$

3 $3 \times 3 =$

4 $12 \div 2 =$

5 $\frac{1}{4}$ of 20 =

6 $65 +$ $= 93$

7 $\frac{1}{3}$ of 21 =

$15 + 3 + 3 =$

$\frac{3}{4}$ of 40 =

$36 + 24 =$

$87 - 40 =$

$8 \times 10 =$

Paper 2

Mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary.

There will be a variety of question types:

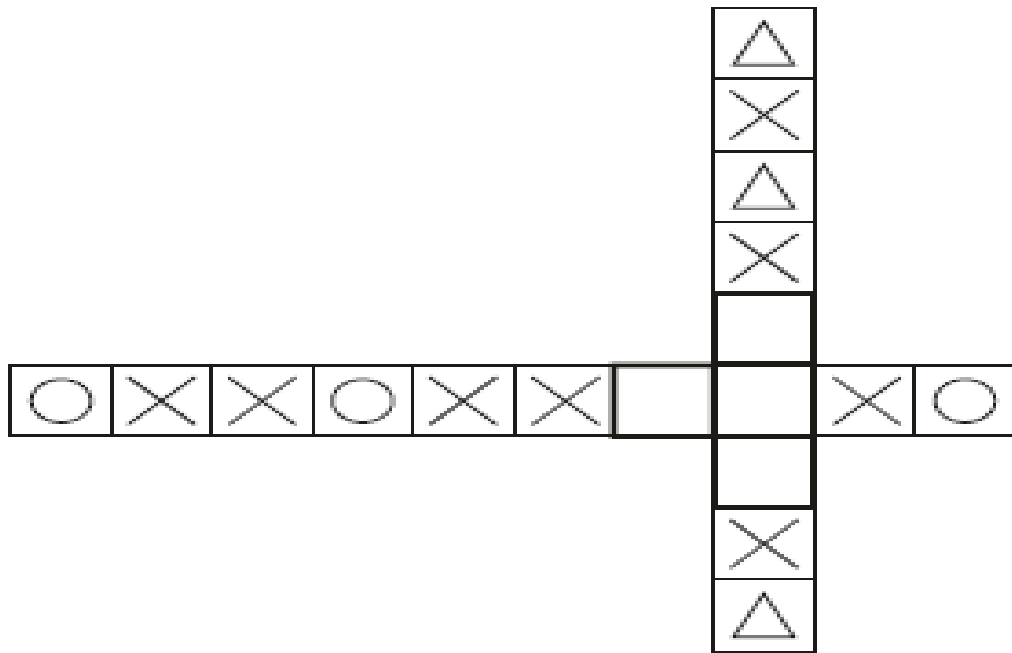
- **Multiple choice**
- **Matching; true/false**
- **Constrained (e.g. completing a chart or table; drawing a shape)**
- **Less constrained (e.g. where children have to show or explain their method).**

Examples of Questions

1

Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.



2

Look at these fractions.

$$\frac{1}{2}$$

$$\frac{1}{3}$$

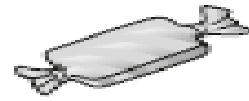
$$\frac{2}{4}$$

$$\frac{3}{4}$$

Circle the two fractions that are equal.

3

A shop sells these sweets.



2p



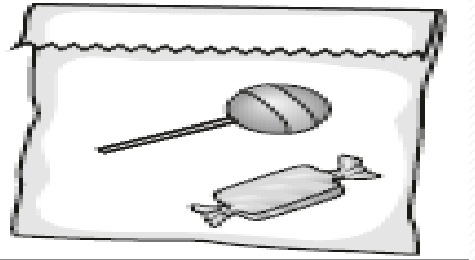
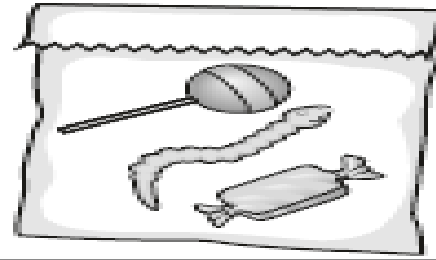
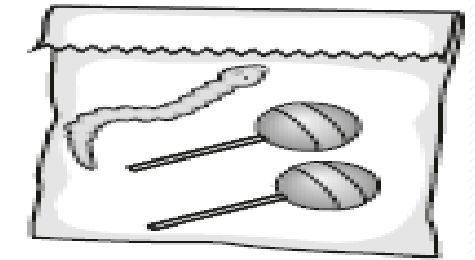
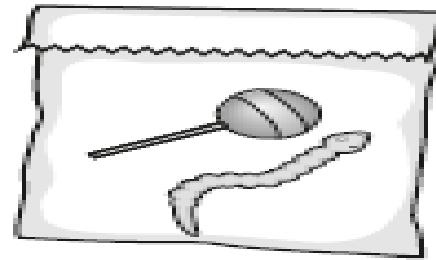
5p



10p

Abdul spends exactly 20p on sweets.

Tick (✓) the bag of sweets he buys.



Amy buys an ice-cream for 90p.



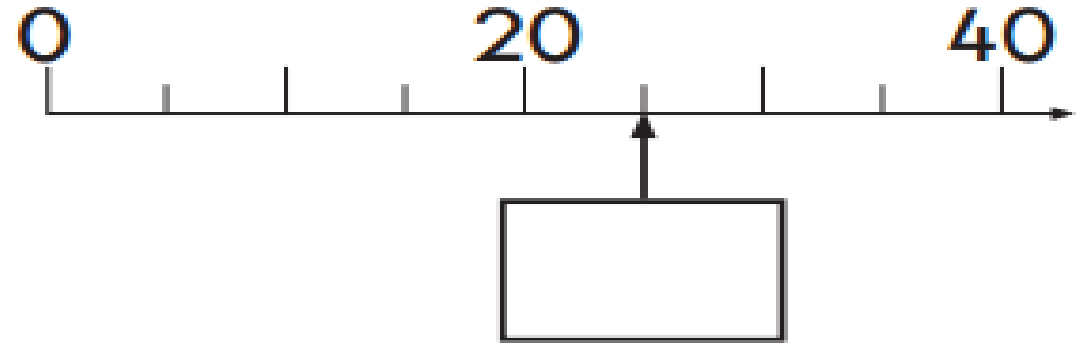
Tick (✓) **three** coins to show how Amy can make **90p**.



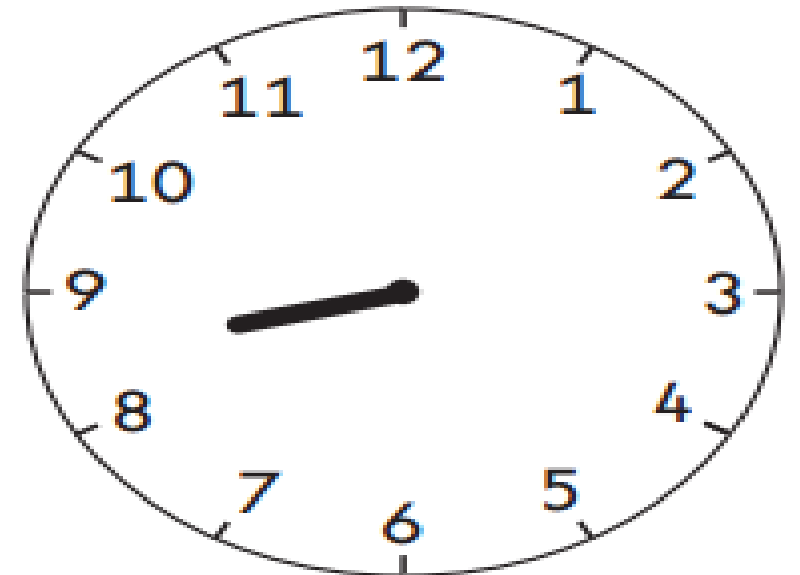
Tick (✓) **four** coins to show another way to make **90p**.



Write the correct number in the box.



Draw the minute hand on the clock to show **twenty-five past eight**.



Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.

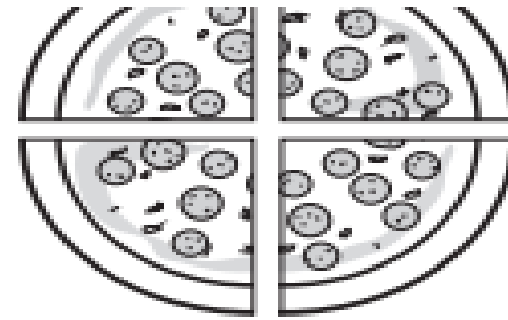
$20 + 5 = 25$

Tick **one**.

$20 - 5 = 15$

$20 \div 5 = 4$

$20 \times 5 = 100$



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

—

Write a digit in each box to make the sum correct.

7		+		=	8	3
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Ways to help your child at home

- **Make sure your child knows their times tables and can answer out of order.**
- **They must be secure with their number bonds to 10, 20 and 100.**
- **Count on and back in ones, tens, hundreds etc from any number (3, 13, 23, 33..... 567, 467, 367.)**
- **Ensure an understanding of place value – how many 10's, units, 100's etc in a number.**
- **Use a variety of mathematical language – all the different ways a sum can be worded.**
- **Relate addition to subtraction and multiplication to division.**
- **Break a problem down and write down which operations are needed to solve it.**
- **Encourage them to read the question more than once and get them to verbalise what they think it is asking of them.**
- **PLEASE complete one ten minute maths test a week as homework. The Parent's association has kindly subsidised the purchasing of these for the children.**

Assessment results

Key Stage 1 results

The marking guidance for the KS1 tests will include conversion tables.

- Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the national standard. They will use the scaled scores to inform teacher assessment judgements. These judgments will be reported to parents in July 2017 once they have been moderated.

Intervention Groups

- All the children will be doing additional maths and English to improve their skills in preparation for their tests.
- We will ensure that the children maintain a balanced and varied curriculum.
- The children are having to adapt to a new, demanding curriculum.
- The intervention groups are taught by Mrs Price.

- Any questions?