

## ASSESSMENT: Information for Parents.

Assessment is not meant to be used as a measure of your child's ability at school but as a means to improve their ability to learn; their knowledge, their understanding and their skills.

### **TYPES OF ASSESSMENT**

- **Diagnostic**- diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises
- **Observational**-What we see, milestones
- **Formative**- day to day, learning intentions, success criteria.
- **Summative**-Pupil Progress termly, KS1 Year 2, KS2

### **1. EYFS STRIVING FOR A 'GOOD LEVEL OF DEVELOPMENT'- Reception children.**

### **2..YEAR 1,2,3,4,5,6 ASSESSMENT WITHOUT LEVELS**

### **ASSESSMENT WITHOUT LEVELS**

From September 2014, the Government has made a huge change in the way that children in schools are to be assessed. Last Year was a transitional period with some year groups still assessing using the old national curriculum and levels. This was to tie in with the New National Curriculum that started to be used by all schools at the beginning of September 2014. This was a new way of thinking for schools, and assessment now looks very different to how it has done for the past 20 years. The aim of this guide is to hopefully give you some clear information about all the changes that are happening in Education across the country, and what that means for the children here at Nunnery Wood Primary. Before we even think about assessment we need to be clear on what changes the new curriculum has brought to subjects that are traditionally assessed.

### **CURRICULUM 2014**

So, what are the changes to the curriculum? It would take far too long to cover the whole curriculum, particularly in any great depth. But the main changes to the key core subjects are highlighted below.

### **New Primary Curriculum for ENGLISH**

#### **ENGLISH IN KEY STAGE 1(Year 1 & 2)**

#### **Writing:**

- Increased challenge, including developing "stamina" for writing
- Longer compositions and proof-reading of own writing;
- Increased focus on composition, structure and convention;
- Deeper focus on learning grammar and punctuation;
- Joined writing expected in Year 2.

**Reading:**

- Emphasis on reading widely for pleasure, re-reading books and reading aloud;
- Increased focus on engaging with and interpreting texts;
- Learning of poetry (including reciting poetry) introduced.

**Spelling:**

- Specific spellings, e.g. days of the week, prefixes & suffixes;

**ENGLISH IN KEY STAGE 2 (Years 3,4,5 & 6)**

**Writing:**

- Greatly increased expectations in grammar and punctuation;
- Children have to identify and label complex grammatical concepts, punctuation and spelling rules;
- Expectation that children expertly use and apply the grammar and punctuation concepts in independent writing to create specific effects;

**Reading:**

- Read for pleasure;
- Word reading: pupils applying their knowledge to understand the meaning of new words;
- Learning of classic & modern poetry (including reciting poetry) introduced.

**Spelling:**

- Statutory lists of words to be learnt in Years 3 - 6;
- Specific spelling rules to be taught.

Children are expected to write sentences dictated by the teacher. The new programme of study for English is knowledge-based; this means its focus is on knowing facts rather than developing skills and understanding. It is also characterised by an increased emphasis on the technical aspects of language and less emphasis on the creative aspects. English is set out year by year in Key Stage 1 and two-yearly in Key Stage 2 (Year 3 & 4, Year 5 & 6). Appendices give specific content to be covered in the areas of spelling and vocabulary, grammar and punctuation. These are set out yearly across both key stages.

**New Primary Curriculum for Mathematics**

**Aims:**

- Fluency in the fundamentals
- Reason mathematically
- Solve problems

The main areas in the new programme of study for mathematics are called domains. These are number, measurement, geometry, statistics, ratio and proportion and algebra. Two of these, number and geometry, are further divided into subdomains. The way that the curriculum is organised varies across the primary age range – every year group has a unique combination of domains and subdomains. There is no longer a separate strand of objectives related to using and applying mathematics. Instead, there are problem-solving objectives within the other areas of study. Most of the changes to the mathematics curriculum involve content being brought down to earlier years therefore greater challenge.

### **What's out?**

- Informal written methods of calculation
- Calculators
- Separate strand for using and applying

### **What's there less of?**

- Emphasis on estimation
- Less work on place value
- Less work on data handling (statistics)

### **What's in?**

- Roman numerals
- Times tables up to 12 x 12
- Equivalence between metric and imperial
- Long division and algebra (Y6)

### **What's there more of?**

- More challenging objectives, especially in number
- Formal written methods introduced earlier
- More work on fractions

## **THE END OF CURRICULUM LEVELS**

The Department for Education (DfE) decided that the children assessed at the end of each Key Stage will now be assessed against age related expectations.

### **SO WHY HAVE LEVELS DISAPPEARED?**

The DfE wanted to avoid what has been termed 'The level Race' where children have moved through the old National Curriculum levels quickly to achieve higher attainment. The old National Curriculum was sub-divided into levels, but these were not linked to their national curriculum year group. For example, a child in Year 4 could be a Level 3 or even a level 5. Children were achieving Level 5 and 6 at the end of Key Stage 2, but the DfE thought that a significant number were able to achieve a Level 5 or 6 in a test—but were not secure at that level. The feeling from the DfE was that the old national curriculum and the levels system failed to adequately ensure that children had a breadth and depth of knowledge at each national curriculum level.

### **ASSESSING WITHOUT LEVELS**

The DfE announced that there would no longer be National Curriculum levels, and that schools would have to set up their own way of assessing pupils. This was to take the end of year expectations for each year group and to split this into 3 categories as follows:

- **LOW**— Yet to be secure in the end of year expectations.
- **MID**—Secure in the majority of the end of year expectations.
- **HIGH**—Secure in, almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They

are calling this phase of a greater depth of learning. Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are unlikely to be low at the end of the year may work towards the expectations from the year below.

So how will this look at the end of each Key Stage?

### **Key Stage 1**

It is anticipated that the majority of children will reach the assessment point at the end of Year 2 of *working at the expected standard*, a smaller number of children will reach *working at greater depth within the expected standard* and a small number will be *working towards the expected standard*.

### **Key Stage 2**

Lots of you may have heard of the expression 'Secondary Ready' as the standard children must achieve by the end of Year 6. The DfE have slightly distanced themselves from this phrase and are talking about children reaching the assessment point of Year 6 *working at the expected standard*. Similar to Year 2 there will be some children who may be *working at a greater depth within the expected standard* and some children who are *working towards the expected standard*.

***MUCH OF WHAT IS LEARNT IS NEVER FULLY ASSESSED BUT USED EVERY BIT AS MUCH. We aim to inspire a love of learning.***