



Assessment 2015

Changes to assessment

- ▶ The new curriculum is based around year group expectations and is not measured in levels – levels no longer exist. (except for one more year in yrs 2 and 6. There are no changes as yet for Nursery or Reception)
- ▶ There is not much concrete information about what is expected. We do know that 85% of pupils will be expected to have met their year group targets by the end of year 6 (in 2016). (We will obviously aim for all pupils to achieve this, whilst recognising that for pupils with SEND personal targets will need to be set.) We do not know how the standard expected compares to SATs as there are no test papers or marking boundaries published yet.
- ▶ Because there is so little concrete information about what schools are expected to do, many schools are trying to apply levels to the new curriculum whilst waiting for the government to provide more direction. We have decided that we need to find our own solutions – the curriculum will not be changing again any time soon, so we need to ensure that we are teaching it effectively and measuring our success.

Current challenges

- ▶ The new curriculum has higher standards than the old one – for example, many of the concepts children would have been taught in year 2 for maths are now expected to be taught and understood in year 1.
- ▶ The DfE do not seem to be making (at least for now) any provision for the progress of more able pupils – there is no expectation of the equivalent of level 5 or 6. I still expect our more able pupils to be pushed to achieve their best, and will explain what we intend to do shortly.
- ▶ It will not be possible to measure progress from the end of year 2 to the end of year 6, as we have previously been required to do (because levels do not compare to the new system). We will be required to carry out assessments at the start of reception (using tests not yet published) and measure progress from then until the end of year 6. It will be many years before there are any progress figures available.



Our solutions

- ▶ We are teaching a 'catch up' year, to try to bridge the gap between the old and new curricula. This is a real challenge for teachers and pupils, and we expect standards to appear to be lower this year than in the years to come – children are trying to achieve more than a year's worth of learning.
- ▶ The assessment system we have chosen to use allows us to track the progress of pupils closely, whilst making sure that the more able are still being stretched. I fully expect a higher test to be re-introduced at some point, and more importantly if children are not challenged we are not providing the quality of education they deserve.
- ▶ We have set individual targets for every child, which will enable you to see the progress your children are making year on year.



Reports

- ▶ Because your children have only just started the new curriculum, all we will be able to say in the reports you will receive this term is whether they are on track to meet expectations by the end of the year.
- ▶ In July we will be able to tell you what percentage of the year group targets they have achieved. There will be no national figures to compare to.
- ▶ It will be difficult to comment on progress as we do not have a figure to compare to. However, from next September onwards we will be able to tell you how much progress your children have made as well as their measure of achievement.



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- ▶ The DfE are expecting schools to devise or buy in their own assessment systems. We have chosen a very comprehensive system, called Classroom Monitor.
 - ▶ *Saima please explain how it works.*



We currently monitor Reading, Writing and Maths in our assessment system. Each year group has a set number of objectives that children need to meet by the end of the year in these subjects.

Our Assessment System calculates the percentage of objectives a pupil achieves in a particular subject and then calculates a banding score.

Score	Threshold	Percentage of Markbook achieved
Exceeding	100%	100% +
Secure	90%	90% to 99.9%
Developing +	70%	70% to 89.9%
Developing	50%	50% to 69.9%
Beginning +	30%	30% to 49.9%
Beginning	10%	10% to 29.9%



How will this be done?

- ▶ The teacher has a list of the year group objectives for the class and will teach lessons based on these objectives.
- ▶ After teaching a lesson, the teacher will decide whether the child has met the objective or not and record this on the assessment system.



Class Markbook

	U = Unassessed
	T = Target (taught but not achieved)
	H = Halfway there
	M = Met
	E = Exceeding

If a child met all of their objectives in a subject they would attain 100%



For example, part way through the year your child's markbook might look like this...

This child has achieved **40.7%** of their year group objectives

Year 1 Maths Objectives

1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
2	Count, read and write numbers to 100 in numerals	
3	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
4	Given a number, identify one more and one less	
5	Represent and use number bonds and related subtraction facts within 20	
6	Add and subtract one-digit and two-digit numbers to 20, including zero	
7	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	
8	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
9	Measure and begin to record length/height, weight/mass, capacity/volume & time	
10	Recognise and know the value of different denominations of coins and notes	
11	Sequence events in chronological order using language	
12	Recognise and use language relating to dates, including days of the week, weeks, months and years	
13	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	
14	Recognise and name common 2-D shapes (e.g. Square, circle, triangle)	
15	Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)	

Threshold bands

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Target:

Age related expectations for year	Target for Reading	Target for Writing	Target for Maths

Progress:

	<u>May not Meet Personal Target</u>	<u>Expected to Meet Personal Target</u>	<u>Expected to Exceed Personal Target</u>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

