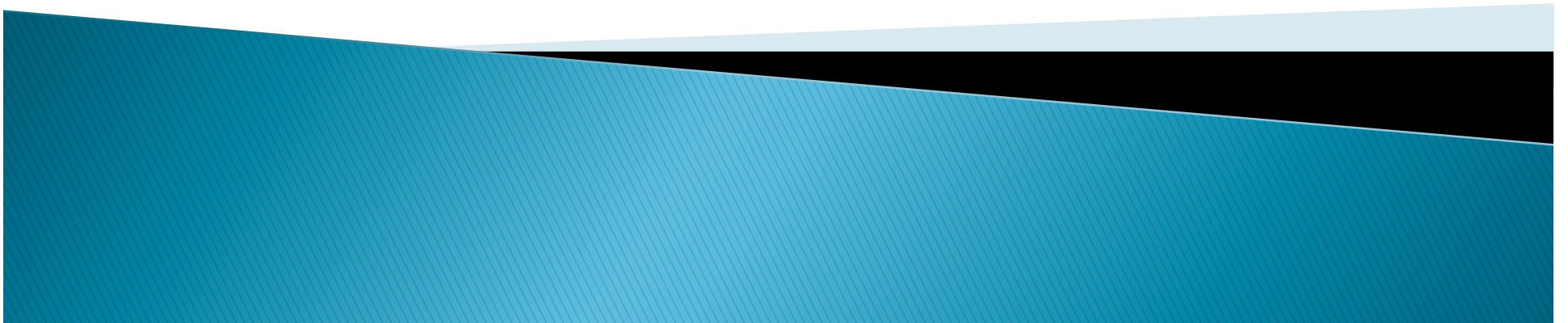


# Assessment Workshop

March 2019



# Our Ethos

- ▶ Some assessments are statutory – we must complete them
- ▶ We make the experience as normal or as special as possible
- ▶ We praise every effort
- ▶ We aim for every child to do as well as possible but recognise every child is different and will learn at different rates
- ▶ An individual child's progress is more important than an assessment outcome



# End of Reception

- ▶ Every child is assessed against 17 Early Learning Goals across all 7 Areas of Learning
- ▶ Assessments are made over time through observations of what each child can do independently
- ▶ Children are assessed as either **Emerging** towards the goal, at the **Expected** standard or **Exceeding** the expected goal.



# ELGs are Broad and Best Fit

- ▶ Understanding the World – Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for different purposes



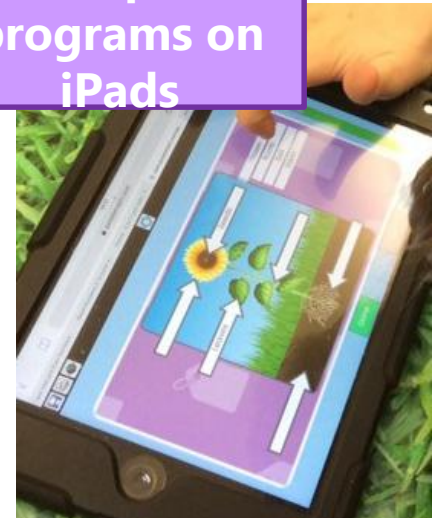
Using the IWB to select programs and draw pictures

Programming Beebots



Using cameras to take photos

Completing simple programs on iPads



- ▶ Final assessments are made in June for the end of the year
- ▶ Shared with families through the end of year report
- ▶ Children who do not reach Expected will be supported as they enter Year 1
- ▶ All children will benefit from regular reading, writing and maths activities during the Summer



# How You Can Help

- ▶ Every experience counts
- ▶ Reading, Writing and Numbers are often harder to achieve – keep practising!
- ▶ Share on Tapestry



# End of Year 1

- ▶ The statutory assessment at the end of Year 1 is the Phonic Screening Check
- ▶ Completed w/c Monday 8<sup>th</sup> June
- ▶ Children are assessed in their ability to know and blend sounds for reading words
- ▶ Children work 1:1 with a teacher to read 40 words, some are real words others are pseudo



in

at

beg

sum

ot



vap



osk



ect



moat

shape

hair

crate

- ▶ The pass mark is not published until after all tests are completed
- ▶ The previous pass mark has been 32/40
- ▶ If your child does not reach the pass mark they will be required to take the test again in Year 2
- ▶ Marks are shared with families through the end of year report



# How You Can Help

- ▶ Read at home, at least 3 times each week
- ▶ Practise the phonic cards
- ▶ Focus on digraphs (th, ai, oi), trigraphs (igh, ear, air) and split-digraphs (a\_e, e\_e, o\_e) as children find these trickier to see in words
- ▶ Phonics Play games



# End of Year 2

- ▶ SATs (Statutory Assessment Tests) are completed in May
- ▶ The SATs form **part** of the end of Year assessment process
- ▶ 6 tests will be taken: 2 in Reading, 1 in Spelling, 1 in Grammar and Punctuation and 2 in Maths (Writing and Science are teacher assessed)
- ▶ Teachers also make Teacher Assessments based on their knowledge of the children's independent work over time
- ▶ Children will be assessed as working either at a **Pre-Key Stage** standard, **Towards** the Expected standard, **At the Expected** standard or at **Greater Depth** within the Expected standard

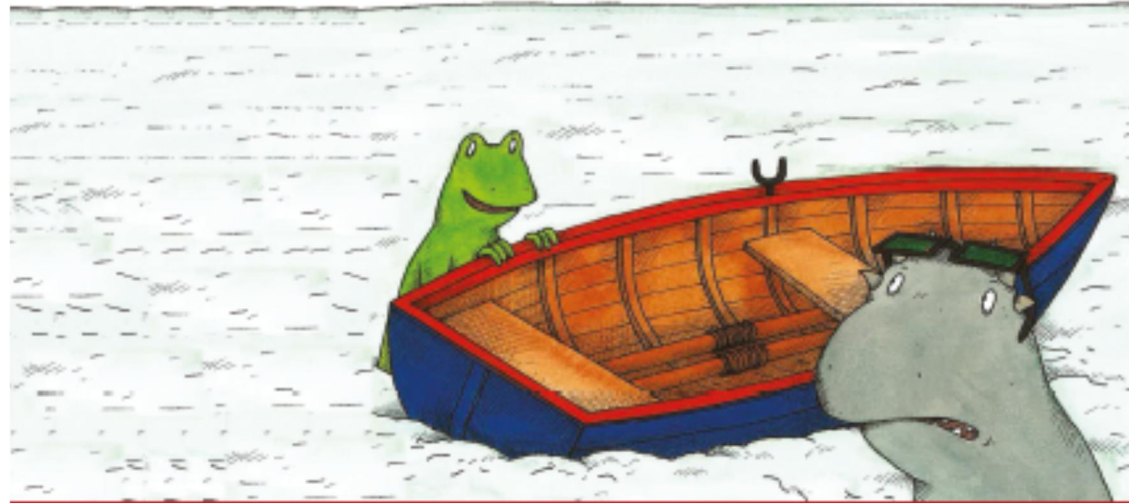


So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster  
liked boats. ☐

A boat drifted  
towards them. ☐

They were  
by the sea. ☐

It was a  
sunny day. ☐

7 Why was Monster worried?

\_\_\_\_\_



"I want my wife."

"Well, you shan't have her!"

"Then," said the blackbird, "you and I are at war." He began to beat his drum: rat-tat-tat. The king laughed to his servants.

"Take this cheeky bird to the hen-house and throw him in. The chickens will have pecked him to pieces by morning."

So the blackbird was locked inside the hen-house. Straightaway he called the fox, who came and snarled and snapped at the chickens who were terrified. All night they huddled in the corner, quivering and quaking.

The next morning, there was the blackbird, marching backwards and forwards, beating his drum: rat-tat-tat.

When the king heard that the blackbird was still alive, he was angry.

"Tonight," he shouted, "throw him in with the elephants – they'll have trampled him to a pulp by morning!"

So on the second night he was locked in the elephant compound. Straightaway he called the ants.

Soon they were crawling up the elephants' trunks and into their ears, tickling and stinging until the elephants lay on the ground, quivering and quaking and begging to be left alone!

The next morning, there was the blackbird, beating his little drum: rat-tat-tat.

**1** Why did the king want to have the blackbirds?

\_\_\_\_\_



(page 4)

**2** Why was the blackbird's wife sad?

\_\_\_\_\_



(page 4)

**3** What instrument did the blackbird play on the way to the palace?

\_\_\_\_\_



(page 5)

**4** The king treated the animals badly.

a) What had the king done to the fox?

\_\_\_\_\_

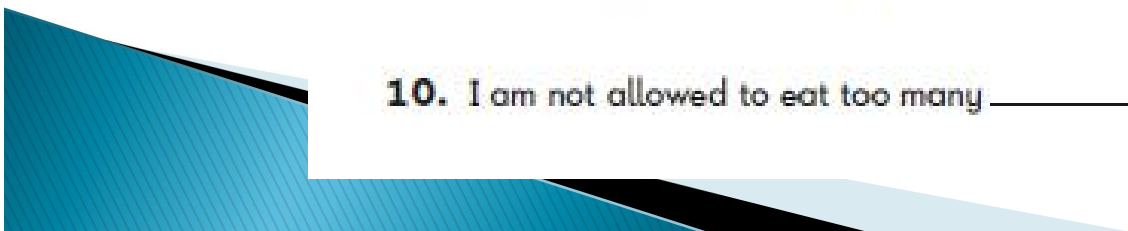


b) What had the king done to the ants?

\_\_\_\_\_



1. Hannah ran \_\_\_\_\_ than Lee.
2. Yesterday it was very \_\_\_\_\_.
3. I had a big smile on my \_\_\_\_\_.
4. There was a large \_\_\_\_\_ of children at the party.
5. You pick things up with your \_\_\_\_\_.
6. The \_\_\_\_\_ in the box are different colours.
7. Our new \_\_\_\_\_ is black with white paws.
8. I \_\_\_\_\_ my friend for her help.
9. We are going on holiday on \_\_\_\_\_.
10. I am not allowed to eat too many \_\_\_\_\_.



- 11 Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.



- 14 Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.		
I am reading my book.		
Jo is going for a walk.		



**27** Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

raisins

- ▶ Tests are not strictly timed and teachers have the options to give breaks and end a test if it is not appropriate for a child to continue
- ▶ Assessments will be shared with families through the end of year report
- ▶ Information sharing will take place with the Junior school before Summer so children can be supported in Year 3



# How You Can Help

- ▶ Attendance!
- ▶ Reading at home at least 3 times each week
- ▶ Spelling activities, Espresso, Mathseeds
- ▶ Lots of web links on our website
- ▶ No pressure – praise, encourage, support and a good night's sleep



# Questions and Workshop Tables

