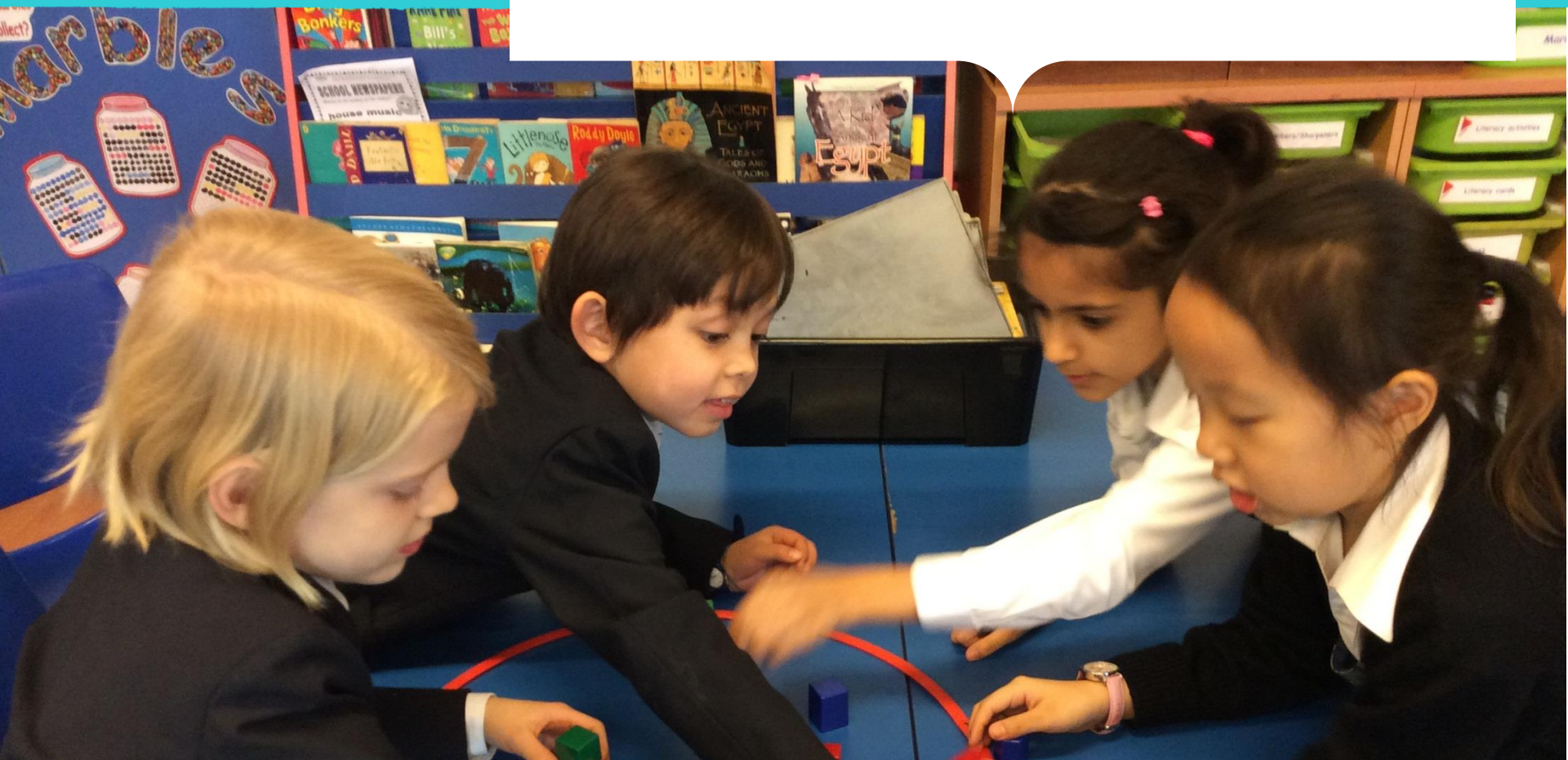




THE BRITISH
SCHOOL
OF BEIJING, SANLITUN

Thursday, 2nd June 2016

Introduction to Assessment



Assessment has to be first and foremost for the children.

What do we mean by assessment?

Formative & Summative

In basic terms assessment tells you:

Where are you now?

Where do you need to be?

What are your next steps to get there?

Why did we change our approach?

This year we have been reviewing and developing our process for assessment in line with recent changes in the UK.

What have we changed about our approach?

In the UK, 'Levels' (e.g. 1A or 4C) have been replaced with a set of 'age related expectations'.

Assessment is now based on how a child is performing compared to the **expectations for his/her age.**

This simplifies the assessment process for everyone to easily understand it.

End of Year Age-Related Expectations

Number and Place Value	1	Show understanding of place value in numbers up to 1000; compare, order, read and write in numerals and words.
	2	Count from any given number in multiples of 10 and 100.
Number – Addition and Subtraction	3	Use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers.
	4	Add and subtract numbers with two digits mentally.
	5	Add and subtract numbers with three digits mentally or using written methods where appropriate.
	6	Able to use an appropriate strategy to check calculations - inverse operation, estimation and context.
	7	Solve problems involving addition and subtraction.

Comprehension

6	Use dictionaries to check for meaning.
7	Use context to help infer the meaning of a word.
8	Use intonation, tone, volume and action when performing or reading aloud.
9	Discuss why a writer has used particular words and phrases.
10	Retrieve relevant information in response to literal questions.
11	Make simple inferences with reference to the text.

End of Year Statements Year 3

Making judgements

The assessment will be based on a range of evidence.



This is what will help teachers decide the next steps for learning.

What terms do we use to describe where a child is at any given point in time?

We are assessing children based on age related curriculum content using a **four point scale** (bands).

Assessment bands

- Beginning
- Developing
- Meeting
- Exceeding

Compared to age related expectations

- NA (Not Assessed) and WB (Working Below)

Assessment bands

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Meeting

- Secure
- Embedded and working independently
- Confident in the concepts
- Concepts used and retained correctly the majority of the time in subjects and in context.

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

- NA (Not Assessed) and WB (Working Below)

What is our approach?

Your child will be assessed in different areas of each subject using the four bands.

Based on these assessments, your child will be given an overall band for Reading, Writing and Maths.

A child with an overall judgement in a subject e.g. Reading – meeting, could still be developing in some areas of the subject and may also be demonstrating elements of exceeding.

What happens if my child does not reach the 'Meeting' band?

Assessment allows us to identify learning gaps.

If your child is not on track to achieve age-related expectations by the end of the year, teachers will discuss ways to support your child.

What happens if my child reaches 'Exceeding' before the end of the year?

Research for the National Curriculum review showed that the curriculum should focus on greater depth.

'Exceeding' will focus on enrichment and deepening of content rather than acceleration into new content.

What next?

This month your child's report will have their overall band for Reading, Writing and Maths. Alongside this there will be an effort statement for each subject.

- **Consistently** demonstrates appropriate effort in this learning area
- **Often** demonstrates appropriate effort in this learning area
- **Sometimes** demonstrates appropriate effort in this learning area
- **With encouragement** demonstrates appropriate effort in this learning area

Academic Year 2016/17

- Age-related EOY statements will be available at the start of the academic year
- Parent Consultation Evening 22nd/23rd November
- Parent Consultation Day 9th March
- Parent Consultation Evening 13th/14th June
- Settling-In Report 30th September
- Primary Progress Report 9th March
- End of Year Report 21st June



Thank you