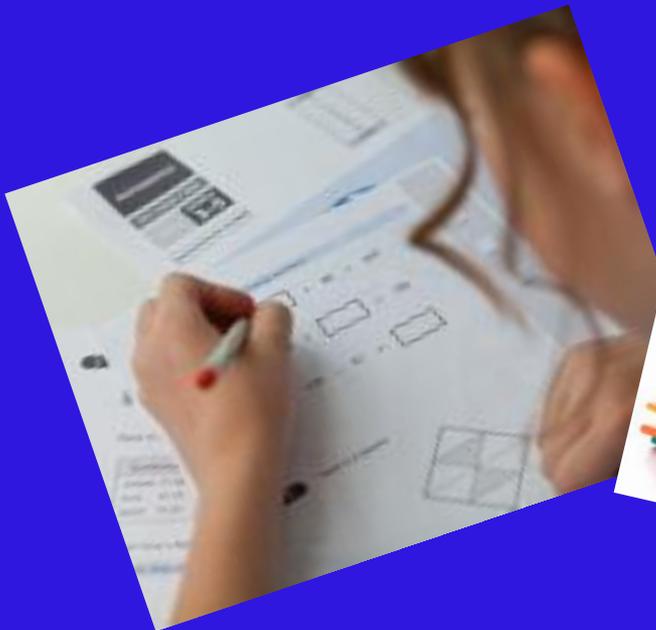


Curriculum, Assessment And Key Stage 2 SATs

Information and Guidance on the Changes and Expectations for 2015 /16



The Claypole
Church of England Primary School

Strive for Excellence, Promote Harmony and Value Achievement

Aims

- **Develop an understanding of what is expected of your child with regards to reading, writing and maths.**
- **Become familiar with the new curriculum, assessment and the changes to Key Stage 2 SATs.**
- **Take away some ideas about how you can support your child with their school work at home.**



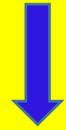
Department for Education



National Curriculum



Programme of study



Planning

Our Curriculum



MATHS

LITERACY

GEOGRAPHY

**RELIGIOUS
EDUCATION**

COMPUTING

SCIENCE

**PHYSICAL
EDUCATION**

P.S.H.E.

ART & D.T.

HISTORY

LANGUAGES

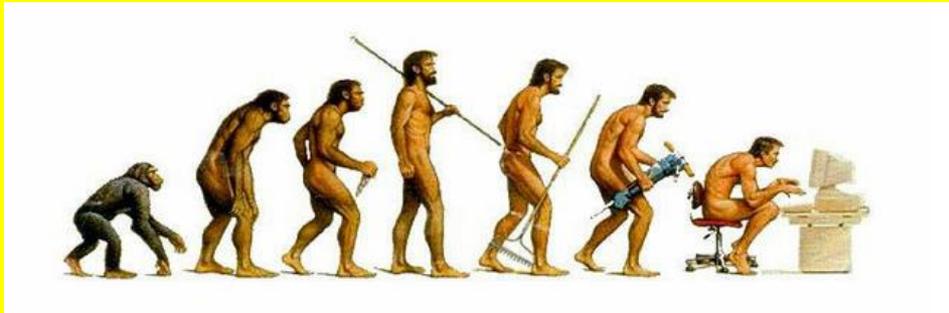
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Our Curriculum



Spelling is
~~diffecolt~~
~~challengeng~~
hard.





National Curriculum



Programme of study



Planning



Delivery to children

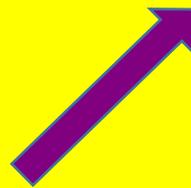
Knowing the children



Design learning opportunities that are relevant & engaging



Design the learning content



National Curriculum



Programme of Study

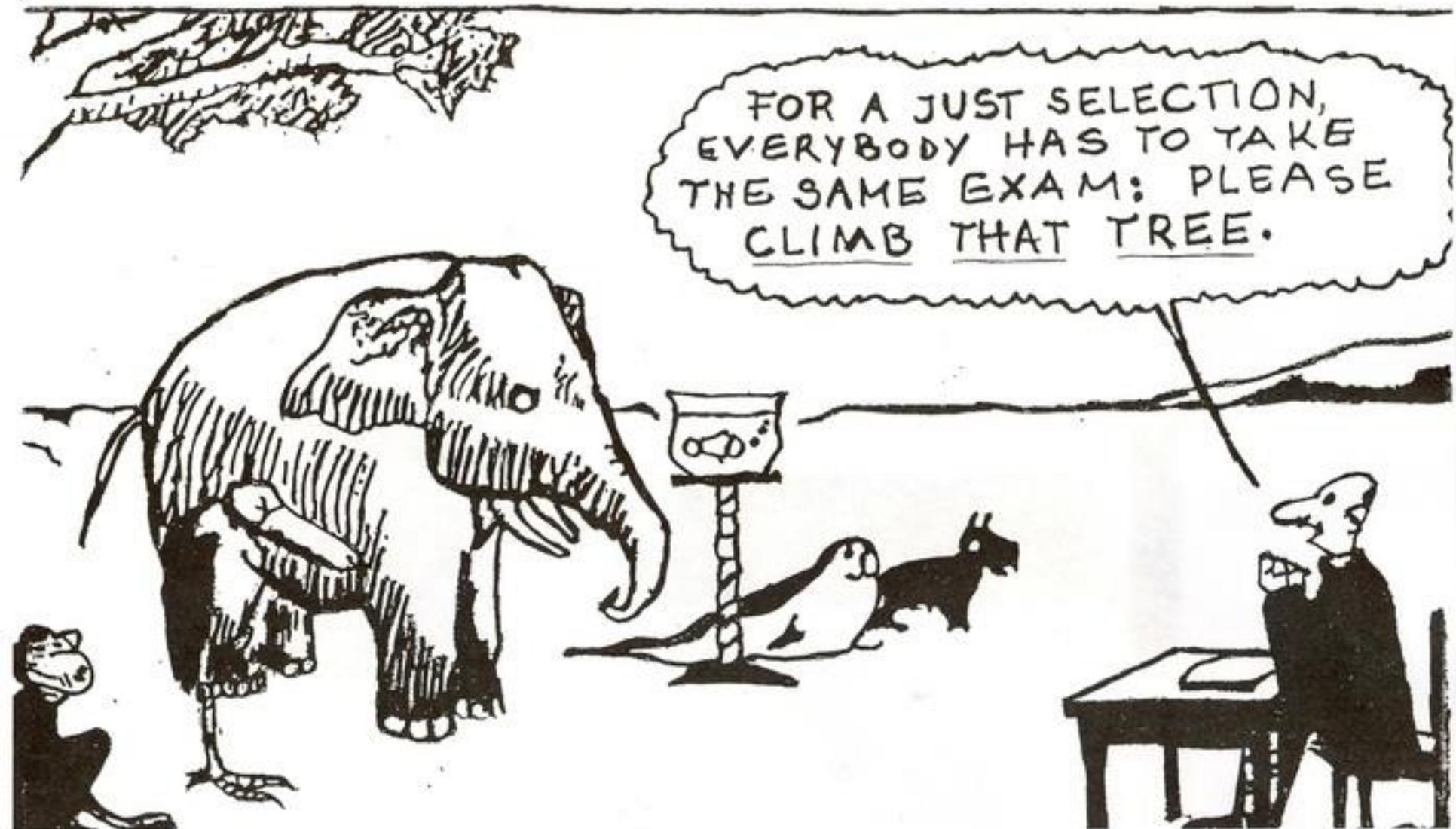


Planning



Delivery to children

Assessment



Assessment

- **March 2014, DfE proposed changes to assessment;**



Assessment

- **March 2014, DfE proposed changes to assessment;**
- **Since 5th January 2016, the DfE updated the Assessment and Reporting Arrangements 8 times in 30 different sections!**



Assessment

(noun) *the process of making a judgement or forming an opinion, after considering something or someone carefully.*

The purpose of most forms of assessment in the classroom should be to inform people of how much progress a child is making.



**Where are we & where
do we need to be?**



Assessment

Everyday, every lesson, we make judgements (i.e. assessments) about where each child is and where they need to get next.



Assessment

For some children (i.e. SEND), we make judgements and change our provision accordingly to meet their needs.



Assessment

Three terms each year we hold an assessment week.



Assessment

This also gives us opportunities to discuss our judgements (i.e. **assessments**) with our colleagues (**moderations** – internally and externally) to make sure we are being consistent, fair and accurate.



Assessment

This also gives us opportunities to match children's progress against our expectations of where they should be by the end of each academic year (i.e. **targets**).



Assessment

For any children who are not making enough progress, we look at what we can do to help them (i.e. **intervention strategy**) so they feel better about themselves as learners.



Assessment

Then we teach every child according to where they are at that point.



Assessment

Teachers:

- Where are they in relation to where they need to be?
- What are the gaps in their knowledge and understanding?
- What do they need to learn next?



Assessment

“People talk about assessment as though it’s separate to teaching. For me assessment is what you have to do to be able to teach effectively. When assessment is driven by accountability, it becomes a very different thing.”



Assessment

Children:

- What do I know?
- What do I need to do next?
- Am I getting better?



Assessment

“I like to check my next steps and find out what I have done well. I don't like it if there isn't a green comment; I want to know how to get better at what I am doing.”



Assessment

Leaders & External Agencies:

- Are the children meeting expectations?
- Are they making progress?
- Is provision as good as it should be?
- Are there groups making less progress than others?



Assessment

“Levels have been a distracting, over-generalised label, giving misleading signals...Crucially, levels have failed to give parents clarity over how their children are performing.”



Assessment

Assessment should support good teaching and learning. It should help teachers and children keep track of progress and drive improvement. Assessment is for learning!



Key Stage 2 SATs

A Presentation to Parents

Information and Guidance on the Expectations



The Claypole
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Chapters

Key Stage 2 SATs
Changes

Assessment and
Reporting

Scaled Scores

Scaled Score
Examples

Higher Attaining
Pupils

The Tests

English

Maths

How to Help Your
Child

next
page

Scaled Scores

click to
see all
text

- What is meant by 'scaled scores'?
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July the publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

chapter
menu

next
page

Scaled Score Examples

click to
see all
text

On publication of the test results in July:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.

chapter
menu

next
page

Higher Attaining Pupils

[click to see all text](#)



[chapter menu](#)

[next page](#)

The Tests

click to
see all
text

- Key Stage 2 SATs take place nationally in the week commencing 13th May.
- Statutory tests will be administered in the following subjects:
 - Reading (60 minutes)
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- In addition, some schools will be required to take part in Science testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date.
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

chapter
menu

next
page

Reading

[click to see all text](#)

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

[chapter menu](#)

[next page](#)

Spelling, Punctuation and Grammar

click to
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text

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

chapter
menu

next
page

Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

chapter
menu

next
page

Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

chapter
menu

next
page

Mathematics

[click to see all text](#)

- The Mathematics tests have undergone the biggest change this year.
- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

[chapter menu](#)

[next page](#)

Sample Questions

Maths Paper 1: Arithmetic

24 $15.4 - 8.88 =$

1 mark

25

1 3 | 3 0 1 6

Show your method

2 marks

chapter
menu

next
page

Sample Questions

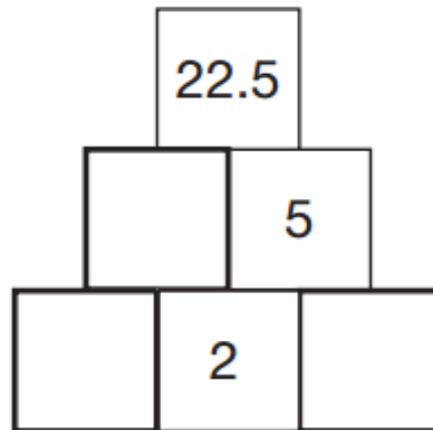
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

chapter
menu

next
page

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

chapter
menu

next
page

Teacher Assessment

[click to see all text](#)

- The deadline for the submission of teacher assessments is Friday 26th June.
- These assessments will be made using the interim framework and are based on a range of evidence collected throughout the year.
- The interim framework specifically states that judgements should be based on a range of evidence and that teachers will need to have evidence to show that a pupil demonstrates consistent attainment of **all** the statements within the standard. The only exception to this is in the writing framework, with regards to handwriting.
- For reading and maths children will be reported as **meeting** or **not meeting** the expected standard.
- For writing children can be reported as working **below** the expected standard, working **towards** the expected standard, working **at** the expected standard or working at **greater depth** within the expected standard.

[chapter menu](#)

[next page](#)

How to Help Your Child

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- Useful Information
 - School Clubs
 - PTA
 - Parentmail
 - E-Safety
 - Child Protection
 - Lunch
 - Uniform
 - Helping at Home
 - End of Year Group Expectations
- chapter menu
- next page

