



# Assessment 2016

*Life without levels*

9<sup>th</sup> February 2016

# Aims



## **To develop a better understanding of:**

- New National Curriculum
- Expectations of the new curriculum
- Assessment without levels
- Tests for Years 1, 2 and 6

# New National Curriculum



## **Focuses on:**

- Basic skills – reading, writing and maths
- British Values – democracy, individual liberty, mutual respect & tolerance, rule of law

# New National Curriculum

## What has changed?

- More prescriptive in the teaching of English and Maths
- Expectations are significantly higher than in previous years  
*(e.g. old Y5 expectations are now required in Y3, Our Y6 pupils now have to reach expectations that were previously in Y7 & Y8)*
- We no longer assess in levels, instead we assess as to whether pupils are:
  - at, above or below age related expectations
  - or have reached the expected standard



*'Levels are no longer used'*

# Much higher expectations!

## English:

Old curriculum	New curriculum
English Level 4 writing	<b>Current expectations for Y5 &amp; Y6</b>
Questions marks, accurate use of speech punctuation  Commas in a list to occasionally mark clauses	Using brackets, dashes or commas to indicate parenthesis  Using commas to clarify meaning and avoid ambiguity  Using hyphens to avoid ambiguity  Using semi-colons, colons or dashes to mark boundaries between independent clauses  Using colon to introduce a list  Punctuate bullet points consistently
We are used to teaching these skills for 12-14 year olds but now this is an expectation for 9 – 11 year olds.	

# Much higher expectations!



## **Maths: Algebra**

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

# New language

## Assessment



	Out	In	
	Levels	Internal assessment	External assessment
EYFS		At/Above/Below Age Related Expectations	Good Level of Development
Y1	1a	At/Above/Below Age Related Expectations	
Y2	2b	At/Above/Below Age Related Expectations	At Expected Standard/Not at
Y3	3c	At/Above/Below Age Related Expectations	
Y4	3b	At/Above/Below Age Related Expectations	
Y5	3a	At/Above/Below Age Related Expectations	
Y6	4c	At/Above/Below Age Related Expectations	At Expected Standard/Not at

# Y2 Reading Test

6

The blackbird said: *“You and I are at war.”*

How do you know that the king was **not** worried by this?

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*“How do you  
know...?”*



# Y6 Reading Test



21

Explain **two** things that the words *emerald scrap* suggest about the frog.

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*“Explain ...”*

# Y6 Reading Test

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.



*Use evidence from the text. How do you know?*

# Y2 Grammar & Punctuation Test



14

Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.		
I am reading my book.		
Jo is going for a walk.		

*Present, past  
& future tense*

# Y2 Grammar & Punctuation Test

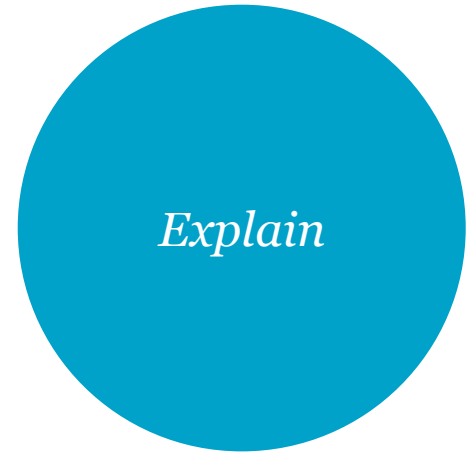


15 Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

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# Y6 Grammar & Punctuation Test

38

Tick one box in each row to show whether the word after is used as a subordinating conjunction or as a preposition.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		

1 mark



*Can you answer this question?*

*Could you when you were 10 or 11yrs old?*

# Grammar & Punctuation Test



40

Tick one box in each row to show if the underlined conjunction is a subordinating conjunction or a co-ordinating conjunction.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark



# KS1 Maths: Reasoning

28 Abdul goes to the zoo.

He finds out the mass of some animals.



Cheetah  
**58 kg**



Tiger  
**94 kg**



Lion  
**94 kg**

Compare the mass of the animals.

Write  $<$  or  $>$  or  $=$  in each box.

Cheetah's mass

Tiger's mass

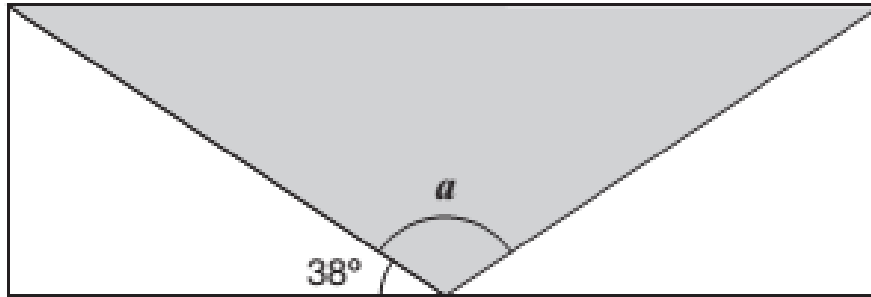
Tiger's mass

Lion's mass

# Maths: Reasoning

15

A shaded isosceles triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

*This is timed!*



# KS1 Tests – May 2016



- **Writing:** teacher assessment
- **Tests:**
  - Reading: (expectation all pupils sit both)
    - Paper 1 (lower demand) – about 30 minutes - 20 marks
    - Paper 2 (higher demand) – about 40 minutes - 20 marks
  - Mathematics: (No number lines or resources)
    - Arithmetic paper – about 20 minutes – 25 marks (NO rulers)
    - Reasoning paper – about 35 minutes – 35 marks (ruler allowed)
  - Grammar, Punctuation & Spelling:
    - Paper 1 – Spelling – about 20 minutes - 20 marks
    - Paper 2 – questions – about 20 minutes - 20 marks

# KS2 Tests – 9<sup>th</sup> May 2016



- **Tests:**
  - **Reading:**
    - Paper (three texts in order of difficulty) – 60 minutes - 50 marks
  - **Mathematics:**
    - Paper 1 - arithmetic – 30 minutes – 40 marks
    - Paper 2 - reasoning – 40 minutes – 35 marks
    - Paper 3 - reasoning – 40 minutes – 35 marks
  - **Grammar, Punctuation & Spelling:**
    - Paper 1 – questions – 45 minutes - 50 marks
    - Paper 2 – spelling – 15 minutes - 20 marks

# How we can support our children



## **Academy**

- Lessons are rigorous with a strong focus on teaching the skills needed
- Providing opportunities to apply newly learned skills in other subjects (history, geography, science)
- Preparation for the 2016 tests by using sample papers
- Intervention and booster groups to support children who need extra help

## **Parents/Carers**

- Help your child to learn their spellings and times tables
- Read every day with your child and ask them to explain what they have read. Why questions are good to use.
- Ask your child to speak to you and answer in complete, grammatically accurate sentences.
- [www.primaryenglishcurriculum](http://www.primaryenglishcurriculum.com)