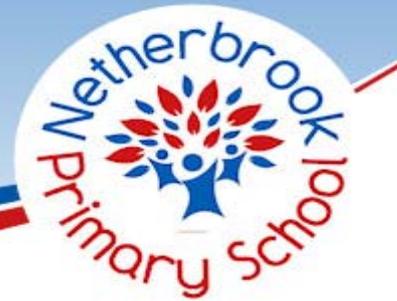


Netherbrook
Primary School



Assessment at Netherbrook

2015 - 2016

New Curriculum

- In Sept 2014 a new National Curriculum was introduced with new objectives for every subject.
- Year 2 and Year 6 were not expected to start their new curriculum for English, Maths and Science until Sept 2015.
- There are now very clear 'age related' expectations for each year group to achieve.
- The expectations in English and Maths have been raised dramatically with children needing to achieve more by the time they leave primary school.

New Curriculum

Headline changes in 2014 maths curriculum

- Multiplication facts now to be learnt up to 12×12
- Calculation of fractions included
- Calculation of the area of shapes other than squares and rectangles included
- Probability has been removed from KS2, now starting in KS3
- Emphasis on essential numeracy skills and arithmetic, including using money and telling the time
- Calculators to be limited in use until the later years of primary
- Reception Baseline Assessment & revised testing in KS1 and 2

Maths

Changes to year 1 at a glance

Old Curriculum

Read time to hour on analogue clocks.

New Curriculum

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Old Curriculum

Read and write numerals from 0 to 20

New Curriculum

Count, read and write number to 100 in numerals

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Maths

Changes to year 2 at a glance

Old Curriculum

Read time to hour on analogue or 12-hour digital clock.

New Curriculum

Tell and write the times to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Old Curriculum

Understand the operations of addition and subtraction

Use +, - and = signs to record mental calculations in a number sentence. Number line method and informal recording

New Curriculum

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U moving to the formal written method

New Curriculum

Headline changes in 2014 English Curriculum

- Phonics fast and first (All sounds learnt by end of Year 1)
- Focus on the fundamentals (Grammar, Punctuation and Spelling)
- Reading for pleasure
- Role play, spoken word and debate
- Reception Baseline Assessment & revised testing in KS1 and 2

English

Changes at a glance

New Curriculum

- Biggest changes in grammar especially the new expectations for each year group.
- There is now a grammar paper for year 2
- Reading tests are much more challenging

Old Curriculum

Word lists to read and spell

New Curriculum

Spellings - there are now set words for each year group along with spelling rules to apply.

Assessment without levels

- In addition to a new curriculum, the Government also removed 'levels' as a way of assessing.
- Each school was set the task of creating their own system of assessing the new curriculum.



What was our assessment system?

EYFS → Levels 1-6

1c → 1b → 1a → 2c → 2b → 2a

Teachers used record sheets to assess children against the statements within each level

My Reading Targets

Level 2

Target	Met	Met	Met
AF1 – use a range of strategies to read for meaning.			
1. I can read my key words.	1		
2. I can work out tricky words. <i>E.g. by reading on, reading back, blending phonemes.</i>	2		
3. I can read aloud in an interesting way, taking note of punctuation.	3		
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text			
1. I can remember simple information from my reading, <i>e.g. names of characters, main ingredients etc.</i>	1		
2. I can usually know where to look for information. <i>E.g. about topics, characters.</i>	2		
AF3 – deduce, infer or interpret information, events or ideas from texts			
1. I can show inference about some events, information and characters in a text, <i>e.g. I can work out how a character might be feeling, what makes a plant grow.</i>	1		
2. I can sometimes use clues from the text when I talk about it.	2		
AF4 – identify and comment on the structural organization of texts, including grammatical and presentational features at text level			
1. I am beginning to know how some texts are organised, <i>e.g. beginnings and endings, types of punctuation.</i>	1		
AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level			
1. I can pick out interesting words used by the writer. <i>E.g. 'slimy' is a good word.</i>	1		
2. I can pick out the special words and phrases for the texts I am reading, <i>e.g. Once upon a time; First..., Next...last</i>	2		
AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader			
1. I am starting to know that writers want to tell the reader something, <i>e.g. it tells you how to do something, she thinks it's not fair.</i>	1		
2. I can talk about what I like and dislike in my reading and sometimes say why.	2		
AF7 – relate texts to their social, cultural and historical traditions			
1. I can talk about the features of some different types of texts. <i>E.g. information books, stories, print media.</i>	1		
2. I am starting to understand that texts are set in different times and places.	2		

What is our new assessment system?

- The National Curriculum clearly states the expectations for each year group to achieve.
- We will now assess using the statements written for each year group and simply call them 'Stages'.
- Year 1 statements now form Stage 1, Year 2 forms Stage 2 etc.
- If your child is in Year 3, it is expected that they will be working at and assessed in Stage 3.

Assessment at Netherbrook

Year 1 Curriculum - Stage 1

Year 2 Curriculum - Stage 2

Year 3 Curriculum - Stage 3

Year 4 Curriculum - Stage 4

Year 5 Curriculum - Stage 5

Year 6 Curriculum - Stage 6

- Using the National Curriculum as a guide, we have developed objectives for each year group.
- Assessment of these objectives , along with test data, will be used when deciding which stage your child is working at.
- This system will make it clear whether your child is working at the expected stage for their age.

Assessment at Netherbrook

Netherbrook Primary School Reading Assessment: Stage 3



Word Reading		Comprehension	
1	<u>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</u>	14	<u>identifying themes and conventions in a wide range of books in fiction and poetry;</u>
		15	identifying themes and conventions in a wide range of books in non-fiction;
2	<u>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</u>	16	<u>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action;</u>
		17	preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
Comprehension		18	discussing words and phrases that capture the reader's interest and imagination
<i>Develop positive attitudes to reading and understanding of what they read by:</i>		19	<u>recognising</u> some different forms of poetry [for example, free verse, narrative poetry]
3	<u>listening to and discussing a wide range of fiction</u>	<i>Understand what they read, in books they can read independently, by</i>	
4	<u>listening to and discussing a wide range of poetry</u>	20	<u>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of the text</u>
5	<u>listening to and discussing a wide range of plays</u>	21	<u>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</u>
6	<u>listening to and discussing a wide range of non-fiction</u>	22	justifying inferences with evidence;
7	listening to and discussing a wide range of reference books or textbooks;	23	<u>predicting what might happen from details stated and implied</u>
8	reading books that are structured in different ways;	24	<u>identifying main ideas drawn from more than one paragraph and summarise these</u>
9	reading books that are for a range of purposes;	25	identifying how language contribute to meaning
10	<u>using dictionaries to check the meaning of words that they have read;</u>	26	identifying how structure contributes to meaning
11	using dictionaries to check the meaning of words that they have read independently;	27	identifying how presentation contributes to meaning
12	increasing their familiarity with a wide range of books, including fairy stories	28	<u>Retrieve and record information from non-fiction</u>
13	Orally retell a wide range of books, including myths and legends	29	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Assessment at Netherbrook

Netherbrook Primary School Writing Assessment: Stage 4



Composition		Transcription	
Vocabulary, Grammar and Punctuation (see Appendix 2 NC 2014)	Vocabulary, Grammar and Punctuation (see Appendix 2 NC 2014)	Composition	Composition
1	9	14	23
2	10	15	24
3	10	16	25
4	11	17	26
5	12	18	27
6	13	19	28
7	13	20	29
8	13	21	30
8	13	22	31
		32	
		Handwriting	
		Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	

Assessment at Netherbrook



Netherbrook Primary School Mathematics Assessment: Stage 4



Number and Place Value		Multiplication and division	
1	Count in multiples of 6, 7, 9, 25 and 1000.	16	Recall multiplication and division facts for multiplication tables up to 12 x 12.
2	Count backwards through zero to include negative numbers.	17	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
3	Read and write numbers to at least 10,000	18	Recognise and use factor pairs and commutativity in mental calculations.
4	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) and two decimal place and partition in different ways.	19	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
5	Order and compare numbers beyond 1000 and numbers with the same number of decimal places up to 2 decimal places.	20	Solve 2 step problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
6	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	21	Recognise and use factor pairs
7	Round any number to the nearest 10, 100 or 1000.	22	Find the effect of multiplying and dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
8	Identify, represent and estimate numbers using different representations including the number line.	23	Double and halve any whole digit number by partitioning; and double any decimal to one decimal place.
9	Find 1000 more or less than a given number.	24	Divide numbers up to 3 digit by a one-digit number using the formal written method of short division and interpret remainders appropriately in context.
10	Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	Measurements	
Addition and Subtraction		25	Convert between different units of measure [for example, kilometre to metre; hour to minute].
11	Add and subtract at least 2 numbers with up to 4 digits and decimals with up to two decimal places using the formal written methods of columnar addition and subtraction where appropriate.	26	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
12	Estimate and use inverse operations to check answers to a calculation.	27	Find the area of rectilinear shapes by counting squares.
13	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (including missing numbers).	28	Estimate, compare and calculate different measures, including money in pounds and pence.
14	Recall and use addition and subtraction facts to 1000.	29	Read, write and convert time between analogue and digital 12- and 24-hour clocks.
15	Add and subtract fractions with the same denominator.	30	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Assessment at Netherbrook

Year 1 Curriculum - Stage 1

Year 4 Curriculum - Stage 4

Year 2 Curriculum - Stage 2

Year 5 Curriculum - Stage 5

Year 3 Curriculum - Stage 3

Year 6 Curriculum - Stage 6

- The majority of children will be working on their own year group stage.
- However, there may be some children who need to be taught at a lower stage. We will endeavour to accelerate progress so by the end of the year they are as close to age related expectations as possible.
- In a few cases there will be pupils who are accessing the curriculum at a higher level.
- This assessment system enables children to be taught and assessed at exactly the right stage for them as individuals.

What is our assessment system?

EYFS → Stages 1-6

Curriculum mastered	20% achieved	40% achieved	60% achieved	80-85% achieved	95-100% achieved	Exceeding expected standard
Stage 1	1.1	1.2	1.3	1.4	1.5	1.6
Stage 2	2.1	2.2	2.3	2.4	2.5	2.6
Stage 3	3.1	3.2	3.3	3.4	3.5	3.6
Stage 4	4.1	4.2	4.3	4.4	4.5	4.6
Stage 5	5.1	5.2	5.3	5.4	5.5	5.6
Stage 6	6.1	6.2	6.3	6.4	6.5	6.6

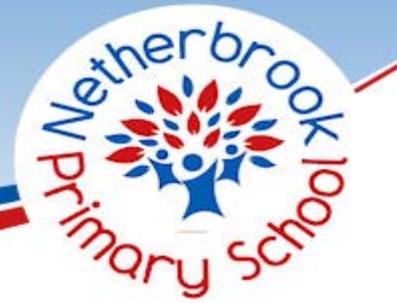
Teachers will use their ongoing assessment information to make judgements against the stages.

Assessment at Netherbrook

End of Key Stage Assessments

- **EYFS** - children are assessed using a national system and are classed as emerging, expected or exceeding the Early Learning Goals.
- **KS1** - currently it is teacher assessment that is reported but children do have to complete tests in writing, reading, maths and grammar. This will be the first year these new tests have been completed.
- **KS2** - Writing is assessed through teacher assessment and they also take tests in reading, maths and grammar. This is also the first year these tests will be completed.
 - These tests give a standardised score where 100 is age related. If children score 100 or more then they will be classed as 'secondary ready'.
 - If children are 'Stage 6 Expected' on our system then this would indicate that they are on track to achieve a score of at least 100.

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Assessment at Netherbrook

Any questions?