Assessment and Reporting in Primary (year 1 - 6)

Thursday 17 November

REGENTS INTERNATIONAL SCHOOL PATTAYA
A NORD ANGLIA EDUCATION SCHOOL

MAKING A DIFFERENCE SINCE 1994
25
1994-2019

Be Ambitious Be Regents

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Any questions?

Tests tell teachers everything they need to know about your child.

Share your thoughts.

Workshop Aims

- Why do we asses?
- What does assessment look like in Primary?
- How do we use our assessments?
- How does this feed into reports?
- How do reports help you to support your child at home?

Why do we assess?

'Assessment can certainly help to identify what students have, or have not, learnt and so inform and enhance subsequent teaching. This is perhaps best captured in a much-cited quotation from David Ausubel:

If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly. (Ausubel, 1968, p. vi)'

Education Endowment Foundation

Assessing with Purpose

1. Assessment to impact on learning

2. Assessment to support school-level decision making

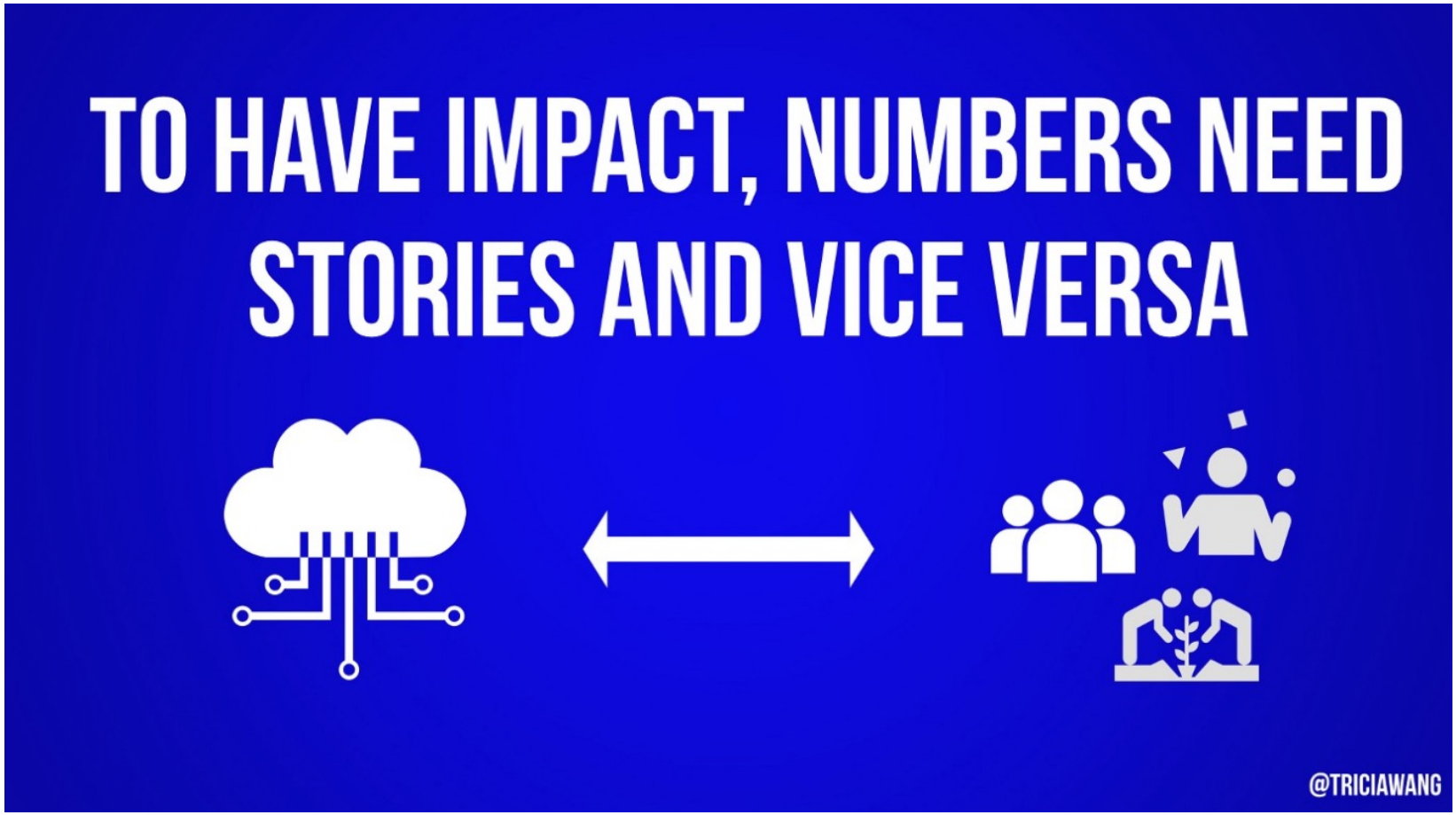
3. Assessment to inform classroom teaching

What does assessment look like in Primary?

Test v Assessment

“What is measureable isn’t the same as what is valuable.”

Tricia Wang - Global tech ethnographer: Why Big Data Needs Thick Data


TO HAVE IMPACT, NUMBERS NEED
STORIES AND VICE VERSA
@TRICIAWANG

What do numbers actually tell us?

Assessments in Primary

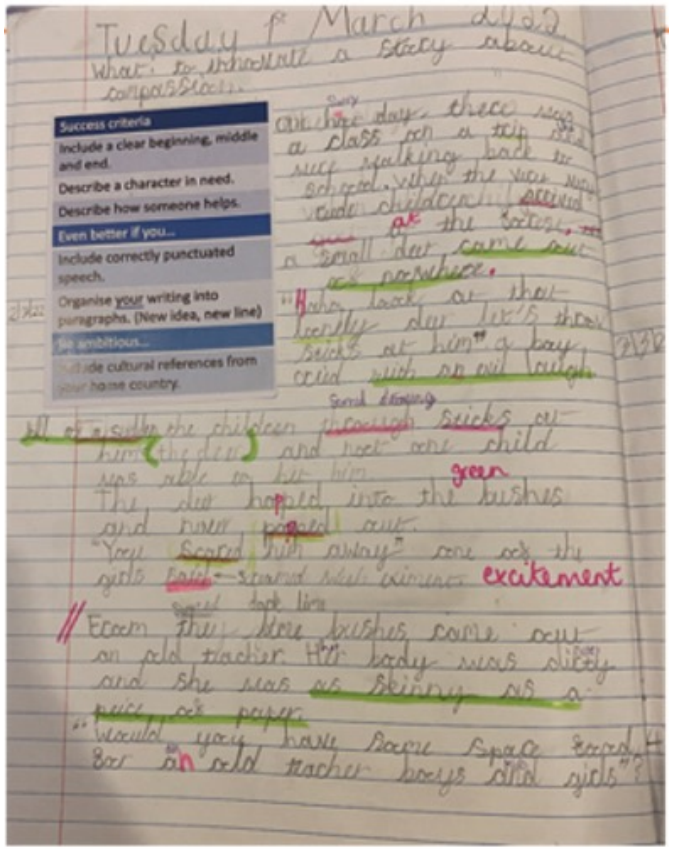
Formal Assessment Types

- English writing assessment (at the end of each unit of work)
- Phonics Assessments
- Reading assessments using Bug Club quizzes (information taken monthly from the reading they do online)
- NGRT assessments (online assessment taken three times a year)
- Mathematics assessments using White Rose (mini assessment at the end of each unit of study and one at the the end of each term)
- Speaking and Listening ongoing assessment across the curriculum

Informal Assessment Types

- Teacher Marking and Feedback (within and after lessons)
- Dialogue with, and observations of, children (ongoing)

Writing Assessment



Tuesday 1st March 2022

What to include a story about compassion.

Success criteria
- Include a clear beginning, middle and end.
- Describe a character in need.
- Describe how someone helps.

Even better if you...
- Include correctly punctuated speech.
- Organise your writing into paragraphs. (New idea, new line)

Be ambitious...
- Include cultural references from your home country.

One day there was a class on a trip and were walking back to school. When the boys and girls arrived at the gates, a small dog came out of nowhere.

"Haha look at that horrible dog let's throw sticks at him" a boy called with an evil laugh.

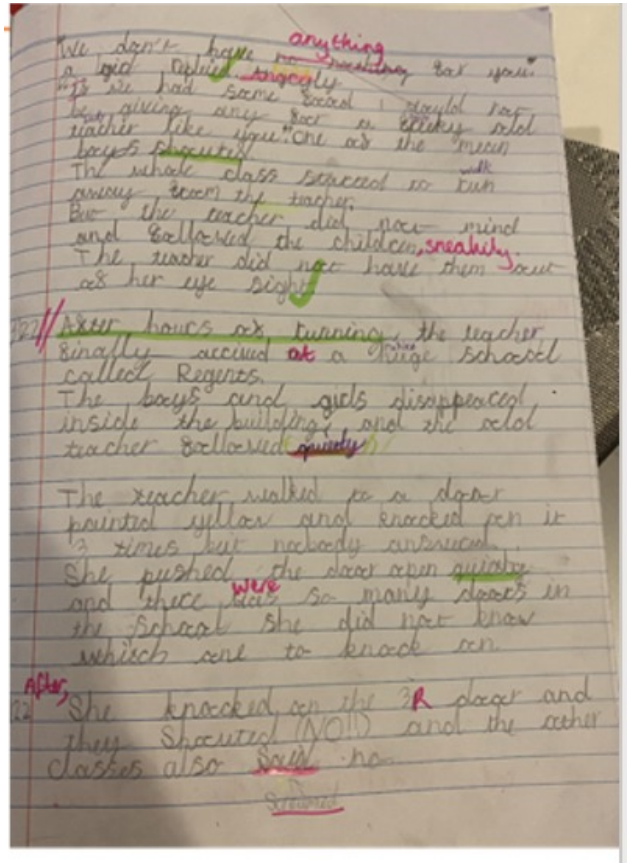
All of a sudden the children throughout sticks at him the dog and not one child was able to hit him.

The dog hopped into the bushes and never popped out.

"You scared him away" one of the girls said with excitement

From the bushes came out an old teacher. Her body was dirty and she was as skinny as a piece of paper.

"Would you have some food for an old teacher boys and girls"?



We don't have anything for you."

"If we had some food I would not be giving any but a sticky old teacher like you." One of the boys shouted.

The whole class started to turn away from the teacher.

But the teacher did not mind and followed the children sneakily.

The teacher did not have them out of her eye sight.

After hours of running the teacher finally arrived at a huge school called Regents.

The boys and girls disappeared inside the building and the old teacher followed quickly.

The teacher walked to a door painted yellow and knocked on it 3 times but nobody answered.

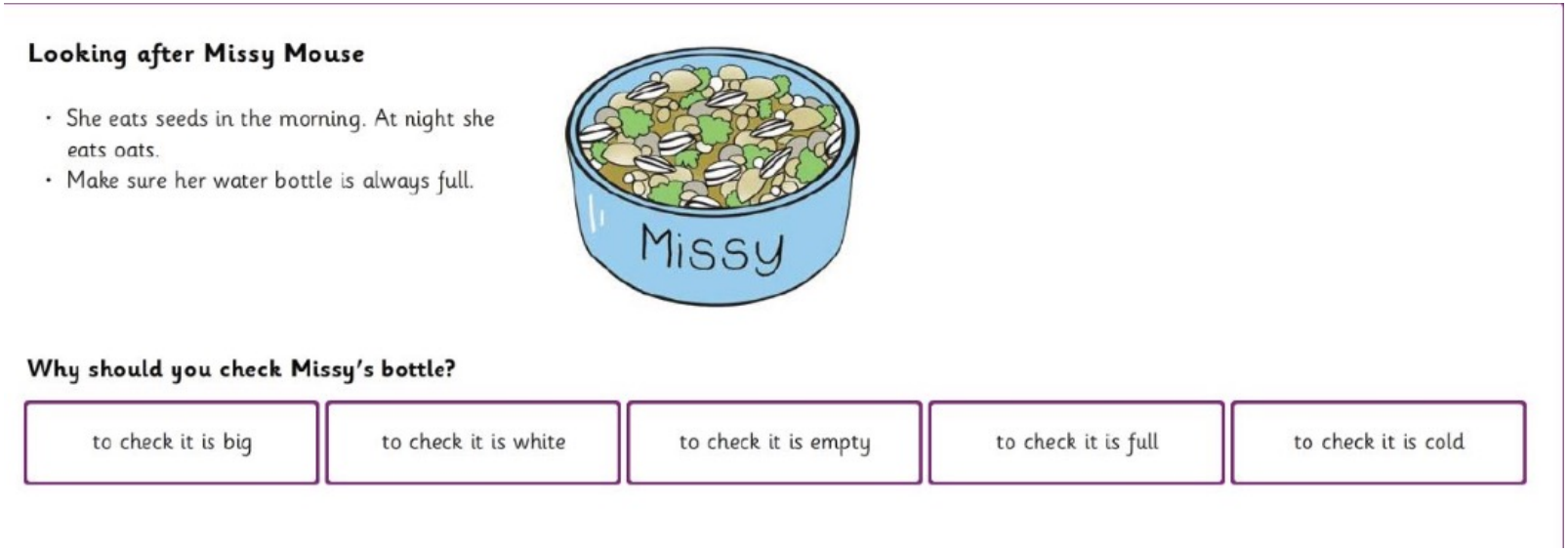
She pushed the door open quickly and there were so many doors in the School she did not know which one to knock on.

After,

She knocked on the 3rd door and they shouted (NO!!) and the other classes also said no.

NGRT Assessment

- New Group Reading Tests – adaptive online assessments



Looking after Missy Mouse

- She eats seeds in the morning. At night she eats oats.
- Make sure her water bottle is always full.

Why should you check Missy's bottle?

to check it is big	to check it is white	to check it is empty	to check it is full	to check it is cold

Maths Assessment

1 48 ÷ 12 =

1 mark

2 32,564 + 1,000 =

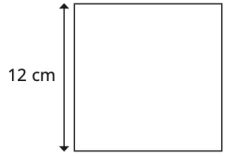
1 mark

6 Write the number that is ten thousand less than two million.

1 mark

7 Sam cuts a piece of string into three equal pieces.

One of the pieces is used to form a square with sides 12 cm long.



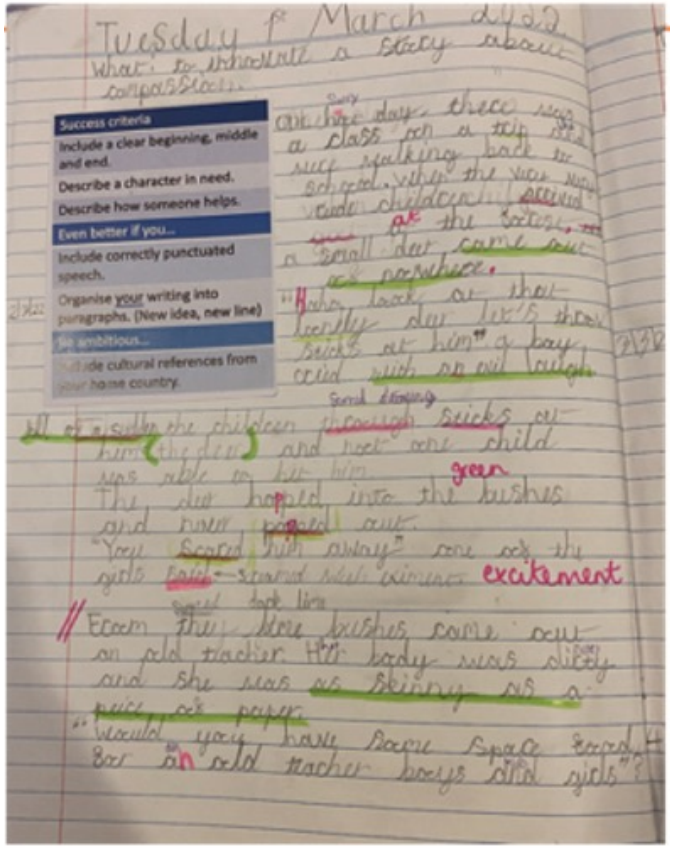
How long was the original piece of string?

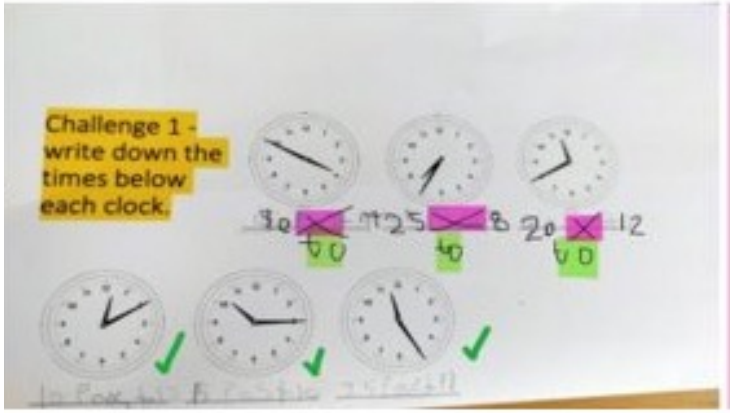
Show your method

cm

2 marks

Informal Assessment - Marking and Feedback





How do we use assessments?

NGRT Assessment Data

SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140	Overall Stanine	NPR	GR (/22)	Reading Ability Scale	Reading age	Reading age confidence bands		Stanine	
						Lower	Upper	SC	PC
105	6	63	=5	320	10:11	10:02	11:08	5	6
83	3	13	16	232	7:01	6:06	7:08	4	2
103	5	58	7	312	10:05	9:09	11:01	7	5
69	1	2	22	104	5:00-	5:00-	5:00-	1	-
97	5	42	=11	292	9:05	8:09	10:01	3	6
101	5	53	=8	308	10:03	9:07	10:11	4	6
122	8	93	1	364	13:08	12:10	14:06	7	8
94	4	34	14	284	9:00	8:04	9:08	3	5
110	6	74	4	336	11:10	11:01	12:07	5	7
76	2	6	19	192	6:01	5:07	6:07	3	1
78	2	7	18	208	6:05	5:11	6:11	1	3
116	7	86	2	344	12:04	11:07	13:01	5	8
101	5	53	=8	308	10:03	9:07	10:11	2	8
73	1	4	20	184	5:11	5:05	6:05	1	2
90	4	26	15	268	8:04	7:09	8:11	3	5
96	4	40	13	296	9:07	8:11	10:03	4	5
80	2	9	17	220	6:08	6:01	7:03	1	4
98	5	45	10	296	9:07	8:11	10:03	4	5
105	6	63	=5	320	10:11	10:02	11:08	6	6
72	1	3	21	176	5:09	5:03	6:03	2	1
97	5	42	=11	292	9:05	8:09	10:01	3	6
115	7	84	3	348	12:07	11:10	13:04	4	8

Bug Club Assessment Data

Book band	Number of books completed	Number of quizzes completed	Green quizzes	Amber quizzes	Red quizzes
Brown A	12	102	60%	30%	10%
Blue B (KS2)	11	101	33%	43%	25%
Blue B (KS2)	4	23	43%	39%	17%
Pink B	45	76	84%	14%	1%
Blue B (KS2)	4	51	45%	37%	18%
Red B (KS2)	0	9	67%	33%	0%
Red B (KS2)	0	1	0%	100%	0%
Red Plus A	8	88	47%	41%	13%
Blue B (KS2)	0	7	29%	57%	14%
Brown A	2	16	25%	38%	38%
Brown A	7	10	50%	50%	0%
Red B (KS2)	1	13	69%	23%	8%
Red B (KS2)	1	14	64%	14%	21%
Pink A	14	14	57%	36%	7%
Brown A	7	61	38%	41%	21%
Red B (KS2)	0	7	43%	29%	29%
Blue B (KS2)	3	29	34%	38%	28%
Red B (KS2)	0	1	0%	100%	0%
Brown A	25	115	49%	29%	23%
Red B (KS2)	7	76	47%	33%	20%
Blue B (KS2)	8	77	69%	27%	4%

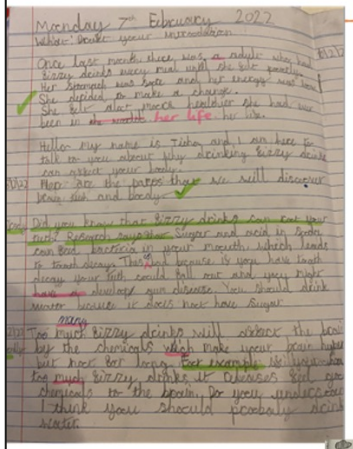
Maths Assessment Data

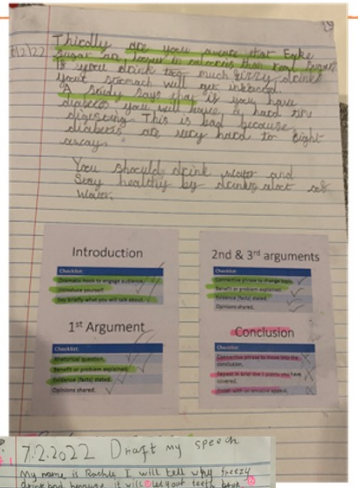
10	15	18	11	17	13		18		11	6	15	16	7	14	15		11	14	13	18	
6		11	15	18	8		17	17	7	3	9	10	4	12	11	15	7	12	14	14	18
16	16	12	8	20	17	16	15		14		14	12	5	12	16	16	9	14	15	16	19

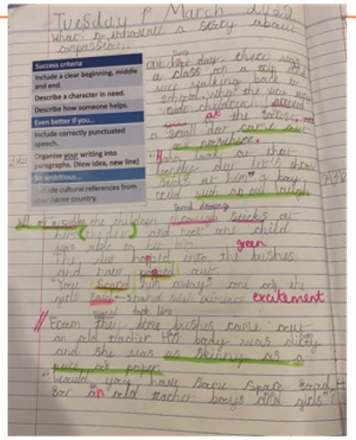
What do these numbers actually tell us?

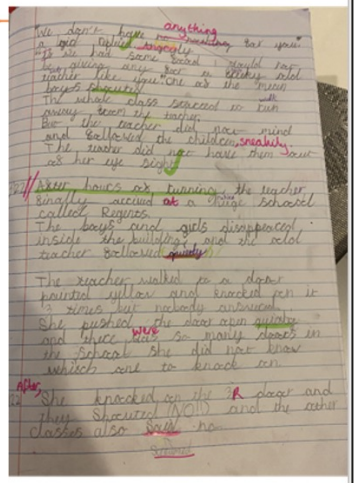
Writing Assessment

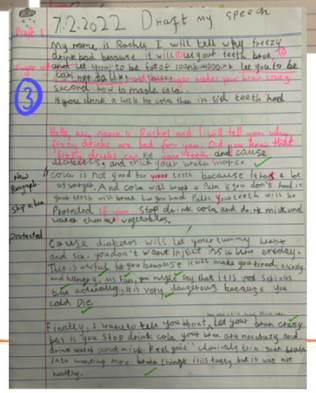
Year 3 Expected











5 November 2022

Writing Moderation takes place at the end of each unit of writing

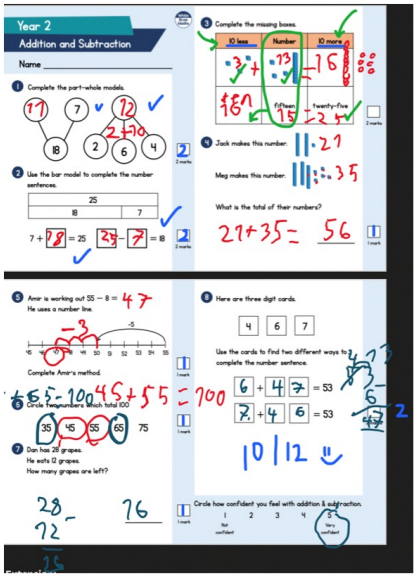
NGRT Assessment

Used by class teachers to ‘open a door’ – identify next steps

Implications for teaching and learning

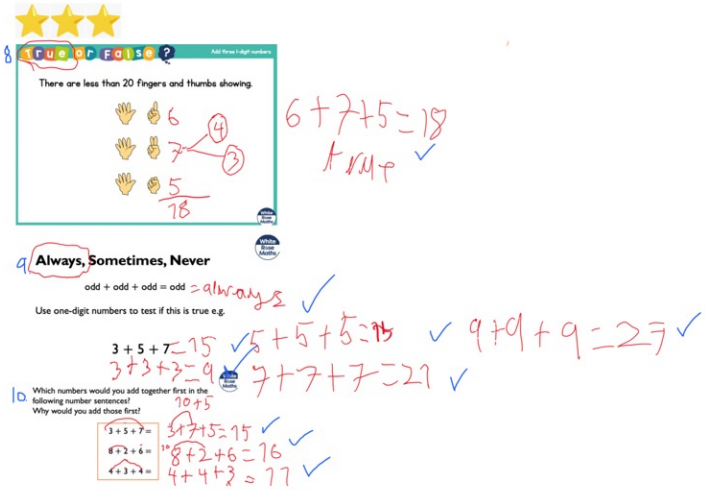
- Provide retrieval practice by asking [redacted]open retrieval questions, for example, 'Tell me what you can remember about that chapter...'
- Model how to skim and scan through longer texts for specific words and sets of information. Use a finger to guide the eye.

Maths Assessment



NUMBER AND PLACE VALUE	
Count forwards and backwards in steps of 2, 3, 5 and 10	3
Order and compare numbers to at least 100.	4
Describe the PV of two-digit numbers	4
Read and write numbers to at least 100 in numerals and words	3
CALCULATION	
Recall and use addition/subtraction facts to 20 and derive related facts	4
Recall and use subtraction facts to 20 and derive related facts	4
Add one- and two-digit numbers mentally and with objects	3
Subtract one- and two-digit numbers mentally and with objects	3
Understand, demonstrate and use the inverse relationship between addition and subtraction	3
Know and use 2×, 5× and 10× tables	3

Able to reason using mathematical terminology
Difficulty interpreting the table



Maths Moderation takes place once a term and is based on unit assessments, termly assessments and in class learning.

How does all this feed into reports?

Reporting in Primary

Attainment	1 Emerging	2 Developing	3 Expected	4 Exceeding
Effort	1 Poor	2 Satisfactory	3 Good	4 Outstanding

Subject	Teacher	Attainment			Effort		
		T1	T2	T3	T1	T2	T3
Mandarin	Miss. L . Zhu	4	3	4	4	4	4
Thai	Miss. S . Sungmuang	4	4	4	4	4	4
Reading	Mr. J. Way	4	4	4	4	4	4
Writing	Mr. J. Way	3	3	3	4	4	4
Speaking and Listening	Mr. J. Way	4	4	4	4	4	4
Mathematics	Mr. J. Way	3	3	3	4	4	4
ICT Integration	Mr. J. Way	4	4	4	4	4	4
Physical Education	Mr. O . Farley	4	4	4	4	4	4
Swimming	Mr. P. Bond	4	4	4	4	4	4
Music	Mr. H. Charlesworth	3	3	3	4	4	4

Tutor Comment - Mr. Way

Attainment in Primary

Attainment is based on a four-point numerical scale and relates to your child's current attainment against year group expectations. The attainment grades are as follows:

4 = Exceeding: Working beyond age-related standards, showing they can apply the skills and knowledge in a range of situations
3 = Expected: Meeting age-related standards; the student is secure in this subject area
2 = Developing: Working towards age-related standards; the student is meeting some of the required aspects but not all so therefore has specific areas or skills to develop further
1 = Emerging: Working below; the student is not meeting the age-related standards and this is an area for concern

Effort in Primary

Effort is also based on a four-point numerical scale and relates to a child's learning behaviours and attitudes using one of the following:

4 = Outstanding
3 = Good
2 = Satisfactory
1 = Poor

How do reports help you to support your child at home?

Teacher Comment

Tutor Comment - [redacted]

[redacted] consistent approach to learning has continued to impress me, demonstrating maturity and a real sense of responsibility. She is now confident to take risks as a writer, deliberately applying a range of emotive and ambitious vocabulary to have a specific effect on the reader. [redacted] targets for Term 3 are to: write grammatically accurate sentences; include a range of coordinating and subordinating conjunctions to form compound and complex sentences; and accurately use advanced punctuation (colons, semi-colons, hyphens). All these targets will have a positive impact on the complexity and flow of her writing, taking her English skills to the next level. Through our class text, Kensuke's Kingdom, [redacted] has developed her inference skills and has explored how characters' feelings have been shared indirectly. She has also taken the initiative to define unknown words, helping her to understand the text further. Her next step is to read a range of texts, which will in turn support her writing. [redacted] has shown a sustained engagement and inquisitiveness towards her maths learning and demonstrated an excellent recall of the required knowledge. She developed a successful understanding of algebra and enjoyed the logical thinking that was required. Preparing in advance for upcoming learning about ratio, shape, statistics, whilst also reviewing areas covered this year, will support her. I now look forward to seeing her respond to this advice in preparation for her final term in Primary.

Any questions?

Thank you.

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