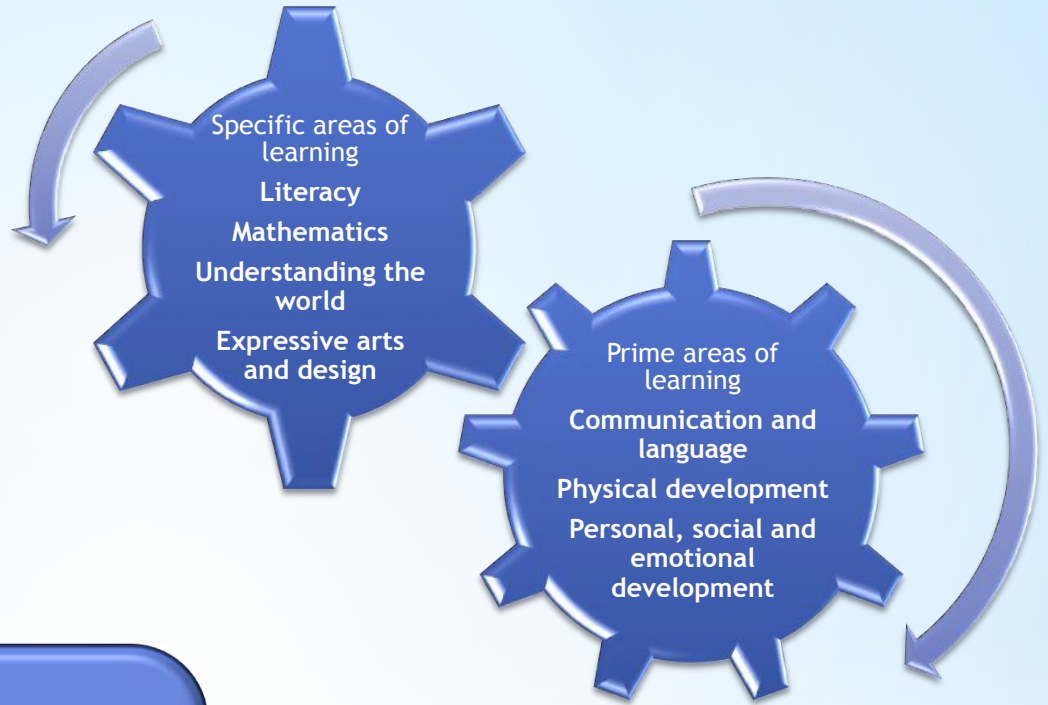
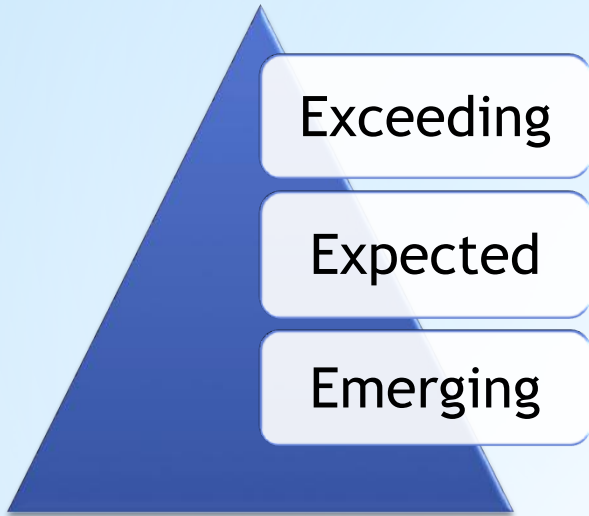


Biggin Hill Primary School Assessment Update

September 2018

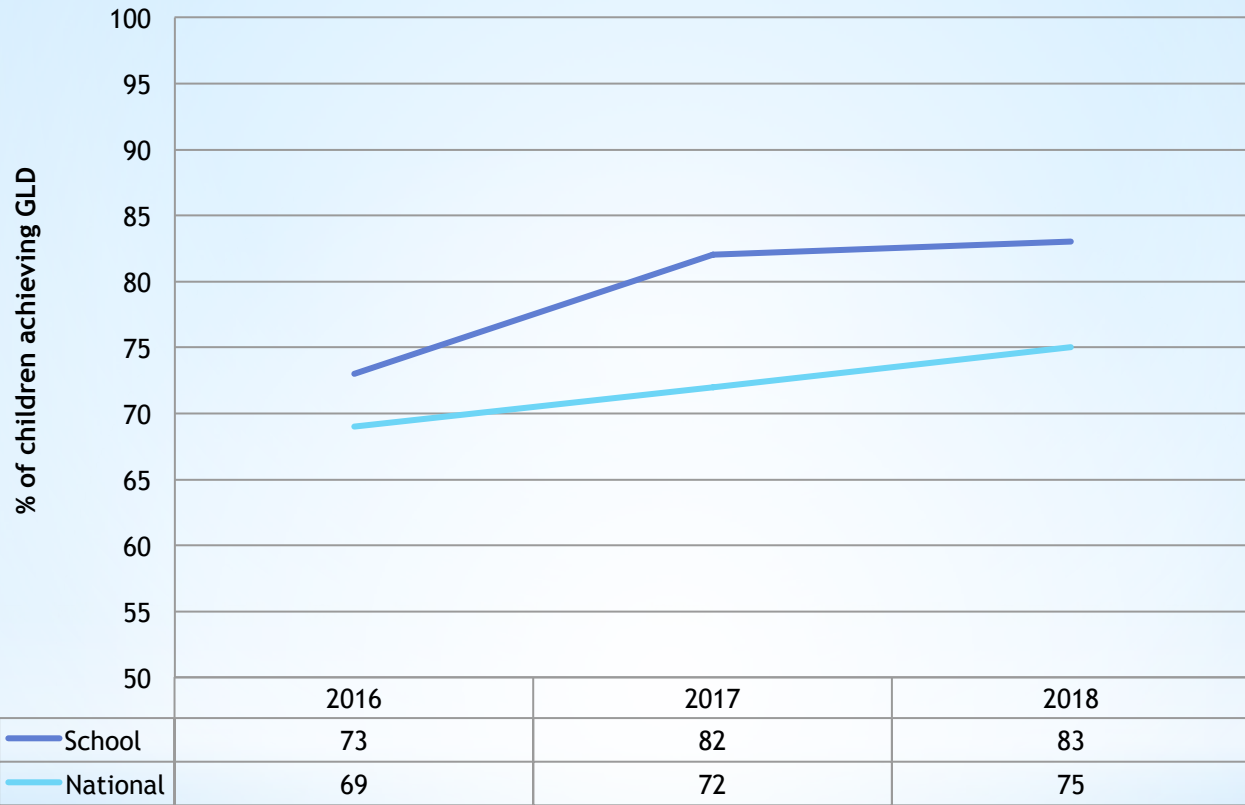


Good Level of Development

Meeting an expected level of development in all Prime areas + Literacy and Numeracy

EYFS

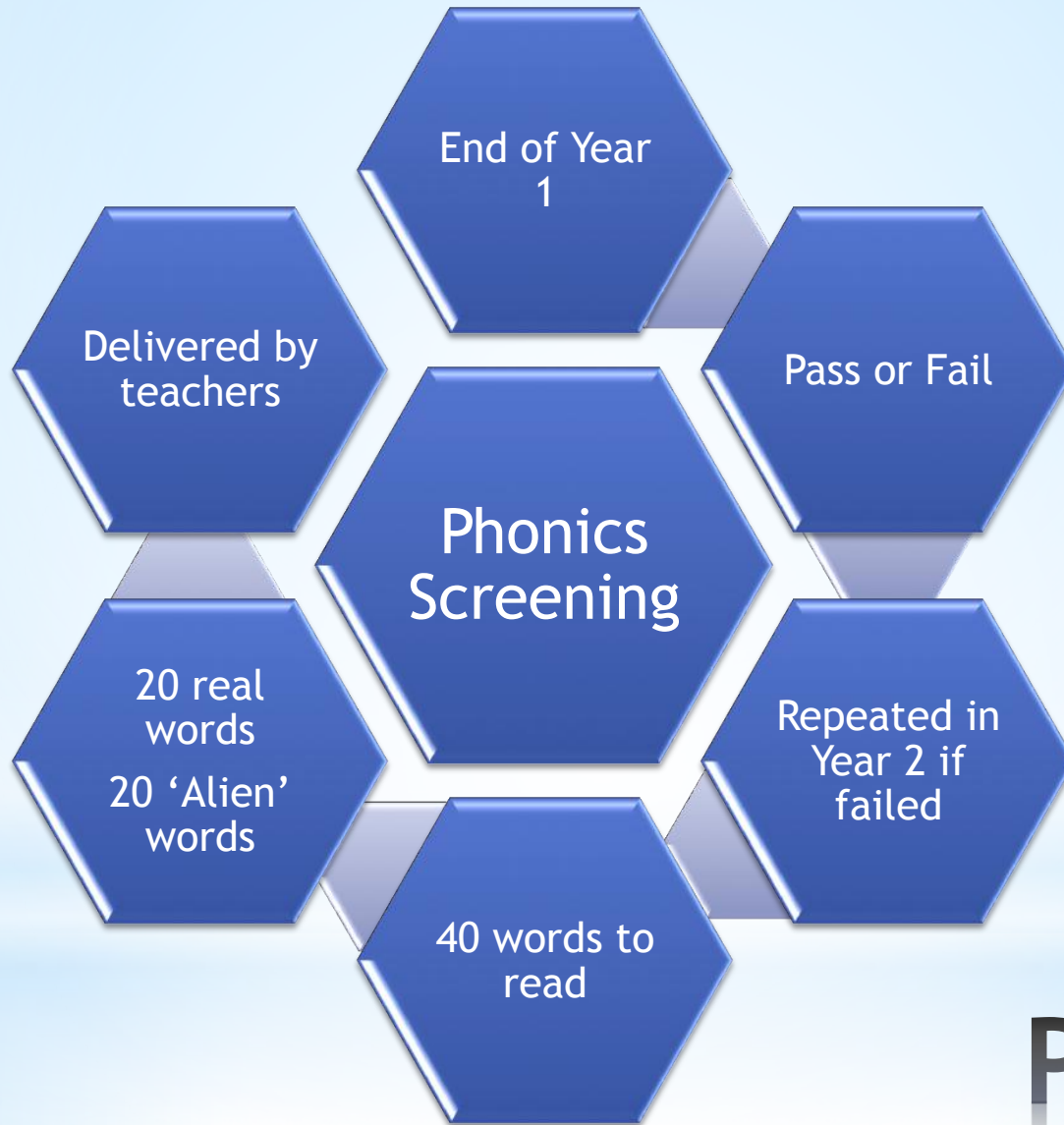
GLD



EYES

- * The early years foundation stage profile (EYFSP) will stay but the DfE are reporting that the response to the consultation was that ‘the [early learning goals] should be clarified and refined in a number of areas, in order to better assess a child’s development at the end of the early years foundation stage.’
- * The number of early learning goals (ELGs) which are assessed and reported on will be pared down from the current 17, with a focus on aligning the ELGs with KS1 expectations, particularly the 12 ELGs which make up the ‘good level of development’ indicator.
- * There will be a heavier emphasis on the strengthening of literacy and numeracy teaching and learning in the early years.
- * The new baseline will be subject to a large-scale pilot trial in the 2018/2019 school year. The document makes it clear that the baseline will be carried out by teachers, that it shouldn’t feel like a test.
- * As well as focusing on particular ELGs (mathematics being one of them) it is proposed that there will be changes in the descriptors for each goal with a view to making them clearer and more concise to ensure that expectations are consistent from setting to setting. The aim is also to ‘ensure that the ELGs reflect the latest evidence on child development and predictors of future attainment.’

Changes in 2018



Phonics

Phonics screening



Phonics

All assessments at KS1 are based on teacher assessments and are not marked externally. The test papers form part of the judgement made. A selection of schools every year are moderated by the local authority.

2018

Reading paper

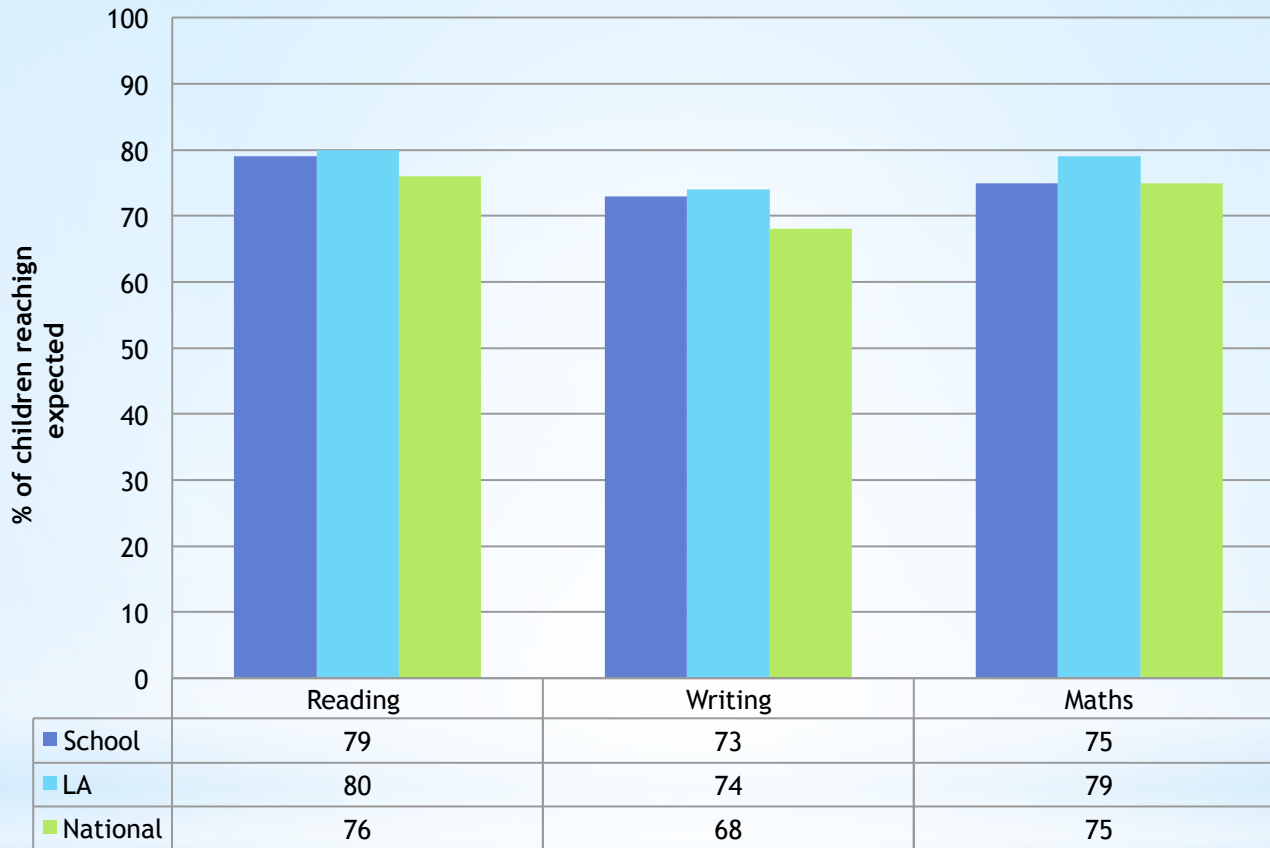
Arithmetic paper

Mathematical reasoning paper

Teacher assessed writing

KS1

KS1 SATs



KS1

KS1 SATs



KS1

- * Eventually, Key Stage 1 statutory assessment for mathematics will be removed in favour of the new Reception baseline, as discussed above. During the next 7 years children's progress will still be measured from the end of KS1 (statutory assessment) to the end of KS2 (scaled score test). The KS1 tests will be made non-statutory from 2023.
- * Revised frameworks for reading and mathematics at Key Stage 1, along with updated guidance and exemplification materials, will be published in due course, for first use in the 2018 to 2019 academic year.'

Changes in 2018

All assessments at KS2 are completed in school and marked externally except writing. A selection of schools every year are moderated for their delivery of the tests by the local authority.

2018

Reading paper

SPAG paper

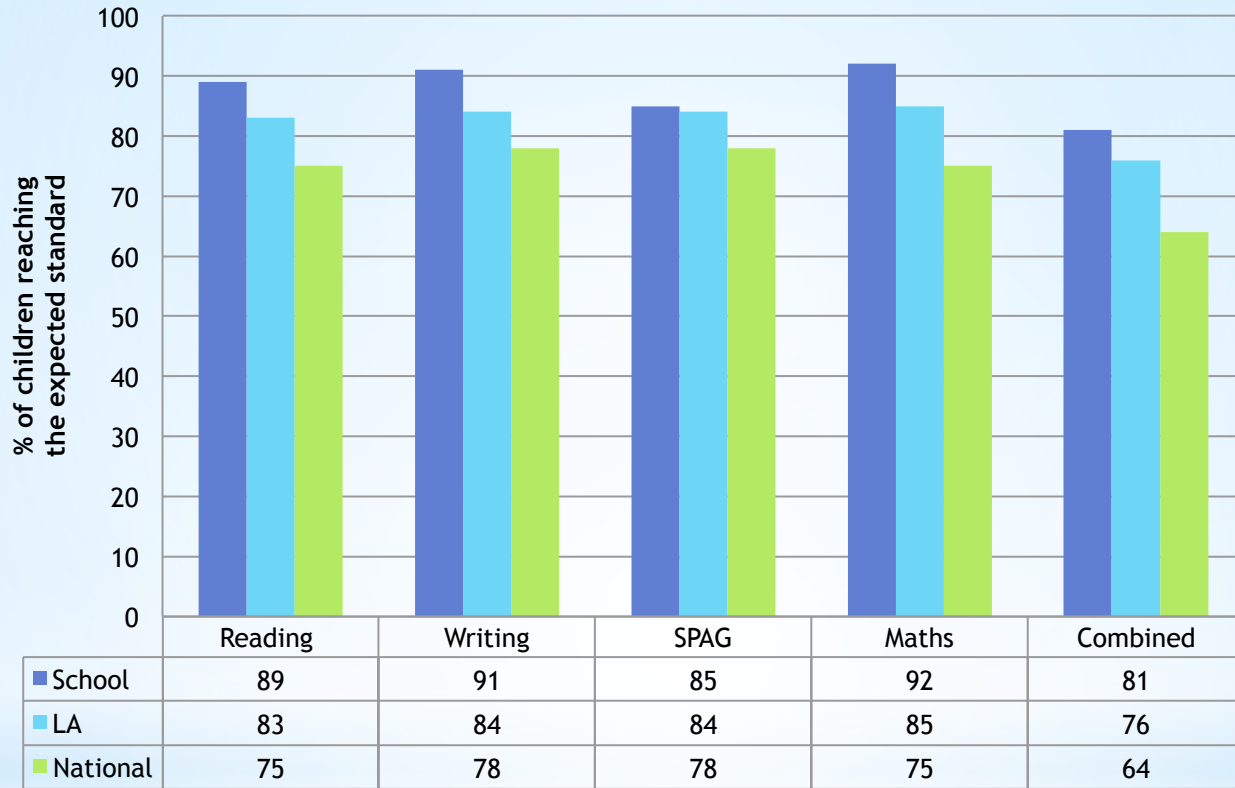
Arithmetic paper

2x Mathematical reasoning papers

Teacher assessed writing

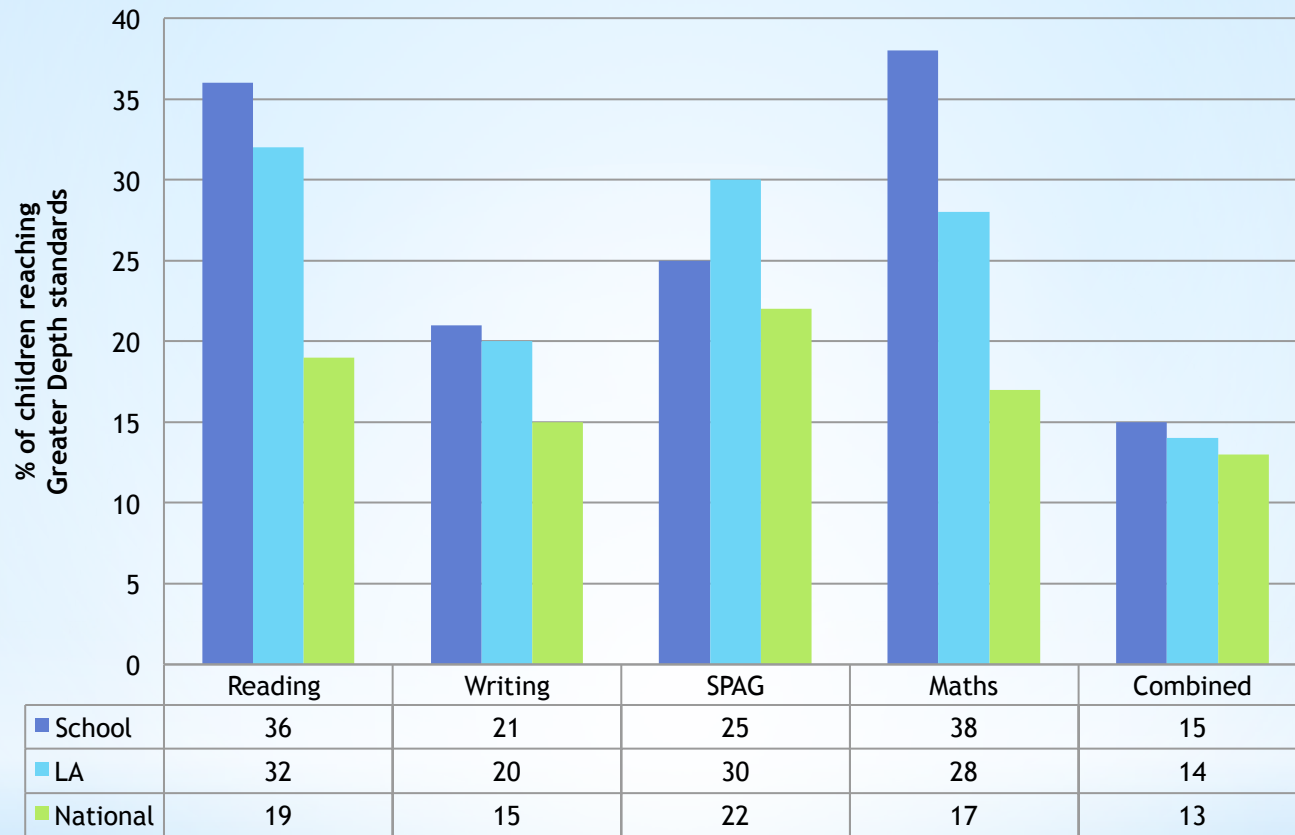
KS2

KS2 SATs



KS2

KS2 SATs



KS2

- * The government are intending to ‘remove the statutory requirement for schools to report teacher assessment judgements in English reading and mathematics at the end of key stage 2 from the 2018 to 2019 academic year onwards’
- * The multiplication check, as a result of the consultation, is proposed to take place at the end of Year 4 from 2019-20- it isn’t clear if this means July, or another month in the summer term. Whilst some respondents questioned the need for such a test at all, the majority thought Year 4 would be the best time so as to ensure that there is ‘adequate time to support pupils to catch up if necessary, following the check [and before Year 6]’.

Changes in 2018

- The early years foundation stage profile will remain statutory for the 2018 to 2019 academic year.
- The interim frameworks for assessment and Pre-Key Stage Interim Assessment Frameworks will be used for teacher assessment at the end of KS1 have been updated for 2018/19
- The interim frameworks for assessment and Pre-Key Stage Interim Assessment Frameworks will be used for teacher assessment at the end of KS2 have been updated for 2018/19

<http://www.foundationyears.org.uk/2016/08/the-early-years-foundation-stage-profile-retained-for-201617/>

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Statutory assessment in 2019

SCALED SCORE

Greater Depth

Expected
standard

Working Towards

Pre Key Stage

Reading	SPAG	Maths
21/50	43/70	60/110

120

100

80



Moving forward with learning ladders!

Requirements:		
		Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; sequence sentences to form short narratives (minimum of 5 sentences); leave spaces between words. If no, go to Yellow level.
		Write expanded noun phrases to describe and specify [for example, the blue butterfly]; mostly use full stops correctly; mostly use capital letters correctly. If no, go to orange level.
Next Steps:		
P1		Form nouns using a range of prefixes [for example super-, anti-, auto-]
P2		Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
P3		Show understanding of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
P4		Most common exception words spelt correctly
P4		Spell next 22 homophones from NC correctly
P5		Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
P6		Use a wide range of punctuation mostly correct including: commas in a list and apostrophes to mark singular possession in nouns.
P7		Express time, place and cause using prepositions [for example, before, after, during, in, because of]
P8		Know the grammatical difference between plural and possessive -s
P9		Some use of inverted commas to punctuate direct speech
P10		In narratives, create settings, characters and plot
P11		In non-narrative material, use simple organisational devices [for example, headings and sub-headings]
P12		Begin to use paragraphs as a way to group related material
P13		Plan by discussing and recording ideas
P14		Use detail to clarify information
P15		Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
P16		Assess the effectiveness of their own and others' writing and suggesting improvements
P17		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
P18		Proof-read for spelling and punctuation errors
P19		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
g Next Steps:		
P20		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
P21		Mostly use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
P22		Organise paragraphs around a theme

- Ensuring requirements from interim framework are met
- Providing clearer structured targets for exceeding children
- Matching the requirements of the national curriculum
- Clearly tracking the progress of children over time
- Focussing on deepening children's understanding of age appropriate targets



Arbor