

Assessment Meeting

4th June 2009

Slide 1: Assessment at Burford School

Title Slide

Slide 2: Aims of the Meeting

Aims of Meeting

Slide 3: What is Assessment?

Assessment is what teachers use to decide where children are working against National Standards and also to decide what teaching needs to be in place to move children's learning forward. There are two ways in which children can be assessed. These are:

- Teacher Assessment (TA)

There are two forms of TA:

1. 'Formative' which means the day to day assessments that are made on your child during lessons to inform the teacher of the next stages in their learning
2. 'Summative' which means a judgement that is made about where your child is working at a particular point in time i.e. end of year, end of key stage

- Tests

These are summative and give a level as to where a child is performing at a given point in time e.g. end of year, end of key stage

Slide 4: Tests....and the Rest

Tests

Narrow

Tests often focus on key areas of a subject – for instance, in writing the focus could be on story writing, not taking into account other forms of writing children are capable of

External:

They are set by agencies outside the school and so do not take into account the context of the school e.g. at Burford we have some very able children who are working beyond Level 5 by the time they reach Y5 however, the mark scheme in tests only go to Level 5

Product:

Tests focus on the answers that are produced and often a recall of facts

Fixed:

They are required to be sat at a fixed time in the year which doesn't allow schools to take account of individual children's circumstances at that point in time

Impersonal:

They often require children to write or read about aspects that may not interest them or relate to their experiences within their own lives

Teacher Assessment

Broad:

Judgements are made about how the child performs across all ranges of writing and reading they may be exposed to. It also takes into account the application of skills taught in a subject area across the curriculum

Internal:

The judgements are made by teachers within the school who know the children best. It allows us to take children beyond the confinements of the levels of a test. All judgements are moderated within the school across year groups and key stages to ensure accuracy and agreement of judgement. The school also takes part in county moderations with other schools.

Process:

The focus is very much on the process the children go through to achieve the outcome rather than solely the outcome. It is the process children take forward with them in their lives

Flexible:

Judgements are continually being made across the entire year with evidence being collected from a wide range of sources i.e observations of children working independently, evidence in their books, discussions with the children. If a child has had a particularly bad day as their guinea-pig has died that morning – this is fully understood by the teacher and taken into account

Personal:

Children have the opportunity to write about experiences they have had that are real to them. They have the opportunity to apply their learning in situations that make sense and are purposeful, allowing them to reflect their true potential

Slide 5: What is Used at Burford?

Teacher Assessment:

This used to make judgements about children's attainment from Reception to Year 6. As indicated before, children are continually being assessed throughout the year by careful use of a wide range of evidence to make judgements about where your child is performing. This includes evidence towards children achieving the Early Learning Goals in Reception.

Optional SATs (Y3-Y5):

As indicated, these take place in May within Year 3, 4 and 5. They are nationally standardised SATs tests which the school uses as part of the evidence in which to make a judgement as to where your child is working. It is important to note that the test result your child achieves may not be the final teacher assessment that is reported to you as a parent either at parents' evening or in end of term reports. This is because we want to be sure we are reporting the level at which your child is working at frequently and often rather than a 'one off' achievement.

Statutory End of Key Stage Assessments (Y2 & Y6):

As indicated, these take place in Years 2 and 6 and are taken by the children when they are moving into the next key stage. Y6 are still test based and both test and teacher assessments are reported, however Y2 SATs are based on Teacher Assessment and it is this that is reported. Because of this, Y6 SATs take place during one set week in the school year in the summer term, however within Year 2, the children are continually assessed throughout the year and the tests can be taken at any time to help inform the teacher's judgement of where the children are working. We hope to hold a KS1 SATs meeting for Year 2 parents and a KS2 SATs meeting for Year 6 parents to explain this process in more detail next academic year.

Reading & Spelling Age Standardised Tests (Y1-Y6):

These will be introduced from September 2009. We currently use these with children who are already on the Special Needs register; however it would be useful to do these with all children to pick up those who would benefit from early intervention.

Slide 6: What about the 11+?

Schools in Bucks are NOT allowed to coach children for the 11+ or teach towards it in any way. We are required to undertake five familiarisation sessions (two at the end of Year 5 and three at the beginning of Year 6) and three practise papers, also at the beginning of Year 6. In previous years, the children have undertaken NFER verbal reasoning tests in Years 3, 4, 5, and 6. These are NOT practice 11+ papers and do not give a reliable indication of what the children will score in the actual 11+ test. The NFER scores were used in Year 5 & 6 to rank the children in the 'order of suitability' for the 11+ test but this is no longer required. They are also not required for the appeals process as predicted SATs grades are used along with current evidence of

children's work. As the Year 3 & 4 results are not used to inform teachers of next steps in children's learning, these are also surplus to requirements. In this day and age, where children are under increasing pressure from the amount of testing that takes place in schools, we are keen to ensure only relevant and useful tests are undertaken.

Slide 7: When Are the Children's Assessments Recorded?

- Early Learning Goals (1/2 Termly)
Evidence is continually collected on which of the Early learning Goals children are demonstrating in Reception. It is important to note that these judgements are made from children's self-initiated activities and observations of their play as opposed to teacher led activities
- Reading, Writing and Maths (1/2 Termly)
These are judgements made against the National Curriculum Levels and are recorded as previously mentioned in Year 1 – 6. Again, evidence is continually collected to help inform a judgement of where the children are working frequently and often
- Phonics (6 Phases) Termly
Children who are working within the six phases of the Phonics scheme used at Burford School are assessed Termly until they have worked through all six phases
- Science (Termly) – From Sept 09
Again, these judgements are made against the National Curriculum Levels and are recorded as previously mentioned in Year 1 – 6. Again, evidence is continually collected to help inform a judgement of where the children are working frequently and often
- Reading and Spelling Age: Twice a year (from Sept 09)
At the end of Year 1, children will undertake a reading age test only. From Year 2 - 6, children will undertake the reading and spelling age tests twice a year, in January and July

Slide 8: How Do We Use The Assessments?

- School Tracking programme:
All teachers in the school have access to this and update it on a 1/2 termly or termly basis as indicated above for Reading, Writing, Maths and Science. It allows teachers to monitor progress of groups of children or individual children and also enables us as a school to identify SEN or YGT children. This enables teachers to ensure best possible provision for children within their class to achieve their potential through Quality First Teaching. This means differentiated work, targeted support from the Teacher or Teaching Assistant within the class, use of appropriate resources, use of the most appropriate teaching strategies based on how the child learns best.

- Reporting to Parents/Carers:
The levels the children are working at are reported to you at the autumn parents' evening, spring term parents' evening and as part of your child's end of year annual report to enable you to understand and follow your child's progress through the year. Should there be a need however, the class teacher would not necessarily wait until parents evening if there are any concerns over your child's progress.

Slide 9: What Do They Mean?

Title Slide

Slide 10: Early Learning Goals

6 Areas of Learning:

There are 6 areas of learning within the Early Years Foundation Stage Curriculum which is followed in Reception:

- Personal, Social & Emotional Development (PSED)
- Communication, Language & Literacy (CLL)
- Problem Solving, Reasoning & Numeracy (PSRN)
- Knowledge & Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

13 Strands:

Within these 6 areas, PSED, CLL and PSRN have been split into 'strands' (much like the English of the National Curriculum is split into Speaking & Listening, Reading & Writing). They are:

PSED: Dispositions & Attitudes, Social Development, Emotional Development

CLL: Language for Communication and Thinking, Linking Letters & Sounds, Reading, Writing

PSRN: Numbers as Labels and for Counting, Calculating, Shape Space & Measures

Taking into account the above strands, along with KUW, PD and CD, there are in total 13 strands across the 6 areas of learning.

9 Scale Points in each strand:

Within each strand there are 9 'scale points'. Scale points 1-3 describe the attainment of a child who is working towards the Early Learning Goals (ELGs). These three scale points need to be achieved (although not in order) before moving onto the next set: scale points 4-8.

Scale points 4-8 are referred to as the Early Learning Goals. They are not hierarchical and so can be achieved in any order.

Scale Point 9 describes the attainment of a child who has achieved scale points 1-8 and has developed further working consistently beyond the ELGs. Children can only attain scale point 9 if they have already achieved scale points 1-8.

By the end of Reception, an average child will have demonstrated 6 Scale Points:

This is inclusive of scale points 1-3.

Children achieving less than 6 scale points in PSED, CLL and/or PSRN are given continued access to EYFS curriculum in Year 1:

This is to aid transition between the EYFS curriculum and the National Curriculum used in Years 1-6. Throughout the autumn term, children will be given opportunities to access activities and play situations that will enable them to demonstrate the scale points in these areas of learning.

Slide 11: National Curriculum Levels

Level 1 (Year 1) – Level 8 (GCSE Standard!):

A majority of pupils in primary schools work between levels 1-4. Some achieve Level 5 by the end of Year 6. It is exceptional to achieve Level 6 at primary school age.

Your child compared with his or her age group

	7 years	11 years	14 years
Level 8 *			
Level 7			
Level 6			
Level 5			
Level 4			
Level 3			
Level 2a, 2b, 2c			
Level 1			

	Exceptional
	Beyond expectations
	At level expected
	Below expectations

* Level 8 is only available in mathematics at KS3

(DCFS Website)

The levels (1-8) are 'fine graded' as follows:

C: Just working at that level (not secure)

B: Working comfortably at that level (secure)

A: Working towards the next level (very secure)

Slide 12: P-Levels & PIVATs

Working below Level 1 of the National Curriculum:
P-levels describe the attainment of a child who is not yet accessing Level 1 of the National Curriculum.

Begins the Spring term of Year 1:
Prior to the Spring term (i.e. autumn term of Year 1) children who have not achieved 6 scale points in the EYFS will continue to work towards these scale points as previously stated. From January of Year 1 (Spring term), children who still are yet to achieve 6 scale points will then move onto P-Levels to indicate they are then working towards Level 1 of the National Curriculum.

Finely graded levels from P1-P8:
P-levels start at P1 and progress through to P8. They are much finer grades than those of the National Curriculum levels and grades (C-A).

PIVATs range from e to a:
PIVATs further fine grade P-Levels and National Curriculum levels and grades – enabling us to still measure and show the progress made by children with Special Educational Needs. PIVATs work just like the fine grades in the National Curriculum levels, but instead of ranging from C to A, they range from E through to A. This means a child working at P7 (i.e. below Level 1 of the National Curriculum) may also have a PIVAT grade shown in brackets e.g. P7(e). This would indicate they are just working within P7. P7(a) would indicate the child is ready to move into P8.

PIVATs can also be used for children who are working within the National Curriculum but at a significant level below the national expectation. For example, a child in Year 6 may be working at 1a of the national curriculum but would also have a PIVAT grade of e which would be shown as 1a(e). This would indicate they are just working within the level 1a. However, a PIVAT grade of a would be shown as 1a(a), indicating they are ready to move into National Curriculum Level 2C.

Slide 13: Nationally, Where Should My Child Be Working?

The national averages for attainment in the National Curriculum Levels by Year Group are given below. Please note that these are the expected levels by the END of each year group:

Year 1:	1a
Year 2:	2b
Year 3:	2a/3c
Year 4:	3b
Year 5:	4c
Year 6:	4b/4a

There is a range of 2a/3c within Year 3 as nationally there is a plateau in results. This is not representative for every child and at Burford we recognise that we have some very able children and so continue to expect 2/3 level progress from Year 2 (Hence 3C).

Slide 14: What is 'Average Progress'?

- 2 levels across KS2 (Y2 – Y6):

Children who achieve a level 2b at the end of Year 2 will be expected to be a 4b in Year 6 if they are making average progress. i.e. 2 levels progress across 4 years. This means that from the end of Year 2, the same child should be working at a level of 3b by the end of Year 4 i.e. 1 level progress across 2 years.

We recognise at Burford School that all children are individuals who progress at different rates and although this is the expectation, it may not be achieved linearly. For example, a child may have attained a level 3b in Year 4 and made 1/3 level progress in Year 5 taking them to a 3a; yet they make 2/3 level progress in Year 6 enabling them to attain their expected level of 4b. By tracking children closely, we are able to ensure that children who have appeared to have made slow progress in one year, close the gap in the next.

Or:

- At least 2/3 of a level progress across 1 year:

As previously mentioned, we recognise that there are some very able children at Burford School. To ensure they achieve their potential, we set challenging targets and although the national expectation is as explained above, at Burford we look further and set this target as our expectation.

Slide 15: Aims of the Meeting

Revisiting the aims of the meeting.