

# Assessment at St Barnabas CE Primary School

January 2016

# National Changes

- \* From September 2015, schools will no longer be assessing using 'levels'.
- \* Old levels began with with level 1. By the end of Year 2 children were expected to reach Level 2B and they were expected to reach Level 4 by the end of Year 6.
- \* In summer 2016, children nationally will be assessed differently, without using levels. This information has been shared with parents of Year 2 and Year 6 already.

# Why change?

- \* The National Curriculum changed from September 2014. The old levels don't fit with the new National Curriculum.
- \* The new National Curriculum focuses on skills and knowledge that children are expected to have in each year group.
- \* The expectations of the new National Curriculum are higher than those in the old curriculum.
- \* We want teachers, children and parents to be clearer about what children can do now and what they need to learn next.

# Main changes to the National Curriculum

| Subject | What's new?   |
|---------|---|
| English | <ul style="list-style-type: none"><li>• Stronger emphasis on <b>vocabulary development, grammar, punctuation and spelling</b> (for example, the use of commas and apostrophes will be taught in KS1)</li><li>• <b>Handwriting</b> – not currently assessed under the national curriculum – is expected to be fluent, legible and speedy</li><li>• <b>Spoken English</b> has a greater emphasis, with children to be taught <b>debating</b> and presenting skills</li></ul>  |
| Maths   | <ul style="list-style-type: none"><li>• <b>Five-year-olds will be expected to learn to count up to 100</b> (compared to 20 under the current curriculum) and learn <b>number bonds to 20</b> (currently up to 10)</li><li>• <b>Simple fractions (1/4 and 1/2) will be taught from KS1</b>, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. <math>0.375 = 3/8</math>)</li><li>• By the age of nine, children will be expected to know <b>times tables up to 12x12</b> (currently 10x10 by the end of primary school)</li><li>• Calculators will not be used at all in primary schools, to encourage mental arithmetic</li></ul> |


|                                |  |
|--------------------------------|--|
| <b>Science</b>                 | <ul style="list-style-type: none"><li>• Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms</li><li>• Evolution will be taught in primary schools for the first time</li><li>• Non-core subjects like caring for animals will be replaced by topics like the human circulatory system</li></ul>                               |
| <b>Design &amp; technology</b> | <ul style="list-style-type: none"><li>• Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future</li><li>• More sophisticated use of design equipment such as electronics and robotics</li><li>• In KS2, children will learn about how key events and individuals in design and technology have shaped the world</li></ul> |

|           |  |
|-----------|--|
| ICT       | <ul style="list-style-type: none"><li>• Computing replaces Information and Communication Technology (ICT), with a <b>greater focus on programming rather than on operating programs</b></li><li>• From age five, <u>children will learn to write and test simple programs, and to organise, store and retrieve data</u></li><li>• From seven, they will be taught to understand computer networks, including the internet</li><li>• Internet safety – currently only taught from 11-16 – will be taught in primary schools</li></ul> |
| Languages | <ul style="list-style-type: none"><li>• Currently not statutory, a <u>modern foreign language</u> or ancient language (<u>Latin or Greek</u>) will be <b>mandatory in KS2</b></li><li>• Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language</li></ul>  |


# How are we assessing now?

## Reading, Writing, Maths Y1-Y6

- \* We are assessing what children can do against the year group objectives of the National Curriculum.
- \* In writing and maths we are using a system called 'Assertive Mentoring'. In reading we are using 'Big Reading'.
- \* Each child has an individual record sheet recording what they can do at different stages in the year.
- \* Children progress through 'Stages' as they go through school which are linked to the year group objectives. For example Stage 2 contains the objectives in the Year 2 curriculum.

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- \* Children are being assessed continually through the work they do in lessons– this has always been the case! Teachers use this information to plan the next step of learning for each child.
  - \* In addition, children regularly do pieces of writing without help, maths skills checks, half termly maths tests, weekly spelling checks and grammar checks (Grammar Hammer).
  - \* Teachers use all this information to work out what your child can do confidently.
  - \* Each term, your child’s individual record sheet will be updated using this information.
  - \* At the end of the year children will be assessed against the year group’s objectives: ‘Emerging’, ‘Developing’, ‘Securing’ or whether they are ‘Ready for the next year’s objectives (S+)’.



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- \* Some children are working on and being assessed against objectives that are below the objectives for their year group. This is because all children learn at different rates and also because it is now harder to reach the expected year group objectives than it used to be.
  - \* For example, your child might be in Year 5. Their record sheets might show they are working on Stage 3 (Year 3) objectives.
  - \* Some children may have achieved the objectives for their year. We will be working on deeping their understanding rather than just moving on to the next year's objectives.
  - \* It is important that as many children as possible achieve the correct year group objectives and we are working to help children to 'catch up' to this. We hope that parents will support this at home too.

# What will I see at Parent's Evening?

Each child has a red 'I AM...' file.

This contains their

- \* Learning review sheets (what they have got better at and targets for the term) – copy given to parents
- \* Individual record sheets for reading, writing and maths
- \* Maths skills checks and maths half termly tests
- \* Grammar Hammar checks
- \* Other individual assessments if relevant e.g. phonic assessments

This file will be with your child's books at Parents' Evening. This is a very new system so there may be slight differences in contents for different classes.

# What do the pupil record sheets look like?

## Assessment Criteria

## Writing Stage 3

| Name: Joe Bloggs  |               | Class:     | Year: 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---------------|------------|---------|----------|----------|----------|----------|----------|----------|
| Start score:  | Target Score: | End Score: |         |          |          |          |          |          |          |
| <b>Transcription: Spelling</b>  |               |            |         |          |          |          |          |          |          |
| 1. Use further prefixes and suffixes and understand how to add them (Sp.3:1-10; GH 3:1,2)   |               |            |         |          | X        |          |          |          |          |
| 2. Spell further homophones (Sp.3:17-20; GH 3:3,4)  |               |            |         |          | X        |          |          |          |          |
| 3. Spell words that are often misspelt (KW 3:1-3:3; GH 3:5,6)   |               |            |         |          | /        |          |          |          |          |
| 4. Use the first two or three letters of a word to check its spelling in a dictionary (GH 3:7,8)  |               |            |         |          | /        |          |          |          |          |
| 5. Write from memory simple sentences that include words and punctuation taught so far (Sp.St 3; GH St 3)   |               |            |         |          | /        |          |          |          |          |
| <b>Transcription: Handwriting</b>   |               |            |         |          |          |          |          |          |          |
| 6. Use the diagonal and horizontal strokes that are needed to join letters  |               |            |         |          | .        |          |          |          |          |
| 7. Increase the legibility, consistency and quality of their handwriting (by ensuring that the downstrokes of letters are parallel and equidistant)   |               |            |         |          | .        |          |          |          |          |
| <b>Writing: Composition</b>   |               |            |         |          |          |          |          |          |          |
| 8. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (text type prompts and plans LKS2)                    |               |            |         |          | X        |          |          |          |          |
| 9. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures (pupil prompts LKS2, GH 3:9-11) |               |            |         |          | X        |          |          |          |          |
| 10. Organise paragraphs around a theme (text type prompts and plans LKS2)   |               |            |         |          | X        |          |          |          |          |
| 11. In narratives, create settings, characters and plot (text type prompts and plans LKS2)  |               |            |         |          | X        |          |          |          |          |
| 12. In non-narrative material, using simple organisational devices such as headings and sub-headings (text type prompts and plans LKS2)   |               |            |         |          | /        |          |          |          |          |
| 13. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ('up-stage' prompts LKS2)   |               |            |         |          | /        |          |          |          |          |
| 14. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ('up-stage' prompts LKS2)                  |               |            |         |          | /        |          |          |          |          |
| 15. Proof-read for spelling and punctuation errors ('up-stage' prompts LKS2)  |               |            |         |          | .        |          |          |          |          |
| 16. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.  |               |            |         |          | /        |          |          |          |          |
| <b>Writing: Vocabulary, Grammar and Punctuation</b>   |               |            |         |          |          |          |          |          |          |
| 17. Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although (GH 3:10,11,16,21)                                      |               |            |         |          | /        |          |          |          |          |
| 18. Use the perfect form of verbs in contrast to the past tense (GH 3:12-15)  |               |            |         |          | /        |          |          |          |          |
| 19. Use conjunctions, adverbs and prepositions to express time and cause (GH 3:16-18)   |               |            |         |          | /        |          |          |          |          |
| 20. Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families (GH 3:19,20)   |               |            |         |          | X        |          |          |          |          |
| 21. Begin to identify main and subordinate clauses (GH 3:21)  |               |            |         |          | X        |          |          |          |          |
| 22. Indicate possession by using the possessive apostrophe with singular nouns and regular plurals (GH 3:22,23)   |               |            |         |          | X        |          |          |          |          |
| 23. Use inverted commas to punctuate direct speech (GH 3:24,25)   |               |            |         |          | X        |          |          |          |          |

# What do the maths and grammar skills checks look like?

Stage 4 'Grammar Hammer' Skill Check 2

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

|  |           |                 |  |               |        |
|--|-----------|-----------------|--|---------------|--------|
| 1. Underline the <b>prefix</b> which means 'between'.              |           |                 | 2. Underline the <b>suffix</b> which, when added, forms a noun.    |               |        |
| auto   | dis       | inter           | count  | ing           | er     |
| 3. Underline the correct <b>homophone</b> to use in this sentence. |           |                 | 4. Underline the correct <b>homophone</b> to use in this sentence. |               |        |
| The grass was ( <u>mawn</u> / moan) on Sunday.                     |           |                 | Do not play near the ( <u>rowed</u> / road).                       |               |        |
| 5. Underline the word with the correct spelling.                   |           |                 | 6. Underline the word with the correct spelling.                   |               |        |
| <u>poisonus</u>  | poisonous | <u>poisonos</u> | <u>acshun</u>  | <u>acsion</u> | action |
| 7-8. Number these words to show their alphabetical order.          |           |                 |  |               |        |
| shed   |           | shake           |  | shine         | shop   |

|   |       |        |       |      |
|---|-------|--------|-------|------|
| 9. Underline the words which have a similar meaning to the word in bold (synonyms). |       |        |       |      |
| <b>throw</b>  | chuck | launch | write | hurl |
| 10. Underline the <b>adjectives</b> in the sentence below.                          |       |        |       |      |
| He <u>put</u> the <u>pretty</u> , <u>pink</u> flowers in the vase.                  |       |        |       |      |

|   |              |                |  |             |
|---|--------------|----------------|--|-------------|
| 12-13. Underline two <b>connectives</b> that can be used to signal <b>addition</b> (or are synonymous with the word 'and'). |              |                |  |             |
| also  | eventually   | in addition    | fortunately  | for example |
| 14-15. Underline the <b>proper nouns</b> or <b>pronouns</b> in this sentence to avoid repetition.                           |              |                |  |             |
| (Dan / <u>He</u> ) took ( Dan's / his ) lunch and ( Dan / he ) left the house.  |              |                |  |             |
| 16-17. Underline two <b>fronted adverbials</b> that might help signal time and sequence.                                    |              |                |  |             |
| Meanwhile,  | As a result, | Alternatively, | As evening fell,   |             |
| 18. Underline the correct word to complete the sentence.  |              |                | 19. Underline the correct word to complete the sentence. |             |
| She has ( <u>gone</u> / went) to the shops.   |              |                | He has ( <u>took</u> / taken) the keys with him.         |             |

|  |                                |
|--|--------------------------------|
| 20-21. Underline the <b>fronted adverbial</b> . Punctuate this sentence using <b>commas</b> .                              |                                |
| After <u>tea</u> will you please finish your homework?   |                                |
| 22-23. Punctuate the sentences using the <b>apostrophe</b> (') to show <b>singular or plural possession</b> .              |                                |
| The <u>dog's</u> tail wagged.  | The <u>dogs'</u> tails wagged. |
| 24-25. Punctuate these sentences using <b>inverted commas</b> ("..."), <b>commas</b> (,) and any other punctuation needed. |                                |
| Are these your pens asked Jo   | Can I borrow one he continued  |

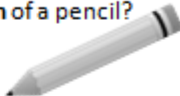
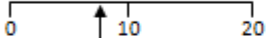
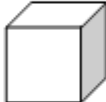



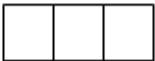
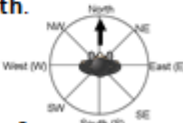
|               |  |             |                  |                 |
|---------------|--|-------------|------------------|-----------------|
| <b>Total:</b> |  | Red (0 – 9) | Yellow (10 – 19) | Green (20 – 25) |
|---------------|--|-------------|------------------|-----------------|

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Group: \_\_\_\_\_



| A: Place Value, Add and Subtract   |      | B: Multiply, Divide and Fractions  |                  | C: Measure and Geometry   |      |
|--|------|--|------------------|---|------|
| 1. What is the missing number?<br>0 5 10 <input type="text"/> 20 25  | 2:1  | 11. $9 \times 10 =$  | 2:11             | 21. What <b>units</b> would you use to measure the <b>length</b> of a pencil?<br>a. centimetres<br>b. grams<br>c. millimetres | 2:17 |
| 2. What is the <b>value</b> of the 6 in this number?<br>61   | 2:2  | 12. $14 \div 2 =$  | 2:11             |    |      |
| 3. <b>Estimate</b> the number labelled.<br> | 2:3  | 13. What symbol is missing?<br>$24 \div 6$ <input type="text"/> 4  | 2:12             | 22. How many <b>edges</b> does a <b>cube</b> have?<br>a. 6<br>b. 8<br>c. 12   | 2:24 |
| 4. Use <, > or = to make this correct:<br>21 <input type="text"/> 32   | 2:4  | 14. What symbol is missing?<br>4 <input type="text"/> 8 = 32   | 2:12             |    |      |
| 5. Write this number in numerals.<br>seventy eight   | 2:5  | 15. Tick (✓) if true:<br>$5 \times 6 = 6 \times 5$ <input type="checkbox"/> $30 \div 3 = 3 \div 30$ <input type="checkbox"/>           | 2:13             | 23. Name the shaded face on this <b>pyramid</b> .   | 2:25 |
| 6. There are 25 sweets in a bag. Tom eats 17 of them. How many are left?   | 2:6  | 16. £15 is shared between 3 people. How much does each person get?   | 2:14             |    |      |
| 7. $12 +$ <input type="text"/> $= 20$  | 2:7  | 17. 4 cars each have 3 people in them. How many people are in the cars?  | 2:14             | 24. Tick (✓) the shape that <b>does not</b> have 5 faces.   | 2:26 |
| 8. $47 - 24 =$   | 2:8  | 18. Circle <b>two thirds</b> of the strawberries.  | 2:15             |   |      |
| 9. Is this true? Write 'yes' or 'no'.<br>$29 - 12 = 12 - 29$   | 2:9  | 19. Shade in $\frac{2}{3}$ of the shape.           | 2:15             | 25. Ben is facing <b>North</b> . What direction will he be facing after turning through 3 <b>right angles clockwise</b> ?     | 2:28 |
| 10. Use $29 + 32 = 61$ to help find:<br>$61 - 32 =$ <input type="text"/>   | 2:10 | 20. What is $\frac{3}{4}$ of 12?   | 2:16             |    |      |
| <b>Total (A)</b>   |      | <b>Total (B)</b>   |                  | <b>Total (C)</b>  |      |
| <b>Test Total (A+B+C)</b>  |      | <b>R (0-9)</b>   | <b>Y (10-19)</b> | <b>G (20-25)</b>  |      |

# Spelling

## HOMEWORK

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent,

Your child is learning how letters can make different sounds. The following words all have a silent letter in them. Please help by practising these words with your child. Thank you for your help.

- Identify the silent letters and point out the rule.
- Many years ago these letters were pronounced, but they no longer are.
- **Vowels** are the letters 'a', 'e', 'i', 'o', 'u', all other letters are **consonants**.
- Try to think of other words that have silent letters, follow the same letter pattern or rhyme.
- Discuss the meaning of the words and try to think of a sentence containing the word.

| <i>(list 2:3)</i> | <b>Practise 1</b><br><i>(copy into space)</i>  | <b>Practise 2</b><br><i>(copy again)</i> | <b>Practise 3</b><br><i>(fold and hide)</i> | <b>Can spell word</b><br><i>(check and correct)</i> |
|-------------------|--|--|---|---|
| Spelling tip:     | <i>Silent 'k' is always followed by 'n' and the 'n' is always followed by a vowel.</i> |  |   |   |
| <i>knee</i>       |  |  |   |   |
| <i>kneel</i>      |  |  |   |   |
| <i>knit</i>       |  |  |   |   |
| <i>knife</i>      |  |  |   |   |
| <i>know</i>       |  |  |   |   |

|               |   |  |  |  |
|---------------|---|--|--|--|
| Spelling tip: | <i>Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel.</i> |  |  |  |
| <i>wrap</i>   |   |  |  |  |
| <i>wreck</i>  |   |  |  |  |
| <i>wrist</i>  |   |  |  |  |
| <i>wrong</i>  |   |  |  |  |
| <i>write</i>  |   |  |  |  |

# Other subjects

Science  
Computing  
Religious Education  
Art & Design  
Physical Education  
History  
Geography  
Music  
Spanish

These subjects are being continually assessed through children's the 'topic' work against the year group expectations.

Written topic work is recorded in the 'Writing Books'.

We are working on the ways that we assess these subjects.

# Early Years Foundation Stage

The EYFS curriculum is made up of 17 areas of learning

## Communication and language development

Listening and attention  
Understanding  
Speaking

## Physical development

Moving and handling  
Health and self-care

## Personal, social and emotional development

Self-confidence and self-awareness  
Managing feelings and behaviour  
Making relationships

## Literacy

Reading  
Writing

## Mathematics development

Numbers  
Shape, space and measures

## Understanding of the world

People and communities  
The world  
Technology

## Expressive arts and design

Exploring and using media and materials  
Being imaginative

Teachers are continually assessing children's development in these areas. Many assessments/observations are recorded electronically, some are recorded in individual children's files along with pieces of independent work



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The world  
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## Expressive arts and design

Exploring and using media and materials  
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## Statutory Assessment

At the end of the year reception children are assessed as 'Emerging', 'Expected', or 'Exceeded' each area.

If they reach the 'Expected' or 'Exceeded' level for the 12 areas in red they are said to have a 'Good Level of Development'.

# Statutory Assessment Year 1 Phonics Screening

- Children in Year 1 sit a phonics screening check in June.
- This is done 1 to 1 with their teacher.
- Children are given 40 real or 'alien' words to read which contain phonemes from phase 3,4,and 5.
- The pass mark is usually around 32/40.
- It only tests phonic skills

# Statutory Assessment Year 2 (May)

- \* Children are assessed in maths, reading, writing, science, spelling and grammar.
- \* Assessment is done through teacher assessment but the children have to do tests which forms part of this assessment:

Reading Comprehension

Maths arithmetic

Maths problem solving

Grammar, punctuation and spelling

These are done in the classrooms. We ensure the children are well prepared and do not worry about them.

# Statutory Assessment Year 6 (May)

- \* Children are assessed in maths, reading, writing, science, spelling, punctuation and grammar.
- \* Assessment is done through teacher assessment for writing and science and through formal tests for :

Reading Comprehension

Maths arithmetic

Maths problem solving

Grammar, punctuation and spelling

These are done in the hall. We ensure the children are well prepared and do not worry about them.

This is the first year these Year 2 and Year 6 tests are being used to assess the new National Curriculum.

# Further Information

- \* Government guidance is changing frequently at the moment. We will continue to adapt our arrangements as needed and keep you updated.
- \* Specific Parent Information sessions about aspects of the new National Curriculum (especially maths and spelling) will be held later this year. We aim to show you some of the new expectations through the Parents in Class sessions.
- \* More information about the new National Curriculum can be found on our website – About Us – Our Curriculum.

Any questions?

Thank you for coming!