

Assessment at St John's



Purpose of Assessment Evenings

1. Help you to understand how your children are assessed in school and why.
2. Help foundation, Y2 and Y6 parents understand what the results mean.
3. Share the key curriculum changes in English and Maths.

TYPES OF ASSESSMENT

- **Observational**
- **Formative**
- **Summative**

FORMATIVE

- **Day to day assessment**
- **Learning objectives and success criteria**
- **Informs our planning for the next lesson/day**

SUMMATIVE

EYFS Baseline

Phonics Screening Test- End of Year 1

Key Stage 1 SATS

Year 4 Multiplication Test

Key Stage 2 SATS

EYFS

A 'GOOD LEVEL OF DEVELOPMENT'

**At the end of the Foundation Stage
the children are assessed as:**

- Emerging**
- Expected**
- Exceeding**

**Based on whether the children have
met the main Early Learning Goals.**

Formal Assessment in Year 2

- Teacher assessment
- Tests support teacher assessment
- Children will 'sit' a maths, reading and SPaG paper
- Maths, reading, writing, speaking and listening and science are the areas that are teacher assessed and then reported
- Flexibility – during May

Formal Assessment in Year 6

ASSESSED BY TESTS

MATHS

Three papers

** No Calculator Paper*

READING

One paper

SPaG

SPELLING

**GRAMMAR &
PUNCTUATION**

CONTINUOUS ASSESSMENT

WRITING

Assessment

- .Children are assessed against whether they meet to age related standards for their year group.**
- .We are using the following descriptors for each year group-**
- .BELOW National Standard**
- .TOWARDS National Standard**
- .NATIONAL STANDARD**
- .ABOVE National Standard**

New Primary Curriculum for Mathematics

Aims:

- Fluency in the fundamentals**
- Reason mathematically**
- Solve problems**

New Primary Curriculum for Mathematics

What's out?

- Informal written methods of calculation
- Calculators

What's there less of?

- Emphasis on estimation
- Less work on data handling (statistics)

What's in?

- Roman numerals
- Times tables up to 12×12
- Equivalence between metric and imperial
- Long division and algebra (Y6)

What's there more of?

- More challenging objectives, especially in number
- Formal written methods introduced earlier
- More work on fractions

English in KS1

Writing:

- Increased challenge, including developing “stamina” for writing
- Longer compositions and proof-reading of own writing;
- Increased focus on composition, structure and convention;
- Deeper focus on learning grammar and punctuation;
- Joined writing expected in Year 2.

Reading:

- Emphasis on reading widely for pleasure, re-reading books and reading aloud;
- Increased focus on engaging with and interpreting texts;
- Learning of poetry (including reciting poetry) introduced.

Spelling:

- Specific spellings, e.g. days of the week, prefixes & suffixes;
- Pupils expected to write sentences dictated by the teacher.

English in KS2

Writing:

- Greatly increased expectations in grammar and punctuation;
- Children have to identify and label complex grammatical concepts, punctuation and spelling rules;
- Expectation that children expertly use and apply the grammar and punctuation concepts in independent writing to create specific effects;

Reading:

- Read for pleasure;
- Word reading: pupils applying their knowledge to understand the meaning of new words;
- Learning of classic & modern poetry (including reciting poetry) introduced.

Spelling:

- Statutory lists of words to be learnt in Years 3 - 6;
- Specific spelling rules to be taught.

SPAG

23 Circle the **connective** in the sentence below.

Although the room looked empty, Cara knew she would discover something in there.

1 mark



32 Put one letter in each box to show the **word class**.

noun
A

verb
B

adjective
C

adverb
D

The first singer was clearly the best.

↑ ↑ ↑ ↑
□ □ □ □

1 mark