

**An Introduction**  
**'Assessment @ St Helen's:**  
***A new opportunity'***

Parents' Meeting

15<sup>th</sup> October 2015



St Helen's  
CE Primary School

# Assessment @ St Helen's: *A new opportunity*



1. Welcome to our assessment evening at St Helen's
2. An introduction to our new assessment: a presentation
3. Key questions raised from the presentation
4. Reviewing assessment in year groups: writing and maths
5. Reflections from the group discussions
6. Our next-steps in communicating with parents
7. Feedback about the assessment evening

# Assessment @ St Helen's: *A new opportunity*



## Presentation sequence:

1. Why has assessment of learning changed (Mr Adams)
2. What are 'age related expectations' (Mr Spens)
3. The learning journey (Mr Spens)
4. Children's progress and next-steps (Mr Adams)
5. Sharing a child's progress with their parents (Mr Spens)

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- ▶ Working in partnership with children and parents
- ▶ National Curriculum 2014
- ▶ Expectations
- ▶ Knowledge, Skills and Understanding (KSU)
- ▶ Mastery of year group KSU

# A New Approach: transparent, collaborative, integrated

**Children** have a direct and personal view of the knowledge, skills and understanding that form their learning journey for the year. The children know their targets and can talk about their next-steps and progress.

**Teachers** are clear on the knowledge, skills and understanding that the children in their year group are to master. Teachers can clearly identify gaps and select next-steps for teaching and learning at class, group and individual level.

**Parents** and teachers and children can talk openly about learning. Progress and attainment is rooted in a shared language of personalised learning: 'I have learnt and mastered knowledge, skills and understanding that are new.'

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## A New Approach: transparent, collaborative, integrated

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## A New Approach: transparent, collaborative, integrated

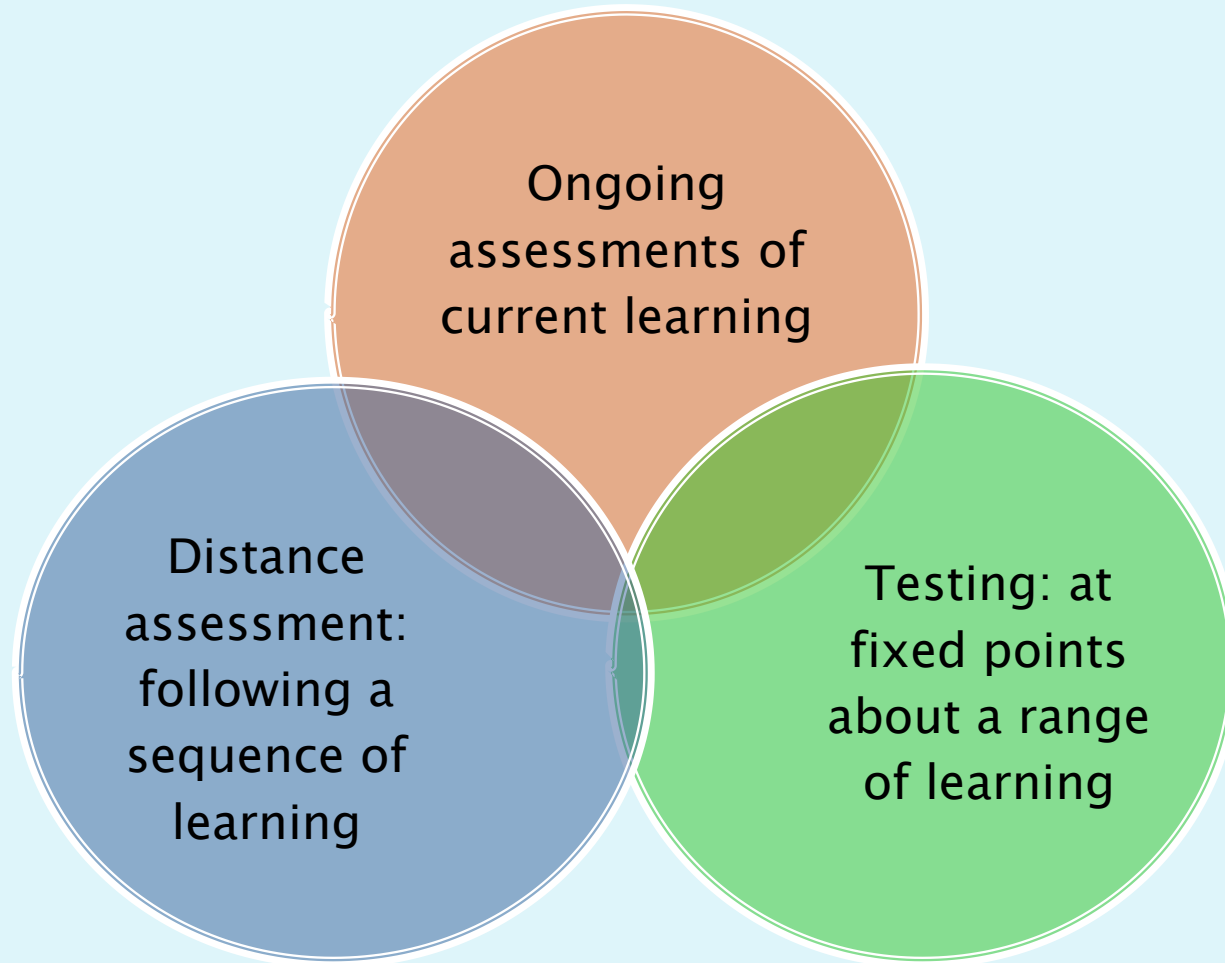
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# Mastery Over Time



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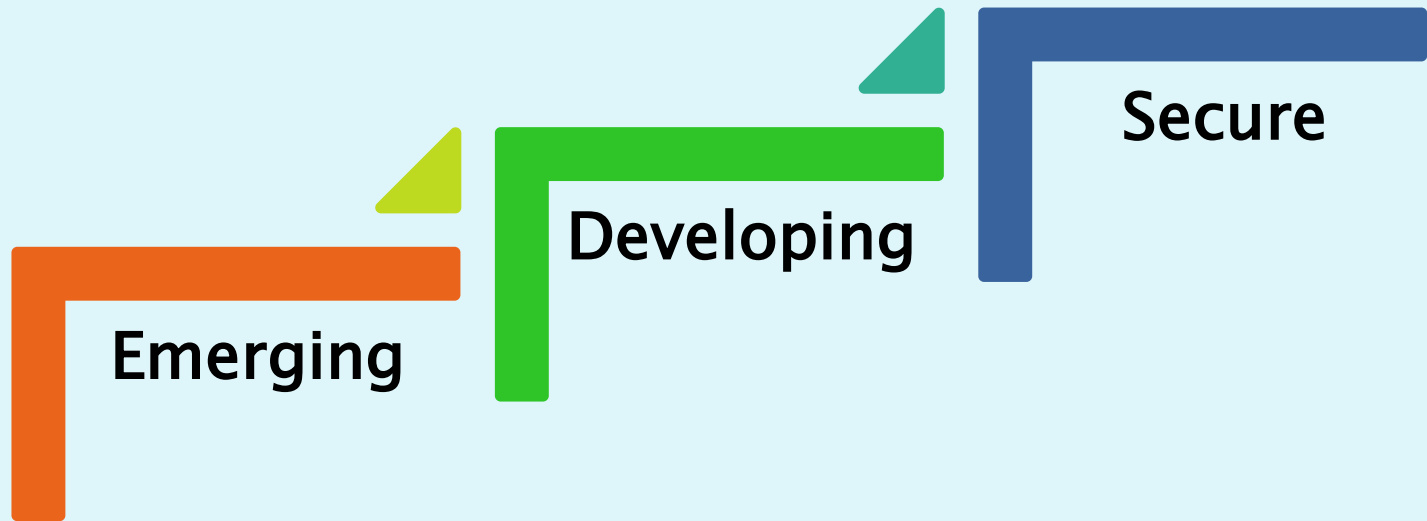


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- ▶ A new opportunity to develop children's learning
- ▶ Age related expectations (AREs)
- ▶ The local authority and C4L
- ▶ The shared language of progress: the use of personalised assessment records
- ▶ What does children's progress look like?



# The Language of Assessment: Progress and Attainment



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- ▶ Progress: how will the personalised assessment record be used?
- ▶ 'nearly there'  and 'met' 
- ▶ Next-steps 
- ▶ Target setting as a class or group 

## Planning

I can plan by talking about ideas and vocabulary.



I can record ideas.

Through story maps, flow charts, listing ideas or facts.



I can practise saying my sentences before writing them.



## Reviewing and editing

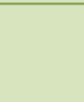
I can evaluate my writing and make improvements. Accurate verb/tense and subject/verb agreement.



I can use my grammar and spelling skills to check and edit my writing.



I can read my writing aloud clearly, with appropriate intonation.



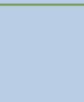
## Drafting and writing

I can write for a range of audiences and purposes.

Fictional and real.



I can create simple plots in narratives.



I can create simple characters in narratives.

Heroes and villains.



I can write simple poetry.



I can use the main language features of fiction.



I can use the main language features of non-fiction writing.

Imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports.



I can use the main organisational features in fiction.

Clear beginning, middle and end.

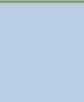


I can use the main organisational features in non-fiction. Heading for posters, numbered instructions, sub-headings.



I can group related information.

Ordering information into simple sections with 2-4 related sentences.



## Grammar, vocabulary and punctuation

I can use noun phrases to describe people, places and things. Ugly dragon, old tree.



I can use co-ordinating conjunctions to form compound sentences.

But, or, yet, so.



I can use subordinating conjunctions to add extra information.

When, if, that, because.



I can write different types of sentences such as a statement, question, exclamation and command.



I can write accurately in the present and past tense.

I was running/ he was shouting.



I can use accurate verb/ tense. 'We were' not 'we was'.



I can use some features of standard written English. I can use my 'writer's voice'.



I can consistently use full stops and capital letters accurately.



I can use commas in lists. The angry, hungry giant wanted his tea.



I can consistently use question marks and exclamation marks accurately.



I can use apostrophes for contractions. Don't, I'm, can't.



I can use apostrophes to show when something belongs to someone. Tom's football.



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- ▶ Parent – Teacher meetings
- ▶ Pupil engagement
- ▶ End of Key Stage testing
- ▶ Reporting teacher assessments and testing outcomes to parents

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- ✓ Welcome to our assessment evening at St Helen's
- ✓ An introduction to our new assessment: a presentation

## Key questions raised from the presentation

Reviewing assessment in year groups: writing and maths

Reflections from the group discussions

Our next-steps in communicating with parents

Feedback about the assessment evening

# Reviewing assessment in year groups: writing and maths



Statements that we understand and could support at home [ ✓ ]



Statements that need an explanation [ ? ]



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## **Reflections from the group discussions**

Our next-steps in communicating with parents

Feedback about the assessment evening

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Our next steps:

- First parents' evenings (online booking live next week)
- Y2 and Y6 information evening about changes to SATS
- Maths and English workshops on the new curriculum

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Our next-steps in communicating with parents

## Feedback about the assessment evening

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**Thank You, we value your contribution tonight**  
**'work together to support your children's learning'**



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