

## The Flying Start Federation

### Approach to Assessment.

#### **EYFS**

Starts with observing what the children can do- often written down as observations in their learning journey.

These noticed aspects of the learning are assessed against the Foundation Stage Profile

Next steps for each child are noted and planned in for next day/week etc.

#### **KS1 and KS2**

As the children progress through the school this approach to assessment stays the same but may look a little different.

At the beginning of a unit of work children will often do an elicitation task which is used by the pupil and teacher to assess/see where they are currently in their understanding or skills.

Next steps are planned for groups of pupils with similar learning needs. These appear as learning tracks in their exercise books.

<b><u>Fractions and Decimals- I can...</u></b>	<b><u>Teacher</u></b>	<b><u>Pupil</u></b>
I can divide an object into ten equal pieces to create tenths		
I can identify the value of fractions compared to a whole $\frac{1}{10}$ , $\frac{5}{10}$ , $\frac{10}{10}$		
I can find the decimal equivalents to $\frac{1}{10}$ , $\frac{5}{10}$ , $\frac{10}{10}$		
I can find the percentage equivalents to $\frac{1}{10}$ , $\frac{5}{10}$ , $\frac{10}{10}$		
I can explain my thinking		

<b>Teacher</b>	<b>English I can....</b>	<b>Pupil</b>
	I can use could and might to show possibility.	
	I can use as and if as sentence openers.	
	I can use adjectives before the noun.	
	I can use commas to mark clauses.	
	I can apply all of these things across my work in all subjects.	

From these, children should be aware of what they are focusing on in the next sequence- although a lot more will be taught besides. Marking and feedback along the way should help children to achieve as highly as possible.

At the end of the unit of work an assessment task is set which child and teacher can use to assess their learning using the learning track. If a child is achieving most of the objectives set then good(expected progress) is being made. If a child is beginning to apply these learnt skills in different contexts then greater depth in learning is being demonstrated.

We use a tracking system to monitor children’s progress through the objectives as well as record test results, all of which feeds into the overall picture of what a children can do.

### **Statutory Standardised Testing 2016**

**Reception-** Baseline- September - voluntary for 2015 but could be chosen by schools who want to demonstrate progress from beginning of Reception to end of Y6. The focus for these baseline tests was literacy and maths. Children gained a standardise score- 100 being average/typical

**Y1** Phonics screening- In June- administered by the teacher, out of 40. 35 being the typical standard

**Y2-** administered and marked by the Class teacher in May

- English Reading -1 paper
- English Spelling and Grammar- 2 papers
- Mathematics- 2 papers

In each of these tests the raw score will be converted to a scaled score- 100 being expected standard.

**Y6-** administered by Class teacher but externally marked

- English Reading- 1 paper
- English Spelling and Grammar 2 papers
- Mathematics- 3 papers- 1 arithmetic and 2 using and applying/reasoning papers

### **3.3 2016 test timetable**

The tests must be taken on the scheduled day.

<b>Monday 9 May</b>	<b>English reading test:</b> reading booklet and associated answer booklet.
<b>Tuesday 10 May</b>	<b>English grammar, punctuation and spelling test:</b> Paper 1 short answer questions. <b>English grammar, punctuation and spelling test:</b> Paper 2 spelling.
<b>Wednesday 11 May</b>	<b>Mathematics:</b> Paper 1 arithmetic test. <b>Mathematics:</b> Paper 2 reasoning.
<b>Thursday 12 May</b>	<b>Mathematics:</b> Paper 3 reasoning.

These dates may be subject to change.

In each of these tests the raw score will be converted to a scaled score- 100 being expected standard.

'As part of the national curriculum review, levels have been abolished. This is in part in response to concerns about the validity and reliability of levels and sub-levels. These concerns had an impact on pupils' learning, but also on the relationships between primary and secondary schools and the trust in their assessments. Levels have also been recognised as the driver of undue pace through the curriculum, which has led to gaps in pupils' knowledge.

We are changing the way the tests are reported. From 2016, we will use scaled scores to report national curriculum test outcomes. Headteachers won't need to change the way their school prepares for, or administers, the tests because of the introduction of scaled scores. Within key stages, schools and teachers will have the freedom to assess what pupils understand and can do in a way that best suits the needs of their school '- DFE- Dec 2015.

Alongside these tests, teachers will also be assessing children at the end of KS1 and KS2 using the government interim assessment documents.

This teacher assessment will be based on the evidence of children's work in class and in their books, and these judgements are moderated by teachers- across schools, across the Learning Community as well as by the Local Authority every two years.

There are standard descriptors and each bullet point must be evidenced for the child to achieve that standard.

### **What can parents do to support their child reach expected standards?**

- Help children to complete homework tasks- practise spelling lists and times table. There will be a new online tables test for Y6 in 2017. Children are expected to recall fact up to 12X12
- Read together regularly and talk about the books read.
- Encourage children to read and respond to books as part of the Reading challenge
- Play games involving number and calculation
- Support The Maths Passport when it comes home
- Attend parents evening
- Support your child in becoming resilient to challenge and making mistakes as this is all part of effective learning.

Use website such as BBC bitesize revision <http://www.bbc.co.uk/education> (very suitable for Y5 and 6) to practise elements of the curriculum particularly grammar.

Log into Mathletics (<http://www.mathletics.co.uk/>) and Spellodrome ( to practice elements of maths and spelling covered in class)- Each child should have their own logon.