



Assessment and Reading Parent/Carer Workshop - Juniors

Thursday 25th 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 expectations about 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 4, 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 4 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 4 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 (Y6), some example maths statements

- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can 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?).
- The pupil can 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).

Working at the expected standard (Y6), an extract from national exemplification

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she started picking up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a frost-bite very painful frost bite. What ~~might~~ she could she do now ~~with~~ to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.



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
- 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 6 end of Key Stage assessment and reporting

All children will sit the national key stage tests, unless they are unable to access them, for

- Reading – 1 paper (1 hour)
- Grammar, punctuation and spelling – 2 papers (45 minutes grammar, and punctuation, 15 minutes spelling)
- Mathematics – 3 papers (30 minutes arithmetic, 2 x 35 minutes reasoning)

A raw score and 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.' Outstanding outcomes for pupils, Ofsted, September 2015



Junior readers in our school

What we do well:

- School outcomes are above national outcomes
- Children's reading skills are sound
- Most children are reading regularly at home

Areas for improvement:

- Ensuring that all children are reading regularly
- Encouraging children read widely across different genres
- Engendering a love of reading, children should be reading for pleasure
- Ensuring they understand what they are reading sufficiently



What are we now going to do differently?

- Encourage children to select books that interest them from our library, external library, bookshops and from home
- Ask parents to help children choose age appropriate books, no matter how skilled a reader he/she is (book list)
- Create a learning environment where reading is valued highly, teachers and parents modelling reading (do we talk to our children about what we are reading? Novels, newspapers, football reports)
- Weekly guided reading sessions with the teacher, 2 weeks on the focus text for the group, 1 week on individual readers
- Ensure that teachers have a dialogue with their pupils about what the child is reading, encouraging them to try new authors, genres and subjects



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

Retrieve

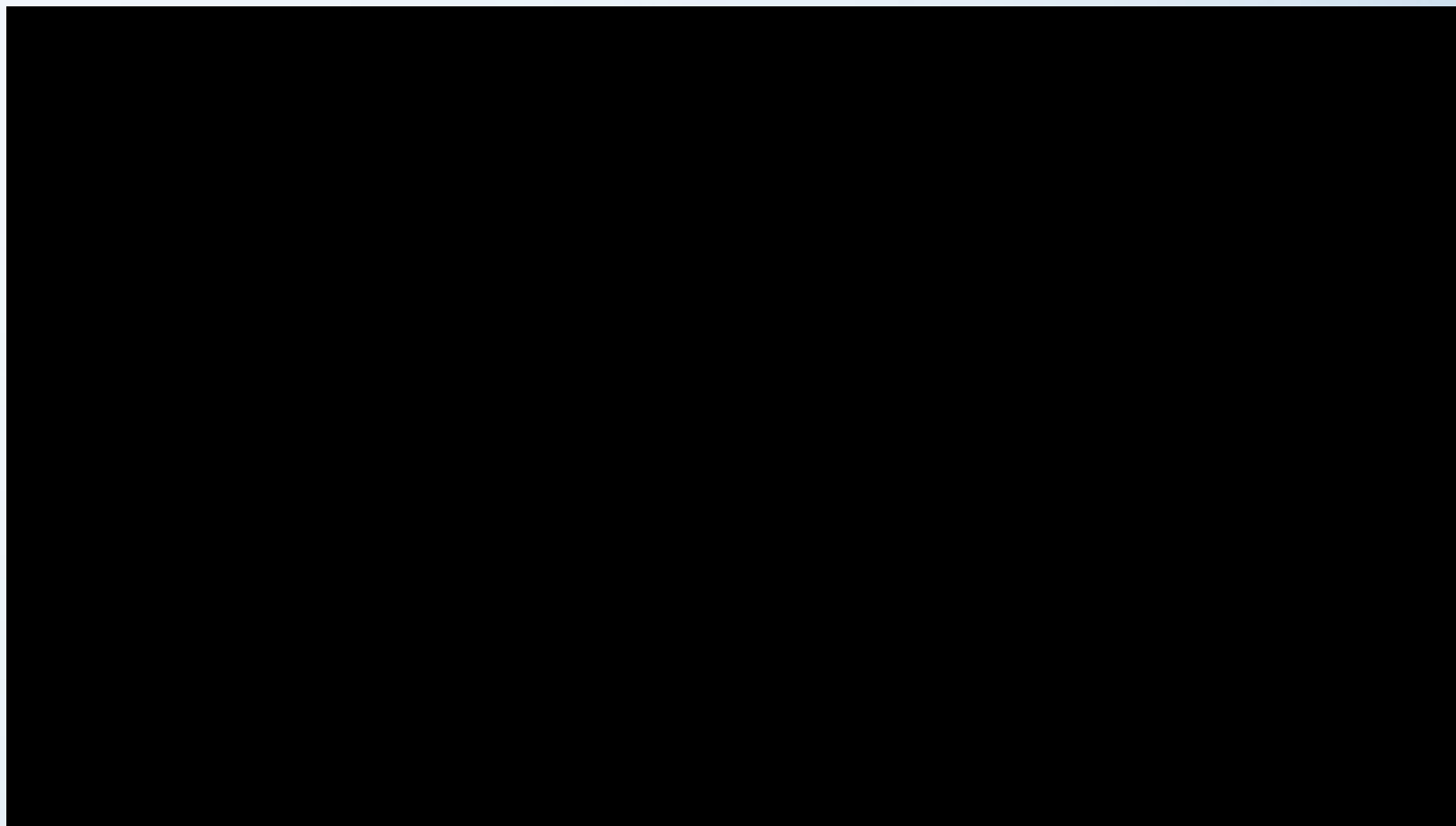
- Retrieve - This question must be something that all children can access and answer. It should be something very clear because this question helps children to realise that a lot of reading questions are obvious - they just have to retrieve it. It might be a number, a colour, something the children have 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.) Think 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:

Who are the men in the advert?

Interpret:

How can you tell that the men are determined to play well?

Choice:

Why did Nike choose these two men to appear in their advert?

Useful Questions

Useful Questions for Reading

Fiction	Non-Fiction
<ul style="list-style-type: none"> -Where does the story take place? -When did the story take place? -What did the character look like? -Where did the character live? -Who are the key characters in the book? -What happened in the story? -What kinds of people in the story? -Explain something that happened at a specific point in the story? 	<ul style="list-style-type: none"> -What is the text about? What is the title of the text? Who is the author of the text? -What kind of things would you expect to see in this book? -Can you find examples of different features of this text type? -Find something that interests you from the text. Explain why you chose that particular part. -Where would you look to find out what a technical word means? -What is on the cover of the book? What does this tell you about the content inside?
<ul style="list-style-type: none"> -If you were going to interview this character/author, which questions would you ask? -Which is your favourite part? Why? -Who would you like to meet most in the story? Why? -What do you think would happen next if the story carried on past the ending of the book? -Who was the storyteller? How do you know? -Predict what you think is going to happen next. Why do you think this? -Is this a place you could visit? Why/why not? -How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you? 	<ul style="list-style-type: none"> -Which parts of the book could help you find the information you need? -When would you use the contents page in the book? -When would you use the index page in the book? -What sort of person do you think would use this book? -When might someone use this book? Why? -Can you suggest ideas for other sections or chapters to go into the book? -Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?
<ul style="list-style-type: none"> -Were you surprised by the ending? Is it what you expected? Why/why not? -What is the main event of the story? Why do you think this? -How has the text been organised? -Why do you think authors use short sentences? -How did you think it would end/should end? -Has the author used an unusual layout in the text? Is so, describe it and say why you think they did this? -Has the author used a variety of sentence structures? -Has the author put certain words in bold or <i>italic</i>? Why have they done this? 	<ul style="list-style-type: none"> -Can you find an example of a page you think has an interesting layout? Why did you choose it? -Why have some of the words been written in <i>italics</i>? -What are the subheadings for? -Why have some of the words been written in bold? -How does the layout help the reader? -What is the purpose of the pictures? -Can you find examples of words which tell you the order of something? -What kind of a text is this? How do you know?
<ul style="list-style-type: none"> -Why did the author choose this title? -Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text? -Can you find some examples of effective description? What makes them effective? -Which part of the story best describes the 	<ul style="list-style-type: none"> -Why does this book contain technical vocabulary? -Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence? -Are there any examples of persuasive language? -Why do we need a glossary in a text?

<ul style="list-style-type: none"> setting? -Can you find examples of powerful adjectives? What do they tell you about a character or setting? -Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting? -Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting? -Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means? 	
<ul style="list-style-type: none"> -Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish? -Why did the author choose this setting? -What makes this a successful story? What evidence do you have to justify your opinion? -How could the story be improved or changed for the better? -What was the most exciting part of the story? Explain your answer as fully as you can. -What genre is this story? How do you know? -What was the least exciting part of the story? Explain your answer as fully as you can. -When the author writes in short sentences, what does this tell you? 	<ul style="list-style-type: none"> -Why has the writer written this text? -Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully. -Why did the writer choose to present the information in the way they did? -How could the information be presented better? -What makes this text successful? -Are there any features that it hasn't got? Why do you think it doesn't have them? -Can you think of another text that is similar to this one? What are the similarities and differences between them?
<ul style="list-style-type: none"> -Do you know another story, which deals with the same issues e.g. social, cultural, moral issues? -Have you ever been in a similar situation to a character in the book? What happened? -How would you have felt in the same situation? -What would you have done differently to the character in a particular situation from the book? -How would you feel if you were treated in the same way as the main character? -What did the story make you think of? -Have you read any other stories that have similar characters to this one? If so, which story was it and what happened? -Do you think this book is trying to give the reader a message? If so, what is it? 	

