

Interim Teacher Assessment Framework / Performance Descriptors

Schools will be using different models to assess pupils' on-going progress and attainment during the key stage and using this to inform teaching, and to report in detail to parents. The performance descriptors are designed to only be used to inform teacher assessment at the end of each key stage.

Teachers will be expected to make their professional judgements by being familiar with the new 'interim' performance descriptors. To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

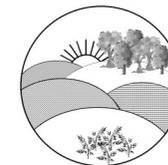
These descriptors are an interim for the year 2015-2016 from the government.

End of Key Stage 1

Subject	Performance Descriptors	National Curriculum Test
Reading	<ul style="list-style-type: none">- Working at greater depth within expected standard- Working at expected standard- Working towards the expected standard- Working below expected standard	Externally set, internally marked test to inform teacher assessment
Writing	<ul style="list-style-type: none">- Working at greater depth within expected standard- Working at expected standard- Working towards the expected standard- Working below expected standard	No writing test. The English grammar, punctuation and spelling test will inform the teacher assessment of writing.
Maths	<ul style="list-style-type: none">- Working at greater depth within expected standard- Working at expected standard- Working towards the expected standard- Working below expected standard	Externally set, internally marked test to inform teacher assessment
Science	<ul style="list-style-type: none">- Working at expected standard- Working below expected standard	Teacher assessment

End of Key Stage 2

Subject	Performance Descriptors	National Curriculum Test
Reading	<ul style="list-style-type: none">- Working at expected standard- Working below expected standard	Externally set, externally marked test
Writing	<ul style="list-style-type: none">- Working at greater depth within expected standard- Working at expected standard- Working towards the expected standard- Working below expected standard	No writing test. There is a separate English grammar, punctuation and spelling test
Maths	<ul style="list-style-type: none">- Working at expected standard- Working below expected standard	Externally set, externally marked test
Science	<ul style="list-style-type: none">- Working at expected standard- Working below expected standard	Teacher assessment



Statutory Assessments

Hillside Primary School

This booklet is designed to inform parents about the statutory DfE tests whilst your child remains in a maintained school.

This booklet has been created for the 2015-2016 assessments.

Reception Baseline

A new baseline assessment will be introduced from September 2015 for our reception children.

This will be used to find how well a child is attaining as well as to track progress from their start point in school.

This assessment will be administered throughout the Autumn term.

Hillside is using the Early Excellence Baseline Assessment – more details can be found at <http://earlyexcellence.com/eexba/>

We have chosen to use the Early Excellence Baseline (EExBA) as this **does not** include any tasks or tests and will not disrupt children in their everyday learning in our Early Years Foundation Stage Unit. Instead, as part of our usual practice, practitioners build their knowledge of each child through their observations, interactions and activities. We use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.

Please speak to Mrs Attewell if you would like further information.

Year 1 Phonics Test

The Phonics Screening Check demonstrates how well your child can use the phonics skills they have learned up to the end of Year 1, and to identify students who need extra phonics help.

The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but do not mean anything.

Children who do not meet the required standard in Year 1 will be re-checked in Year 2.

Key Stage 1 Standard Assessment Tests (SATs) 2016

At the end of Key Stage 1, teacher assessment in **Mathematics** and **Reading** will be informed by externally-set, internally-marked tests. There will also be an externally-set test in **grammar, punctuation and spelling** which will help to inform the teacher assessment of writing. The tests will be updated to reflect the new national curriculum and will be expressed as a scaled score, with the new assessments first taking place in Summer 2016. Teacher Assessment of Spoken Language and Science will continue.

The Year 2 KS1 SATs will be administered in May 2016.

KS1 Reading Test

The reading test is comprised of **two components**; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. The total testing time is approximately 60 minutes.

KS1 Grammar, Punctuation and Spelling Test

Children will sit three papers:

- Paper 1: Grammar and punctuation, short written task, 20 minutes, 15 marks. Children will be provided with a prompt and stimulus.
- Paper 2: Grammar, punctuation and vocabulary questions, 2x10 minutes tasks, 25 marks.
- Paper 3: Spelling, 20 questions, 10 marks.

KS1 Maths Test

Children will sit two maths papers:

- Paper 1: Arithmetic, 15 marks, 15 minutes, context free calculations.
- Paper 2: Fluency, solving problems and reasoning, 35 marks, 35 minutes. A range of contexts, 5 questions at the start will be aural, and in the approximate order of difficulty.

Key Stage 2 SATs 2016

In the Summer term of 2016, Year 6 will be the first to take the new SATs papers. These tests in English and Maths will reflect the new national curriculum, and are intended to be more rigorous.

These tests will be both set and marked externally, and the results will be used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

At the end of Year 6, children will sit tests in: Reading, Maths, Spelling, Punctuation and Grammar.

The Year 6 KS2 SATs will be administered in the week commencing **9th May 2016**.

KS2 Reading Test

The reading test will provisionally be a single paper with questions based on one 800-word text and two passages of 300 words. Your child will have one hour, including reading time, to complete the test.

KS2 Grammar, Punctuation & Spelling Test

The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

KS2 Maths Test

Children will sit three papers in Maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper

KS2 Science Test

A number of schools will be required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole. For those who are selected, there will be three papers:

Biology: 25 minutes, 22 marks ; Chemistry: 25 minutes, 22 marks; Physics: 25 minutes, 22 marks.

Scaled Scores

The old national curriculum levels have been scrapped, and instead children will be given a scaled score at the end of Year 6.

Each Year 6 pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard.

It is expected that each school should have at least 85% of its pupils reaching or exceeding the national standard.

National curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment, for example the scale 100 will always represent the 'national standard'.

The DFE can not give full information about what the scale will look like yet. They need to wait until pupils have taken the tests and the tests have been marked before they can set the national standard and the rest of the scale. The scale is not set in advance.