St. Paul’s C of E Primary School
Assessment 2016
2016 Pupil Assessment

Primary School Assessment has changed.
Until July 2015, pupils were assessed against grade descriptors and matched to ‘levels’. All schools tracked pupils using levels and sub-levels and the KS1 and KS2 external tests (SATs) validated these.

As of September 2015, the Government made the decision that schools would no longer use levels to assess children’s attainment and progress. The National Curriculum was also changed in September 2014 and expectations are generally higher than previously. This presentation aims to explain how we are assessing, tracking and ensuring your child’s progress.
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The Purpose of Assessment

There are three broad overarching forms of assessment, each with its own purposes:

1. **Day-to-day in-school formative assessment**, for example:
   - Question and answer during class
   - Marking of pupils’ work
   - Observational assessment
   - Regular short re-cap quizzes
   - Scanning work for pupil attainment and development

This informs teaching and allows teachers to continually check the understand and ability of each child.
2, **In-school summative assessment**, for example:
- End of year exams
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

This is a way of monitoring the progress of pupils

3, **Nationally standardised summative assessment**, for example:
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage

These are used to ensure pupils are working at the expected standard and for making national comparisons between schools
St. Paul’s Assessment

All schools are now able to choose which form of assessment they use in order to track pupil progress. At St. Paul’s we are using ‘Early Excellence’ in Reception and ‘Target Tracker’ from Years 1 – 6. These are explained later in the presentation.

The data from Year 2 and Year 6 Standardised Attainment Tests (SATs) will continue to be used to compare pupil attainment and progress with national data. These tests will ascertain if children are meeting the expected standard. The testing of pupils has changed for 2016 and will be explained, as well as the use of teacher assessments.
Early Excellence in EYFS

During the first six weeks of a child entering a reception class, practitioners focus on best practice of settling children into their new routines and getting to know each child through their observations of and interactions with self-initiated play, small group activities and adult directed tasks.

Early Excellence Baseline Assessment (EExBA) is divided into three distinct but related and sequential parts that build up the appropriate information in order to complete the final assessment:

Part 1: Leuven Scales for Well-being & Involvement
Part 2 & 3: Characteristics of Effective Learning /Areas of Learning & Development
End of year assessment in EYFS

A range of evidence is used to complete an end of Foundation Stage assessment based on whether the child has reached a good level of development (GLD). Children are defined as having reached a ‘good level of development’ at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.
End of year assessment in EYFS

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows:

Emerging = 1, Expected = 2 and Exceeding = 3.

For each of the 17 Early Learning Goals a child is recorded as have achieved a 1, 2 or 3. Consequently it is possible to give children an overall 'score'. This is then reported to parents at the end of the year.
St. Paul’s Assessment using ‘Target Tracker’

In each year group pupils are assessed against grade descriptors, Key Performance Indicators (KPIs), and national curriculum statements. Teachers continuously update these for each child to indicate when pupils are working at the expected level for the END of their year. These are in three sections: Working Below, Working at and Secure in the expected standard. It is generally expected that 85%+ of pupils will be ‘Working at’ the expected standard by the end of the school year and 30%+ will be ‘Secure.’
Target Tracker (TT) has taken these 3 stages and split each of them in half to create 6 steps for each Year group (Y4 demonstrated above) Once data has been entered for each subject, TT then averages all of these statements and matches each child to one of the above steps. Pupils may be assessed as below the expected year group but may not be assessed as above, except in exceptional circumstances. Instead, children will further develop and broaden their learning within their year group’s expectations.
Tracking Pupil Progress

St. Paul’s staff monitor how each child is progressing through the year. It is expected that each child should make 6 steps of progress each year from their starting point in September. During in year Parents’ evenings, teachers will inform parents of their child’s progress and their next steps.

In the end of year report, we will use Target Tracker terminology to inform parents of their child’s attainment and progress against national expectations for their year group. Teachers are able to use pupil data, not only to track pupil progress across the year but also to plan their teaching in order to address gaps in the children’s learning. This way it can be ensured that pupils have had full curriculum coverage and are working at expected level by the end of the academic year.
Year 2 SATs

All schools will carry out KS1 SATs in May but can decide when the children sit these tests. Staff mark the tests and use these raw and scaled scores as evidence to support their Teacher Assessment. There is no test for writing.

Children will sit tests in:

- **English reading Paper 1**: combined reading prompt and answer booklet
- **English reading Paper 2**: reading booklet and reading answer booklet
- **English grammar, punctuation and spelling Paper 1**: spelling
- **English grammar, punctuation and spelling Paper 2**: questions
- **Mathematics Paper 1**: arithmetic
- **Mathematics Paper 2**: reasoning
Year 6 SATs

SATs week is Monday 9th May – Thursday 12th May
Writing will be recorded as Teacher Assessment and the children will sit the following tests:

• **English reading**: reading booklet and associated answer booklet
• **English grammar, punctuation and spelling Paper 1**: short answer questions
• **English grammar, punctuation and spelling Paper 2**: spelling
• **Mathematics Paper 1**: arithmetic
• **Mathematics Paper 2**: reasoning
• **Mathematics Paper 3**: reasoning
**Reporting and Comparing results**

**Scaled scores** will be used to report national curriculum test outcomes, which should help test results to be reported consistently from one year to the next. In both KS1 and KS2 tests a scaled score of 100 will always represent the ‘**expected standard**’.

Schools are held to account for the percentage of pupils achieving the expected standard. A school will fall below **floor standards** where fewer than 65% of pupils achieve the expected standard.

**Progress measures** will be similar to previous ‘value-added measures’. The Government intend to confirm what score a school would need to get to have made ‘sufficient progress’ after the tests have been sat – more guidance is expected soon.
Further Questions

If you have any further questions regarding your child’s attainment of progress, please contact the school office to make an appointment with the class teacher.

Mrs Hemming will be presenting this information during Parents Evenings in March 16 and we would encourage you to attend if you are able.

Thank you.