

Some parents have asked for a summary of what was discussed in the assessment meeting on Monday 25th January.

Here is a brief overview of what was discussed.

- Purpose of assessment.

Formative - ongoing assessment that happens day to day in the classroom to help identify what the children can and can't do.

Summative (school) - children are given assessments at the end of a topic or a term to see what they have learnt.

Summative (government) - tests are provided by the government which are then reported nationally. (KS1 and KS2 SATs and phonics screening check)

- Tim Oates video explaining why levels have gone.

www.youtube.com/watch?v=-q5vrBXFpm0

- Progress will eventually be shown by comparing the Reception Baseline data with the KS2 SATs data.
- We now have age expected standards for each year group. The children will now be either
 - ★ Working towards the expected standard.
 - ★ Working at the expected standard.
 - ★ Working at greater depth within the expected standard

Once the children have achieved the expected standard, we deepen their understanding by providing opportunities for them to apply their skills.

A real life example of this:

Working towards the expected standard.

When we first learn to drive, the driving instructor tells you what to do and you do it. He makes some of the decisions for you and may even touch the pedals from time to time.

Working at the expected standard.

Once you have passed your test, you are then able to drive on your own. You make all of the decisions yourself; however, you may still make a few mistakes.

Working at greater depth within the expected standard

The more you drive, the more confident you become. An experienced driver might then drive in France where you have to apply the skills you have learn (reading the road signs, driving on the other side of the road etc).

- Examples of depth within the curriculum.

This is an example of a question that might be given to year one once they have met the expected standard when learning about place value.



Use two of the digit cards to make a number greater than 50.

Use two of the digit cards to make a number less than 30.

Use two of the digit cards to make an odd/even number.

Use two of the digit cards to make a number between 47 and 59.

What is the smallest 2-digit number you can make?

What is the largest 2-digit number you can make?

Explain your reasoning.

Here is an example of a question that might be given to Year 6.

Children may arrive at the answer in different ways because they are using previous knowledge.

*Mum is 28 years older than Anthony. Mum is 4 years younger than dad.
The total age of the 3 of them is 84.*

What is mum's age?

-How teachers are currently assessing.

Teachers are using a programme called Classroom Monitor which includes a markbook which is updated regularly to show what the children can and cannot do.

	Up	Down	N/A 4 Sec	5 Beg 4 Exp	5 Beg 3 Beg	N/A 4 Sec	N/A 4 Sec	N/A 4 Dev+	5 Beg 4 Exp	N/A 4 Dev+	N/A 4 Dev+	5 Beg 4 Exp	5 Beg 4 Exp	N/A 4 Sec	N/A 4 Dev+	N/A 4 Dev+	5 Beg 4 Exp
Stage 5 Count NAHT KPI Count 5.1.a.1 Count forwards and backwards with positive and negative whole numbers, including thr...	★		M	E	E	M	M	M	E	M	A	M	M	E	A	A	M
Stage 5 Count 5.1.a.2 Count forwards or backwards in steps of powers of 10 for any given number to 1,000 000	+		M	E	E	M	A	M	M	A	A	M	M	M	A	T	M
Stage 5 Count 5.1.a.3 Continue to count in any multiples of 2 to 10, 25 and 50 (*)	★		M	E	E	T	M	M	E	M	M	M	M	E	T	T	M
Stage 5 Represent Numbers NAHT KPI Represent Numbers 5.1.b.1 Read and write numbers to at least 1,000,000 and determine t...	+		U	U	U	U	U	U	U	T	A	U	U	T	T	U	
Stage 5 Represent Numbers 5.1.b.2 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	+		T	M	M	T	T	T	M	T	T	T	T	T	T	T	M
Stage 5 Represent Numbers NAHT KPI Represent Numbers 5.1.b.3 Interpret negative numbers in context (*)	+		U	U	U	U	U	U	U	U	U	U	U	U	U	U	

-Reporting to parents

Classroom monitor provides assessment summaries which can be shared with parents. We discussed when this would be appropriate to send home. We suggested 3 times during the year. This would replace the Maths and English comments on the end of year report. We asked for feedback on this.

Maths - Number

Assessment	Objective
Taught	She should practise solving problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
Taught	She should attempt to record addition and subtraction in columns using an expanded format involving partitioning.
Almost	She can sometimes recognise the place value of each digit in a two-digit number (tens, ones).
Almost	She can usually read and write numbers to at least 100 in numerals and words.
Almost	She has started to recall addition and subtraction facts to 20 fluently, deriving related facts to 100.
Met	She can count in steps of 2, 3 and 5 from 0, forward and backward.
Met	She can identify ten more or ten less than any given number.
Met	She can compare and order numbers from 0 up to 100; use <, > and = signs.
Met	She can solve number problems with number facts and place value from the Year 2 curriculum.
Met	She can add and subtract numbers using concrete objects, pictorial representations and mentally, including two two-digit numbers and adding three one-digit numbers.
Exceeding	She can count in tens from any number, forward and backward.