



Assessment at Blackwell

At Blackwell, we have spent a long time researching various different methods of assessing pupils, and we have had demonstrations of various commercial software tracking systems. Almost all of the systems used the same format, which was similar to the system used in the Early Years and Foundation Stage. This was to take the end of year expectations for each year group and to split this into 3 categories as follows:

- Emerging - secure in some of the end of year expectations.
- Expected- working to be secure in the majority of the end of year expectations.
- Secure - secure in 90% or over of the end of year expectations.
- Working in greater depth/Exceeding - Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

More able children

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery and Depth. Only exceptional children will move into working towards the end of year expectations from the year above.

Similarly, children who are unlikely to be emerging at the end of the year may work towards the expectations from the year below. So how will this look at the end of each Key Stage?

Key Stage 1

It is anticipated that the majority of children will reach the assessment point of Year 2 expected, a smaller number of children will reach Year 2 exceeding, and a small number will be Year 2 emerging, or possibly Year 1 exceeding/expected/emerging.

Key Stage 2

You may have heard of the expression 'Secondary Ready' as the standard children must achieve by the end of Year 6. The DfE have slightly distanced themselves from this phrase and are talking about children reaching the assessment point of Year 6 expected. Similar to Year 2 there will be some children who may be Year 6 exceeding and some children who are Year 6 emerging. There may also be a small number of children who are still working at a lower level e.g. Year 4/5 exceeding/expected/emerging.

Assessing Without Levels

After investigating many different Assessment & Tracking systems, we have decided to use our own system which blends the best of other systems but is rooted in the use of the National Curriculum end of year expectations.

At Blackwell, we will talk to you about how your child is progressing during the year. We have developed the "Blackwell Toolkit" so that teaching staff are clear about the end of year expectations and a consistent approach is used to assess work.

The new National Curriculum sets out expectations for each year group and children will be assessed against every year, so a child in Year 4 will always be judged in the first instance against the expectations for the end of Year 4.

So how will the process in school work?

In each Autumn term, by October/November the teachers will have had an opportunity to assess how the children are working. At the start of each year group, every child will be emerging/low as they are being judged against the End of Year statements. By using their professional knowledge and judgment teachers will know what the children can already do and what they think the children can achieve. They will then give a forecast as to where they think a child will be by the end of the Year. So, for example, children in Year 3 could be given a forecast of 3Emerging, 3Expected/Secure OR 3Exceeding. Year 6 Exceeding (High) is likely to be the highest grading for the end of Key Stage 2.

During the year, when we have conversations with you about your child's progress you won't be given an actual definitive position of where they are on this scale. Instead you will be told whether your child is on track to meet their

end of year target. It may well be that they are above or below where they need to be, in which case their end of year target may be adjusted.

We hope that you find this guide useful to help you understand why assessment has changed and how assessment has changed. From 2016, National Curriculum levels have been abolished. Instead, children will be given scaled SATs scores. This scoring method is widely used for school assessments across the world. To calculate a child's scaled score, their raw score - in other words, the actual number of marks they achieved - will be converted into a scaled score. This is used to show whether the child has achieved the national standard for that subject. The scaled score needed to achieve the national standard has yet to be announced, but for Year 2 it will be roughly equivalent to a level 2b under the old system, while the standard for Year 6 will be similar to a level 4b. In the past, there was a separate Level 6 SATs paper that only the highest-achieving children were entered for. This separate paper will no longer be set, but the tests taken by every KS2 child will have questions that are designed to allow the higher-attaining pupils to show their strengths. In KS1, teachers will be given conversion tables to translate their pupils' raw scores into scaled scores. They'll then use these scores to inform their teacher assessment. This means that the score that your child is given may not be the result they achieved in their SATs, but a score based on SATs results, classwork and the teacher's observations. In KS2, the papers will be marked externally, with no teacher assessment involved. Each child will be told their raw score, their scaled score, and confirmation of whether or not they achieved the national standard.

New Assessments 2016

The Government have raised the expectations placed on what children should achieve by the end of each year of schooling. This will be reflected in the examinations that our children will be challenged to complete in the Summer.

KS2 English, Year 6 Reading

The reading test will be a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words, there will be an emphasis on comprehension. One hour, including reading time, to complete the test, 50 marks available. <https://www.gov.uk/government/publications/2016-key-stage-2-english-reading-sample-test-materials-mark-scheme-and-test-administration-instructions>

Grammar, punctuation and spelling test Y6

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. (70 marks in total)

<https://www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions>

Writing Y6

No formal test, on-going teacher assessment

Maths Y6

There will be three papers in maths: • Paper 1: arithmetic, (number, calculations and fractions, decimals and percentages) 30 minutes (30 marks) • Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper (80 marks in total)

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question will have a grid to encourage working out, questions will be context free.

Papers 2 and 3 will assess children's ability to apply mathematics to problems and to reason, they will involve a number of question types, contextualised and context free, including: • Multiple choice • True or false • Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart

• Less constrained questions, where children will have to explain their approach for solving a problem. <https://www.gov.uk/government/publications/2016-key-stage-2-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions>