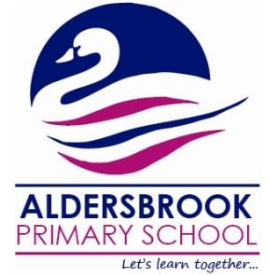


# Assessment at Aldersbrook Primary School

All of the information discussed tonight is available on our website:  
[www.aldersbrook.redbridge.sch.uk](http://www.aldersbrook.redbridge.sch.uk)

# How will we assess pupils at Aldersbrook?



## DfE - statutory assessments:

- Reception - Baseline, EYFS profile
- Year 1 (and 2) - Phonics Check
- Year 2 and 6 - end of Key Stage assessments

## Other assessments:

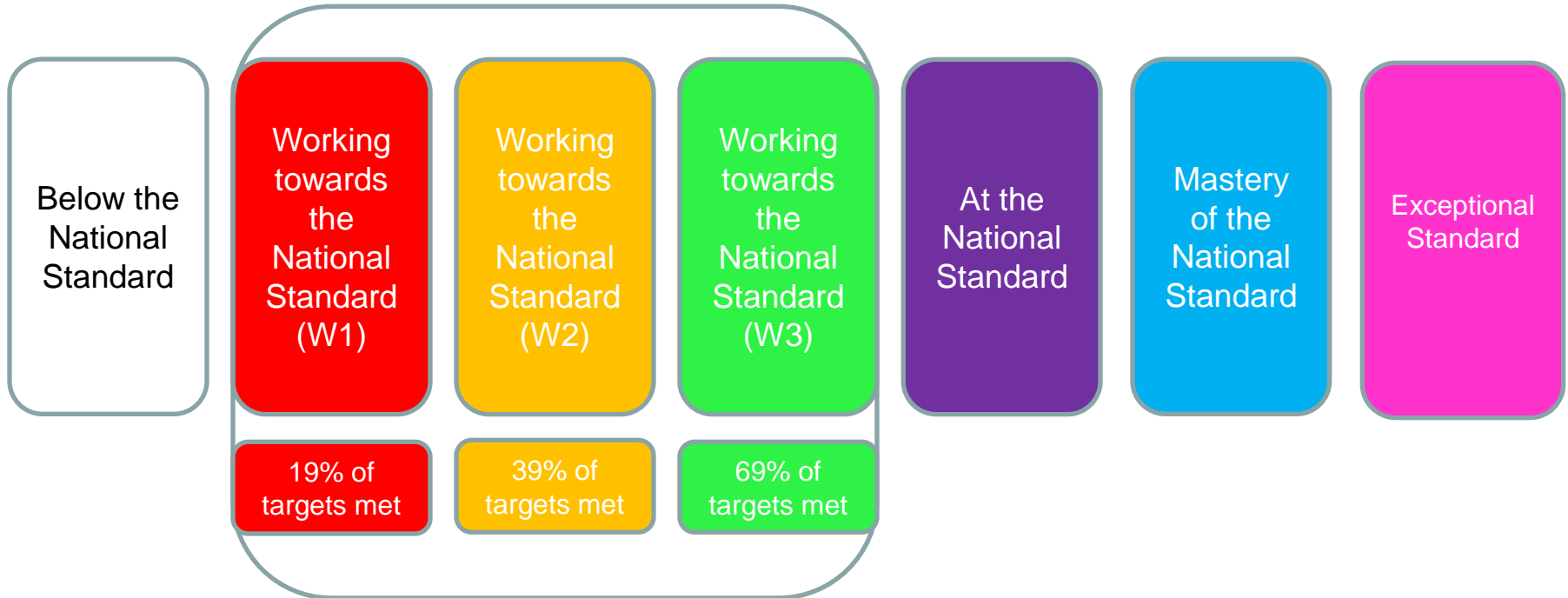
- Ongoing daily assessment
- N - Y6, Termly data check-points, all curriculum areas
- Y1 - 5 Bi-annual progress tests (English and Maths). These tests *inform* our daily formative assessments, not the other way around.

# How will we assess pupils at Aldersbrook?



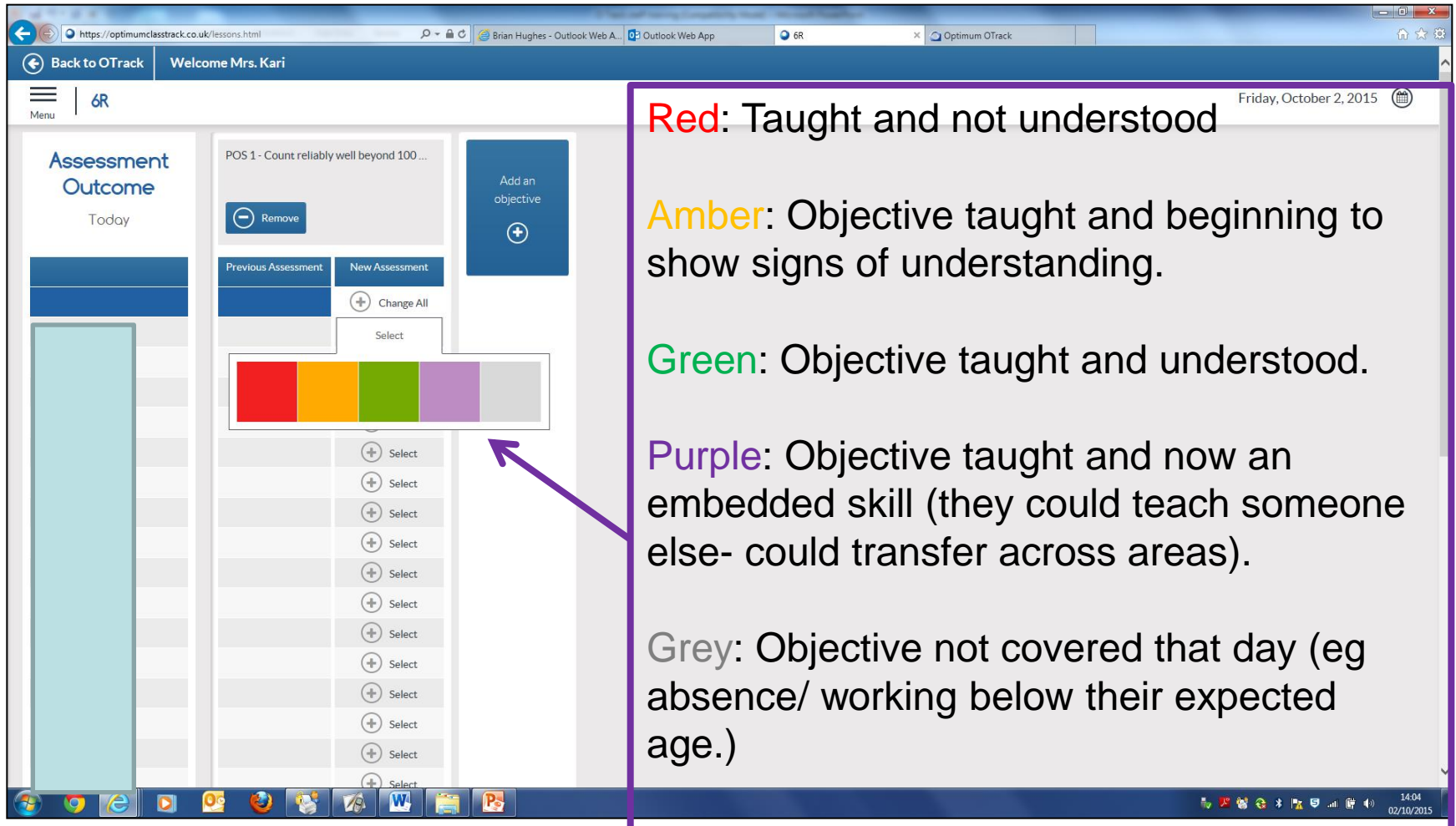
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PRIMARY SCHOOL  
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## Starting point



At the end of the year, children will be reported as 'Working **Below** the National Standard', 'Working **At** the National Standard' or 'Working **Above** the National Standard'.

At Aldersbrook we are using an assessment tool called O-Track. It is used for our formative (daily) and summative (end of topic/term) assessment.



**Red:** Taught and not understood

**Amber:** Objective taught and beginning to show signs of understanding.

**Green:** Objective taught and understood.

**Purple:** Objective taught and now an embedded skill (they could teach someone else- could transfer across areas).

**Grey:** Objective not covered that day (eg absence/ working below their expected age.)

# What does this look like?



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## English



Big Reader

Responder

Reading detective

Comprehender

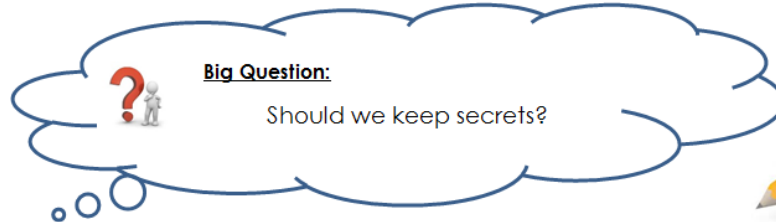
Decoder

# What does this look like?

## English



### English Learning Card



Reading Assessment	Pupil	Teacher	Writing Assessment	Pupil	Teacher
Understand and talk about the main characteristics of the key stories known.			saying out loud what they are going to write about		
Use context and vocabulary provided to understand texts.			composing a sentence orally before writing it		
Check that the text makes sense to them as they read and correct miscues.			sequencing sentences to form short narratives		
Talk about the title and the events.			re-reading what they have written to check that it makes sense		
Begin to draw inferences from the text and/or the illustrations.			discuss what they have written with the teacher or other pupils		
Make predictions based on the events in the text.			read aloud their writing clearly enough to be heard by their peers and the teacher.		
Talk about their responses in a group.			To understand the concept of a sentence.		
Listen to others' ideas about a text.			Join words and sentences using <i>and</i> .		
Explain what they understand about a text.			Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.		

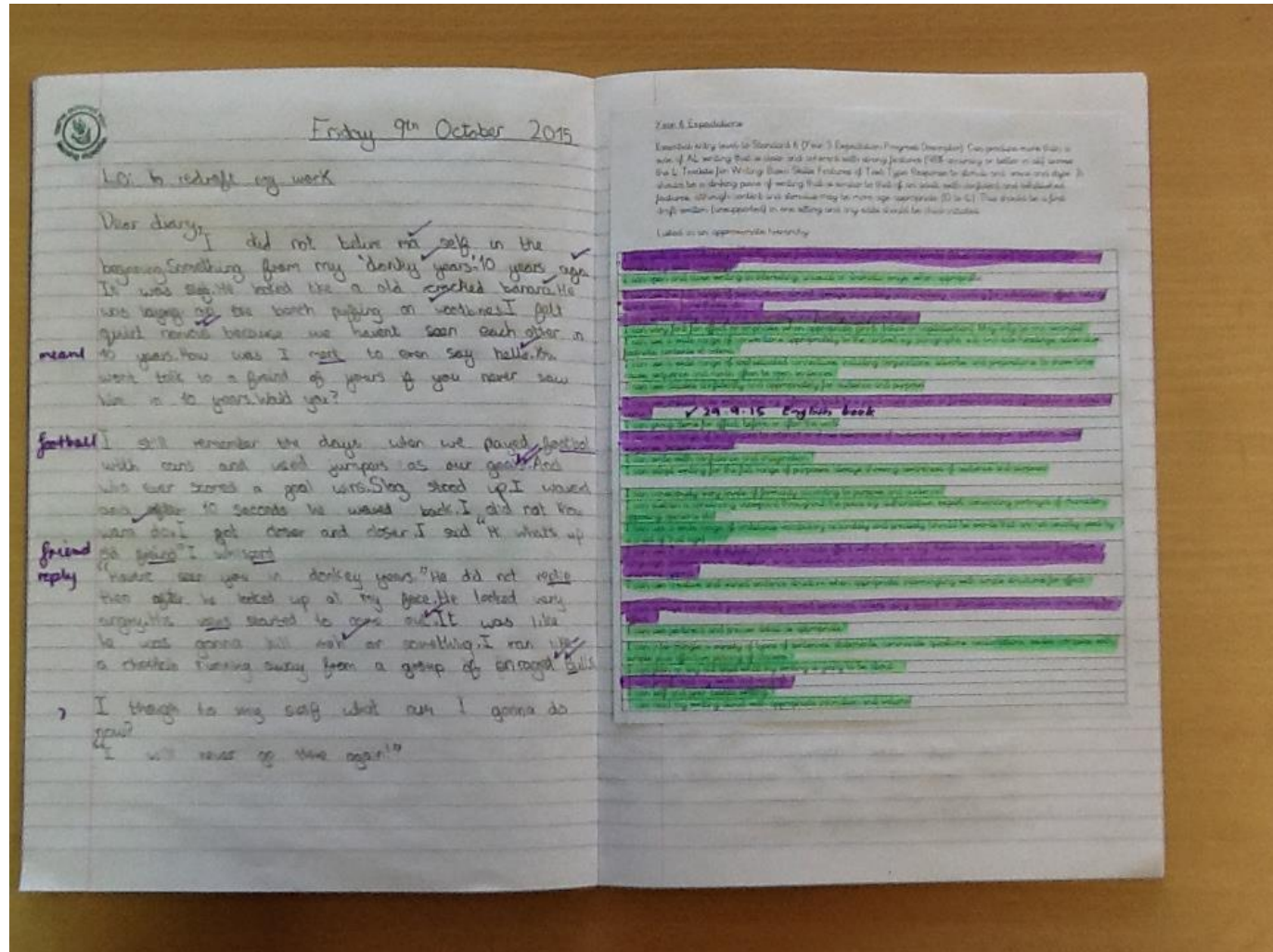
# What does this look like?



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## Writing



# What does this look like?



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## Maths

### Class Track - Pupil Subject Development

School Name: **Focus Deeper Learning Primary**, Year Group: **2**, Result Year: **2**, Subject: **Mathematics**, POS: **2**  
Exceeding Aspects: **Exclude**, Leavers: **Exclude**, Group: **Cohort**

Underlined skills mean that these are key skills to be learnt by the end of the academic year



**Beau-Lucy Hood**



#### Learning objectives that Beau-Lucy has achieved and mastered

- ❖ Compare and order numbers from 0 to 100 using the >, <, and = signs

#### Learning objectives that Beau-Lucy has achieved

- ❖ Count in steps of 2, 3 and 5 from 0
- ❖ Interpret and construct pictograms, tally charts, block diagrams and simple tables
- ❖ Recall and use multiplication and division facts for the 2, 5 and 10x multiplication tables
- ❖ Recognise and use the symbols £ and p when solving problems involving addition and subtraction of money
- ❖ Recognise place value of each digit in 2-digit numbers
- ❖ Tell and write the time to 5 minute intervals

#### Learning objectives that Beau-Lucy has shown signs of understanding

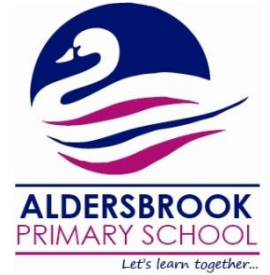
- ❖ Add and subtract: two 1-digit, 2-digit and a 1 digit, 2-digit and 10s, two 2-digit and three 1-digit numbers
- ❖ Choose and use appropriate standard units to estimate length/height/ temperature and capacity
- ❖ Describe the properties of 2D and 3D shapes to include: edges, vertices and faces
- ❖ Read and write numbers to at least 100 in numerals and words
- ❖ Recognise odd and even numbers to 100
- ❖ Solve problems with addition and subtraction
- ❖ Understand commutativity in relation to addition, subtraction, multiplication and division

#### Learning objectives that Beau-Lucy has not yet been taught this year

- ❖ Name the fractions 1/3, 1/4, 1/2 and 3/4 and find fractional values of shapes, lengths and numbers



# Part 3: Statutory Assessments at Aldersbrook



## Reception

- Your child's teacher will use a combination of the EYFS profile and the new baseline assessment to measure your child's progress.

### Baseline:

- The baseline assessment will result in a score that forms part of your child's baseline profile.

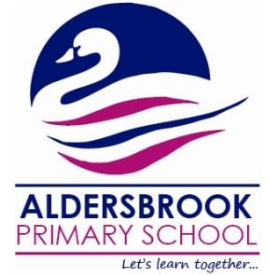
By having a good understanding of your child's abilities when they start school, your child's teacher will be able to measure their progress

- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

### EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.
- EYFS profile data is used to
- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of your child

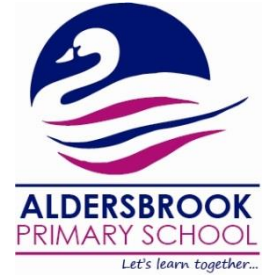
# Part 3: Statutory Assessments at Aldersbrook



## Phonics Screening Check, Year 1

- The Phonics Screening Check demonstrates how well your child can use the phonics skills they've 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 1-1 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 don't mean anything.
- The 40 words and non-words are divided into two sections - one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard
- Children who do not meet the required standard in Year 1 will be re-checked in Year 2.

# Part 3: Statutory Assessments at Aldersbrook



## KSI English, Year 2

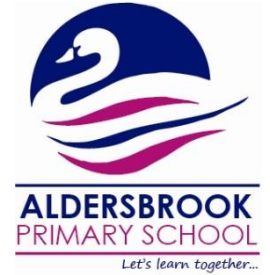
### Reading

- 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. Children will have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child. The total testing time is approximately 60 minutes.

### Grammar, Punctuation and Spelling

- 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, 2 10 minutes tasks, 25 marks. Will consist of:
  - **Selected response**, short answer
  - **Constructed response**, answer of their own
- Paper 3 - Spelling, 20 questions, 10 marks.
- Handwriting will also be assessed

# Part 3: Statutory Assessments at Aldersbrook



## KSI Maths, Year 2

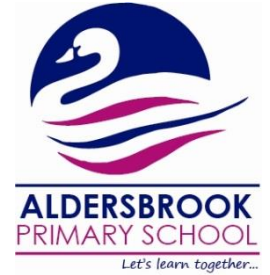
Children will take two Maths papers:

- 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.

The paper will include the following types of questions:

- Selected response,
- multiple choice,
- matching,
- true-false

# Part 3: Statutory Assessments at Aldersbrook



KS2 English, Year 6

## Reading

- The reading test will be a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words. There will be an emphasis on comprehension. One hour, including reading time, to complete the test, 50 marks available.

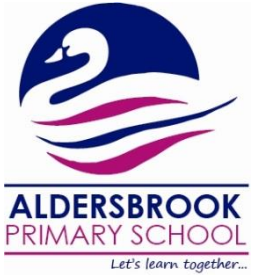
## Grammar, punctuation and spelling test

- 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. (70 marks in total)

## Writing

- No formal test, ongoing teacher assessment

# Part 3: Statutory Assessments at Aldersbrook



## KS2 Maths, Year 6

There will be three papers in maths:

- Paper 1: **arithmetic**, (number, calculations and fractions, decimals and percentages) 30 minutes (30 marks)
- Papers 2 and 3: **mathematical fluency, solving problems and reasoning**, 40 minutes per paper (80 marks in total)
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question will have a grid to encourage working out, questions will be context free.
- Papers 2 and 3 will assess children's ability to apply mathematics to problems and to reason, they will involve a number of question types, contextualised and context free, including:
  - Multiple choice
  - True or false
  - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
  - Less constrained questions, where children will have to explain their approach for solving a problem

# How do we share assessment data with you?

- Termly parent consultation meetings/ pupil conference
- Annual progress test and statutory assessment outcomes reports (Website)
- Termly 'Pupil Subject Development' report

**Class Track - Pupil Subject Development**  
School Name: **Focus Deeper Learning Primary** Year Group: **2** Result Year: **2** Subject: **Mathematics** POS: **2**  
Exceeding Aspects: **Exclude** Leavers: **Exclude** Group: **Cohort**  
Underlined skills mean that these are key skills to be learnt by the end of the academic year

**Beau-Lucy Hood**

**Learning objectives that Beau-Lucy has achieved and mastered**  
Summarise and draw patterns found in 10 using blocks and dots

**Learning objectives that Beau-Lucy has achieved**

- Count in steps of 2, 3 and 5 from 0
- Interpret and construct pictograms, tally charts, block diagrams and simple tables
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Recognise and use the symbols £ and p when solving problems involving addition and subtraction of money
- Recognise place value of each digit in 2-digit numbers
- Tell and write the time to 5 minute intervals

**Learning objectives that Beau-Lucy has shown signs of understanding**

- Read and interpret bar charts and pictograms and their associated data
- Choose and use appropriate standard units to estimate length/height, temperature and capacity
- Describe the properties of 2D and 3D shapes to include edges, vertices and faces
- Read and write numbers to at least 100 in numerals and words
- Recognise odd and even numbers to 100
- Solve problems with addition and subtraction
- Understand commutativity in relation to addition, subtraction, multiplication and division

**Learning objectives that Beau-Lucy has not yet been taught this year**

- Name the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{10}$  and  $\frac{1}{100}$  and find fractional values of whole, lengths and masses

- End of year report reports