



HAWKSWORTH HERALD

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ASSESSMENT NEWS

This year has seen one of the biggest changes to assessment in schools for the past twenty years. The previous system of levels has now been replaced by “assessing without levels”. Schools have been given the opportunity to develop their own assessment systems and track progress in the way they choose. The new National Curriculum has set significantly higher expectations for each year group than in previous years. This may mean that your child may be assessed in a lower category than previously. In no way does this mean that your child isn’t progressing as well as they have in the past, simply that they are now being assessed against more challenging objectives as part of a more challenging curriculum. Your child’s class teacher will be sharing information about your child’s attainment (where they are now) and progress (how they have moved since the start of the year) at parents’ evening.

This Hawksworth Herald issue has been designed to give parents more information about national changes to assessment and how Hawksworth has responded to the challenge of assessing without levels before Parents’ Evening to give you a chance to think about any questions you may wish to ask and to explain some of the information you will be receiving in more detail.

How do we assess attainment and progress at Hawksworth?

The government has set out new age related expectations (ARE) for children alongside the new National Curriculum. In school, we are assessing children’s attainment and progress through the year, against year group objectives.

Our assessment system is designed to measure progress across all year groups in the Primary phase, from Year 1 to Year 6. The system assumes that pupils are placed on to a 9 point scale at the conclusion of the EYFS and their progress towards the ‘Nationally Expected Standard’ is measured on this scale each year in all core subjects. A large majority of pupils are expected to achieve the ‘Nationally Expected Standard’ at the end of each school year.

The 9 points relate to 3 broad bands:
 Emerging towards the ‘Nationally Expected Standard’
 Working at ‘Nationally Expected Standard’
 Exceeding the ‘Nationally Expected Standard’

Each band is subdivided into 3 further sections to demonstrate small steps of progress:

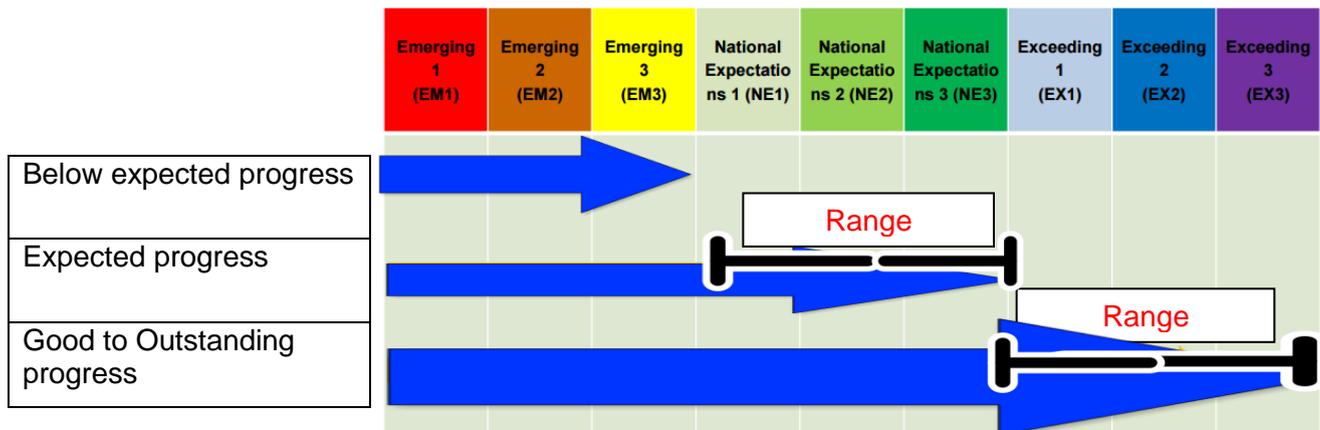
Emerging 1 (EM1)	Emerging 2 (EM2)	Emerging 3 (EM3)	National Expectations 1 (NE1)	National Expectations 2 (NE2)	National Expectations 3 (NE3)	Exceeding 1 (EX1)	Exceeding 2 (EX2)	Exceeding 3 (EX3)
< 50% of year group criteria met	50 - 75% of year group criteria met	75+% of year group criteria met	90% of year group criteria met with occasional errors being made	95% of year group criteria met with rare errors being made	95%+ of year group criteria met confidently, at a rapid pace and rare errors being made	< 50% of exceeding year group criteria met	50 - 95%+ of exceeding year group criteria met	More able children. Can access some of the next year group expectations



We use an online system called **OTTrack** by optimum to track children’s attainment through the year, based on the different objectives which are taught in Reading, Writing and Maths. Children start the year at

the beginning for their year group. Children move through the stages during the year to ensure that they are on track to either meet or exceed ARE by the end of the year.

To be on track to meet ARE by the end of the year, we would expect a child from their starting point to make 3 to 4 jumps of progress on the scale:



Pupil Progress Meetings are held regularly and Class Teachers will talk about each child in their class and discuss their attainment and progress using the information from O Track. Any child who is a concern for not making ARE or not making progress from the last term's assessment is highlighted and actions put in place to ensure the child is able to catch up.

Government testing What testing does the school have to take part in?

As in previous years, the school will be required to submit data to the Government for children in Reception, Year 1, Year 2 and Year 6 in June. The tests for Year 2 and Year 6 have changed and, as you may have heard in the news, messages are changing all the time from the Government about how the children will be assessed, in writing in particular. Year 2 and Y6 teachers are using the national interim assessment framework and sample tests to assess children's attainment this year although the Government have been very unclear about future years' assessment.

Assessment in Reception

Through the year, the reception staff have been collecting evidence to show if the children will show a good level of development (GLD) by the end of the year. Children are expected to meet the ELG (Early Learning Goal) in 17 different areas. This is the national standard and children meeting these standards will be said to have made GLD. Some children will exceed the ELGs which is also recorded. These children will be said to be exceeding the national standard in that area.

The reception staff will use classroom observations, pupil conferencing, evidence from books to show if a child has made GLD. At parents' evening, Mrs Airey and Mrs Malir will be able to show where reception children are at the moment and if your child is on track to meet or exceed the early learning goals.

What is the year 1 phonics test?

As in previous years, Year 1 will be tested on their phonic knowledge by carrying out a 1:1 phonics test with their class teacher. The children will be tested on their ability to apply their phonic knowledge when reading real words (such as chill and week) and alien words (such as quade and jound). Through the year, the Year 1 team have been carefully tracking the phonemes, digraphs and trigraphs that the children recognise and the ones they need to work on. Class 2 teachers have sent out a number of practice words for parents to go through with children at home. Year 1 parents will be able to discuss if your child is predicted to pass the Year 1 phonics test at parents' evening or if there are areas your child still needs to work on to meet the national standard.

What are the new SATs tests for Year 2 and Year 6?

This year there are significant changes to the way children are assessed at the end of Year 2 and Year 6.

Key Stage 1 (Y2) and Key Stage 2 (Y6) outcomes will be reported as a scaled score where 100 is the performance of the expected national standard. If a child gets a scaled score of 100 or more, they will have met the national standard. At the moment, it hasn't been confirmed how the scaled score will be calculated or the range of scores that children will be given (lowest to highest).

A new set of KS1 national curriculum tests replace the previous tests and tasks. The new tests consist of:

- English reading paper 1
- English reading paper 2
- English grammar, punctuation and spelling paper 1: spelling
- English grammar, punctuation and spelling paper 2: questions
- Mathematics paper 1: arithmetic
- Mathematics paper 2: reasoning

The KS2 tests now consist of:

- English reading (9th May)
- English grammar, punctuation and spelling paper 1: short answer (10th May)
- English grammar, punctuation and spelling paper 2: spelling (10th May)
- Mathematics paper 1: arithmetic (11th May)
- Mathematics paper 2: reasoning (11th May)
- Mathematics paper 3: reasoning (12th May)

The Y6 children will take these tests week beginning Monday 9th May. The tests have to be carried out according to the Government timetable so it is imperative Y6 children are in school this week.

At Parents' Evening, the Y2 and Y6 teachers will talk parents through assessments that have been carried out through the year which show which areas your child is secure on and where they still need to focus their learning.

If you need more information about the Year 2 and Year 6 SATs, please visit our school website.

Have a great weekend!

Dale Norris
Headteacher

