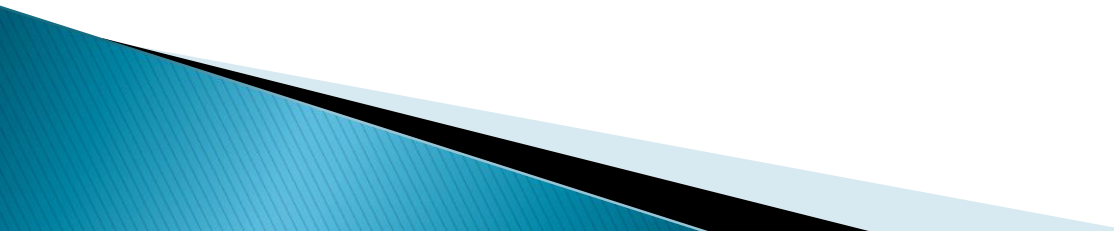


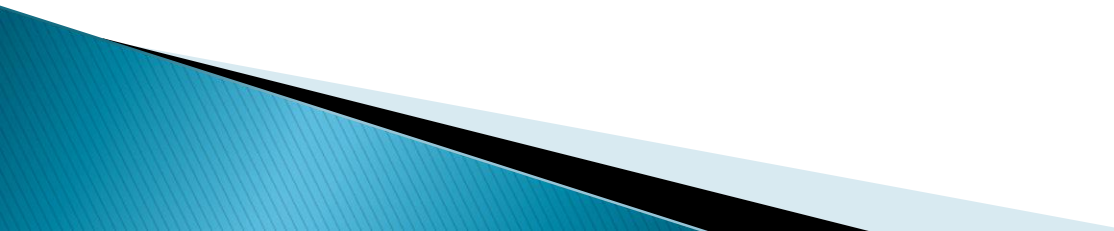
Assessing without levels

St. Bartholomew's Primary School,
Quorn

The national picture

- ▶ Levels have gone
 - ▶ Schools are able to devise their own system of tracking and assessment
 - ▶ Tests / assessments are required at Baseline, Year 2 and Year 6.
 - ▶ Science was to be tested but now is only a sample for analysis purposes
 - ▶ The children will be tested on the new curriculum from May 2016
- 

How will St. Bart's track progress in school?

- ▶ Freedom to choose what to do
 - ▶ McIntosh's Review taken into account
 - ▶ Need to track in- year progress– planning, looking in books, talking to children
 - ▶ Tracking system – how on track to reach national standard?
 - ▶ Mastery and depth– how is this measured?
- 

KS1 curriculum

English

- ▶ More emphasis on phonics, spelling, grammar, punctuation, proof reading and editing work

Maths

- ▶ Children expected to learn more at an earlier age:
fractions, comparing numbers $<>$, time, counting, number bonds

How will KS1 children be assessed?


- ▶ Teacher assessment
- ▶ Year 1 phonics screening test – w/b 13th June 2016
- ▶ Year 2 – during May
- ▶ Reading x2 papers
- ▶ English grammar, punctuation and spelling x2
- ▶ Maths x2 papers

- ▶ ~30 minutes each
Children matched against performance descriptors

KS2 curriculum

- ▶ Maths:– Expectations at each age higher eg
 - Tables to 12x12 by end of Y4
 - Add & Multiply fractions:– Y6:
 - Probability removed – mastery issues
- ▶ English:–

How will the KS2 children be assessed?

- ▶ Maths papers– no calculators
 - ▶ Arithmetic test
 - ▶ English– spelling, punctuation and grammar
 - ▶ Writing will continue to be teacher assessed
 - ▶ Science test
 - ▶ Expectations of the tests are greater and based on the 2014 curriculum–
 - ▶ Results will be scaled after test papers have been marked– July 2016– based on 100 scaled points
- 

Method 4:
The Optimum Focus point system