Moor Hall Primary School

End of Key Stage 2 Assessments 2016
Parent Meeting
Purpose of the meeting:

• Update on national changes in assessment arrangements.
• Explain school arrangements for KS2 SATs.
• Look at sample test materials
• Question and Answers
In 2014/15 a new national curriculum framework was introduced by the Government for Years 1, 3, 4 and 5.

However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.

In 2015/16 children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum.

KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.
Assessments of children

• Working towards age related expectations

• Working at ARE

• Exceeding ARE

These assessments are applied to all year groups.
The tests explained – by Michael Tidd

- https://www.youtube.com/watch?v=nF1n1g4CePI
Marking

• Answer booklets will be scanned and marked by a computer – so children have to write clearly.

• Writing is teacher assessed.
Teachers will give all Year 6 children formal Teacher Assessment (TA) for Mathematics and English (broken down into areas).

This assessment will be based on their work at school.

Whereas the national tests give a ‘snapshot’ on one day, the TA gives a far broader-based judgement of the child’s abilities.

The National test and the TA judgements may be different due to a number of factors. The child may perform better, or worse, under formal test situations.
Tests will be delivered by staff who are familiar to the children in their classroom.

It is important that children are in school for the week (9th – 13th May).

Reading support may be given to children who need a little help during the maths tests.
• ‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.

• From 2016, test scores will be reported as ‘scaled scores’.

• This means it is very difficult to compare the assessment of a previous year with the current year.

• Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.

• The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.
<table>
<thead>
<tr>
<th>Subject/Aspect</th>
<th>Test Score*</th>
<th>Teacher Assessment Judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>108</td>
<td>Working at the expected standard ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not working at the expected standard</td>
</tr>
<tr>
<td>Writing</td>
<td>N/A</td>
<td>Working towards the expected standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working at the expected standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working at greater depth within expected standard ✓</td>
</tr>
<tr>
<td>Grammar, Punctuation &amp; Spelling</td>
<td>112</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>109</td>
<td>Working at the expected standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not working at the expected standard ✓</td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td>Working at the expected standard ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not working at the expected standard</td>
</tr>
</tbody>
</table>
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.
On publication of the test results in July 2016:

- 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.
Explanation of progress – M Tidd on you tube

https://www.youtube.com/watch?v=VyptCWMO3tI
How to help your child:

• First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!

• Ensure your child has the best possible attendance at school.

• Support your child with any homework tasks.
How to help your child:

• Reading, spelling and arithmetic (e.g. times tables) are always good to practise.

• Encourage reading

• Make sure your child has a good sleep and healthy breakfast every morning!

• We all want your child to leave Moor Hall having achieved their very best in preparation for life at secondary school.
How to help your child with reading:

Listening to your child read can take many forms:

• First and foremost, focus developing an enjoyment and love of reading. This can be through making time at home to read as a family. This can be sharing books together so that this is an enjoyable thing to do.

• Reading stories to your child is equally as important as listening to your child read.

• Read a little at a time but often, rather than rarely but for long periods of time.
How to help your child with reading:

• Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.

• Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.

• All reading is valuable – it doesn’t have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

• Visit the local library - it’s free!
How to help your child with writing:

• Practise and learn weekly spelling lists – make it fun!

• Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.

• Write together – be a good role model for writing.

• Encourage use of a dictionary to check spelling and meaning of words. Help your child place words in context.
How to help your child with writing:

• Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.

• Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

• Show your appreciation: praise and encourage, even for small successes!
How to help your child with maths:

• Play times tables games.

• Play mental maths games including counting in different amounts, forwards and backwards.

• Encourage opportunities for telling the time.

• Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
How to help your child with maths:

• Look for numbers on street signs, car registrations and anywhere else and discuss the properties of the numbers (e.g. are they prime, square). Ask questions.

• Look for examples of 2D and 3D shapes around the home.

• Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Involve your child in practical maths.

• Play games involving numbers or logic, such as dominoes, card games, draughts or chess.
Questions?