

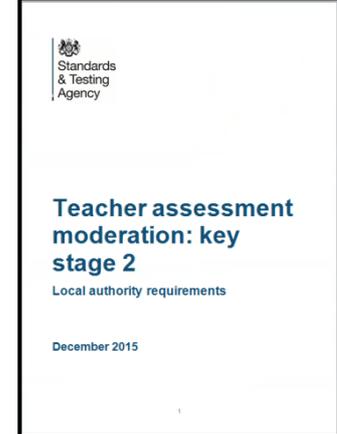
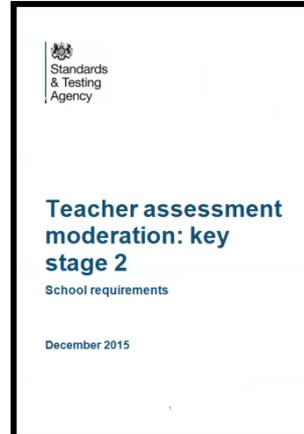
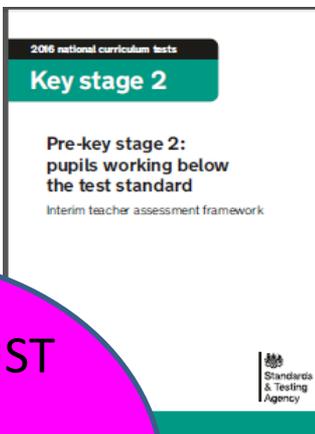
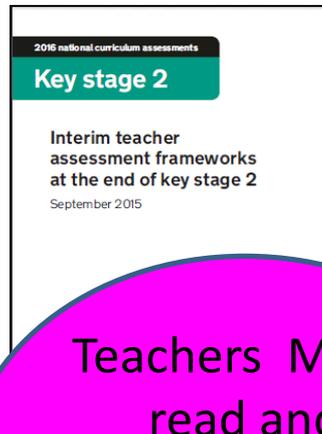
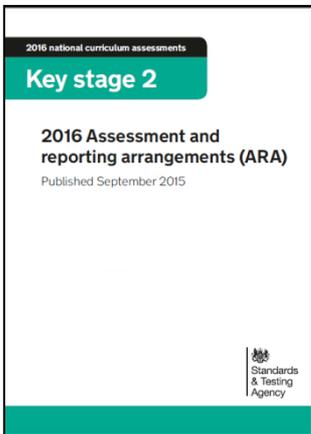
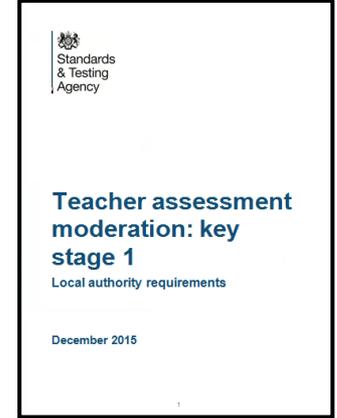
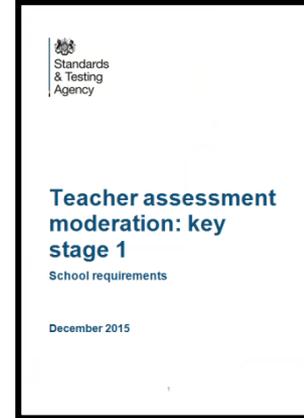
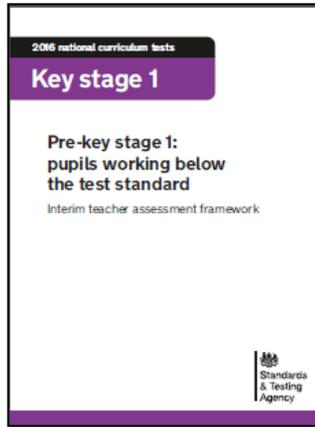
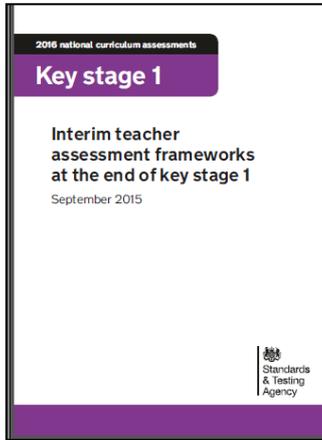
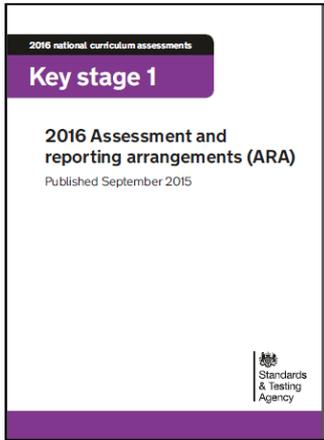
KS1 & KS2 Assessment Update January 2016

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Key Documents



Teachers MUST read and understand these documents

Changes for 2016

Key Stage 1

New KS1 **tests replace the previous tests and tasks.**

- Reading Paper 1:
- Reading Paper 2
- SPAG Paper 1: spelling
- SPAG Paper 2: questions
- Maths Paper 1: arithmetic
- Maths Paper 2: reasoning
- **No test for English writing.**
- **Tests to be administered in May**

NO TASKS

Levels
abolished!

Key Stage 2

- One set of tests for each subject.
- Tests include a small number of questions to assess most able: no separate tests
- Mental maths test replaced by arithmetic test.

KS2 tests

- Reading:
- SPAG Paper 1: questions
- SPAG Paper 2: spelling
- Maths Paper 1: arithmetic
- Maths Paper 2: reasoning
- Maths Paper 3: reasoning
- **The KS2 tests will be administered in the week commencing 9 May 2016.**

Key dates

Key Stage 1

May

KS1 test window

June 13

Deadline for teacher assessments to be submitted to LA

Early June

notification of moderation

W/C 13 June

Phonics screening

End of term:

schools report to parents

Phonics results to LA

Key Stage 2

1 Feb

NCA tools access arrangements open

18 March

Pupil registration deadline

May 9 – 12

SATs week

May 27

Deadline for teacher assessments to STA

Early June

Notification of moderation

5 July

Test results & scaled score conversion charts published

KS2 Test Week 2016

	Subject	Time	Marks
Mon 9 May	English reading : reading booklet and associated answer booklet (3 texts)	1 hour	50
Tues 10 May	English grammar, punctuation and spelling Paper 1: short answer questions	45 mins	50
	English grammar, punctuation and spelling Paper 2: spelling	15 mins	20
Weds 11 May	Mathematics Paper 1: arithmetic	40 mins	40
	Mathematics Paper 2: reasoning	40 mins	35
Thurs 12 May	Mathematics Paper 3: reasoning	40 mins	35

About
150
days to
go!

TESTS: Scaled scores

END OF KEY STAGE 1 and 2 ASSESSMENTS		
RAW SCORE	SCALED SCORE	PERFORMANCE DESCRIPTOR
Range of raw scores below threshold for working towards	Less than 100	an additional category for those pupils that do not meet the 'working towards' standard
Range of raw scores which indicates that the pupil has not met expectations	Less than 100	Working towards the expected standard
Range of raw scores which indicate that pupil has met expectations	100	Working at the expected standard
Range of raw scores which indicate that pupil is working beyond expectations	Greater than 100	Working at a greater depth within the standard

There is recognition that not all children can be assessed under the new test arrangements

For 2016 KS1 tests, conversion tables published on GOV.UK at the beginning of June 2016. Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the expected standard. KS2 TEST tables 5 July

Who should take the tests: KS1

KS1

- use knowledge of pupils to decide whether to administer the tests to them.
- use the sample materials to help inform these decisions.

Pupils must take the KS1 tests if they:

- have completed the programme of study for KS1
- are considered to be working at the standard of the test

Pupils that shouldn't take the tests

Pupils who:

- are working below the standard of the tests
- are unable to participate in the tests using suitable access arrangements

Headteachers should decide whether it is appropriate for each of their pupils to take the tests. The headteacher's decision regarding participation is final.

BUT must provide report to LA, CoG and parents explaining decision to withdraw from tests

Who should take the tests: KS2

- Tests designed to be used with all pupils working at the standard of national curriculum.
- All pupils in maintained schools and maintained special schools who will have completed the KS2 programme of study & all eligible pupils in academies must be registered for tests. including pupils working below the standard of the tests and ultimately don't take them & pupils working at the standard but can't access the tests.
- Some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100 should still take the tests.
- Pupils who are assessed as working below the standard of the national curriculum and who are not expected to reach this standard by May 2016 must be registered as below the standard during the pupil registration process. They should be marked as 'B' on the test attendance register and should not sit the test.
- All pupils who have reached the end of KS2 are included in the calculation of a school's performance measures, regardless of whether they have been entered for national curriculum tests or disapplied from the curriculum.

Results

- STA will publish ks2 test results on the NCA tools website on 5 July 2016.
- Marked test scripts will be available on or by Tuesday 5 July. Test scripts that have been marked on screen can be accessed and printed via NCA tools.
- Schools can apply for a review of marking
 - a mark scheme has not been applied correctly or
 - a clerical error has occurred.
 - The deadline for applications is Friday 15 July.

TESTS: EAL pupils

KEY STAGE 1

- **EAL pupils must be registered for the tests even if there is a valid reason why they will not take them.**

English tests

- pupils who cannot communicate in English will be working below the standard of English tests and should not take them.

Mathematics tests

- to establish EAL pupil's abilities in maths, translate national curriculum work into pupil's preferred language.
- if pupil is working at standard of maths tests, administer tests using access arrangements
- Pupils working below standard of maths tests should not take them.
- **Schools MUST provide a teacher assessment for ALL pupils: there is NO discounting at KS1**

KEY STAGE 2

- Schools can apply for pupils who have recently arrived from overseas to be discounted from performance tables calculations.
- To be discounted, a pupil must meet all 3 of the following criteria:
 - they were admitted to an English school for the first time during the 2014 to 2015 or 2015 to 2016 school year
 - they arrived from overseas before their admission
 - English is not an official language of the country they came from

Key Stage 1 tests

- There is no longer a test for English writing.
- There won't be any test-based assessment of writing as part of the KS1 tests. This will be done through teacher assessment.
- Teachers can use their discretion to decide if pupils require a break during any of the tests or whether, if appropriate, to stop the test early.

Access arrangements

Access arrangements are adjustments that schools must consider before the tests.

- based primarily on **normal classroom practice for pupils with particular needs**.
- must never provide an unfair advantage.
- support given must not change the test questions and the answers must be the pupil's own.

Access arrangements may be appropriate for pupils:

- with a SEN or an Education Health and Care Plan
 - for whom provision is being made in school using the SEN Support system and whose learning difficulty or disability significantly affects their ability to access the tests
 - who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
 - who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
 - with EAL and who has limited fluency in English
-
- Schools must have documentation to show that a pupil is eligible for access arrangements.
 - evidence that resources are routinely committed to providing this support in the classroom. Schools must be able to show the documentation if they have a monitoring visit.
 - If schools use access arrangements for a pupil inappropriately, the pupil's results may be annulled.

Access arrangements for KS1 are substantially the same as for KS2 BUT schools do NOT have to apply for permission

Applications for access arrangements FOR KS2 are made online via NCA Tools

Monitoring the tests

- Monitoring visitors, from either the LA or STA, will make unannounced visits to schools administering the tests.
- They will check if the school is following the published procedures on:
 - keeping the test materials secure
 - administering the tests
- KS1 test administration will be monitored alongside KS2 monitoring visits
- The same requirements for security and integrity apply to KS1 and KS2

- Security and integrity of tests at both KS vital
- Poss more difficult at KS1 given test period is May
- Teachers warned not to use social media to discuss tests
- Parents?

Teacher assessment KS1 & KS2 :

KEY STAGE 1		READING	WRITING	MATHS
Interim Pre-KS1 Standards	Foundations for the expected standard	✓	✓	✓
	Working towards the expected standard	✓	✓	✓
	Working at the expected standard	✓	✓	✓
Interim assessment framework for KS1	Working at greater depth at the expected standard	✓	✓	✓

Teacher assessment **MUST** be based on Interim Assessment Frameworks

KEY STAGE 2		READING	WRITING	MATHS
Interim Pre-KS1 Standards	Foundations for the expected standard	✓	✓	✓
	Early development of the expected standard	✓	✓	✓
	Growing development of the expected standard	✓	✓	✓
Interim assessment framework for KS2	Working towards the expected standard	X	✓	X
	Working at the expected standard	✓	✓	✓
	Working at greater depth at the expected standard	X	✓	X

Pupils working below the standard of the national curriculum

- Rochford review statement published Dec 14 2015
- Full report due Jan 16
- Information about how to record and report the achievements of these pupils – see **NEW Interim Assessment Frameworks**
- ARA will be updated



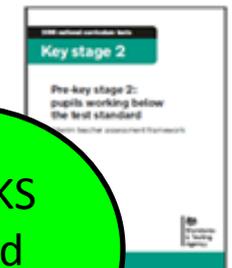
GUIDANCE
ONLY

Interim teacher assessment frameworks: reading, writing maths & science

Key principles – BOTH key stages

Statutory interim frameworks

- **to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1 or 2 or 2 curriculum.**
- not intended to be used to track progress throughout the key stage.
- **does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment.** Pupils achieving the different standards within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- **not intended to guide individual programmes of study, classroom practice or methodology.**
- teacher assessment judgements must be based on a **broad range of evidence from across the curriculum** for each pupil.
- **Individual pieces of work** should be assessed according to a school's assessment policy and **not against interim framework.**



Pre –KS
added
Dec 14

Interim TA frameworks

- Each of the standards within the interim framework contains a number of 'pupil can' statements.
- **To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s).**
- Some of the statements contain qualifiers (some and most) to indicate that pupils will not always consistently demonstrate the skill required.
 - 'most' indicating that the statement is generally met with only occasional errors and
 - 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- Further guidance to support teachers in making consistent judgements on these will be provided as part of the exemplification material.

Standards
do not
allow best
fit
judgements
– all or
nothing!

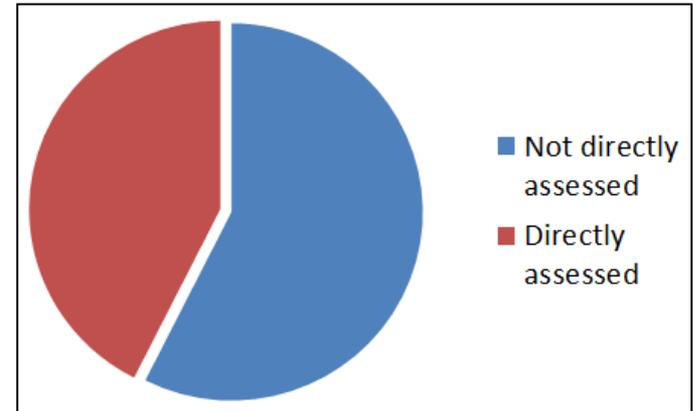
In order to be assessed at Working at or Working at a greater depth, the child must demonstrate that they have met ALL the statements in the preceding standard/s



IAFs & National Curriculum PoS coverage

Year 1 and Year 2 Reading PoS: NOT DIRECTLY assessed in IAFs

- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- drawing on what they already know or on background information and vocabulary provided by the teacher
- discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- re-read these books to build up their fluency and confidence in word reading.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary



BUT these objectives will contribute to the overall effectiveness of pupils' reading and are **IMPLICITLY** assessed

Moderation of teacher assessment

KS1 and KS2

- Statutory external moderation will continue as in previous years
- 25 % of schools to be moderated. STA will nominate some, LAs the remainder
- Moderation will be based on submitted assessments. TA submission deadlines: KS1 : **13 June** : **KS2 27 May**
- Schools to be informed of external moderation visit **AFTER** submission deadlines
- Moderation will focus on scrutiny of work and validation of assessments
- Schools will amend and re-submit if there are concerns about accuracy following moderation
- No requirement to meet with teachers during moderation – but moderators can arrange to meet teachers at the end of the visit to provide feedback
- Moderators must meet with the headteacher at end of visit to offer formal feedback and a written visit note to be signed by the headteacher and moderator.
- Exemplification and guidance to be available by end January

Professional necessities

Year 2 & 6 teachers need to

- become familiar with the IAF performance descriptors and what they mean;
- make sure that their schemes of learning and the writing assignments which they set will generate evidence which will enable assessment against the framework;
- be able to monitor children's work in order to ascertain what they are able to do, how well they can do it, and their next steps for learning;
- plan the teaching which will bring about improvement.

2016 to 2017 academic year

Date	Activity
Week commencing 8 May 2017	Key stage 2 tests week.
Week commencing 12 June 2017	Phonics screening check week.

2017 to 2018 academic year

Date	Activity
Week commencing 14 May 2018	Key stage 2 tests week.
Weeks commencing 4 June and 11 June 2018	Key stage 2 science sampling test period.
Week commencing 11 June 2018	Phonics screening check week.

2018 to 2019 academic year

Date	Activity
Week commencing 13 May 2019	Key stage 2 tests week.
Week commencing 10 June 2019	Phonics screening check week.