

**Welcome to our assessment
information evening**

Aims and content of the presentation

- To explain how the children are assessed and progress is monitored in the core subjects.
- To explain the new system of recording progress and achievement.
- To outline the new external testing regime.

The move from levels - brief recap of previous system

- Previously children's progress and achievement has been measured and reported both externally and internally using a system of levels.
- National averages were 2b at the end of year 2 and 4b at the end of year 6. Aldryngton averages were significantly higher.
- The levels were subdivided into a,b,c with each sub level being equivalent to 2 points - a child who progressed from a 3c to a 3a had therefore made 4points' progress.
- Between KS1 (end of Y2) and KS2 (end of Y6) children were expected to make at least 2 levels (12 points') progress. Outstanding schools had 14-16 points progress.

The new NC divided into year bands

- The new National Curriculum divides into the 6 year groups and each year group is given a specific band so Year 1 is assessed on Band 1 criteria. In maths for example there are 20 objectives to be achieved and children are expected to cover and achieve the whole curriculum.
- Target Tracker, our chosen assessment system, has divided the bands into progress steps of 6 stages beginning, beginning +, working within, working within +, secure and secure +.
- Each stage will be equivalent to 1 point's progress.
- The school will decide what percentage of each band achieved equates to beginning + , secure etc.
- Some aspects are weighted differently for example in writing there are 10 spelling, punctuation and grammar objectives. Being able to actually communicate in writing is very important but has only 5 broad objectives.

Bands - b, b+, w, w+, s, s+

- 80% of the children this year will start at 'beginning' of their age band. When they have achieved approximately 15% of the curriculum then they will move to 'beginning +'. Up to 10% of each year group will start the year on the band below and up to 10% on the band above.
- This is a temporary set up for this year only and we expect to see a wider range at the start of 2016 - 17.
- Realistically all children will not cover and achieve the whole curriculum. At Aldryngton a majority will probably be able to access and achieve objectives from the year/band above.

Target Tracker

File Home EYFS Reports Steps Reports Other Reports Levels Reports Levels Charts EYFSP 2008 Admin Step Assessment Filters Groups Pupil Filters Help

Mathematics

Subject Pupils Previous Pupil Next Pupil Show Statements I Can... Statements KPI Statements Targets Show Term Assessed Assessment Term Autumn 1 Quick Help

Forena	Surnam	Assessment	64 5w+	65 5s	66 5s+	67 6b	68 6b+	69 6w	70 6w+	71 6s	72 6s+	73 7b	74 7b+	75 7w	76 7w+	77 7s
		6b				●										
		6b				●										
		6w						●								
		6b				●										
		6b				●										
		6b				●										
		6b				●										
		6b				●										
		6b				●										

Band 5 (53 statements)	Band 6 (53 statements)	Pupils
Addition and Subtraction solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Multiplication and Division divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	
Multiplication and Division identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	Multiplication and Division divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
Multiplication and Division	Multiplication and Division	

How we assess

- Teachers plan from NC objectives and children are assessed against these objectives.
- Class teachers use feedback and marking to assess on a daily basis.
- We use oral work, work in books, end of unit assessments and tests, overall tests which cover work from previous terms and final end of year tests.
- The children's progress is recorded on Target Tracker and analysed by the class teachers to identify individual, group and class strengths and weaknesses. Teaching and intervention groups are adapted to address any issues.
- Teams (Lower School, Middle School, Upper School) analyse and discuss the data and then the Senior Leadership team meet to identify individuals, groups and years groups who are doing well or not so well and also to identify any trends within the school - for example boys' writing.
- Extra help, focus and groups are then put in place as a result of the discussion.
- This process happens three times a year.

KS2 Y2 maths

Number and place value

Performance descriptors	
Below national standard	Count at least to 20, forwards and backwards
Towards national standard	Count in multiples of 2, 5, and 10
At national standard	Count in steps of 2, 5 from 0, and in 10s to 100, forwards and backwards Count in multiples of 3 at least to 30
At mastery standard	Demonstrate fluency and reasoning in counting forwards and backwards in steps of 2, 5, and 10 including from different starting points and using numbers beyond 100

Target setting and reporting progress

- Children identify their own and are given targets or next steps in all subjects.
- Subject specific targets for English, maths and science will continue to be explicit on end of year reports.
- For 2015-2016 most children will have a 6 point target aiming to progress through the year band.
- Year group targets.
- External floor standards targets for example 85% reaching expected standard at KS2.

National assessments at key points

- 2 year old progress check
- Short reception baseline
- Phonics at end of Year 1
- TA (teacher assessment) maths, reading, writing informed by externally set, internally marked tests (writing partly informed by SPAG test), TA for speaking and listening and science at end of KS1
- National tests KS2 in maths, reading, SPAG
TA maths, reading, writing and spelling

Reception baselining

- Aldryngton is using The Early Excellence baseline assessment tool
- Approximately 85% of settings have chosen this provider
- During the first half term children are assessed in the characteristics of effective learning e.g risk taking / persistence / having their own ideas.
- Prime areas of learning – physical development, personal social emotional development and communication and language
- Specific areas of learning literacy and maths
- Assessments are carried out when the children are ready using observations and discussions typical of assessment processes already used
- Yes / No judgements are then scored to achieve a baseline total.
- Future likely KS1 outcomes are predicted from these scores, and the aim is for the baseline scores to be used to calculate a schools' progress measure

External testing

- Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. We design national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

KS1

- TA (teacher assessment) maths and reading informed by externally set, internally marked tests plus a SPAG to help inform TA writing.
- Tests reflect the new NC, expressed as a scaled score in summer 2016.
- Autumn 2014 - new performance descriptors introduced for KS1 TAs - several apart from one for science, linked to content and drafted by an 'expert group'.
- KS1 moderation process to be improved.

KS2

- New performance descriptors - several for writing but one descriptor of expected standard for science, reading and maths.
- Science sampling continues.
- Test results in reading, maths and SPAG reported as scaled scores.
- Parents to be given child's scores, average for school, local LA and national.
- Lower attainment P scales to remain.

Publishing information

- Performance tables to remain.
- Schools to put information on website - standard format.
- Average progress in reading, writing , maths.
- % achieving expected standard in reading , writing, maths.
- Average score of pupils in KS2 tests/TA.
- % of pupils who achieve a high score in all areas at KS2.
- Government to show school's position in country on these measures.

www.gov.uk

education and learning/schools and curriculum

To look at the 2014 new National Curriculum and the KS1 or KS2
sample test papers for 2016