

Statutory Assessment Information for Parents 2016

March 2016

Dear parents and carers

We are headteachers of primary schools in Cambridgeshire who have worked with each other over a number of years on a range of initiatives. As a group of headteachers who work together for the benefit of the children in all our schools, we have worked together again in order to provide the parents in our schools with key information relating to Statutory Assessment arrangements for children in Years 2 and 6 this year.

As parents you may have already heard about the arrangements directly from your school, via the media/press or from other sources such as social media. Information from such a variety of sources can be difficult to interpret and lead to misinformation and/or misunderstanding. It can also lead to a good deal of anxiety for parents, and more worryingly, for children. Our aim is to provide parents with information about the arrangements that is factual and clear.

Parents will be aware that there have been a number of major national changes to education over the past 18 months which have had substantial impact on teaching, assessment and learning. The changes to the National Curriculum and assessment have been significant in terms of raised expectations. Our schools have been working extremely hard to implement these changes in order to ensure that our children have the best possible provision in place to enable them to achieve their potential.

As headteachers, we all agree that it is important to have the highest possible aspirations for every child in our schools and we welcome the changes within the new curriculum that will ultimately improve standards and give children time and opportunity to deepen their learning. The timeframe for implementation of these changes has been short; however, our schools are working hard to ensure that our children will be ready for this challenge, without losing sight of the importance of a broad and balanced curriculum and children's well-being.

Whilst some information relating to the new statutory assessments has been available since the beginning of the school year within an interim assessment framework which was published in September, other critical information has just been released by the government and some is still to be confirmed. This has made it difficult for schools to keep parents well informed. However, with the tests being only a few weeks away we feel it is important to share the information that we do have with parents and have put together the attached information with this in mind.

We hope that you will find this information useful.

If you have any questions please contact your child's school directly.

Yours sincerely,

The headteachers of

Abbots Ripton CofE Primary	Ditton Lodge Primary, Newmarket	St John's CofE Primary
Brampton Village Primary	Houghton Primary	Stukeley Meadows Primary
Brington CofE Primary	Kennett Primary	Teversham CofE Primary
Burwell Village College Primary	Kettlefields Primary, Newmarket	The Shade Primary, Soham
Caldecote Primary	Littleport Primary	Thongsleyfields Primary, Huntingdon
Cheveley CofE Primary	Newton Primary, Eltisley	Thorndown Primary, St Ives
Fenstanton and Hilton Primary	Offord Primary	Weatheralls Primary, Soham
Great Paxton Primary	Spaldwick Primary	Westfield Junior, St Ives
Duxford CofE Primary	St Andrew's Primary, Soham	Wyton on the Hill Primary

Statutory Assessment Information for Parents 2016

New National Curriculum:

- ▶ In 2014/15 a new National Curriculum framework was introduced by the government for children in Years 1, 3, 4 and 5.
- ▶ However, Years 2 and 6 continued to study the previous curriculum for a further year and were tested on this in May 2015 in the SATS.
- ▶ In 2015/16 children in all years at Key Stages 1 and 2 are expected to now study the new National Curriculum.
- ▶ Key Stage 1 (Year 2) and Key Stage 2 (Year 6) SATS will reflect the new curriculum for the first time this year.
- ▶ If your child is in Year 2 or Year 6 this year, they will be the first pupils to do the new tests and the first to receive the new style of reporting results.
- ▶ The new curriculum is more rigorous and sets very high expectations which all schools have worked hard to meet since the beginning of last year.
- ▶ The content and skills required for learning within the new National Curriculum is higher than before.
- ▶ The content within the English and Mathematics curriculum for Key Stage 1 (Years 1 and 2) has increased significantly.
- ▶ The content in English and Mathematics has also increased significantly in Key Stage 2 (Years 3, 4, 5 and 6).
- ▶ This has required teachers to develop new subject knowledge and to teach children to learn using different skills in order to be able to meet the requirements.

New Assessment:

- ▶ 'Old' National Curriculum levels (e.g. Level 1, 2, 3, 4, 5) were abolished by the government when the new National Curriculum came in.

- ▶ The new National Curriculum defines standards that should be met by the end of each Key Stage. These are often referred to as Age-Related Standards or Age-Related Expectations.
- ▶ Children will now be assessed at the end of Key Stage 1 and Key Stage 2 as either having met the Age-Related Standards or not.
- ▶ The children being assessed under the new statutory arrangements in Years 2 and 6 this year will have been studying within the new National Curriculum for five terms. Teachers in our schools are working very hard with the children in order to help them to gain the depth of knowledge and understanding necessary to be able to take the tests with confidence.
- ▶ Children will need to be able to demonstrate that they know, understand and can securely apply their knowledge of the elements of the curriculum for their age group in order to meet the expected standard.
- ▶ From 2016, test scores will be reported as 'scaled scores' (see below for more detail)
- ▶ There is no national directive on how schools should assess children and no national 'language' of assessment which defines achievement beyond Age-Related Standards at the end of Key Stage 1 and 2.
- ▶ Nationally schools have therefore generated their own formats for assessment. These vary from school to school.
- ▶ The national changes in assessment means it is not possible to compare the results of a previous year with the current year.
- ▶ For children in Key Stage 2, schools are unable to make a clear judgement on a child's progress from Year 2 to now as they are being measured on a different curriculum, using a different system of assessment.

Statutory Assessment 2016: Tests and Teacher Assessment

- ▶ Children's writing will be assessed at the end of Key Stage 1 and Key Stage 2 through a process of **teacher assessment**.
- ▶ Children in Year 2 and Year 6 will sit **tests** in reading, English spelling, punctuation and grammar (SPaG) and in mathematics.

Statutory Assessment Information for Parents 2016

Year 2 and Year 6 Writing: Teacher Assessment

- ▶ There is no formal writing test for children in Key Stage 1 or 2.
- ▶ Writing is assessed by teachers and not within a test.
- ▶ The teacher will look at the child's **independent** written work across the curriculum in order to make a judgement. This is writing that the child has done without support, help or guidance from an adult.
- ▶ The interim assessment framework published in September 2015 did not provide examples to support or guide teachers in their assessment judgements. These examples (exemplification materials) have now been published (February 2016) and can be used by teachers to support their assessments of children's writing.
- ▶ The judgements teachers make about children's writing will be moderated and validated by other teachers in school and from other schools.
- ▶ These judgements may be moderated and validated by the Local Authority, acting for the Department of Education. This will take place in a random sample of schools at the end of the summer term.

Mathematics, Reading and English Spelling, Punctuation and Grammar (SPaG): Tests

End of Key Stage 1 (Year 2)

- ▶ Children in Year 2 will be formally assessed using tests for the first time this year.
- ▶ During the month of May children in Year 2 will take tests as follows:

Subject	Number of papers	Format
Reading	2 papers	<ul style="list-style-type: none"> • Paper 1: Selection of texts totalling between 400 – 700 words with questions about text. • Paper 2: Reading Booklet of selection of texts totalling 800 – 1100 words. Children are required to write answers about the passage in a separate booklet. • Texts will cover poetry, fiction and non-fiction • Questions to assess comprehension and understanding • Questions are multiple choice, short written answers or extended response/explanation • 50% marks each paper • Approx. 30 minutes per paper

Subject	Number of papers	Format
English spelling, punctuation and grammar (SPaG)	3 papers	<ul style="list-style-type: none"> • Spelling test: 20 words (10 marks, approx. 15 minutes) • Punctuation, vocabulary and grammar test: split into 2 sections (approx. 10 minutes each). Multiple choice and short written answers (20 marks) • Grammar and punctuation written task: (15 marks). Handwriting 4% of marks. A prompt and stimulus for short piece of writing with clear text type, audience and purpose is given. (Approx. 20 minutes).
Mathematics	2 papers	<ul style="list-style-type: none"> • Paper 1: Arithmetic including calculation methods for all operations. (20 minutes, 25 marks) • Paper 2: Problem solving, reasoning and mathematical fluency. (Approx. 35 minutes, 35 marks) • Multiple choice, matching, true/false, completing charts or tables, drawing shapes etc. Some questions require children to show or explain their working out. • Children are not allowed to use practical resources (e.g. number lines, counters etc.) for any of the mathematics tests.

- ▶ The tests will be administered over the month of May. Individual schools make their own arrangements for these tests.
- ▶ During the whole month of administration schools must keep the content of the tests confidential.
- ▶ The tests will be marked internally.
- ▶ Schools are not required to report the results of the tests to parents. The tests will form only one part of the assessment information gathered by teachers, together with the detailed information gained from every day assessment that is part of good practice within our schools. Parents will be provided with information about their child from all the outcomes of this 'teacher assessment', including the tests.
- ▶ The 'teacher assessments' for each child will be reported to the Local Authority and the DfE.
- ▶ The Local Authority will moderate the assessments on behalf of the DfE from a random sample of schools across Cambridgeshire. Schools will be required to share their evidence of these assessments with moderators so that outcomes can be validated. Moderators will look at the tests as part of that evidence.

Statutory Assessment Information for Parents 2016

End of Key Stage 2 (Year 6):

- ▶ Key Stage 2 SATS (tests) take place nationally in the week beginning 9th May 2016
- ▶ Statutory tests will be formally administered in the following subjects:

Subject	Number of papers	Format
Reading	1 paper	<ul style="list-style-type: none"> • The Reading Test consists of a single test paper with 3 unrelated reading texts. • Children are given 60 minutes in total, which includes reading the texts and answering the questions. • A total of 50 marks are available. • Questions are designed to assess comprehension and understanding of a child's reading. • Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.
English spelling, punctuation and grammar (SPaG)	2 papers	<ul style="list-style-type: none"> • A Spelling test is administered containing 20 words, lasting approximately 15 minutes. • A separate test is given on Punctuation, Vocabulary and Grammar. • This test lasts 45 minutes and contains short answer questions, including some multiple choice questions. • Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar (SPaG).
Mathematics	3 papers	<ul style="list-style-type: none"> • Paper 1 is 'Arithmetic'; 30 minutes, covering calculation methods for all operations, including the use of fractions, percentages and decimals. • Questions gradually increase in difficulty. • Not all children will be expected to access some of the difficult questions later in the paper. • Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes. • Children will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

- ▶ The tests are administered under formal conditions, timed for all papers except spelling.
- ▶ The test timetable is as follows:

Monday 9 th May	Reading
Tuesday 10 th May	English spelling, punctuation and grammar (both papers)
Wednesday 11 th May	Mathematics Paper 1 and 2
Thursday 12 th May	Mathematics Paper 3

- ▶ Local Authority staff can visit at any point to ensure that the tests are being administered correctly and to check on secure storage.
- ▶ The tests are collected for external marking.
- ▶ Results are made available to schools before the end of the summer term.
- ▶ Results are reported to parents (see below) and secondary schools.

Scaled Scores in reading, SPaG and mathematics

- ▶ Now that levels have gone, the government have planned that the score '100' will be used in all tests and will always represent the 'national standard'.
- ▶ There will be a scale. The scale will have a lower end somewhere below 100 and an upper end point above 100.
- ▶ Each child's raw test score from each test paper will be converted into a score on the scale, either at, above or below 100.
- ▶ They will be judged as having met the Age Related Standards for the end of the Key Stage if they score 100 or above.
- ▶ Some of our schools are taking part in pilot tests being undertaken by the government before the SATs tests which will provide the examiners with the information required to set the scale in readiness for the tests in May.

Higher Attaining Children

- ▶ Previous Key Stage 2 SATS (tests) were aimed at children achieving Levels 3-5, with a national expectation to reach at least Level 4.
- ▶ A child achieving Level 5 was judged as working at above national expectation.
- ▶ In the past, additional Level 6 tests were produced for children who demonstrated even higher than expected attainment, above Level 5.

Statutory Assessment Information for Parents 2016

- ▶ From this year, there won't be any separate tests for the most able children.
- ▶ Instead, each test will have scope for higher attaining children to show their depth of knowledge and strengths. This will not indicate that they are working at a higher age level but will indicate that they are capable of thinking and applying their knowledge at greater depth within the standards set for their age group.
- ▶ There is guidance for teachers to be able to judge whether a child is working 'at greater depth' in writing. This is not the same as working at a higher age level. It is a judgement that they are working within the national standard for their age group, but at a greater depth than most children.

Lower Attaining Children

- ▶ The end of Key Stage tests for Year 2 and Year 6 are designed for children who are judged as working within national standard for their age group. Unlike previous years, there are no questions in the tests at a lower standard.
- ▶ Therefore, children who have been assessed by their teacher as working at a standard below the national expectations in Year 2 and Year 6 will not take the tests.
- ▶ If this is the case, parents will be informed in writing by the headteacher of this decision.
- ▶ Children working below the levels of the tests this year will be assessed by their teachers using interim pre-Key Stage standards. These standards were published in December.

Reporting to parents

- ▶ In July 2016 each pupil in **Year 2** will receive their results as follows:
 - Teacher Assessment to confirm whether they are working towards or have met the national standard in mathematics, reading, spelling, grammar and punctuation.

- Teacher Assessment to confirm whether they are working towards, have met, or are working at greater depth for the national standard in writing.
- ▶ In July 2016 each pupil in **Year 6** will receive their **test** results as follows:
 - A raw score (number of marks gained in the test)
 - A scaled score in each subject
 - Confirmation of whether they have attained the national standard or not.
- ▶ If their scaled score is below 100 they will have been judged not to have met the national standard and are performing below the national standard set for their age.
- ▶ If they score 100 they will have been judged to have met the national standard set for their age.
- ▶ If they score above 100 they will have been judged to be demonstrating a deeper than expected knowledge and understanding of the curriculum for their age.
- ▶ They will also receive the moderated Teacher Assessment judgement confirming whether they are working towards or have met national standard in writing.