

Assessment

The new approach

Why have levels been removed?

- Levels were removed for two reasons:
 1. The government felt that the curriculum needed making more 'challenging' and therefore this meant the old system needed changing.
 2. The government wanted teachers to assess in a more formative manner rather than a 'best fit'.

Types of assessment

- Summative (tests and end of key stage)
- Formative (assessment that helps teachers/educators plan next steps)
- Diagnostic (testing that helps us find out how a child 'does' something and then helps us, to help the child)

Examples

- SATS
- Assessment for learning (asking questions and marking children's books)
- Running record, or analysing how a child spells and working out what strategy they are using.

What are we meant to report to you?

- Just whether a child is ARE (age related) or whether they are above or below. Phrasing is being adjusted all the time, but at the moment the key word is 'broadly within ARE'.
- What a child needs to do next and what targets they have.

Do you use anything else in the background

- Yes we do!
- Herts have developed a new assessment system using statements from the new National Curriculum.
- Each expectation has a letter and number (instead of the old level)
- Generally A4=2B/2A C4=4B
- These are slightly higher than they used to be

Expectations for a Year 4 class

W
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a

Lower Key Stage Two ('Phase B')

- develops the mathematics they use in a wide range of contexts
 - *makes suggestions of ways to tackle a range of problems*
 - *makes connections to previous work*
- chooses equipment appropriate to the task independently
- *poses and answers questions related to a problem and suggests a range of possible approaches to the solution*
- represents problems pictorially, using a model or with concrete resources
 - *restates the problem in another way*
- presents work in a clear and organised way
 - *uses and interprets a wide range of mathematical symbols and diagrams*
- begins to work in an organised way from the start using strategies such as recording results in order and checks for accuracy
- discusses their mathematical work and uses mathematical language in a more precise and accurate way
- uses facts and procedures to solve simple and more complex problems

What should you all know?

- What are your child's next steps
- Whether they are ARE, below or above
- How you can help support your child at home

How do the children know how they're doing?

- Marking
- Talking to their teacher
- Targets
- Talking to their peers
- Self review

What happens each day?

- In each session your child's teacher does AFL (assessment for learning)
- This involves asking questions, self assessment, talk partners, mini reviews