



# Assessment and Reading Parent/Carer Workshop - Infants

Thursday 25<sup>th</sup> February



# Aims

## ASSESSMENT

- Provide an update on new requirements placed upon schools
- Clarify end of year reporting to parents
- Give information about statutory expectations of assessment

## READING

- Explain the rationale about changes to reading at home
- Provide an overview of guided reading



# Assessment – why the change?

- Previous levels were found to give a meaningless number – my child is a level 2, but what does that mean they can he/she actually do? What are his/her gaps?
- Schools could help a child to achieve a level without ensuring they have mastered all of the learning within the curriculum, for example, achieve a level 2 but not be able to apply the maths skills to real life problem solving activities
- Parents and schools have become too focussed on 'up levelling', above age related expectations, masking gaps and underachievement



# Instead, a new standards based system has been introduced

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

NOTE – the new standards are far higher than in previous years, a child who previously would be a level 2 and working within age related expectations, completing the same work, would not meet the expected standard for the new curriculum

## Working at the expected standard (Y2), some example maths statements

- The pupil can 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).
- The pupil can 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.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).





# How will this improve outcomes for pupils?

- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback to improve their learning.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.



# How will we report this?

- Each child has an individual list of assessment statements for the core subjects – English, mathematics and science, see website
- You will be informed if he/she is working toward, met or working at greater depth.
- If your child has not met the standard, we will be able to indicate which statements (specific areas) he/she has not achieved.
- March parents evening – each teacher will be able to inform you if your child is on target to achieve the expected standard for the year group, what their gaps are and how you can support us to fill the gaps



# Year 2 end of Key Stage assessment and reporting


All children will sit the national key stage tests for

- Reading – 2 papers (30 minutes and 40 minutes)
- Grammar, punctuation and spelling – 2 papers (15 minutes spelling test, 20 minutes grammar, punctuation and vocabulary)
- Mathematics – 2 papers (20 minutes arithmetic and 35 minutes reasoning)

A scaled score will be reported for the tests, 100 or above meaning the child is working at the expected standard.

Writing will no longer be tested. It is based on the writing the children do day-to-day across the curriculum.





# How will I know if my child is making good progress?

- Are the gaps being filled?
- Is he/she acquiring new skills? For example, now using a range of sentence types independently in his/her writing.
- Is he/she keeping in line with age related expectations? Currently, this would mean if he/she is close to meeting the standard or meeting the standard.

There will NOT be a national progress measure for individual children.

The school will be judged on how well the pupils progress collectively, using national averages.




# Questions re Assessment

- Questions regarding your own child specifically should not be asked in a public forum and should wait until the end of the session



# READING

- The best practice expectation is:
  - 'Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.' Outstanding outcomes for pupils, Ofsted, September 2015
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# Infant readers in our school

We are:

- Phonics outcomes are above national outcomes
- Children's reading skills are sound
- Children are reading regularly at home

We are not:

- Encouraging children read widely across different genres
- Engendering a love of reading
- Ensuring they understand what they are reading sufficiently



# What are we now going to do differently?

- Provide a wide range of books, changed weekly to ensure that all are read
- Change books weekly to ensure time has been given to focus on comprehension
- Encourage children to select books that interest them from our library, external library, bookshops and from home
- Encourage parents to help children chose age appropriate books, no matter how skilled a reader he/she is (book list)
- NOT jump up through colour boxes too quickly, again focussing on comprehension (encouraging depth)
- Weekly guided reading sessions with the teacher, 2 weeks on the focus text for the group, 1 week on individual readers





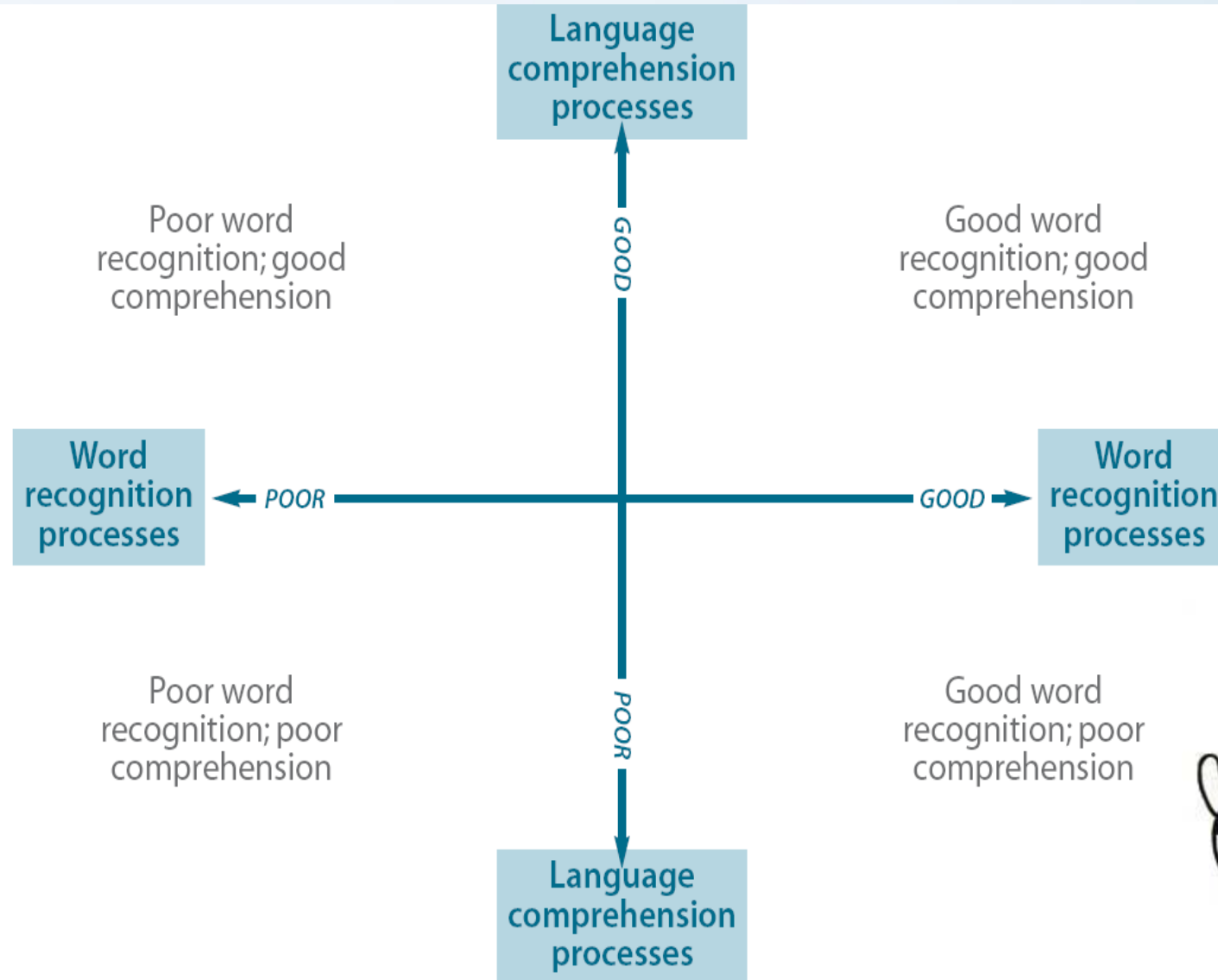
# Guided Reading

# Why use Guided Reading?

It enables pupils to:

- Develop their reading skills at all stages.
- Use their reading skills in a supportive setting where the use of phonics and other strategies can be encouraged and shared.
- Read silently and think critically in a co-operative environment.
- Compare their interpretations of the text with others.
- Receive support as they monitor their own reading
- Develop higher order reading skills

# Patterns of Performance



# Retrieve

- Retrieve - This question must be something that all children can access and answer. It should be something very clear because this question helps children to realise that a lot of reading questions are obvious - they just have to retrieve it. It might be a number, a colour, something the children have to count, a fact or with visual texts, something they must spot or listen out for.
- Examples:
  - How many Dalmatian dogs are there?
  - What colour is Juliet's dress?
  - How many ballet shoes are made each year?
  - What does Harry use to cast his spell?

# Interpret

- Interpret - This question should require children to use clues from actions or events. The answer should not be obvious in the media but should require some deduction and/or inference. Questions about feelings or reasons behind actions are quite common. With a sensible guess, children should be able to have a good attempt at this question.
- Examples:
  - Why did he go down that road?
  - How is the rabbit feeling?
  - How did they get out?
  - Why did Stanley's brother drop a bookcase on himself?



# Choice

- Choice - This is the hardest question to ask and answer. It is important to say that this question should always be about the author's choice, not the choice of a character in the movie. (Questions about a character's choice would be 'Interpret' questions because children use clues from actions and events.) These are about the creative elements which have been used to have an impact on the reader. The question should encourage children to think about why the creator made that choice so they can transfer this skill to thinking about the author's choice in books.
- Examples:
  - Why did the author choose this setting?
  - When the author writes in short sentences, what impact does this have?
  - Why did the director use this music?
  - How has the composer made you feel scared?

**Retrieval:**  
What can you see and  
do at the tour?

**Interpret:**  
How are the visitors  
feeling? How do you  
know?

**Choice:**  
Why did they choose to  
put the effect on the  
adult voices?

