

# Parent Workshop

## September 2015

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### **NEW ASSESSMENT PROCEDURES**



# Why something new?

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New National Curriculum (2014, Years 1, 3, 4 and 5)  
(2015, also Years 2 and 6)

New SEN Procedures

Assessment without levels



# New National Curriculum.

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## AIMS:

To focus on the core areas of learning; maths, reading, writing, spelling, grammar and punctuation.

To raise overall standards of education, 'so that children can compete in an international market'.

Phased in over two years (current year 3). Content has been reduced across all subjects, BUT, the content is harder, expectations are higher (by the end of Year 6), the pace of learning is faster.

# New National Curriculum.

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## What is the impact for learning?

Planning for the core areas is covered across all subjects.

Teachers will deliver learning in **skills** and application of children's **understanding**.

Assessment will assess the **knowledge** children have acquired (Learning Ladders).

(available on school website)

The curriculum is now structured so that it is 'age-appropriate' for each year group, not continuous as it was previously when levels were used.

This curriculum was 'trialled' last year with some year groups. Some slight changes will be made this year.

# New Special Educational Needs Procedures

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Children who may 'fall behind' are not automatically SEN children.

All children who fall behind are expected to 'catch-up quickly', through; use of interventions, adult support, or additional core lessons.

Where a child continues to fall behind, the school is expected to identify why this might be and 'tackle it'. This could be, poor attendance, poor teaching, poor home support, specific learning difficulty (assessed and diagnosed CW).

Other reasons may include summer born boys, hearing/visual impairment.

# New Special Educational Needs Procedures

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Pupils identified as having a specific learning difficulty, will have additional support.

For children where they are deemed to have Special Educational Needs (SEN) Mrs Woodhall (SENCO) will meet with parents to discuss that child's specific learning programme.

There is no longer designated 1:1 support as an automatic response to the need.

There are no more 'statements' as these have been replaced, or are in the process of being replaced with Education and Health Care Plans.

# Assessment Without Levels

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Government announcement: " as part of the national curriculum review, levels have been abolished.... The move to scaled scores was announced. Scaled scores are used all over the world."

" We are changing the way the tests are reported. From 2016, we will use scaled scores to report national curriculum test outcomes (where 100 will be the expected score)".

"Within key stages, schools and teachers will have the freedom to assess what children understand and can do in a way that best suits the needs of their school... We can't give full information about what the scale will look like yet, we need to wait until children have taken the tests and the tests have been marked before we can set the national standard and the rest of the scale (Summer Term 2016)" (Department for Education)

Stour Valley Collaborative, (Thorns Primary, Quarry Bank, Withymoor, Brierley Hill, St Mary's, Mount Pleasant) have been working together to try and create a similar assessment system.

# Assessment Without Levels



**Total Statements = 20**  
**85% = 17 completed statements.**

**Mount Pleasant Primary School**  
**Year 4 Reading**

*Overarching Focus: Read aloud to build accuracy, fluency and confidence in word reading and read for pleasure.*

## **Word Reading**

I can read Year 4 Spelling Challenge 1 words.

I can use knowledge of the alphabet to locate information-dictionary, glossary, index...

I can read aloud with expression and intonation.

I can work out meanings using my knowledge of root words, prefixes etc

## **Comprehension**

I can express my personal response to a text using evidence from the text.

I can use appropriate voices for characters, adopting a storytelling voice.

I can scan to locate key information in a text.

I can quote directly from a text to support my ideas.

I can identify how the presentation of a text makes it clear to read.

I can summarise and explain a text in my own words.

I can explain how language choices create tension and mood.

I can use a dictionary confidently to find the meaning of new words.

I can name some different forms of poetry eg rhymes, story poems, calligrams, riddles...

I can identify the differences between a range of non-fiction texts.

I am beginning to identify differences between different types of fiction.

I can use inference to make predictions by referring to the text.

I can get the gist of a text by skim reading.

I can read a range of texts and retell some of these in detail.

I can prepare poems, stories and playscripts to read aloud and perform with confidence.

I can discuss reasons for actions and events using evidence from the text.



# Assessment Without Levels

	ENGLISH								
	Reading	Reading	Reading	Writing	Writing	Writing	Writing	Writing	
	Word Read	Comp	Total	Vgap	Spelling	handwriting	Comp	Total	TOTAL
Year 1	8	22	30	18	13	6	13	50	80
Year 2	8	22	30	23	10	7	9	50	80
Year 3	4	16	20	19	13	2	16	50	70
Year 4	4	16	20	11	12	3	14	40	60
Year 5	4	16	20	9	10	3	18	40	60
Year 6	6	19	25	15	7	2	11	35	60

	MATHS									
	Numbers	Addition	Multipl	Fract/dec	Ratio	Algebra	Measures	Geometry	Statistics	TOTAL
	place value	and	and	and	and					
	and counting	subtraction	division	percent	proportion					
Year 1	9	9	8	7			8	6	3	50
Year 2	9	9	7	7			6	6	6	50
Year 3	8	7	8	7			8	6	6	50
Year 4	8	7	8	8			6	7	6	50
Year 5	5	6	8	11			6	8	6	50
Year 6	6	5	3	10	3	4	6	7	6	50

# Assessment Without Levels

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Assessment based on a cumulative raw score - MATHS										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Year 1	5	10	15	20	25	30	35	40	45	50
Year 2	55	60	65	70	75	80	85	90	95	100
Year 3	105	110	115	120	125	130	135	140	145	150
Year 4	155	160	165	170	175	180	185	190	195	200
Year 5	205	210	215	220	225	230	235	240	245	250
Year 6	255	260	265	270	275	280	285	290	295	300

Assessment based on a cumulative raw score - ENGLISH										
	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Year 1	8	16	24	32	40	48	56	64	72	80
Year 2	88	96	104	112	120	128	136	144	152	160
Year 3	167	174	181	188	195	202	209	216	223	230
Year 4	236	242	248	254	260	266	272	278	284	290
Year 5	296	302	308	314	320	326	332	338	344	350
Year 6	356	362	368	374	380	386	392	398	404	410

# Assessment Without Levels

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Our end of year expectation will be that a child has mastered at least **85%** of their year group curriculum (in maths and reading and writing).

Pupils must be able to demonstrate their knowledge of each statement by applying this to other learning independently.

For example:

**“I can recall and use  $\times$  and  $\div$  facts for the 8x table”** (Yr 3 statement for maths)

Skill = they can recite their 8 x table and recall it randomly with division eg maths challenges.

Understanding = wider use of skills eg they know that 8x is double 4x, understand factors etc

Knowledge = when solving a range of problems they can use their 8x table to help them solve it.

# Assessment Without Levels

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By the end of the year, if a child achieves 85%+ of their year group statements then they will be ready to move to their next year's curriculum.

If by the end of the year a child has **not** achieved 85% of their year group statements, due to a specific difficulty or gap, such as poor handwriting or spelling (a known difficulty), they will not be held back from starting the next year's curriculum. They will have intervention/support to help them fill the gap as quickly as possible.

If a child scores 100% of their year group statement before the end of the year, they will be taught a broader curriculum; a wider study where they will consolidate their knowledge and apply this to wider learning projects: they will not be raced ahead to start the next year's curriculum, which would be against government guidelines.

# Assessment Without Levels

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Children with known Special Educational Needs (SEN), will need to complete a minimum of 85% of the year group curriculum where they are still working. For example a child in Year 5 may still be working on Year 3 curriculum.

YEAR 6 ONLY – The government have indicated that the expected level may be around the old level 4b; though they will not confirm this until the end of the summer term 2016. We will continue to help Year 6 children fill any gaps in order to prepare them for the tests next summer. A further parent meeting will take place when we have more information about the tests.

The progress of every individual child is being carefully tracked from their current starting points. Where staff feel that a child, or group of learners may be in danger of falling behind, we may decide to give additional intervention and support to catch up quickly. This may also involve altering timetables so that they have additional Maths or English lessons.

# School Website

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[www.mount.dudley.sch.uk](http://www.mount.dudley.sch.uk)

>Parents Information

>Curriculum/

Parent Support