

ASSESSMENT AT END OF KS2

WORKING TOGETHER: WHAT PARENTS NEED TO KNOW

TYPES OF ASSESSMENT

- **Day-to-day formative assessment** – to inform teaching on an ongoing basis
- **In-school summative assessment** – to understand children's performance at the end of a period of teaching
- **National statutory summative assessment – to understand children's performance in relation and comparison to national expectations**


However, children will have a wider range of knowledge and skills than that covered by statutory assessment. This may be evident through other forms of assessment that take place at school, and these are shared through the written report which you receive at the end of term.

TESTS: STATUTORY ASSESSMENT

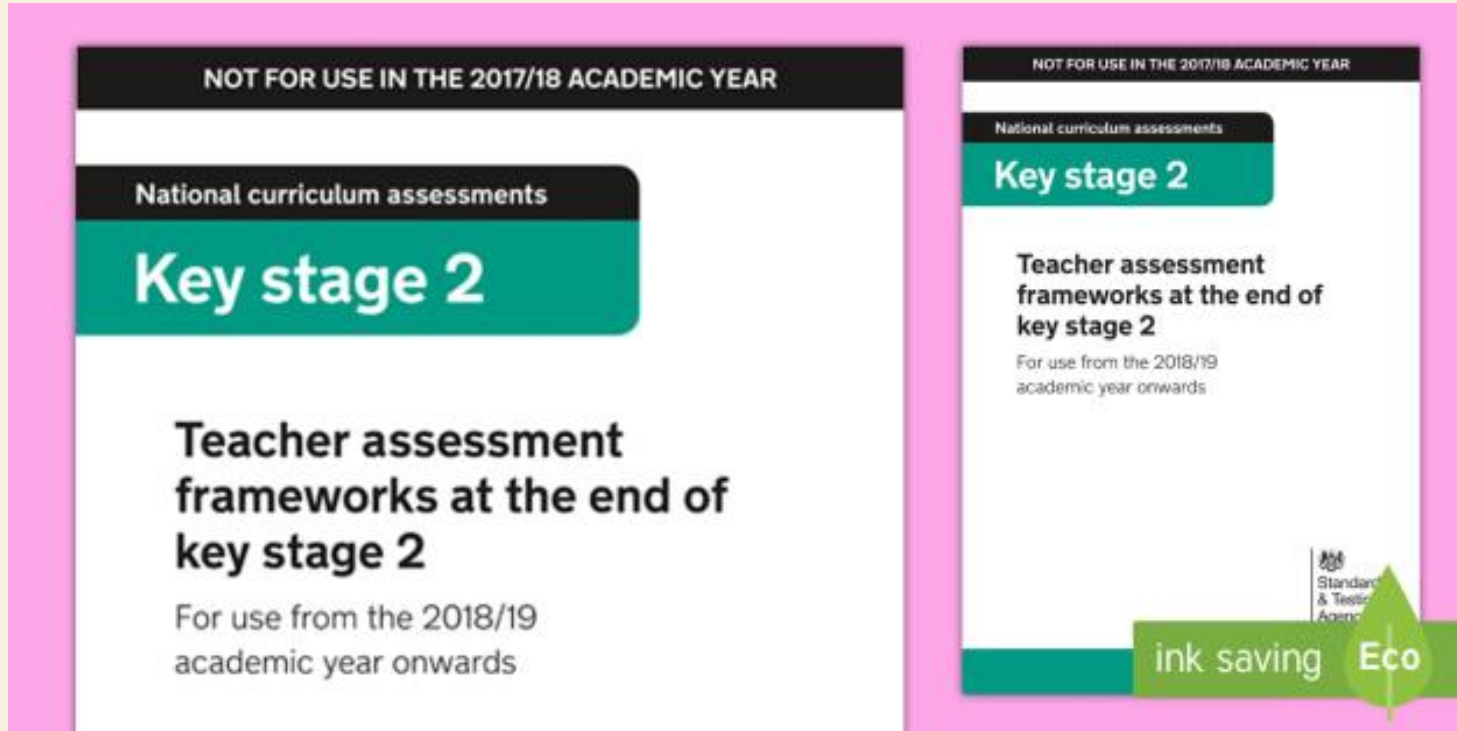
All children across England and Wales who are in year 6, will take national curriculum tests in English reading, English grammar, punctuation and spelling and mathematics. They:

- measure the progress children have made and identify if they need additional support in a certain area.
- are used to assess schools' performance and to produce national performance data.
- are taken on set dates in MAY of Y6.

THE KEY STAGE 2 TESTS WILL BE TAKEN ON SET DATES.

2020 dates	All Year 6 pupils
Monday 11 th May	Grammar, Punctuation and Spelling test Paper 1: 45mins 50 marks Paper 2: Spelling test 20 marks
Tuesday 12 ^h May	Reading test - one paper: three texts with questions 1 hour 50 marks
Wednesday 13 th May	Maths test paper 1: arithmetic 30min 40 marks Maths test paper 2: reasoning 40min 35 marks
Thursday 14 th May	Maths test paper 3: reasoning 40min 35 marks
Friday 15 th May	

WHAT TESTS ASSESS



Interim Teacher Assessment Frameworks KS2- Tracking Grid

Writing

Working towards the expected standard The pupil can write for a range of purposes and audiences:	Achieved once	Achieved twice	Mastered
using paragraphs to organise ideas			
describing settings and characters			
using some cohesive devices* within and across sentences and paragraphs			
using different verb forms mostly accurately			
using co-ordinating and subordinating conjunctions			
using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly			
spelling most words correctly* (years 3 and 4)			
spelling some words correctly* (years 5 and 6)			
producing legible joined handwriting.			
Working at the expected standard The pupil can write for a range of purposes and audiences (including writing a short story):			
creating atmosphere, and integrating dialogue to convey character and advance the action			
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly			
using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs			
using passive and modal verbs mostly appropriately			
using a wide range of clause structures, sometimes varying their position within the sentence			
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision			
using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens			
spelling most words correctly* (years 5 and 6)			
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters			
Working at greater depth within the expected standard The pupil can write for a range of purposes and audiences:			
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures			
selecting verb forms for meaning and effect			
using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.			
[No additional requirements for spelling or handwriting.]			

Has not met the expected standard

Working towards the expected standard (writing only)

Working at the expected standard

Working at greater depth within the expected standard (writing only)

WHAT TESTS LOOK LIKE

8 $2.5 + 0.05 =$

1 mark

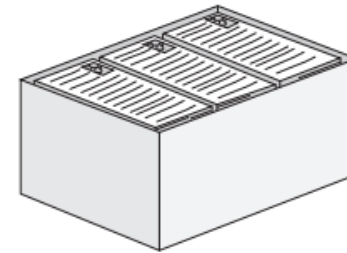
23

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show your method

2 marks

16



There are 2,400 leaflets in a box.

William and Ally take 450 leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

Show your method

2 marks

23

Tick one box in each row to show whether the **commas** are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.	<input type="checkbox"/>	<input type="checkbox"/>
Her hobbies include walking, gardening, sewing and reading.	<input type="checkbox"/>	<input type="checkbox"/>
My bag filled, with chocolates and sweets fell onto the floor.	<input type="checkbox"/>	<input type="checkbox"/>
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.	<input type="checkbox"/>	<input type="checkbox"/>

Tick the two sentences where the **subject** and **verb** agree.

Many of my friends loves eating pizza.

Tick **two**.

Everyone is going to the library.

Children under 16 are not allowed to see this film.

The man live near the station.

Boys is sitting in the chair.

1 mark

6

Look at page 4.

According to the text, give **one** way that giant pandas are...

(a) similar to other bears.

1 mark

(b) different from other bears.

1 mark

22

She came. And I still vividly recall...

What do the words *vividly recall* mean?

2 marks

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

ADMINISTRATION OF TESTS

- In the classroom with familiar adults (teachers and teaching assistants)
- In smaller group settings around school with familiar adults (teachers and teaching assistants)
 - seating arrangements allow all children to work quietly and independently and ensure they cannot view each others' papers.
 - remove or cover any displays or materials that could help pupils
 - School/Teachers do not see the tests beforehand.
 - a clock is provided in the room to help pupils pace themselves

All equipment is provided by school and includes

- pens, pencils and pencil sharpeners
- Rubbers available
- rulers (showing centimetres and millimetres)
- protractors
- mirror

INDIVIDUAL CASES

Examples of access arrangements we can use or apply to use.

- Reader
 - Scribe
 - Additional time
 - Rest breaks
 - Small group/individual settings
-
- If a child has not completed the KS2 curriculum or is working below the standard, we can use a different standard to assess their learning (pre-key stage standard)

TEST RESULTS

- Marked externally – on screen marking
- We are not told how many marks children required in order to meet the standard until after the tests have been externally marked.
- Test marks are converted to a scaled score based on outcomes nationally
- A **scaled score of 100** or over means the child

HAS MET THE EXPECTED STANDARD

Note – a scaled score of above 110 may indicate that your child is working at depth.

TEST RESULTS

- At the end of the summer term – included with your child's report in July - you will receive formal notification of test results for:
 - English grammar, punctuation and spelling
 - English reading
 - mathematics

and the teacher assessment for science and writing.

- The test is NOW the **only assessment measure** at end of KS2 in these subjects – there is no additional teacher assessment reported, although the written report will give breadth and depth to your child's learning in these areas.

TEACHER ASSESSMENT

Writing and Science are not tested in May.

These subjects are assessed and reported by teachers in school based on your child's work at the end of key stage 2.

For writing, there has to be evidence every each statement across a range of writing.

Moderation in school and across schools ensure this is valid and reliable data.

Should Graffiti be made legal?

Some people ^{say} that graffiti symbolises a declined neighbourhood. Others say while other people believe it is an ~~artistic~~ ^{artistic} piece of art, but constantly continuously both of these opinions are being judged. There is no doubt that this is a ongoing argument that no is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet on the other hand, some can be illegal and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

No one can deny that ^{some} graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as that get a job or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that it graffiti vandalism is against the law and ~~be~~ brought up in a kind but firm way to let against bad graffiti offensive material.

To conclude my balanced argument, clearly the art version of graffiti is clearly misunderstood and is ~~unfairly~~ ^{unfairly} wrongly vandalism which, if the artists are caught, they should get ~~seriously~~ ^{seriously} punished. I hope you have formed a clear view on the matter.

WRITING

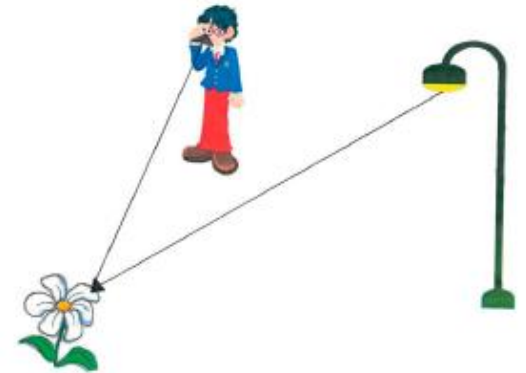
End of key stage 2 statutory assessment – Working at the expected standard

Name:							
The pupil can:							
<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) 							
<ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere 							
<ul style="list-style-type: none"> • integrate dialogue in narratives to convey character and advance the action 							
<ul style="list-style-type: none"> • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 							
<ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs 							
<ul style="list-style-type: none"> • use of conjunctions to include accurate use of subordinate clauses^P 							
<ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing 							
<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly 							

SCIENCE

The pupil can:

- name and describe the functions of the main parts of the digestive (year 4), musculoskeletal (year 3) and circulatory systems (year 6); and describe and compare different reproductive processes and life cycles in animals (year 5)
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions (year 6)
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction (year 5) and transporting water and nutrients (year 3)
- use the observable features of plants, animals and microorganisms to group, classify and identify them into broad groups, using keys or other methods (year 6)
- construct and interpret food chains (year 4)
- describe the requirements of plants for life and growth (year 3); and explain how environmental changes may have an impact on living things (year 4)
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved (year 6); and describe how fossils are formed (year 3) and provide evidence for evolution (year 6)
- group and identify materials (year 5), including rocks (year 3), in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties (year 5)



The boy ^{can see} the flower because the light source travels to the flower then reflects off the flower to the boy's eyes.

The light travels to the flower then reflects off it to the boy's eyes.

HOW TO HELP: BEFORE TEST WEEK

We fully prepare children in school:

- Already experienced tests formally on two occasions. Children will have another practice week after Easter.
- Targeted teaching in lessons
- Intervention support which targets children's gaps and next steps.
- Practising previous learning in the context of test - style questions
- Work through tests together
- Speak positively

You can help by:

Ensuring your child is in school every day

Using KS2 practise books – a little and often works well.

Practising spelling – word banks

Practising targets given at parents' evening

Working through test papers we send home after we have looked at them in school.

Using the 10 for 10 materials over Easter.

MAINTAIN healthy lifestyles and wellbeing: eat, sleep, play, fresh air!

DURING TEST WEEK

MAY 11TH – 15TH

- It is crucial that your child attend school on the days of these tests.
- Eat breakfast – come to our Brain Boost Breakfast during SATS week.
- Be punctual
- Good sleep
- Fresh air
- Positive attitude

AFTER SATS WEEK

- We will celebrate!
- **We are still learning and there are some aspects of curriculum to dig deep into!**
- **Writing**
- Preparing for transition
- Production

OTHER WAYS YOU CAN SUPPORT YOUR CHILD

- PLEASE do not offer your child a reward based on their test results. Some children will not reach it despite having worked really hard and having made lots of progress. If you feel you would like to offer this kind of encouragement, please base it on effort made before and during test week.
- Do NOT talk about failure.
- Reduce any anxiety your child has about these tests.
- If there are any circumstances which could affect your child's ability to complete the tests doing their best (broken limbs, death of a much loved pet...etc) please let us know as soon as possible so that we can make arrangements in the best way possible for the tests to still take place.

TESTS IN CONTEXT

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all in our community to flourish; where every member can fully explore who they are created to be, with the high expectation that we, individually and collectively, will bear fruit beyond our wildest dreams.



PLEASE TAKE HOME

A copy of this presentation

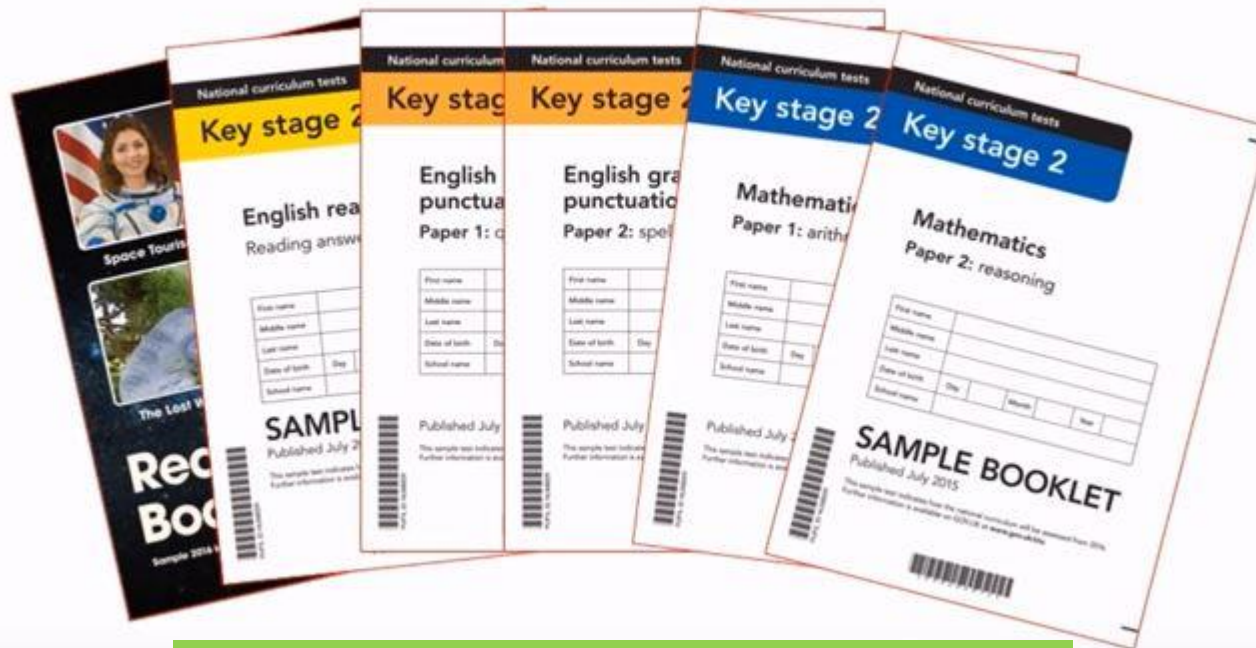
Maths and grammar booklets to help you work with your child at home.

CHILDREN will be given a pack towards end of spring term to help them at home.: maths, grammar and reading.

10 for 10 which equals 30 mins a day over Easter holidays.

Early in the summer term,:

Breakfast letter



- Take time to look at some of the tests.
- Ask questions.
- Collect your packs

ANY QUESTIONS?

THANK YOU.