

# ASSESSMENT

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Key Stage 1 and 2

Ellenbrook Primary School

# How are the children assessed?


- Daily – Children are assessed 'in the moment' across the whole school
- Formal assessment
- Data Tracking – Classroom Monitor


# Daily

- Observations:
  - > working with the children - 1:1, group, whole class
  - > following their ideas, using their questions and answers to guide learning
  - > addressing misconceptions instantly, using misconceptions to solve problems and push for reasoning and explanation - PROVE IT
  - > peer discussions around their own learning and how they can improve
  - > oral self reflection (ks1/2) , written self reflection (ks2) – using LL

# Daily

- Learning labels - All learning labels are suited to the individual needs of the child along with the year group expectations.

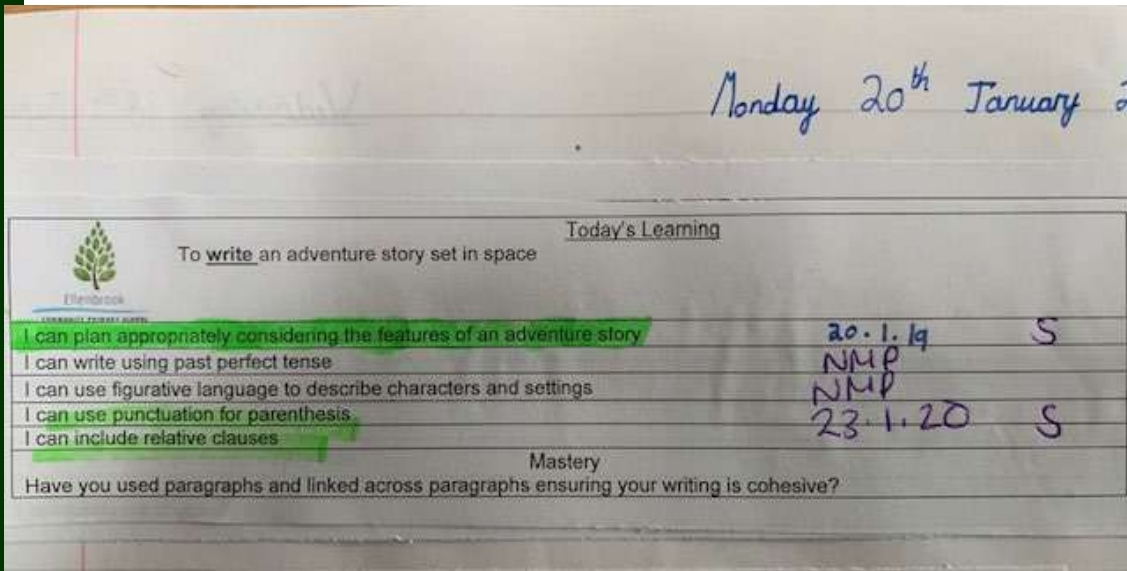
 <p style="text-align: center;"><b><u>Our Learning</u></b> <i>To write a winter poem.</i></p>	Date
I spell phonetically plausible words.	
I pick my words carefully.	
I can read back my work.	
I can correct my work if it doesn't make sense.	
<b>Mastery</b> My poem helps my reader to visualise winter.	

 <p style="text-align: center;"><b><u>Our Learning</u></b> To write an adventure story set in Space</p>	Date
I can plan appropriately considering the features of an adventure story	
I can write using past perfect tense	
I can use figurative language to describe characters and settings	
I can use punctuation for parenthesis	
<b>Mastery</b> Have you used paragraphs and linked across the paragraphs ensuring your writing is cohesive?	

# Daily

- MARKING

- Marking and feedback is based around the learning label AND the year group expectations
- Marking will also focus on the individual needs of the child
- SPAG will be marked accordingly and all children will be given reflection time to respond to the marking
- Teachers use the marking to guide the next episode of learning to set individual targets and to group the children



## Our Marking Code

Look carefully at these symbols. You may see them appear in your book....

- S** This **S** stands for secure and it means you really understand something and are confident enough to show someone else how to do it!
- NMP** This stands for **N**eeds **M**ore **P**ractice, which means that you understand what to do but need a bit more practice to make sure you are confident.
- NS** This shows you your **N**ext **S**teps and will usually be written in by an adult or sometimes by a partner if you are doing paired or group work.
- T** T shows a target that has been written by either the child or the teacher.
- ?** If your teacher puts a question mark next to your work it means they don't really understand why you have written something; or that they can't understand what you have written. Can you look carefully at your work and see why they are puzzled?
- Your teacher will put a circle around incorrect or missing punctuation.
- Sp** If you see **Sp** in the margin of your book it means you have made a spelling mistake somewhere on that line. Your teacher will underline the mistake or write the correct spelling next to the word.
- //** This symbol shows you where you need to start a new paragraph.
- C** This **C** stands for comment. It shows that your teacher has talked to you about your work in class.
- I** This **I** stands for independent. It means you have worked on your own without adult support.
- A** If you have been working with an adult you will see an **A** next to your work.
- .** A dot means an answer is incorrect.
- ✓** A tick means an answer is correct.
- HP** This means House Points have been awarded.

# Formal – School Test

- **Whole school** reading, spelling and grammar, arithmetic and reasoning papers are sat by all children at the beginning and end of each academic year.
- *How are these organised in the Key Stages?*
- *KS1 – small groups over a longer period of time,*
- *KS2 - whole class*
- **Years 2 to 6** also do half termly SPAG tests.

**Year 5 Autumn test 1**

Name:	Class:	Date:
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1 Underline the determiner in this sentence.  
I want to go to the swimming pool. V  
1 mark

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2 Tick the box to show where a comma should go.  
Running as fast as she could Amina raced her sister to the end of the road. P  
1 mark

Running as fast as she could  Amina raced her sister to the end of the road.   
 Amina raced her sister to the end of the road.

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3 Circle the **three** nouns in this sentence.  
The family could smell a delicious dinner cooking in the kitchen. G  
1 mark

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4 Tick the correct word to use in this sentence.

## Year 5 Autumn test 1

Name:	Class:	Date:
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- 1 Underline the determiner in this sentence.

I want to go to the swimming pool.

 V  
1 mark

- 2 Tick the box to show where a comma should go.

Running as fast as she could Amina raced her sister to the end of the road.

 P  
1 mark

- 3 Circle the **three** nouns in this sentence.

The family could smell a delicious dinner cooking in the kitchen.





 G  
1 mark

- 4 Tick the correct word to go into this sentence.



# KS1 Formal – Year 1 Phonics Screening

- June
- 1:1
- Daily phonics from Nursery + is based around all phases of the phonics

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

# KS1 Formal – Year 2 SATS

- May – usually during same week as Year 6 but schools have a two week window to complete all tests.
- All tests are done in small groups and the children do not even know they are doing a 'SAT'
- Reading
- Maths
- Spelling and Grammar
- Writing is assessed by the teacher and moderated externally

**\*\*NEW\*\***









## ks2 Formal – Year 4 Multiplication Tables Test

- First Year Group to take the new tests.
- From the 2019/20 academic year onwards, all state-funded maintained schools and academies in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.
- The [national curriculum](#) specifies that pupils should be taught to recall the multiplication tables up to and including  $12 \times 12$  by the end of year 4. – not new!
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

# KS2 Formal – Year 6 SATS

- May
- Full SAT workshop for Year 6 parents in January



<p>Understand and use place value to at least 1,000,000 </p>	EXCEEDING <b>E</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	ALMOST <b>A</b>	EXCEEDING <b>E</b>	ALMOST <b>A</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>
<p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 </p>	EXCEEDING <b>E</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>
<p>Use and interpret negative numbers </p>	MET <b>M</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>	ALMOST <b>A</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>
<p>Read Roman numerals to 1,000 and years written in Roman numerals </p>	MET <b>M</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>
<p>Add and subtract whole numbers with more than 4 digits </p>	EXCEEDING <b>E</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>
<p>Solve addition and subtraction multi-step problems </p>	EXCEEDING <b>E</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	ALMOST <b>A</b>	MET <b>M</b>	ALMOST <b>A</b>	EXCEEDING <b>E</b>	ALMOST <b>A</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>
<p>Understand and use multiples, factors and prime numbers </p>	EXCEEDING <b>E</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>
<p>Use formal written calculation methods to multiply and divide </p>	EXCEEDING <b>E</b>	UNASSESSED <b>U</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>	ALMOST <b>A</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	MET <b>M</b>	EXCEEDING <b>E</b>