

**NATIONAL AND SCHOOL BASED
ASSESSMENT**

2018

Changes for 2017 to 2018

The 'Primary assessment in England' public consultation, which closed in June 2017, heard strong support for the proposal to move to a more flexible approach to the assessment of English writing, and to do this quickly.

The Standards and Testing Agency (STA) also conducted an evaluation of the interim teacher assessment frameworks during spring 2017, working with teachers and other educational experts. In response, we have made changes to the frameworks for use in 2017 to 2018.

KEY STAGE 2 FRAMEWORKS: STANDARDS

For English writing pupils will be grouped into 4 categories:

working towards the expected standard

working at the expected standard

working at greater depth within the expected standard or

a category for pupils who do not meet the 'working towards the expected standard'

For English reading, mathematics and science pupils will be grouped into 2 categories:

working at the expected standard *or*

a category for pupils who do not meet the standard

KS2 SATS

Set week across the country Week beginning 14th May 2018

Grammar and punctuation paper Monday 14th May

Spelling test Monday 14th May

Reading paper Tuesday 15th May

Arithmetic paper Wednesday 16th May

2 Reasoning maths tests Wednesday 16th and Thursday 17th May

No 'Level' 6 papers, instead some harder questions in all 3 subjects

Science -To provide evidence that pupils demonstrate consistent attainment of all of the statements within the standard, teachers will need to draw on assessment judgements that have been made earlier. This will include all elements of the key stage 2 science curriculum that have been taught before the final year 2 years of the key stage.

Random sampling Science tests take place every 2 year. The next sample tests will be in 2018.

Reading

Using the English reading framework

- **The standard in this framework contains a number of ‘pupil can’ statements. To judge that a pupil is working at this standard in English reading, we need to collect evidence which demonstrates that a child meets all of the statements within the standard.**

READING

Working at the expected standard

The pupil can:

- **read age-appropriate books with confidence and fluency (including whole novels)**
 - **read aloud with intonation that shows understanding**
 - **work out the meaning of words from the context**
 - **explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence**
 - **predict what might happen from details stated and implied**
 - **retrieve information from non-fiction**
 - **summarise main ideas, identifying key details and using quotations for illustration**
 - **evaluate how authors use language, including figurative language, considering the impact on the reader**
 - **make comparisons within and across books.**
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PREPARATION FOR THE READING ASSESSMENT

How do we prepare our children?

Daily Reading lessons

Single age comprehension lessons from January 2018

Booster reading sessions lead by a teacher from the team

Exam practice questions

Mock SATS weeks



WRITING ASSESSMENT

For 2017 to 2018, the Government have introduced revised teacher assessment frameworks in English writing only, which include:

A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil’s attainment overall being made.

Revised ‘pupil can’ statements – a greater emphasis on composition, while statements relating to the more ‘technical’ aspects of English writing (grammar, punctuation and spelling) are less prescriptive.

All changes are in line with the attainment targets for the key stage 2 programme of study.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.2

GAPS – GRAMMAR, PUNCTUATION AND SPELLING

The children need to:

- use the range of punctuation taught at key stage 2 mostly correctly^
(e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

5

Circle **all** the **determiners** in the sentence below.

There wasn't much juice left in the fridge, so I bought a new bottle.

1 mark

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

An example of a question

1

Fill in the gaps in the sentence below, using the **past progressive** form of the verbs in the boxes.

to play



While I _____ in the park, my mum

to push



_____ my sister on the swing.

HOW DO WE ACHIEVE THIS?

Very carefully planned coverage of the year 5 and 6 objectives

Regular assessment opportunities including a mock sats week

Revision homework books for spelling, grammar and punctuation that help consolidate what has been covered class

GAPS lessons are taught as a discrete subject where appropriate

Booster spelling sessions



MATHS FRAMEWORK

Children need to show that they have met *all the statements in the maths framework, to meet the 'working at the expected standard'*.

The framework has a greater emphasis on reasoning, algebra and formal methods of calculation



Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9/?$; $28.13 = 28 + ? + 0.03$)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation

(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)

- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$; 15% of 60; $11/2 + 3/4$; $7/9$ of 108; 0.8×70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

25

1 3 3 0 1 6

Show
your
method

2 marks

21

$7,505 \div 5 =$

1 mark

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

19

One gram of gold costs £32.94

What is the cost of **half a kilogram** of gold?

Show
your
method

£

2 marks

HOW DO WE PREPARE OUR CHILDREN?

Booster intervention group for specific year 6 children from September

Weekly arithmetic focus in lessons to work on speed and accuracy

Homework revision books to support children at home

My maths booster units will be sent home from the Spring term to support children's revision

From January after school revision sessions for children we feel would benefit from extra support



HOW CAN YOU HELP?

- **Support children with their revision and homework**
 - **Make sure they come to school on time, every day.**
 - **Provide encouragement**
 - **Let teachers or SLT know if you have any concerns**
 - **During SATS week**
 - **Ensure children get plenty of sleep**
 - **Make sure they come to the daily Breakfast Club**
 - **Let the school know if there is any problem.**
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SATS WEEK

This year the SATS week clashes with the start of Ramadan. We would respectfully request that parents and children wanting to fast, let their children start their fast after the end of the SATS week. We know that if children are tired and hungry they are unable to concentrate well.