

Assessment Developments

Evening for Parents

November 2015



Why have things changed?

- Unreliable data, teaching to the test.
- Levels 'imprecise and vague'
- Misleading regarding genuine attainment
- Over-focus on grade boundaries
- Clogged education system with data
- Created gaps in knowledge

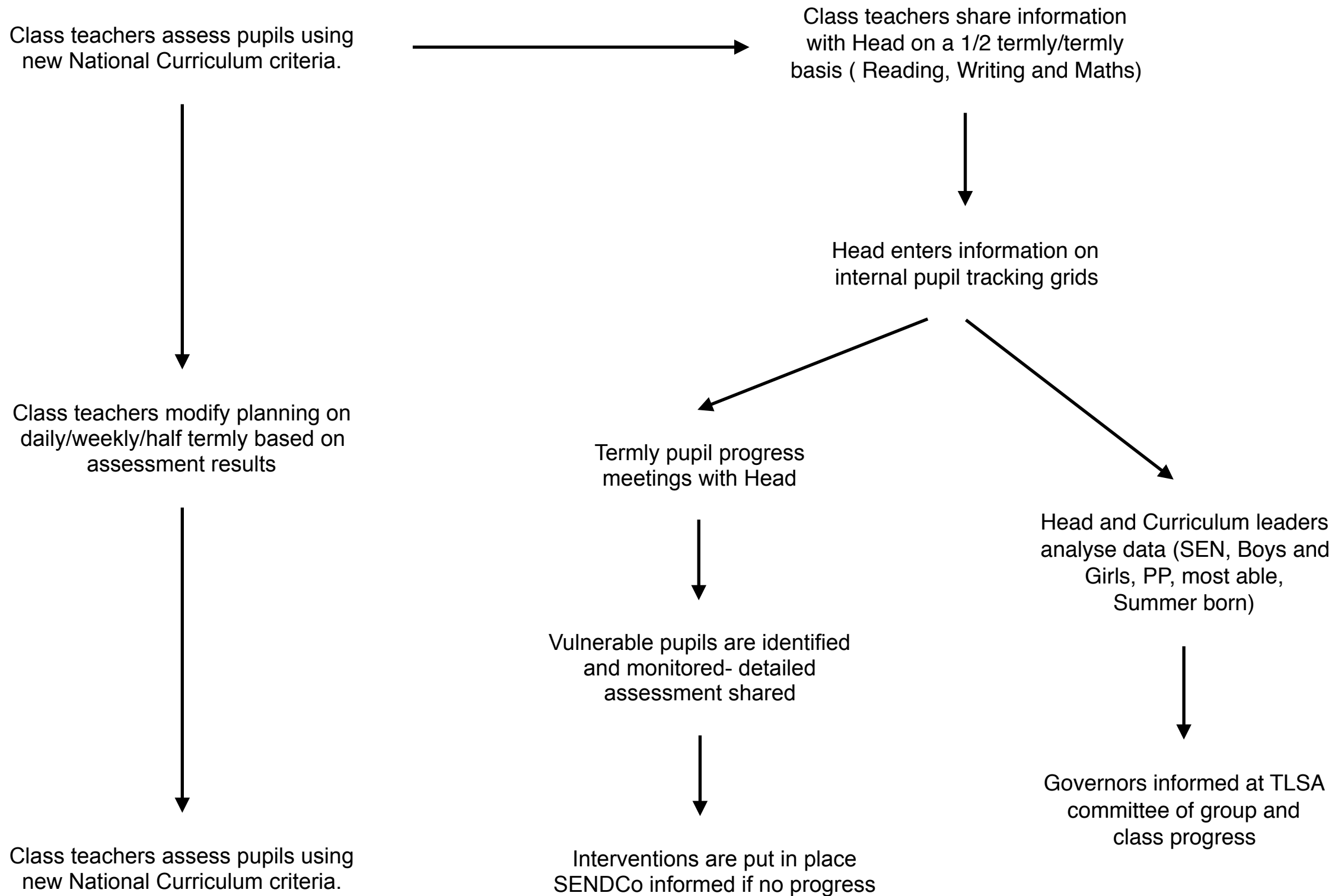
So..

- Assessment levels (2b, 2a, 3c etc.) no longer exist
- The curriculum organisation which correlated with the levels no longer exists
- Formal assessment milestones (Years 2 and Year 6) will no longer report in levels
- Resources for levels no longer produced

What does this mean for our school?

- We are free to create an assessment process which will focus on the children's learning and their specific needs.
- A review and reorganisation of our reporting process.
- An assessment calendar which meets the needs of our school stakeholders not the authorities.

The Assessment Process - Behind the Scenes



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Class teachers assess pupils using new National Curriculum criteria.

Class teachers modify planning on daily/weekly/half termly based on assessment results

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Our Staff...

- planning coverage based upon curriculum criteria and year group expectations.
- setting challenging tasks & activities
- feedback and quality marking of books
- Half termly assessment points
- Moderation with schools network and national judgements (when available)

Key performance indicator	Performance standard
<p>Composition</p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Describes settings, characters and atmosphere</p> <p>SPaG</p> <p>Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>Uses commas to clarify meaning or avoid ambiguity</p>	<p>With reference to the KPIs</p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose</p> <p>A child can:</p> <ul style="list-style-type: none"> • structure and organise a range of texts effectively for different purposes; • use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing; • use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing; • write effective descriptions; • apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and • select a handwriting style appropriate to the task. <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</p>

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Our Children...

- challenge choices (appropriate encouragement)
- assessed formative tasks & activities
- feedback and quality marking of books
- next steps and targets identified

Wednesday 4th November

② Can I use effects in description?

Challenge 1

Use 3 adjectives

Improve one using a thesaurus

Challenge 2

Use 3 adjectives

Use 3 adverbs

Improve one of each using a thesaurus

Challenge 3

Use a variety of adjectives and adverbs using a thesaurus to up level your vocabulary.

Use at least one simile

~~Thick~~ smoke poured from ~~to~~ the cave and Sam listened ~~nervously~~ to the ~~growl~~ that followed. He crept forward ~~stealthily~~ and peered around the ~~jagged~~ rocks but could not see the ~~mysterious~~ creature inside. As the air ~~slowly~~ cleared a ~~horrific~~ sight came into view.

— Well done John. Some really interesting adjectives and adverbs, especially using the thesaurus!

— Do you think you could use a simile to describe the growl?

The growl rumbled like
an erupting volcano.

③

✓ Great!

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Our Parents...

- termly parent consultations to discuss settling and progress (Sept., January, April)
- termly topic overview information including pertinent curriculum criteria
- termly updates on current targets
- end of year report with summative judgement of emerging, expected or exceeding (EEE)

Year 2 and 6 Assessment Milestones

- Like SATS, reported nationally
- Results reported as points score, 100 as national standard
- Combination of written tests and teacher assessment.
- New form in May 2016, currently one-off
- More information to follow as it becomes available

Timescale

- 2014/15:
 - Introduction of EEE judgements
 - Review of Assessment and Marking Policy
 - Transition of target sheets and their use in school
- 2015/16:
 - Parent consultations and end of year report timing remain
 - Review of end of year Report pro forma.
 - Year group expectations published on website.
- September 2016:
 - Start of new termly Parent consultations structure and assessment cycle

Questions?