



Together we succeed; Today we achieve.

Assessment at New Marske Primary School

- 3rd November 2015





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Aims

- To inform parents about recent changes to the National Curriculum
- To inform parents about changes to assessment at New Marske Primary School



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National Curriculum

- A new National Curriculum was implemented in September 2014
 - In mathematics, children will be expected to learn more at an earlier age - for example to know their 12 times table by the age of nine
 - History will take a more chronological approach than under the old curriculum
 - In English, pupils will learn more Shakespeare and there will be more importance placed on spelling
 - The new computing curriculum will require pupils to learn how to write code
 - In science, there will be a shift towards hard facts and "scientific knowledge"
 - Removal of 'Levels' to assess pupils



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National
Curriculum

National Curriculum

- New Marske Primary School's Curriculum
 - Implemented since September 2014
 - Links the National Curriculum to the School Curriculum
 - More opportunities for pupils to investigate their local area and what makes New Marske and the North East of England special.
 - A new system designed to assess pupils and track **attainment**, how they are doing against pupils of a similar age and **progress**, how far they have come since their starting points.



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National
Curriculum

A New Assessment System

The system developed within New Marske Primary School meets the requirements set out in *'Reforming Assessment and Accountability for Primary Schools'* (March 2014). Within school assessment is:

- ***on-going and teacher-led***
- ***a system designed for the pupils of New Marske***
- ***based on formative and summative methods***
- ***fair and transparent;***
- ***a measure of progress (how much pupils have learnt from their starting points) and attainment (how they compare to national averages)***
- ***designed to offer a broad range of information to help parents and the wider public know how well New Marske Primary School is performing.***



Old vs New

- The 'Old' system gave pupils a level – 'a level 3', split into a low (c), middle (b) or high (a) so that a child was a 3b, or a 5c or any range of combinations in between
- A grade was often linked to a score in a test.
 - 35 -39 = 3c; 40 – 44 = 3b; 45 – 49 = 3a
- There was an expectation that pupils move two sublevels every year – this was regarded as expected progress

Weakness

- The leveled score did not let teachers, pupils or parents know what to do next to improve

5c	
4a	
4b	National Expectation for Year 6 pupils
4c	
3a	Approximately year 5
3b	Approximately year 4
3c	Approximately year 3
2a	
2b	National expectation for Year 2 pupils
2c	
1a	Approximately Year 1
1b	
1c	



New system

NC Grade	Expectation
6+	Year 6 summer term
6=	Year 6 spring term
6-	Year 6 autumn term
5+	Year 5 summer term
5=	Year 5 spring term
5-	Year 5 autumn term
4+	Year 4 summer term
4=	Year 4 spring term
4-	Year 4 autumn term
3+	Year 3 summer term
3=	Year 3 spring term
3-	Year 3 autumn term
2+	Year 2 summer term
2=	Year 2 spring term
2-	Year 2 autumn term
1+	Year 1 summer term
1=	Year 1 spring term
1-	Year 1 autumn term

- Each grade relates to a year group. If a pupil is working at their age expectation, they will receive a -, = or + grade
 - Autumn term –
 - Spring term =
 - Summer term +

NC Grade	3-	3=	3+
Expectation	Expectation for a year three pupil in the Autumn term	Expectation for a year three pupil in the Spring term	Expectation for a year three pupil in the Summer term

Strength

- This system is based on what pupils can and cannot do, allowing teachers to support learning much more effectively

Mathematics

	double/half	more/less, half/quarter	
I know the value of coins	I know the value of notes	I can measure weight	I can measure capacity
I can measure volume	I know O'clock and half past	I can draw the hands on a clock	I can measure time and begin to record time
I can compare time: quicker, slower, earlier/later	I can solve problems with time	I know the seasons of the year (NN)	
Year 1 Shape Objectives			
I know the names of 2D shapes: rectangles, including squares, circles and triangles (NN)	I know the names of 3D shapes: cuboids, cubes, pyramid and spheres (NN)	I can describe a whole turn	I can describe a half turn
I can describe a quarter turn	I can describe a three quarter turn		

Year 1 Number Objectives			
I can read and write numbers from 1 to 20 in digits	I can read and write numbers from 1 to 20 in words (NN)	I can reliably count at least 20 objects (NN)	I can use a number line to identify numbers
I can represent numbers using objects	I can use mathematical vocabulary: equal to, more than, less than, fewer, most, least	I can add 1 and 2 digit numbers to 20 (NN)	I can subtract 1 and 2 digit numbers to 20 (NN)
I know the mathematical signs (+, -, =)	I know one more and one less (0-30) (NN)	I can read numbers to 100	I can write numbers to 100
I can count in multiples of 2	I can count in multiples of 5	I can count in multiples of 10	I can count on and back in 1s, 2s, 5s and 10s
I can double to at least 10	I know my number bonds to 20 (NN)	I can subtract using my number bonds (NN)	I can solve one step addition problems using concrete or pictorial representations
I can solve subtraction problems using concrete or pictorial representations	I can solve multiplication problems using concrete or pictorial representations (with support)	I can solve division problems using concrete or pictorial representations (with support)	I can count forwards and backwards from any number
I can recognise a half	I can recognise a quarter	I can solve a missing number problem (NN)	
Year 1 Number and Place Value			
I can count to 100, forwards beginning with 0 or 1	I can count to 100, forwards from any given number	I can count to 100, backwards beginning with 0 or 1	I can count to 100, backwards from any given number
Year 1 Measurement Objectives			
I can use words to order events: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening	I know the names of the days of the week (NN)	I know the names of the months of the year (NN)	I can measure length
I can measure height	I can compare measurements: longer/shorter,	I can describe measurements: full/empty,	I can solve problems involving measurements



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Mathematics

To achieve their grade, pupils must successfully complete a given number of objectives in the term.

Year Group	Total number of objectives	Approximate number of objectives to be covered per term
Year 1	56	19
Year 2	79	27
Year 3	73	25
Year 4	68	23
Year 5	73	25
Year 6	85	29

Year Groups	Objectives needed to work at age related expectation		
	Autumn	Spring	Summer
Year 1	>15	>31	>45
National Curriculum Grade	1-	1=	1+
Year 2	>22	>44	>64
National Curriculum Grade	2-	2=	2+
Year 3	>20	>40	>59
National Curriculum Grade	3-	3=	3+
Year 4	>19	>39	>55
National Curriculum Grade	4-	4=	4+
Year 5	>20	>40	>59
National Curriculum Grade	5-	5=	5+
Year 6	>24	>47	>68
National Curriculum Grade	6-	6=	6+

Writing

Year 1 Vocabulary, Grammar and Punctuation Objectives			
I can separate words using finger spaces	I can use capital letters at the beginning of sentences	I can use a full stop to end a sentence	I can use a question mark
I can use an exclamation mark	I can use a capital letter for the pronoun I	I can use a capital letter for names	
I can combine words to make a sentence	I can use simple conjunctions <i>and</i> .		
I can use sequence my sentences to form short narratives.			
Year 1 Composition			
I can compose a sentence orally before writing it	I can sequence sentences in chronological order to recount an event or experience	I can re-read what I have written to check that it makes sense NN	I can leave spaces between words NN
I know the prefix 'un' can be added to words to change meaning.	I can use the suffix <i>s</i> within my writing.	I can use the suffix <i>es</i> within my writing.	I can use the suffix <i>ed</i> within my writing.
I can use the suffix <i>ing</i> within my writing.			
Year 1 Spelling			
I can identify known phonemes in unfamiliar words	I can use syllables to divide words when spelling	I can use what is known about alternative phonemes to narrow down possibilities for accurate spelling	I can use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular
I can name all the letters of the alphabet in order	I can use letter names to show alternative spellings of the same phoneme	I can add the prefix un- to the beginning of words without any change to the root word	I can spell Year 1 high frequency words
I can spell 'ff', 'll', 'ss', 'zz' and 'ck' words	I can spell monosyllabic words ending in 'k', e.g. pink, work, sink	I can spell monosyllabic words ending in 've', e.g. have, love	I can add <i>-ing</i> , <i>-ed</i> , <i>-est</i> , <i>-er</i> to words that require no change to the root, e.g. walking, fastest, faster
I can spell a range of simple compound words with known root words, e.g. football, bedroom	I can spell Set 2 of the RWI words	I can spell Set 3 of the RWI words	
Year 1 Handwriting			
I can sit correctly at a table, holding a pencil comfortably and correctly	I can form lower case letters in the correct direction starting and finishing in the right place	I can form capital letters and digits 0-9	



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National Curriculum

Writing

To achieve their grade, pupils must successfully complete a given number of objectives in the term.

Year Group	Total number of objectives	Approximate number of objectives to be covered per term
Year 1	28	10
Year 2	41	14
Year 3	30	10
Year 4	24	8
Year 5	64	22
Year 6	53	18

Year Groups	Objectives needed to work at age related expectation		
	Autumn	Spring	Summer
Year 1	>8	>16	>24
National Curriculum Grade	1-	1=	1+
Year 2	>12	>23	>34
National Curriculum Grade	2-	2=	2+
Year 3	>8	>16	>24
National Curriculum Grade	3-	3=	3+
Year 4	>7	>13	>20
National Curriculum Grade	4-	4=	4+
Year 5	>18	>36	>53
National Curriculum Grade	5-	5=	5+
Year 6	>15	>29	>44
National Curriculum Grade	6-	6=	6+



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Testing at New Marske Primary School

Testing

Throughout school testing is used by teachers to assess how pupils are succeeding against certain objectives. Most testing in school is informal, with testing conditions used when appropriate. Most testing questions are used within lessons to see how pupils can apply their skills in a different context.

Internal Testing

All year groups will experience testing of some form. For most year groups this testing is used by the teacher to provide evidence to help them adapt their teaching to improve outcomes for pupils. The two main systems used in school to help gather this evidence are:

- Testbase – a database of test questions which the teacher can adapt for a class. *For example a class could have worked on addition. The class teacher could design a test of 20 questions to help assess how pupils work in this area.*
- Alfie.com – a testing site that allows on line test to be designed for specific areas, allowing the teacher to work out the strengths and weakness of the class. *For example the class could have worked on using inference to help understand a text in reading. The class teacher could design a test that could ask a range of questions about a text. The test would inform the teacher about the types of questions pupils successfully complete and the questions they have more difficulties with.*



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External Testing

At various times during their time at New Marske Primary School pupils will take part in some kind of external, statutory test which will either set a baseline of where pupils are with their learning, or will measure their progress between year groups or attainment against national averages.

Year group	Test	Purpose or test	Method
Reception	Reception Baseline Test (September) (non statutory)	To provide a measure of the starting point pupils enter the reception class.	Test
Reception	Early Years Foundation Stage Profile (June)	An on going measure of the progress pupils make against the EYFS profile.	On going teacher assessment
Year 1	Phonics test (June)	A measure of a pupil's phonic ability. Pupils will read 40 real and nonsense words.	Test
Year 2	Standard Assessment Test (May – June)	Reading Test English grammar, punctuation and Spelling test Mathematics test	On going teacher assessment supported by tests
Year 6	Standard Assessment Test (May)		Test



Reporting to Parents

From December 2015 parents will receive a pupil report in a new format. The report will provide evidence about:

Attendance	<ul style="list-style-type: none">• The attendance of the pupil over the course of the term/year• The percentage of authorised and unauthorised absence over the course of the term/year• An indication if the current percentage is above or below the school's attendance target.
Attainment	<ul style="list-style-type: none">• The National Curriculum Grade the pupil attained at the end of the term.• An indication if the pupil is currently working below, at or above their age expectation.
Progress	<ul style="list-style-type: none">• The number of objectives successfully completed by the pupil.• An indication if the pupil is not making expected progress, making expected progress, or exceeding expected progress.

Autumn Term Report

Grace Smith

Please see below information about Grace's attendance, attainment and progress from September. This report format uses new National Curriculum Grades, rather than levels that you might have been used to. If you are unsure about any of the information contained within this report, please contact Grace's class teacher who would be more than happy to explain.

Attendance

Autumn

Attendance	99.2%
Authorised attendance	0.8%
Unauthorised attendance	0.0%
Above school attendance target	Yes

Attainment

Subject	NC Grade	Age expectation
Reading	6-	at
Writing	6-	at
Mathematics	5+	below

Progress

Subject	Number of objectives		Progress
	Autumn	Spring	
Reading	9		Expected
Writing	17		Expected
Mathematics	25		Below expected

Reporting to Parents

From December 2015 parents will receive a pupil report in a new format. The report will provide evidence about attendance, attainment and progress