

What is assessment?

- Questioning
- Marking
- Observation
- Dialogue
- Testing



Testing is just one element of assessment.

Who wants to know what?

Pupil	<ul style="list-style-type: none">• What do I know?• What do I need to do next?• Am I getting better?
Teachers	<ul style="list-style-type: none">• Where are they in relation to where they need to be?• What are the gaps in their knowledge and understanding?• What do they need to learn next?
Parents	<ul style="list-style-type: none">• What can they do?• What do they need to know next?• Where are they in relation to where they should be?• How can I help?
Leaders & External Agencies	<ul style="list-style-type: none">• Are the children meeting expectations?• Are they making progress?• Is provision as good as it should be?• Are there groups making less progress than others?

Where have we been?



Where are we going?

Summative Assessment – Testing:

Purposes of statutory assessment

The main purpose of statutory assessment is to ascertain what children have achieved in relation to the attainment targets outlined in the national curriculum.

The main intended uses of the outcomes are to:

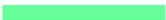
- hold schools accountable for the attainment and progress made by their children
- inform parents and secondary schools about the performance of individual children
- enable benchmarking between schools, as well as monitor performance locally and nationally.

(Standards & Testing Agency)

What does assessment look like in our school?

Assessment OF Learning (Summative)	Assessment FOR Learning (Formative)
Happens after learning takes place	An integral part of learning process
Information is gathered by teacher	Information is shared with learner
Information is usually transferred into marks	Information is available on quality of learning
Comparison with performance of others	Is linked to learning intentions and success criteria
Looks back on past learning	Looks forward to the next stage of learning

What does formative assessment look like in class 2?

- WALT 
- WILF 
- Marking and feedback  
- **Improvement**
- Self and peer assessment
- Questioning- not always written
- Whiteboards and pitstops
-



How does this help children learn?

- There is a belief that all children can succeed
- There is a culture where learning is celebrated, rather than performance
- It informs planning for next steps
- It encourages independence



A teacher's view of assessment...

***“People talk about assessment as though it's separate to teaching. For me assessment is what you have to do to be able to teach effectively.*”**

Pupil's view on assessment, marking and feedback...

“I like to check my next steps and find out what I have done well. I don't like it if there isn't a green comment. I want to know how to get better at what I am doing.”

Our view...

Assessment should support good teaching and learning. It should help teachers and students keep track of progress and drive improvement.

Assessment is for learning!

How is assessment monitored?

- Tracking grids and records

HfL Reading Tracker: EYFS through to Phase A Steps 0/1/2/3 (Y1 range) and A3/4/5/6 (Y2 range)

Enter name in box if 'secure' – i.e. reads at 90-94% accuracy, in a fluent & phrased manner and with comprehension at ARE (see HfL guidance). Book Bands have been linked with HfL steps to support reading assessments, particularly in relation to decoding skills, but information will **also** need to be drawn from reading behaviours across the curriculum (the NOFAN principle) and from a wide range of reading experiences and material.

HfL step, Book Band, RR level, L&S phonic phase	End of Aut 1	End of Aut 2	End of Spr 1	End of Spr 2	End of Sum 1	End of Sum 2
A6 (Y2 Deepening – Y3 Entering) Lime 25-26	Y3 ARE	Y3 ARE				
A5 (Y2 Securing) White 23-24					Y2 ARE	Y2 ARE
A4 (Y2 Developing) Gold 21-22			Y2 ARE	Y2 ARE		
A3 (Y1 Deepening - Y2 Entering) Purple 19-20	Y2 ARE	Y2 ARE				
A2 (Y1 Securing) Turquoise 17-18					Y1 ARE	Y1 ARE
A1 (Y1 Developing) Orange 15-16				Y1 ARE		
A1 (Y1 Developing) Green 12-14			Y1 ARE			
A0 (Y1 Entering) Blue 9-11 Ph 4+	Y1 ARE	Y1 ARE				
ELG Yellow 6-8 Ph 3-4					YR ARE	YR ARE
40-60D/S Red 3-5 Pivats 6-8 Phase 3			YR ARE	YR ARE		
40-60E/D Pink B 2 Pivats 4-5 Phase 2	YR ARE	YR ARE				

Adults working with children before Reception class must be modelling the reading behaviours which will be assumed as prior learning from the beginning of Reception (see additional document 'Reading behaviours typical of Nursery-age children').

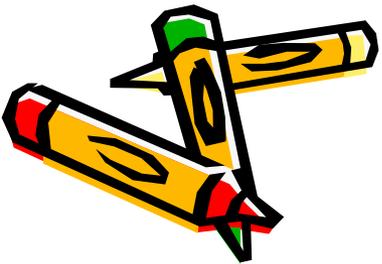
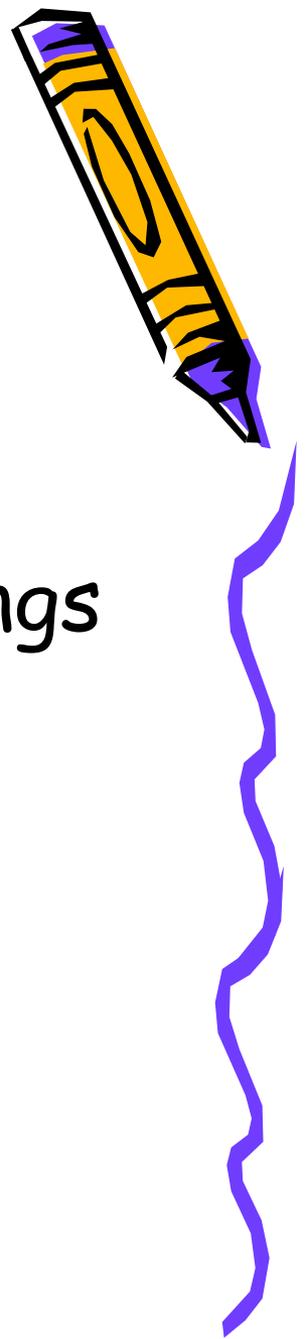
*A note re Phases 5 & 6: Phase 5 represents an age-appropriate developmental reading stage, of exploring alternative

Summative

- Class based tests and assessments (spelling and arithmetic)
- National tests –external assessment



- How are the results used?
- Secondary school transitions
- Head and teachers progress meetings
- Subject monitoring
- Inter-school moderation
- External advisors HFL HIP and OFSTED monitoring



Good assessment is an intrinsic tool of the teaching and learning cycle.

Assessment can be an evaluation of what children have learnt at a given point in time

Assessment can also be an on-going process which is integral to teaching and learning



Uses the grammatical terminology when talking about own and other's writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Sentence structure and punctuation

- varies length and focus of sentences to express subtleties in meaning and focus on key ideas
- using pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts
- uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression
- uses conditional structures to persuade, e.g. using if...then, might, could, would in deduction, speculation, supposition
- can manipulate sentence subjects and objects and use passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa
- uses and distinguishes informal and formal structures in writing (e.g. question tags in informal passages: 'He's your friend, isn't he?' or the subjunctive mood for very formal texts: 'If I were' or 'Were they to come', or 'I demand that Mrs Trent pay back the money immediately')
- uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional

Text organisation

- uses paragraphs purposefully and creatively to clearly structure main ideas across the text, experimenting with order and length e.g. effective use of one-word paragraphs
- uses cohesive devices within paragraphs (secure use of pronouns, conjunctions, adverbials, including prepositions)
- makes some links across paragraphs using a wider range of cohesive devices which may include:
 - signalling forwards or backwards (e.g. questions /statements to bridge: 'It was at this point that Dr Bamardo decided he must take action and the next stage of his work began...'; 'Dr Bamardo knew that providing children with an education...')
 - confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast
 - ellipsis
 - repetition of a word or phrase

lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject

- understands the use of semi-colons, colons and dashes to mark the boundary between independent clauses and demonstrates this in writing
- uses colons to introduce lists and semi-colons to separate items consisting of more than one word
- begins to use the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation
- uses hyphens to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark')
- proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof reads for spelling and punctuation

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Tick the sentence below that uses a **question mark** correctly.

Tick **one**.

“When do the clocks go back.” asked Amber?

“When do the clocks go back”? asked Amber.

“When? do the clocks go back” asked Amber.

“When do the clocks go back?” asked Amber.

4

Draw a line to match each word to its correct definition.

Word

Definition

query

an official way of doing something

procedure

a question that expresses doubt or requests information

examination

a detailed inspection of something

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Here is a passage from a book:

Hardwick Hall, which is a country house, was built in the sixteenth century. It was owned by Bess of Hardwick, who was the second richest woman in England.

Here is a quotation from the passage:

‘Hardwick Hall... was owned by Bess of Hardwick.’

Why is the **ellipsis** used in this quotation?

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Which sentence **starts** with a subordinate clause?

Tick **one**.

Elena, who was good at science, wanted to be a vet.

Even though it was difficult, she was determined to succeed.

Elena loved all kinds of animals, especially horses.

She wanted a dog because she enjoyed caring for animals.

HfL Assessment Criteria for Phase C Steps 4/5/6 (based on curriculum expectations for Year 6)

Maths – Number

Understanding the number system

Calculating

Fluency Focus

Numbers up to 10 million (whole numbers, negative numbers and decimals with up to 3 decimal places) through a wide variety of models and representations

Number and place value

- reads, writes, orders and compares numbers within the fluency focus:
 - uses this knowledge to develop their skills of rounding to any degree of accuracy, estimating, predicting and checking the reasonableness of answers (6N2, 6N4)
- identifies the value of each digit in numbers to 10 000 000 and numbers with up to 3 decimal places and multiplies and divides by 10, 100 and 1000, giving answers to three decimal places (6N3, 6F9a)
- compares and orders fractions, including fractions >1 (6F3)
- recognises, describes and uses number patterns and relationships to make generalisations about sequences within the whole number system
- uses negative numbers in context, and calculates intervals across zero (6N5)
- uses common multiples to express fractions in the same denomination (6F2)
- recalls and uses equivalences between simple fractions, decimals and percentages including in different contexts (6F11)
- solves number problems and practical problems within the context of the fluency focus (6N6)

Arithmetical laws and relationships

- uses their knowledge of the order of operations to carry out calculations involving the four operations e.g. $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$ (6C9)

Mental fluency

- uses estimation to check answers to calculations and determines in the context of a problem, an appropriate degree of accuracy (6C3)
- identifies common factors, common multiples and prime numbers (6C5)
- performs mental calculations, including with mixed operations and large numbers (6C6)
- continues to use all known facts to calculate mathematical statements with increasing complexity

Written fluency

- solves addition and subtraction problems within the fluency focus and gives reasons why operations and methods are appropriate (6C4)
- multiplies multi-digit numbers up to four digits by a two digit number using the formal written method of long multiplication (6C7a) and divides numbers up to four digits by a two digit number using the formal written methods of long and short division and interprets remainders as whole numbers, fractions, or by rounding, as appropriate for the context (6C7b, 6C7c)

Fractions, decimals and percentages

- uses common factors to simplify fractions (6F2)
- adds and subtracts fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6F4)
- multiplies simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$] (6F5a)
- divides proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ (6F5b)
- associates a fraction with division and calculates decimal fraction equivalents for a simple fraction e.g. $3 \div 5 = 0.6 = \frac{3}{5}$ (6F6)
- multiplies one-digit numbers with up to two decimal places by whole numbers (6F9b)
- uses written division methods in cases where the answer has two decimal places (6F9c)

Ratio and proportion

Solves problems involving:

- relative sizes of two quantities where missing values can be found by using integer multiplication and division (6R1)
- calculation of percentages and the use of percentages for comparison (percentages of 360° to calculate angles on a pie chart) (6R2)
- similar shapes where the scale factor is known or can be found (6R3)
- unequal quantities (e.g. for every egg you need three spoonful of flour) (6R4)

Algebra

- uses simple formulae to generate, express and describe: (6A1, 6A2, 6A3)
 - linear number sequences
 - mathematical formula
 - missing number, lengths, coordinates and angles problems
 - equivalent expressions ($a + b = b + a$)
- finds pairs of numbers that satisfy an equation with two unknowns (6A4)
- finds all possibilities of combinations of two variables (6A5)

Solving

- numerical problems (using a range of mental and written methods across routine and non-routine problems)
- solves increasingly complex numerical problems (including multistep) within the fluency focus and through a range of contexts using estimation to check answers and an appropriate degree of accuracy (6C3, 6C8)
- solves problems which require answers to be rounded to specified degrees of accuracy (6F10)

Measurement

Geometry

Metric / imperial measures

- uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to three decimal places (6M5)
- converts between miles and kilometres (6M6)
 - connects conversion from kilometres to miles in measurement to its graphical representation

Perimeter, Area, Volume

- recognises that shapes with the same areas can have different perimeters and vice versa (6M7a)
- calculates the area of parallelograms and triangles (6M7b)
- recognises when it is possible to use the formulae for the area of shapes (6M7c)
- calculates, estimates and compares volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3 (6M8a)
- recognises when it is possible to use the formulae for the volume of shapes (6M8b)

Solve problems

- solves problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (6M9)

Properties of shape

- compares and classifies geometric shapes based on their properties and sizes (6G2a)
- describes simple 3D shapes (6G2b)
- draws 2D shapes using given dimensions and angles (6G3a)
- recognises and builds simple 3D shapes including making nets (6G3b)
 - visualises a 3D shape from its net and matches vertices that will be joined
 - visualises where patterns drawn on a 3D shape will occur on its net
- finds unknown angles in any triangles, quadrilaterals and regular polygons (6G4a)
- recognises angles where they meet at a point, are on a straight line, or are vertically opposite, and finds missing angles (6G4b)
 - explains how unknown angles and lengths can be derived from known measurements
 - relationships might be expressed algebraically e.g. $d = 2 \times r$; $a = 180 - (b + c)$
- illustrates and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius (6G5)

Position and direction

- draws and translates simple shapes on the coordinate plane, and reflects them in the axis (6P2)
 - predicts missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to $(a-2, b+3)$; (a, b) and $(a+d, b+d)$ being opposite vertices of a square of side d
- describes positions on the full coordinate grid (all four quadrants) (6P3)

Statistics

Processing, representing and interpreting data

- interprets and constructs pie charts and line graphs and uses these to solve problems (6S1)
 - connects work on angles, fractions and percentages to the interpretation of pie charts
- recognises the difference between discrete and continuous data
- recognises when information is presented in a misleading way, e.g. compares two pie charts where the sample sizes are different
- when drawing conclusions, identifies further questions to ask
 - begins to decide which representation of data is most appropriate and why
- calculates and interprets the mean as an average (6S3)
 - knows when it is appropriate to find the mean median and mode of a data set

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Perimeter, Area, Volume

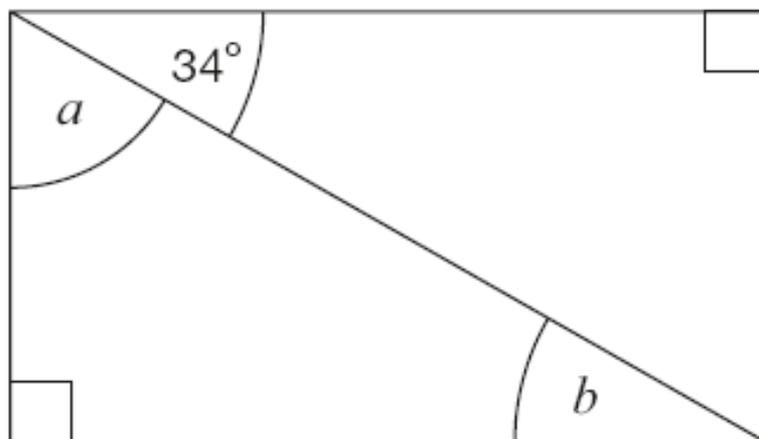
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Here is a rectangle.

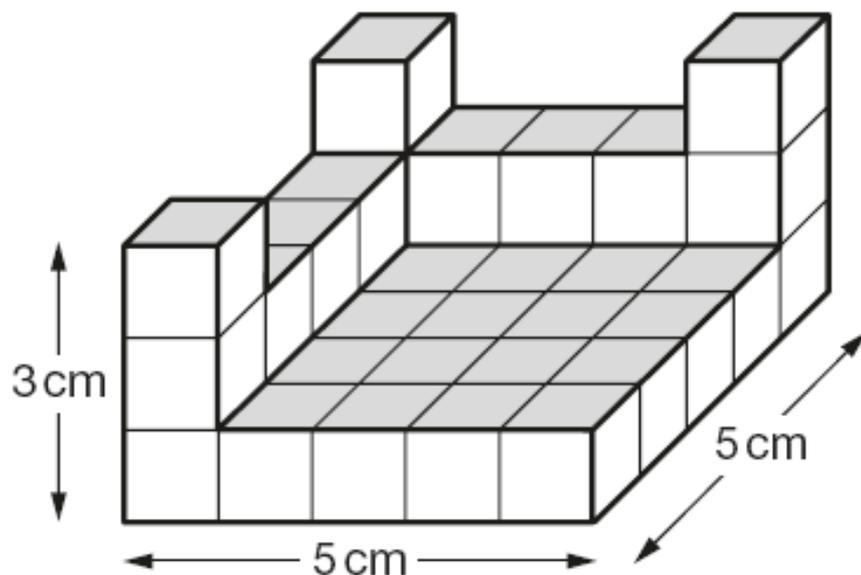


Not to
scale

Calculate the size of angles a and b .

Do not measure the angles.

This shape is made of wooden centimetre cubes.

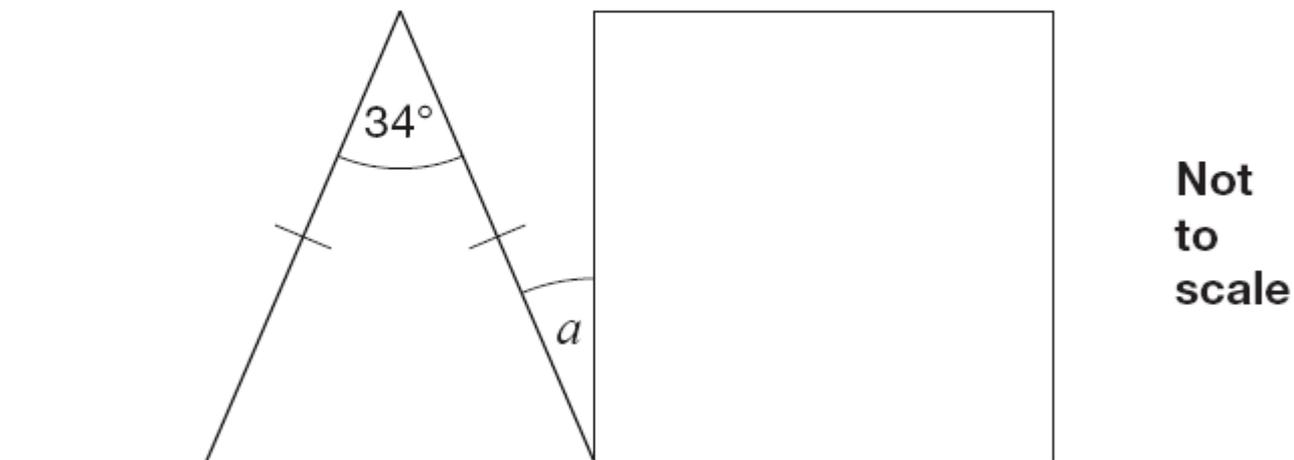


Not
actual
size

How many **more** centimetre cubes are needed to make it into a solid cuboid 3 cm tall, 5 cm long and 5 cm wide?

3

The diagram shows an isosceles triangle and a square on a straight line.

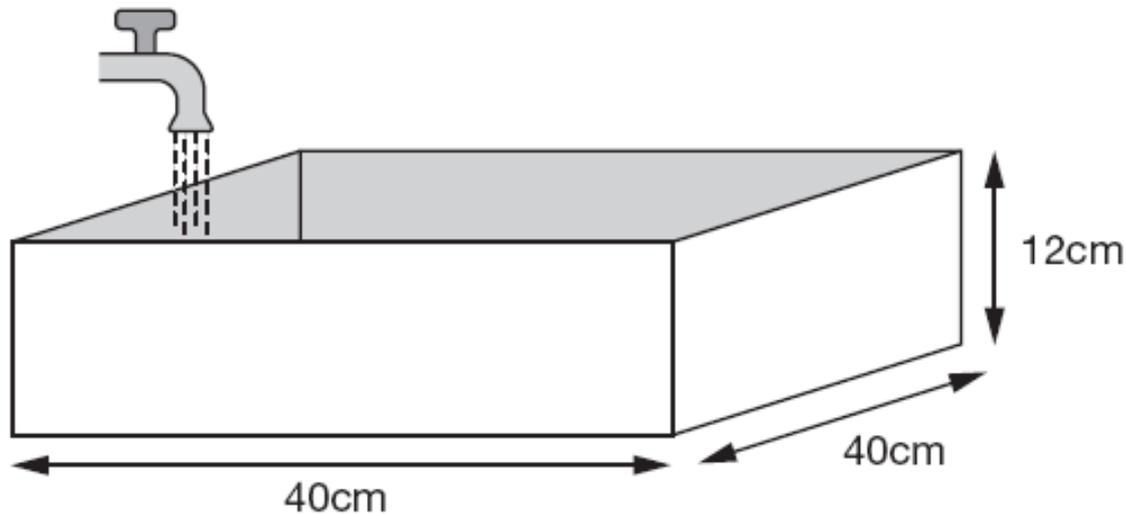


**Not
to
scale**

Calculate angle a .

8

Every second, 300cm^3 of water comes out of a tap into a cuboid tank.



The base of the tank is **40cm** by **40cm**

The height is **12cm**

How many seconds does it take to fill the tank?

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



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How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

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How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

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**Thank you for making the time to
be here this morning**

Please complete the evaluations at the end
of our class assembly and tell us what you
would like to know more about.

