



# ASSESSMENT WORKSHOP FOR PARENTS

April 2017  
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# AIMS

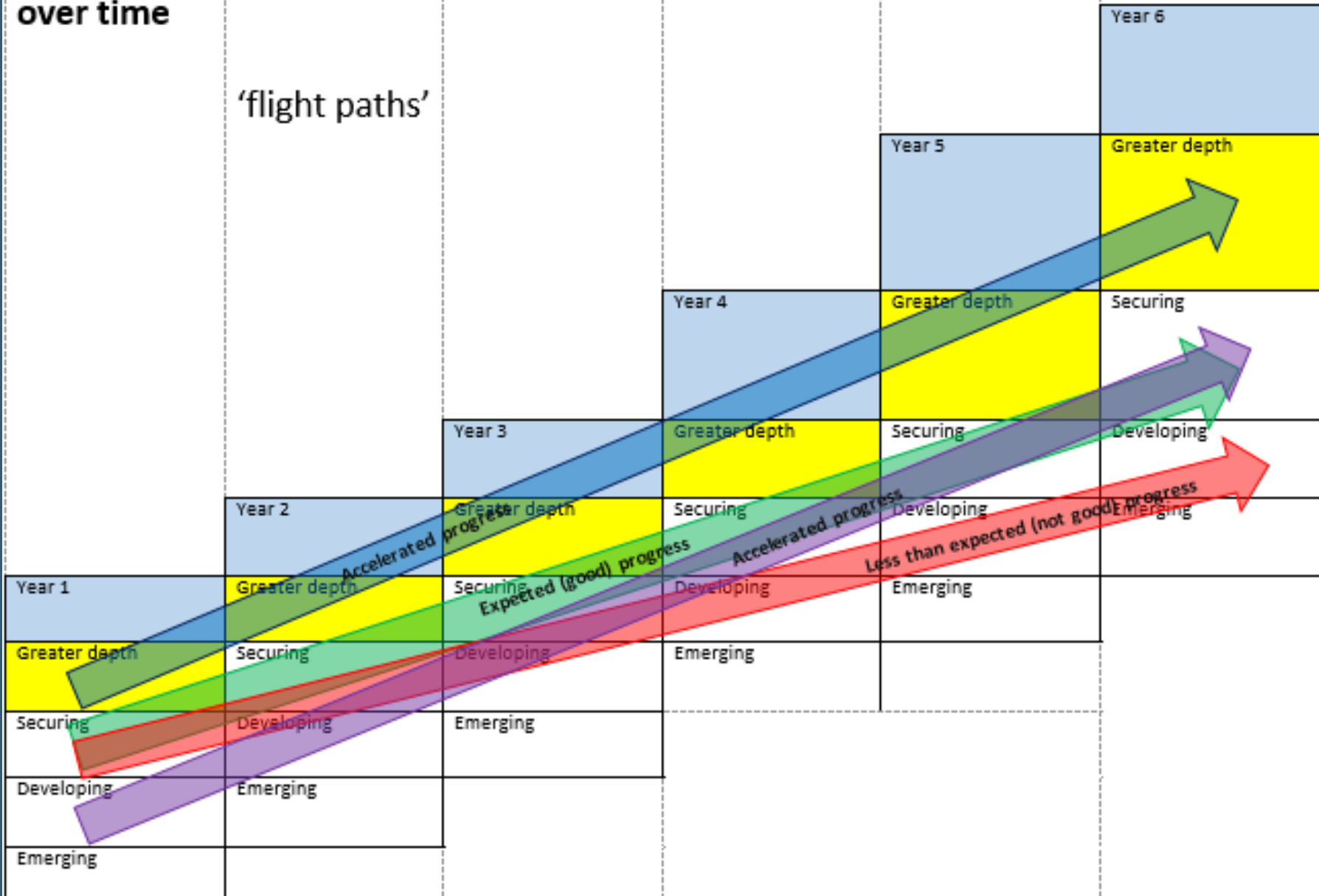
- Understand the changes that have been made nationally to assessment;
- Show you how we assess children in our school – from books to tests;
- Familiarise yourself with the assessment tracking systems, terminology and data we use;
- Opportunity to ask any questions (at the end)!

# ASSESSMENT CHANGES

- New national curriculum 2014
- Levels no longer in use – curriculum now in line with age-related expectations rather than a separate system of levels
- At end of key stage 1 and 2 children sit statutory attainment tests (SATs) and are given a 'scaled score' – 100+ represents the national standard
- Internal teacher assessment will tell you whether your child is on track to meet the national age-related expectations for the child's year group or not

**Progress over time**

'flight paths'



Better than expected progress (accelerated) (Greater Depth to Greater Depth)

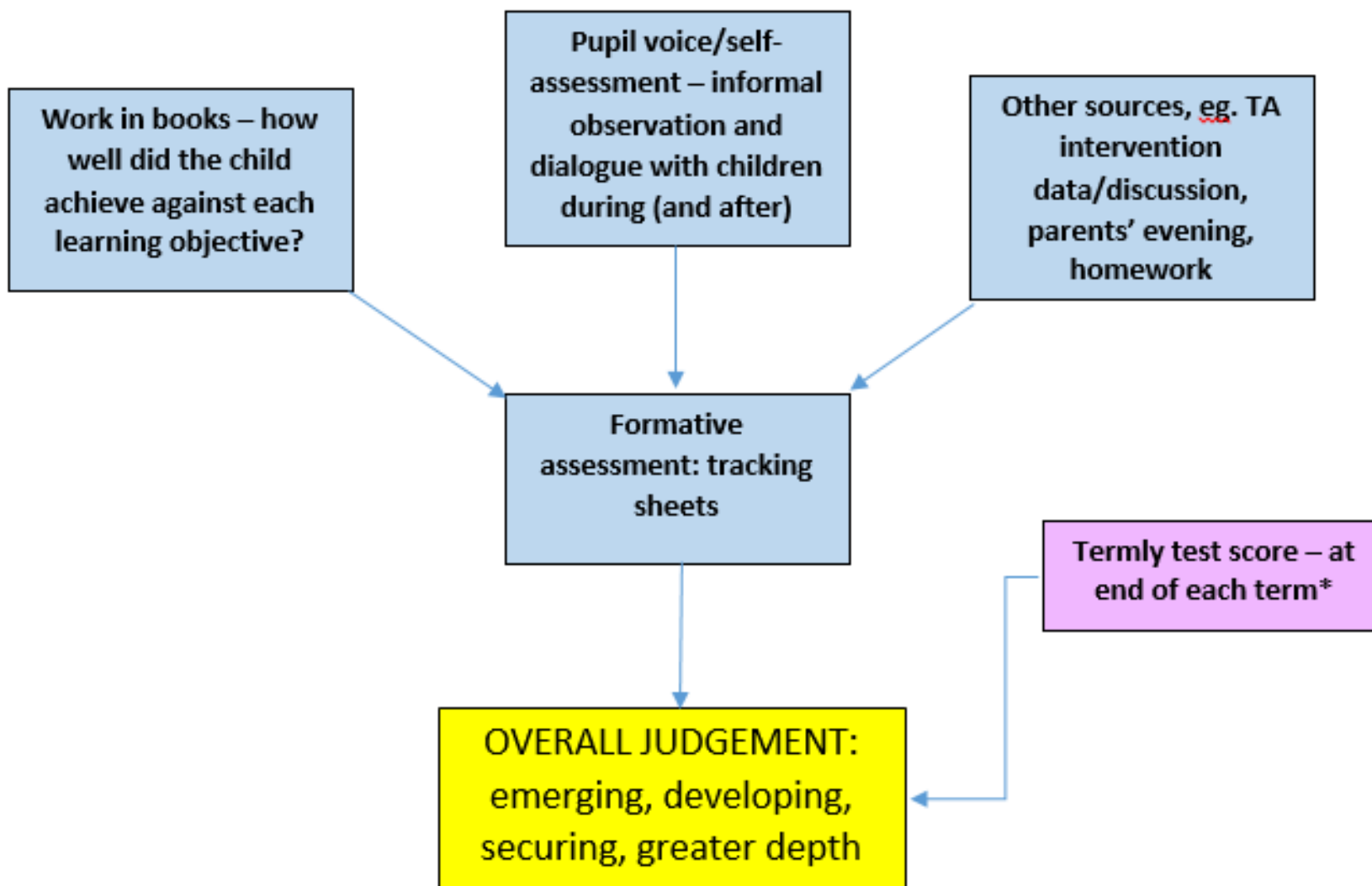
Better than expected progress (accelerated) (Developing to Securing)

Expected progress (good) (Securing to Securing)

Less than expected progress (Developing to Developing - intervention and support may be needed)



# HOW DO WE KNOW?





# STANDARDISED TESTS

- Each term, children from Years 1-6 will sit standardised tests
- These are mapped out to national standards for each term and allow the teacher to track a child's progress throughout the year.
- This will be used alongside the teacher's ongoing formative assessment to help make a professional judgement on each child's attainment and progress each term



# GAP ANALYSIS EXAMPLE

Raw score in total

Making Inference	Language, Structure and Presentation	Total	Standardised Score
0	7	10	75
3	14	30	113
0	2	9	73
1	3	13	80
2	13	28	109
3	12	26	105
2	14	32	117
3	14	31	115
1	8	18	90
3	14	30	113
0	8	18	90
1	9	17	88
2	17	30	113
3	16	33	119
2	12	26	105
1	15	31	115
3	13	28	109
3	8	26	105
2	18	36	124

Strand/topic

Score for that strand/topic

Standardised score – shows whether a child is on track to meet the age-related expectations by the end of the year

# HOW THE DATA IS USED

- Identifies gaps in a child's learning which can then be addressed by the class teacher or giving extra support in some cases
- Supports the overall assessment process by providing data – is the child on track to meet the age-related expectations by the end of the year?
- Help to check how much progress a child has made – expected?
- Generate action plans

# SUMMATIVE

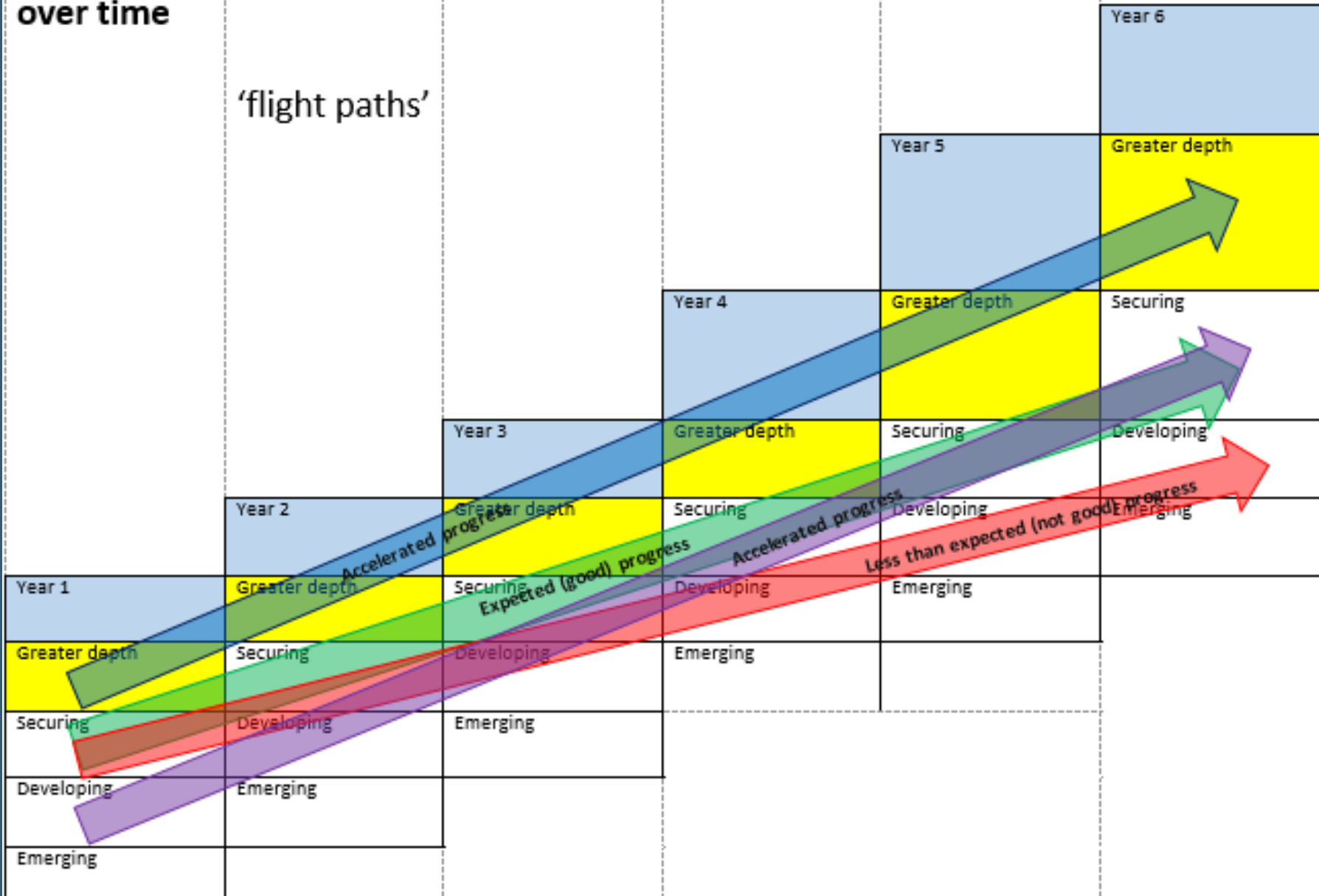
-Reading	Reading Early Years Foundation Stage	EN AT2 Reading KS1 Key Stage 1 Validated Result	Reading Phase PrvYr .Year 5 Summer	Reading Phase Start of Yr .Year 6 ~Start	Reading Target .Year 6 Summer	Reading Phase Aut .Year 6 Autumn	Reading PIRA Test Autumn .Year 6 Autumn	Reading Steps Prog -> Aut .Year 6 Autumn	Reading Phase Spr .Year 6 Spring	Reading PIRA Test Spring .Year 6 Spring
	6 3					6D	115		6S	
						2E	77		2D	
	7 3					6D	110		6S	
						5E	82		5D	
	8 3					6D	117		6S	
	6 2B					6E	88		6E	
	6 3					6E	96		6D	
	8 3					6D	112		6S	

Shows autumn 'phase' (E, D, S or M)

Shows spring 'phase' (E, D, S or M)

**Progress over time**

'flight paths'



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# PUPIL PROGRESS MEETINGS

- Pupil progress meetings each half term to discuss data
- Professional discussion between teacher and SLT
- Summary of class progress completed with points for action to achieve expected or to accelerate progress for individual children who need to catch up