

**Understanding Assessment
at
GURNARD PRIMARY
SCHOOL**

Monday 8th February 2016

Reason for Assessment Meeting

- The introduction of the new assessment framework in line with the new curriculum.

Purpose of Assessment Meeting

- Share information about national changes.
- Help parents understand how their children are assessed in school and why.
- Explain what assessment information parents will receive.

New National Curriculum

- **September 2014** - New National Curriculum launched (not Year 2 or Year 6). Expectations for all year groups are higher.
- **September 2015** - All year groups to follow new National Curriculum.
- **September 2015** - introduction of the new assessment framework in line with the new curriculum.
- **Summer 2016** – revised tests for Year 2 and Year 6.

Early Years Foundation Stage

striving for a 'good level of
development'

October 2015 – new Early Years baseline assessment
(well below typical , below typical, typical, above typical)

July 2016 – Early Years Foundation Stage Profile

- Emerging
- Expected
- Exceeding

Assessment without levels

- As the Government removed the old National Curriculum, it removed levels (e.g. 2a, 3b, 4c).
- It did not replace them with a new assessment system.
- The Government has left it up to individual schools to come up with their own models of assessment.
- At Gurnard Primary School we are using the Hampshire assessment model.

Focus on year group expectations

- Deep learning not just coverage. Ensuring there are no gaps in learning.
- Increased pupil involvement and understanding of what is needed next.
- Ensuring parents know where their child is currently, where the school is aiming for them to be at the end of the year and what they can do to help.

Age Related Standards

For each year group there will be steps children will need to achieve:

1. **Apprentice**
2. Apprentice (+)
3. **Competent (85% of the curriculum)**
4. Competent (+)
5. **Exceeding**
6. Exceeding (+)

By the end of the year the expectation will be that the majority of pupils will achieve '**Competent**'. A small number of pupils will exceed these steps (Deeper Learning – experiment, prove, apply skills).

Children working below the National Curriculum for their year group will work towards the year group/s below.

Assessment is not meant to be used as a measure of your child's ability at school but as a means to improve their ability to learn; their knowledge, their understanding and their skills.

Types of assessment

- Diagnostic
- Observational
- **Formative**
- Summative

Assessing children's attainment

Assessment Outcome

📅 Today

Show flood-fill options

Miguel Ali

David Beckham

Nicky Butt

Kaleb Edwards

Timothy Fisher

POS 5: MATHEMATICS

I can estimate and compare acute, obtuse and reflex angles

Previous Assessment

New Assessment

+ Select

+ Select

+ Select

+ Select

+ Select

POS 5: MATHEMATICS

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Previous Assessment

New Assessment

25/11/2015

Select



25/11/2015

+ Select

Identifying next steps in learning

POS: 5	Calculate and compare the area of squares and rectangles including using standard units	Rylee Allison	15/10/2015
	Compare and add fractions whose denominators are all multiples of the same number	Piotr Annakin	15/10/2015
	Convert between different units of metric measures and estimate volume and capacity	Marcus Ashwood	15/10/2015
	Count forwards and backwards in steps of power 10 for any given number up to 1,000,000	Ocean Auty	15/10/2015
	Divide numbers up to 4-digits by 1-digit numbers	Henry Bates	15/10/2015
	Rosie Benrham	15/10/2015	
	Jake Betreen	15/10/2015	
	Aysia Bewley	15/10/2015	
	Lewis Brammer	15/10/2015	
	Alyssa Bunney	15/10/2015	
	Alastair Calora	15/10/2015	
	Raece Carroll	15/10/2015	
	Oliver Chehata	15/10/2015	
	Raece Christie	15/10/2015	
	Dylan Clarkson	15/10/2015	
	Lewis Coley	15/10/2015	
	Kupak washe Crawley	15/10/2015	
	Lacey Davock	15/10/2015	
	Aaron Doyle	15/10/2015	
	Mia Esheby	15/10/2015	
	Kyle Fitzgerald	15/10/2015	
	Jade Forester	15/10/2015	
	Alex Fowlston	15/10/2015	
	Aimee Glarvey	15/10/2015	
	Kayleigh Goff	15/10/2015	
	Harrison Green	15/10/2015	
	Jesse Greenfield	15/10/2015	
	William Grove	15/10/2015	
	Abigail Harrison	15/10/2015	
	Ruth Hill	15/10/2015	
	Mitchell Holmes		
	Nyall Humphrey	15/10/2015	
	Francesca Humphries	15/10/2015	

Example of new report format



Aaron Doyle



Learning objectives that Aaron has achieved and mastered

- ❖ Count forwards and backwards in steps of power 10 for any given number up to 1,000,000

Learning objectives that Aaron has achieved

- ❖ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- ❖ Multiply and divide numbers mentally drawing upon known facts up to 12×12
- ❖ Read and write decimal numbers as fractions, for example, $0.47 = 47/100$

Learning objectives that Aaron has shown signs of understanding

- ❖ Calculate and compare the area of squares and rectangles including using standard units (cm² and m²)
- ❖ Convert between different units of metric measures and estimate volume and capacity
- ❖ Draw given angles and measure them in degrees (o)
- ❖ Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents

Learning objectives that Aaron has not yet achieved and is working towards

- ❖ Recognise mixed numbers and improper fractions and convert from one to the other
- ❖ Write percentages as a fraction with denominator hundred, and as a decimal fraction

Learning objectives that Aaron has not yet been taught this year

- ❖ Compare and add fractions whose denominators are all multiples of the same number
- ❖ Divide numbers up to 4-digits by 1-digit numbers
- ❖ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ❖ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- ❖ Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- ❖ Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- ❖ Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- ❖ Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

What is expected progress?

