

Assessments Without Levels at Cumnor CE Primary School



What assessments tell us:

- How well your child is doing compared to the national picture
- How well your child is progressing from one year to the next
- Areas of strength and weakness for your child
- How well the school is doing compared to the national picture
- Areas of strength and weakness in the school

Out with the old...

Average Year 1		Average Year 2		Average Year 3		Average Year 4		Average Year 5		Average Year 6		Average Year 7	
1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	

Mary in Year 6

Reading	Writing	SPAG	Maths
3a	4b	4b	5c

And in with the new...

Government Guidelines

- Schools have the freedom to decide how to track the progress of the children
- The new National Curriculum identifies the skills a Year 2 child and a Year 6 child should have in order to meet the nationally EXPECTED LEVEL
- Internal teacher assessments and external testing are important
- Measure both attainment and progress

Assessments in Year 2

- Teachers will assess children in reading, writing, SPaG and maths and confirm whether a child is either:
 - Working **BELOW** the National Standard
 - Working at the **NATIONAL STANDARD**
 - Working **ABOVE** the national standard
- The teacher's judgments have to be backed up by tests and through local moderation meetings

An example of the assessment framework to assess whether children are working towards the National Standard, at the National Standard or above it.

Similar documents reflect the standards for reading and for maths.

The DFE have only produced these documents have only been produced for Year 2 and Year 6

Interim teacher assessment framework at the end of key stage 1 - reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Assessments in Year 6

- In reading, writing, SPaG and maths, the class teacher will assess the children and confirm whether a child is either:
 - Working **BELOW** the National Standard
 - Working at the **NATIONAL STANDARD**
 - Working **ABOVE** the national standard
- SATs test will be used to give a more detailed account of how well a child has performed.
- There is no test for writing at either KS1 or KS2

Interim teacher assessment framework at the end of key stage 2 - writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

An example of the assessment framework to assess whether children are working towards the National Standard, at the National Standard or above it.

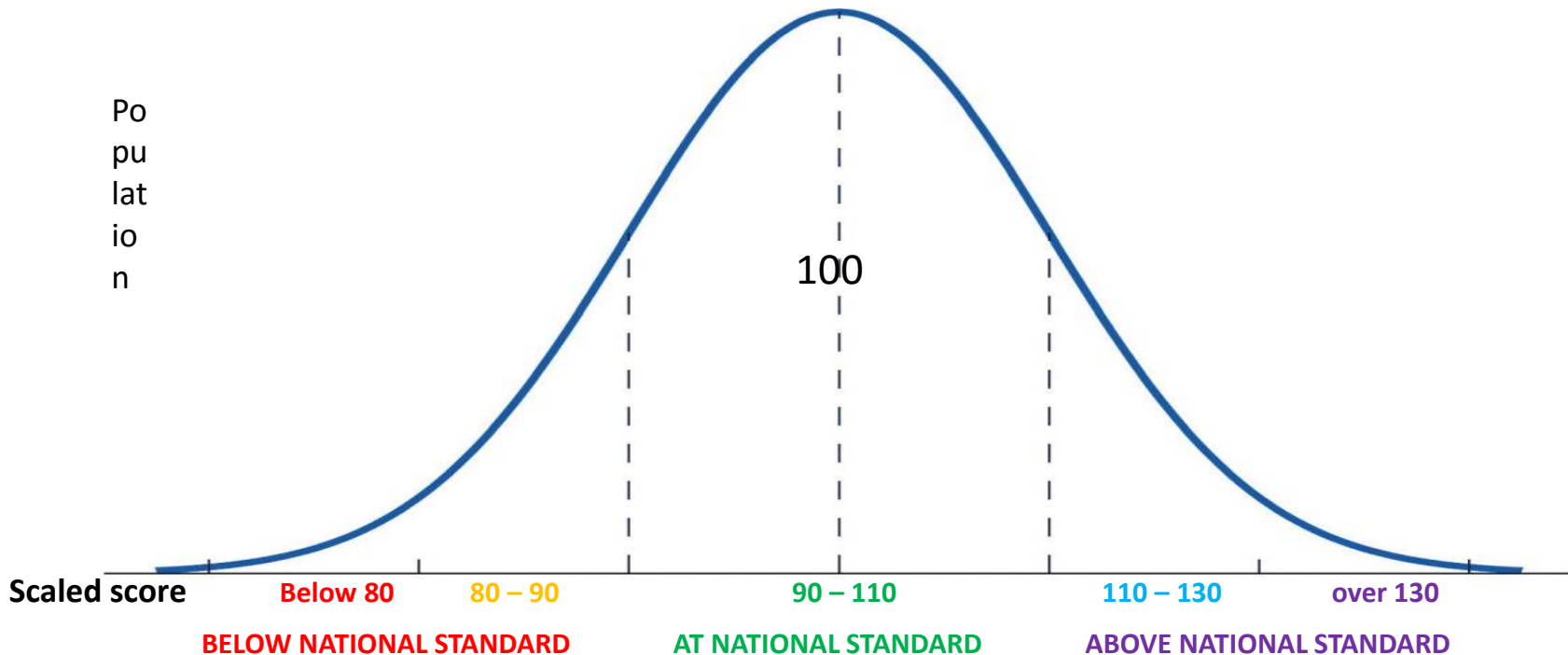
Similar documents reflect the standards for reading and for maths.

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How are the SATs reported?

The raw score is converted into a scaled score and will also confirm whether or not the child has attained the National Standard.

(100 = National average and possibly the National Standard)



Mary in Year 6

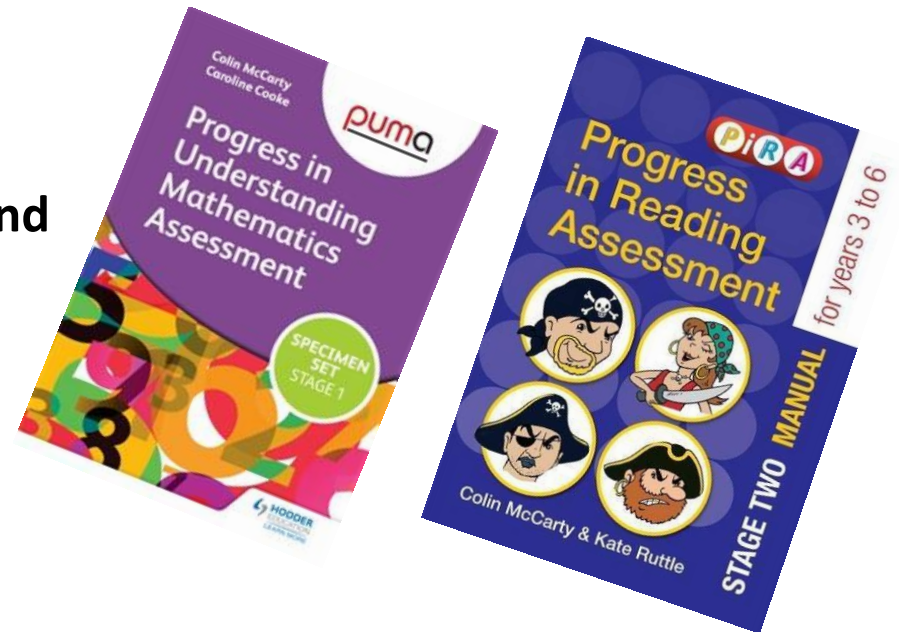
	Reading	Writing	SPaG	Maths
National Standard?	Below	At NS	At NS	Above
Scaled Score	85		101	115

- As there is no writing test, you will just be told if your child is at the National Standard or not (based on teacher assessments)

How will we track other year groups?

- **Summative tests**

These will be taken termly in maths and reading and provide us with a scaled score. We will then be able to track progress over time



Writing Targets Pupil's Name: _____

Stage 2

TARGETS	1	2	3	SA
Transcription				
Spelling				
I can split spoken words into phonemes and record these as graphemes.				
I can spell words with different spellings, including a few common homophones.				
I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.				
I can use my knowledge of different phonemes to narrow down possibilities for accurate spelling.				
I can identify phonemes in unfamiliar words and use syllables to divide words.				
I can spell key words that I need to use in everyday writing. (see list)				
Handwriting				
I can form lower-case letters of the correct size relative to one another.				
I can begin to use some of the diagonal and horizontal strokes needed to join letters.				
I show that I know which letters are best left unjoined.				
I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				
I use spacing between words that reflects the size of the letters.				
Composition				
I can write narratives about personal experiences and those of others, both real and fictional.				
I can write for different purposes, including real events.				
I can plan and discuss the content of writing and record my ideas.				
I can re-read and read aloud to check that my writing makes sense.				
I can evaluate my own writing independently, with friends and with an adult.				
I can proof-read to check for mistakes.				
I can use new and interesting vocabulary in my writing (wow words)				
Grammar and punctuation				
Sentence structure				
I can use a range of words to link ideas (e.g. but, if, that, because)				
I can use expanded noun phrases. (add adjectives to nouns e.g. the red kite)				
I can identify and write statements, questions, commands and exclamations				
Text structure				
I consistently use the present tense and past tense correctly.				
Punctuation				
I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.				
I use question marks and exclamation marks correctly.				
I can use commas to separate items in a list.				
I can use apostrophes to show where letters are missing and to mark singular possession in nouns.				

- **Teacher assessment**

Teachers know what needs to be taught over the year to achieve the national standard and beyond and will work with the children to track progress.

Tracking your child's progress

Mary in Year 6

Writing	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	N	N	N	N	N	N	B	N	N	B	N	N	N	N	N	N	N	N

Maths	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	B	B	B	N	B	N	B	N	N	N	N	N	A	N	A	N	A	A