

Hall Meadow Primary School

Assessment without levels.

In September 2014 National Curriculum levels in English schools were replaced by a new grading system. Along with this came the new National Curriculum for Primary age children.

Overview of the Primary Curriculum

Based on National Curriculum published in September 2013

This document contains 6 A3 sheets, each of which presents an outline of the content of the new National Curriculum from 2014.

Core subjects (English, Maths & Science) are presented in a year-by-year format, based on the outlines given in the National Curriculum. History is also presented in this format, based on a suggested programme.

All other subjects are presented in two-year sections, dividing KS2 into Lower and Upper Key Stages.

It should be noted that it is only statutorily required to cover each Key Stage's content by the end of the key stage. It is for schools to decide on the most appropriate ordering for their situation.



New Curriculum-Year 4 Maths.

- **Number/Calculation**
- • Know all tables to 12 x 12
- • Secure place value to 1000
- • Use negative whole numbers
- • Round numbers to nearest 10, 100 or 1000
- • Use Roman numerals to 100 (C)
- • Column addition & subtraction up to 4 digits
- • Multiply & divide mentally
- • Use standard short multiplication

Geometry & Measures

- Compare 2-d shapes, including quadrilaterals & triangles
- Find area by counting squares
- Calculate rectangle perimeters
- Estimate & calculate measures
- Identify acute, obtuse & right angles
- Identify symmetry
- Use first quadrant coordinates
- Introduce simple translations

Data

- • Use bar charts, pictograms & line graphs

Fractions & Decimals

- • Recognise tenths & hundredths
- • Identify equivalent fractions
- • Add & subtract fractions with common denominators
- • Recognise common equivalents
- • Round decimals to whole numbers
- • Solve money problems

What is the new primary grading system?

Until September 2014, children's progress was assessed using national curriculum levels.

(Old expectation was to achieve a level 4 at the end of primary school)

The government has now removed 'level descriptors' from the National Curriculum and **schools are expected to establish their own assessment systems to suit their children and parents.**

So all school assessment systems will be different.

SATs Results Explained.

As of this summer 2016, the SATs tests will be more challenging to reflect the new curriculum at the end of the Key Stages.

Children will now receive a scaled score instead of a level. Their raw score - the actual number of marks they accrue - will be translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

You will be told your child's raw score, scaled score and whether they have reached the national standard for that subject. The score that equates to the national standard has yet to be announced.

Children will also be matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers in non-SATs subjects at the end of Key Stage 1 and 2 to see if they've achieved the expected standard.

What tests will my child have?

- Children will undergo a new **baseline test in Reception** (from September 2016)
- the **Phonics Screening Check** in Year 1
- the end-of-Key-Stage test in Year 2 (**KS1 SATs**)
- the end-of-Key-Stage test in Year 6 (**KS2 SATs**)

Foundation stage does this change?

Alongside the scrapping of levels and new tougher end of key stage tests, children will also sit a Reception baseline test in order to assess their progress from when they start school to the end of Key Stage 2.

How do Reception assessments work?

These are designed to give teachers and schools a clearer picture of each child's initial skills, **the tests will help indicate a child's 'baseline' abilities in very basic literacy, reasoning and cognition** (how a child understands and acts in the world).

The tests won't be quite a 'be all and end all' approach as they'll still be supplemented by teachers' broader assessments and observations of a child's development.

At Hall Meadow we use BASE to test the children.

Phonics screening test.

The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

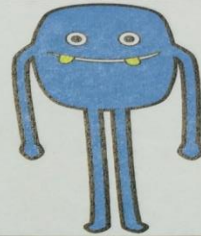
The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with your child will give them a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!).

Section 1

fip



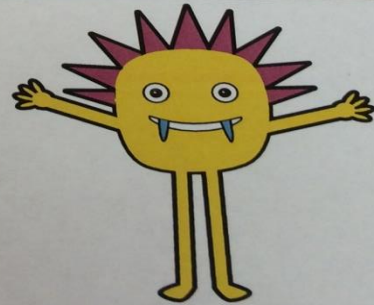
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The end of Key Stage 1 Tests.

The KS1 SATs, which take place at the end of Year 2, help teachers check and confirm what children have learnt in English and Maths in Y1 and Y2.

They will be tested on, such as number problems, place value, number bonds, polygons and pictograms in maths and writing composition, high frequency words, distinguishing between homophones and legible handwriting in English.

Sample Questions

Maths Paper 1 Arithmetic

2. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

a) Circle 2 vegetables which I can buy for exactly 20p.



8p



7p



17p



12p



14p



13p

b) This shop is more expensive. Circle 2 vegetables I can buy for exactly £1.00.



50p



20p



80p



70p



40p



30p

c) How much change will I get from £1.00 if I buy a pepper?



chapter
menu


next
page

Sample Questions

Grammar, Punctuation and Spelling Paper

9. Draw lines to match the groups of words that have the same meaning.
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

chapter
menu

next
page

End of Key Stage 2 tests.

For **KS2 English SATs**, your child will be assessed on a range of reading and writing skills, such as the ability to interpret information and comment on writers' use of language and their use of sophisticated vocabulary and accurate punctuation.

For **KS2 Maths SATs**, they'll need to know all their times tables and use them to divide and multiply, use a protractor to measure angles, calculate the perimeter and area of shapes, interpret data and solve problems involving ratio and proportion.

KS2 Science SATs aren't assessed externally, but sometimes a school might still set this test.

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

How have we developed this at Hall Meadow?

JUDGEMENT OF ACHIEVEMENT AT THE END OF EACH ACADEMIC TERM FOR INTERNAL PROGRESS TRACKING

ASPIRING
A

EMERGING
E

DEVELOPING
D

MASTERING
M

PROFICIENT
P

TERM	CODE	EXPLANATION	AGE RELATED EXPECTATIONS
ASPIRING	A	Seeking to improve with specific adult support and improved approach to learning – Key Skills a focus for development (IEP/WELL Plan)	Well Below expected standard
EMERGING	E	Inexperienced with the concepts and skills but able to work independently and identify progress (Targeted intervention and some adult support)	Inexperienced so <u>BELOW</u> expected standard
DEVELOPING	D	Evolving skills and competencies (Marking and Feedback from adults a particular focus. Self -reflection to improve outcomes evident)	At expected level with <u>AVERAGE</u> achievement
MASTERING	M	Becoming skilled and above average (Self-evaluation peer feedback increasing with increasing competencies in identifying own strategies for improvement)	Above expected Level <u>ABOVE AVERAGE</u> achievement
PROFICIENT	P	Skilful and expert (Able to self- direct own learning)	Well Above the expected standard of achievement
PROFICIENT +	P+	Exceptional understanding, skills and aptitudes	Highly Able and exceptional achievement

P H A S E	Reception					
APS Pre- 2015 Level	1 Wc		3 Wb		5 Wa	
Yr	Reception					
	20 points					
Average AGE	5:6					
Point	03.4	06.8	10.2	13.6	17.0	20.4
R	A		E		D	
1						
2						
3						
4						
5						
6						

P H A S E	Key Stage 1											
	APS	7 1c		9 1B		11 1A		13 2C		15 2B		17 2A
Pre-2015 Level												
Yr	Year 1						Year 2					
	20 points						20 points					
Average AGE	6:6						7:6					
Point	23.8	27.2	30.6	34.0	37.4	40.8	44.2	47.6	51.0	54.4	57.8	61.2
R	M		P									
1	A		E		D		M		P			
2							A		E		D	
3											A	
4												
5												
6												

P H A S E	Average Key Stage 2											Above Average KS2					Highly Able KS2									
	19 3C		21 3b		23 3a		25 4c		27 4b		29 4a		31 5c		33 5b		35 5a		37 6c		39 6b		41 6a			
Pre-2015 Level																										
Yr	Lower KS2						Upper KS2						Secondary Phase													
	20 points (10 per year)						20 points (10 per year)						20 points					20 points								
Average AGE	8:6			9:6			10:6			11:6			12:6			13:6			14:6			15:6				
Point	6 4. 6	6 8. 0	7 1. 4	7 4. 8	7 8. 2	8 1. 6	8 5. 0	8 8. 4	9 1. 8	9 5. 2	9 8. 6	10 2. 0	10 5. 4	10 8. 8	11 2. 2	11 5. 6	11 9. 0	12 2. 4	12 5. 8	12 9. 2	13 2. 6	13 6. 0	13 9. 4	14 2. 8		
R																										
1																										
2	M		P																							
3	E		D		M		P																			
4	A		E		D		M		P																	
5					A		E		D		M		P													
6							A		E		D		M		P											

New style end of year reports