

Parents' evening

Spring term:

27th March—OJR (KS1)

28th March—Alexis Street (KS2)

Summer term:

26th June—OJR (KS1)

27th June— Alexis Street (KS2)

Here you can expect:

- A summary of your child's strengths and successes within the curriculum and personally.
- Next steps which are individual to your child in order for them to make progress within the age-related expectation for their year-group.
- An indication of your child's progress and attainment e.g. on track to be 'Working towards', 'expected' or 'above' the age-related expectations in different aspects of the curriculum.
- You might also be given the raw score the children received in their assessment



Assessment information for parents

In 2014, a new National Curriculum was introduced in England and with it, the decision was made to no longer use levels to report children's attainment in primary schools.

Schools instead were able to create their own reporting systems and the language used for these. At St James' we use the following language when reporting to parents—

- Working towards expected
- Expected
- Above Expected

In Year 2 and Year 6, children's national assessment results are submitted for Reading, Writing, Maths and Science. In Year 6, children's results in Grammar Punctuation and Spelling are also submitted.

At the end of these years, therefore, we report your child's attainment slightly differently, according to the government's published results.

Homework and other useful books (KS2):

In KS2, children are completing Maths worksheets as well as learning spellings and reading daily. There are a range of extension activities available for both Maths, including Mathematics, and topic work.

You can also buy any of the CGP books (from Waterstones and WHSmiths) for extra practice as well as Maths mastery resources available from school.



Or try some of these web-sites:

BBC Bitesize: <http://www.bbc.co.uk/bitesize/ks1/>

Primary Games: <http://primarygamesarena.com/Years/Year-2>

Topmarks: <http://www.topmarks.co.uk/>

To be 'expected' at the end of Year 6:

Maths:

Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + \frac{9}{10}$; $28.13 = 28 + \square + 0.03$)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Our assessment types

To help us decide on and report to you about your child's attainment in relation to age related expectations, we use each of the following:

- Questioning during class and small group work
- Marking of class work and homework
- Discussion with pupils
- Observations of children and their learning
- Weekly quizzes to consolidate and check learning
- Teacher assessment of Writing each week (Big Write) and half termly
- Termly assessments (NFER tests, White Rose Maths Hub etc) - these are taken by all children in Maths, Reading and Grammar, Punctuation and Spelling at Christmas, Easter and in the summer term.

Key Stage 1 SATs – Year 2

This is a teacher assessed judgement using the pupils' classwork, homework and the following tests (May 2018) which are marked by the teacher.

Maths (Paper 1 – arithmetic; Paper 2 – mathematical fluency, problem-solving and reasoning)

Reading (the second paper will be harder than the first – majority of the marks on comprehension)

Grammar, Punctuation and Spelling (Paper 1 – short written task; Paper 2 – questions on grammar, punctuation and vocabulary; Paper 3 – spelling)

Writing is teacher assessed throughout the year

Reporting SATs results: The Government will produce tables that will allow us to convert the raw scores (the number of marks they are awarded) into a score which will help inform our teacher assessment.

To be 'expected' at the end of Year 6

Reading:

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Writing:

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Key Stage 2 SATs – Year 6

Pupils complete the following externally marked tests in May 2018 (**Monday 14th May – Thursday 17th May**)

Maths (Paper 1 – arithmetic; Papers 2 and 3 – mathematical fluency, problem-solving and reasoning)

Reading (1 Paper focusing on comprehension, inference and language for effect)

Grammar, Punctuation and Spelling (Paper 1 – questions on Grammar and Punctuation; Paper 2 – Spelling)

Writing is teacher assessed throughout the year.

Reporting SATs results:

Once externally marked, the results will be published giving us:

- a raw score (number of marks gained)
- scaled score (where 100 = ‘Expected’)
- confirmation of whether or not the pupil has attained the national standard

To be ‘expected’ at the end of Year 2:

Reading:

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Writing:

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

To be 'expected' at the end of Year 2:

Maths:

Working at the expected standard

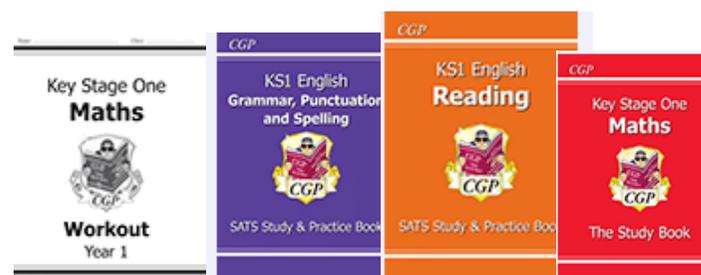
The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
 - add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
 - use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
 - subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)
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- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
 - identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
 - use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
 - read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
 - read the time on the clock to the nearest 15 minutes
 - describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Homework and other useful books (KS1):

In Key Stage 1 we currently send home spellings, reading (scheme book + book of choice), Maths worksheets and times tables.

You can also buy any of the CGP books (from Waterstones and WHSmiths) for extra practice as well some Maths mastery resources from school.



Or try some of these websites:

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