



2016-17 Fern Hill

Assessment Meeting for Parents

---

# Reason for the Assessment Meeting

- To provide parents with an overview of the 2016-17 assessment structure

## *Purpose of the Assessment Meeting*

1. Provide an overview of the school assessment structures.
2. Outline the Y2 and Y6 statutory end of year assessments.

## Comparison with previous years

Percentage of responses agreeing or strongly agreeing.

Question

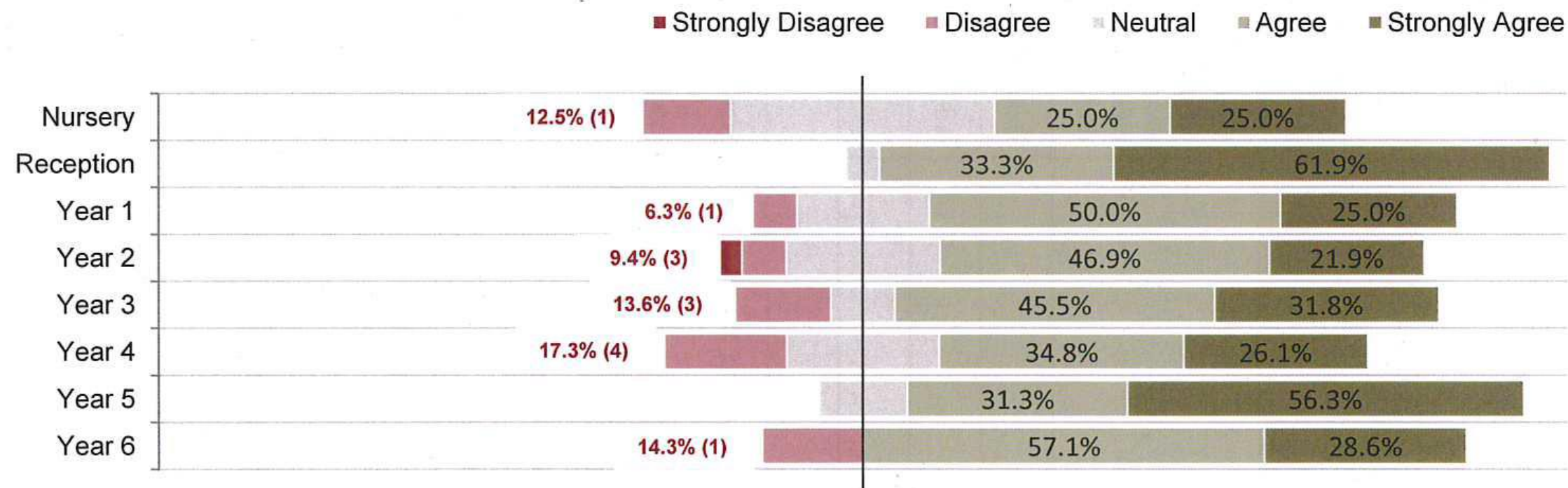
13/14

14/15

15/16

I receive valuable information from the school about my child's progress 74% 83% 76%

**I receive valuable information from the school about my child's progress**

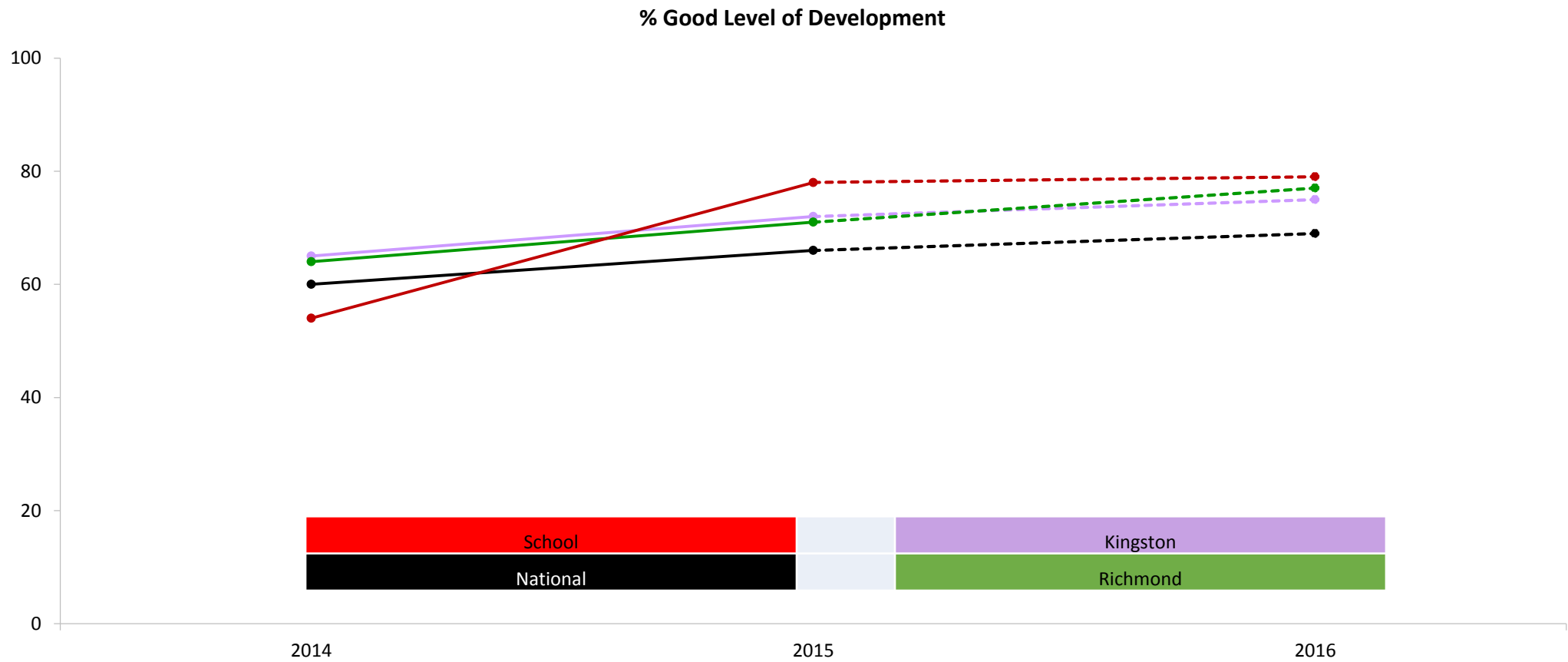


# 2015-16 Fern Hill Outcomes

---

## EYFS

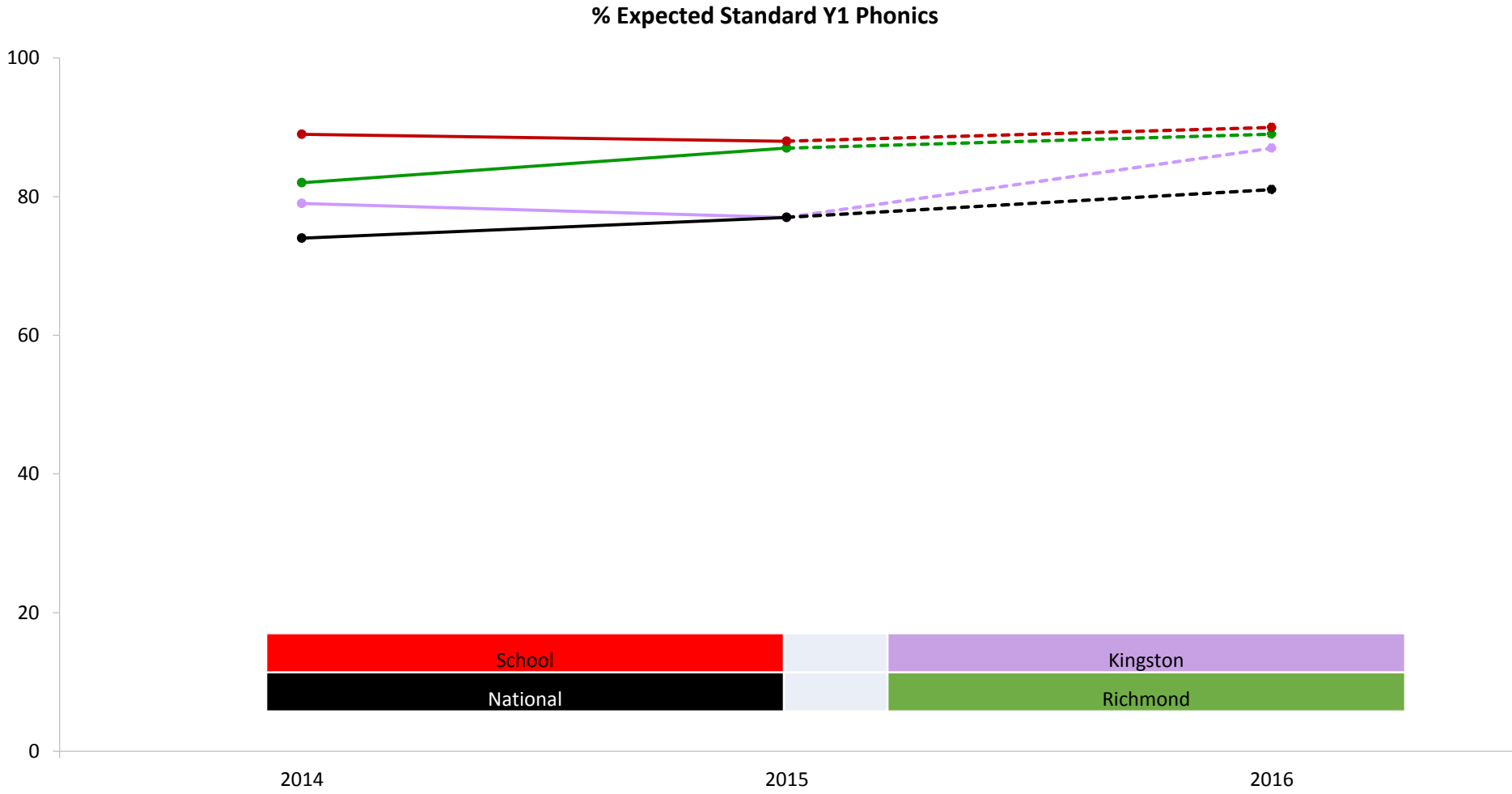
---



		School	Kingston LA	Richmond LA	National
% GLD	2016	79	75	77	69

# PHONICS

---

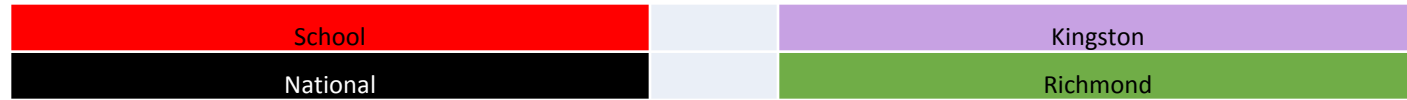


		School	Kingston LA	Richmond LA	National
% Expected Standard Y1 Phonics	2016	90	87	89	81

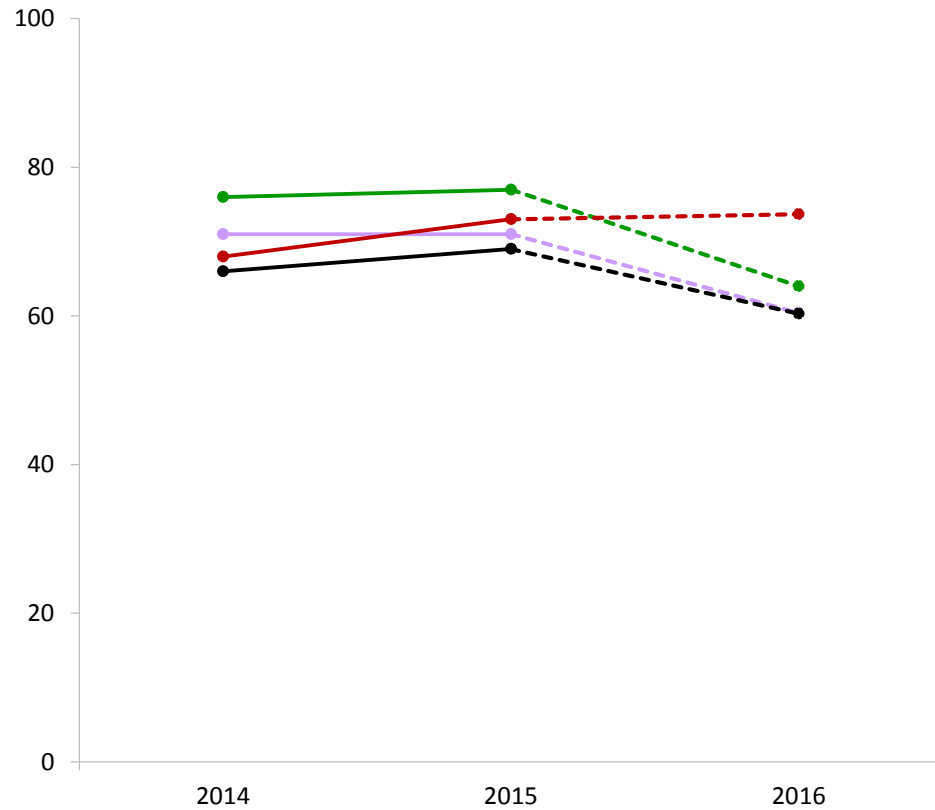
# KEY STAGE 1



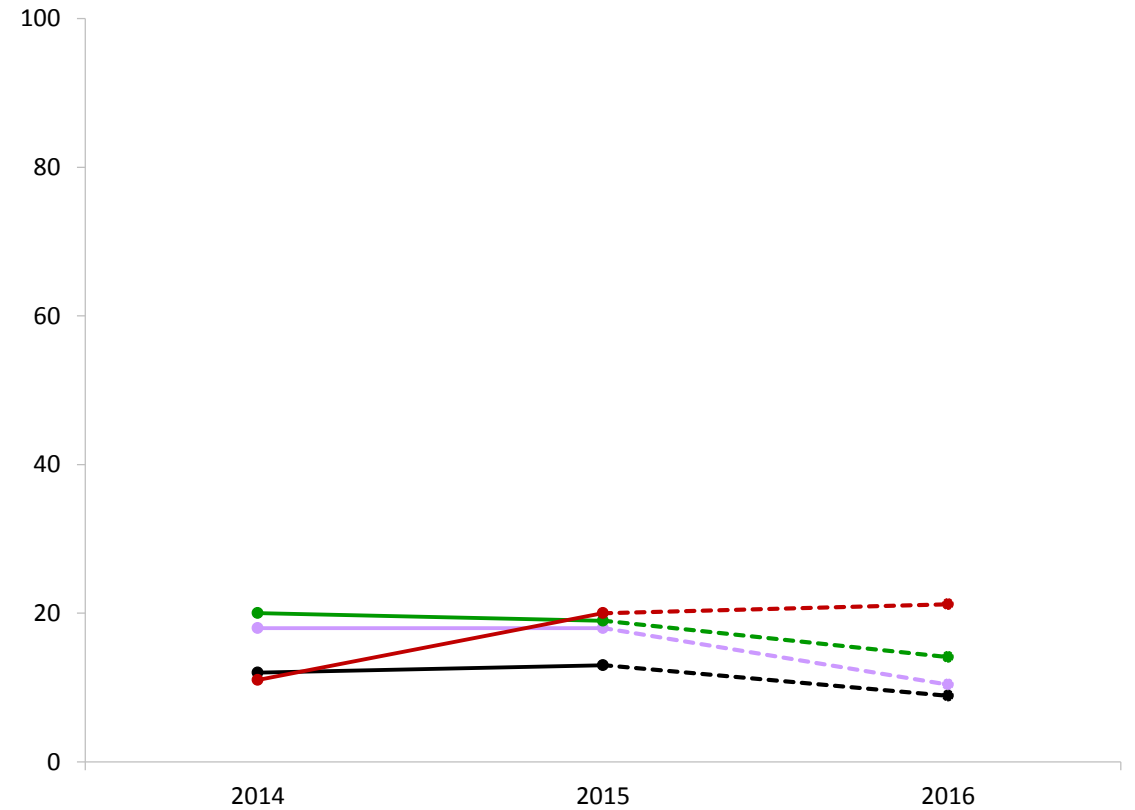
# Reading, Writing, Maths Combined



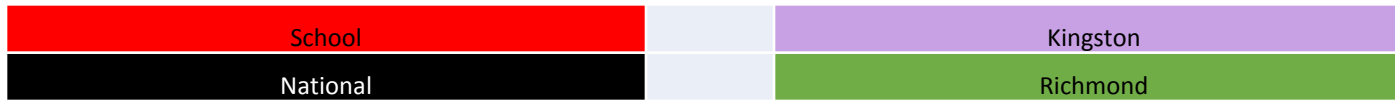
**% Expected Standard RWM**



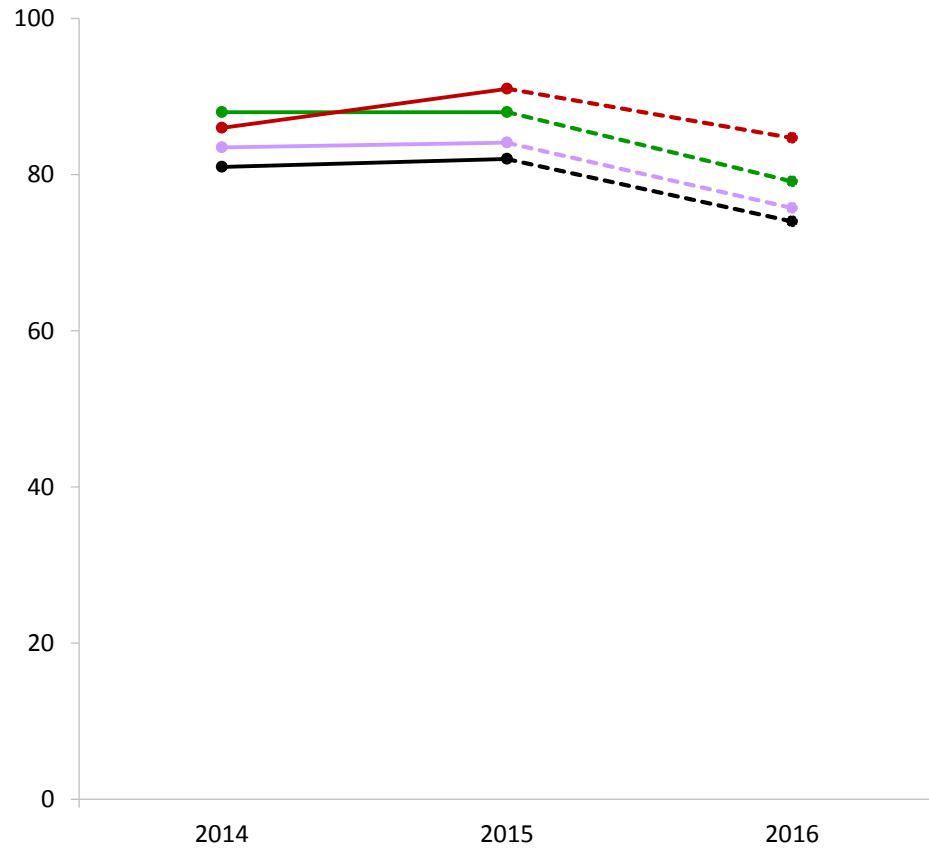
**% High Standard RWM**



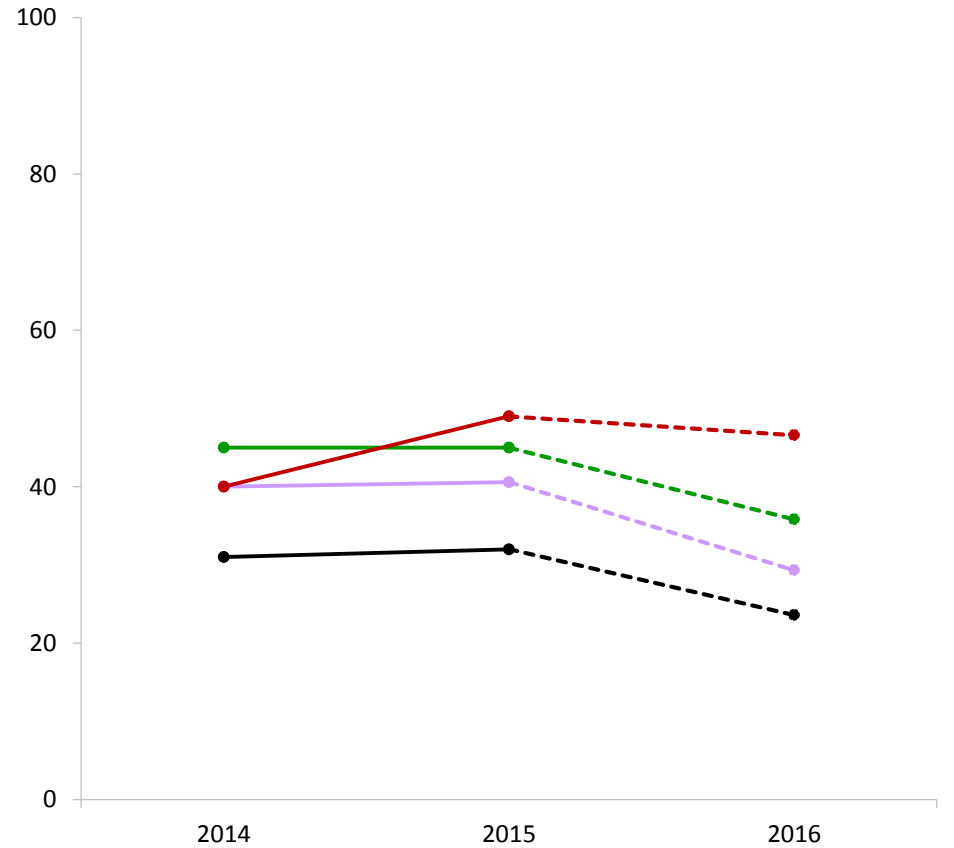
# Reading



**% Expected Standard Reading**



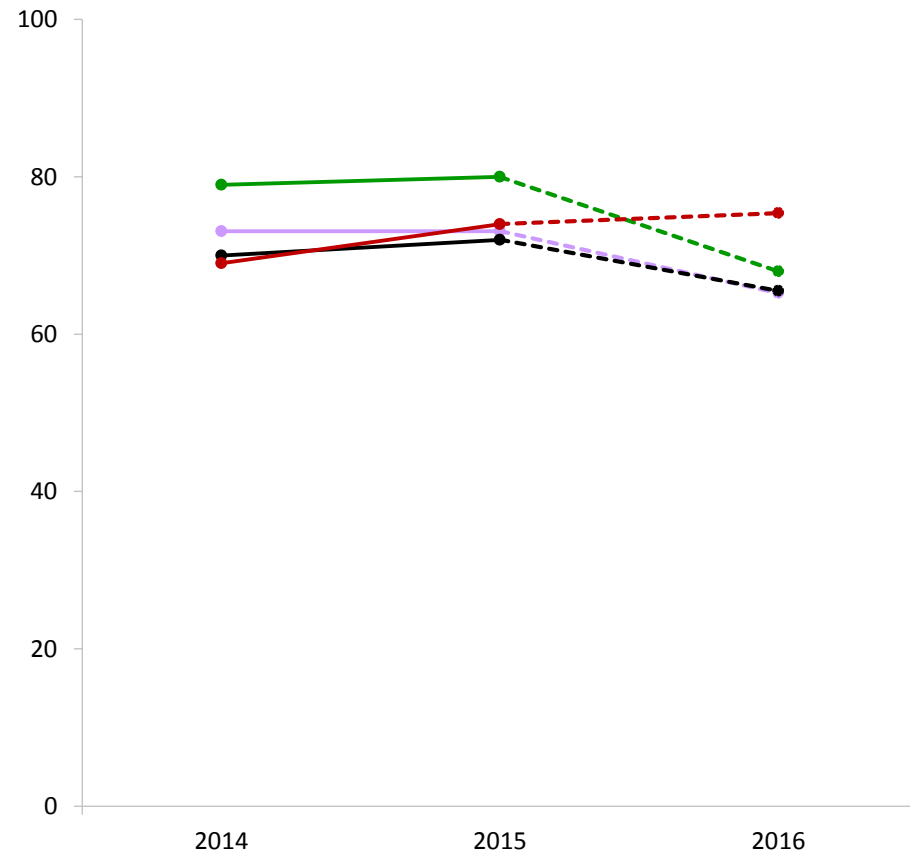
**% High Standard Reading**



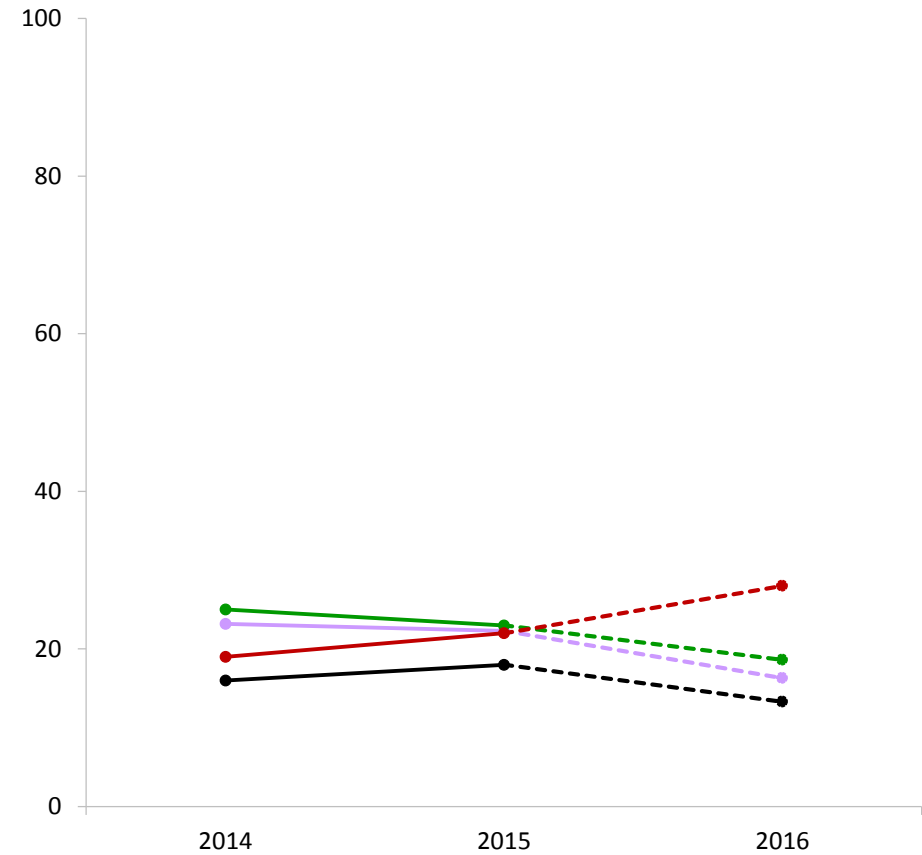
# Writing



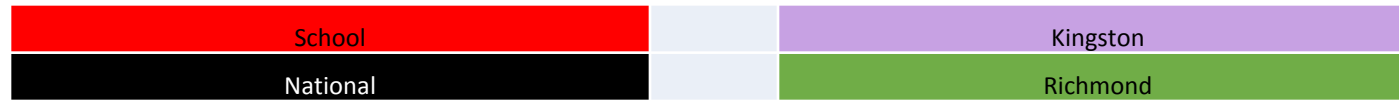
**% Expected Standard Writing**



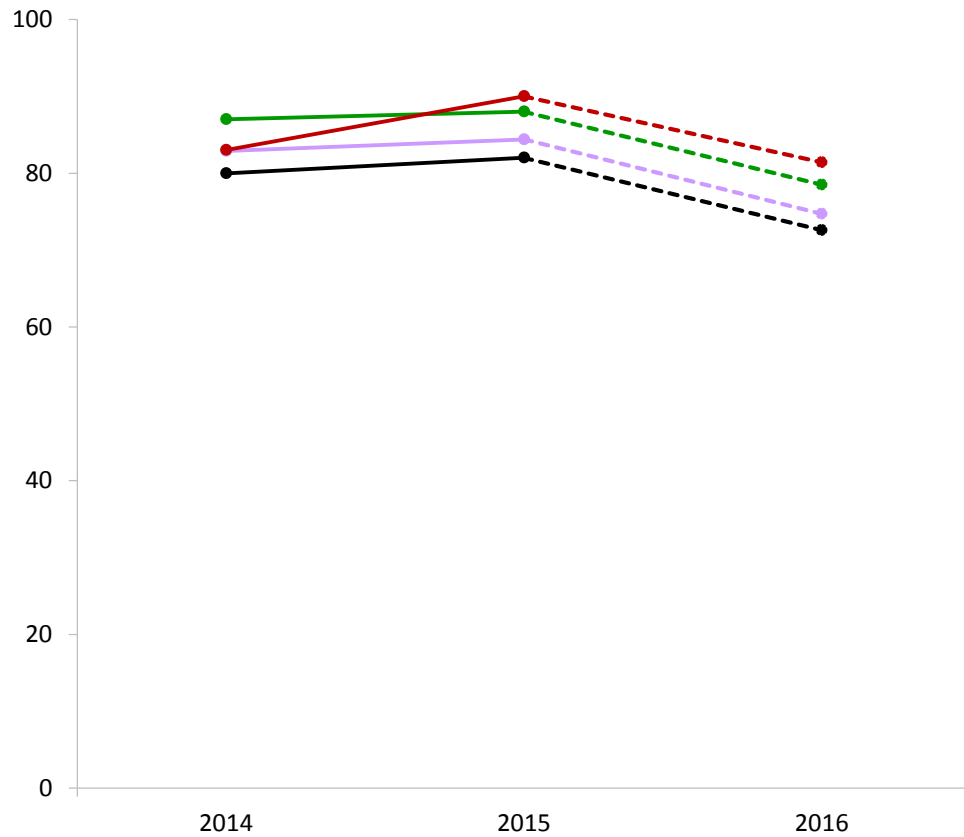
**% High Standard Writing**



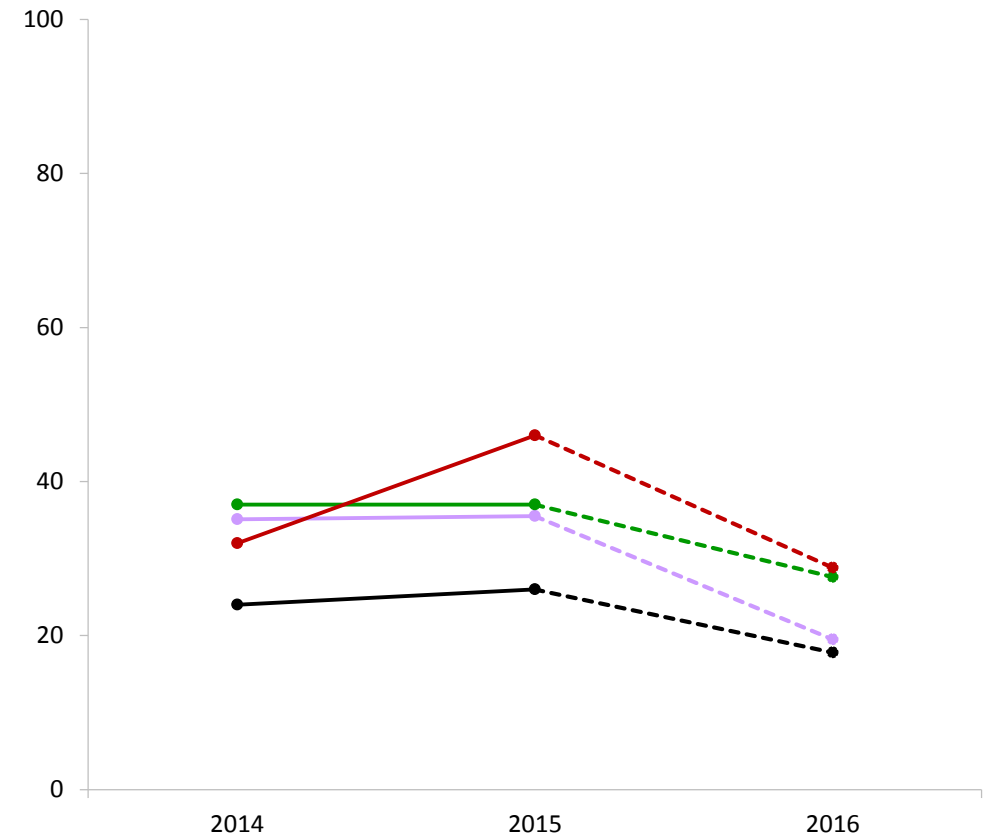
# Maths



**% Expected Standard Maths**

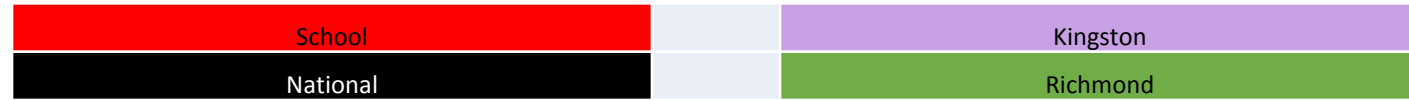


**% High Standard Maths**



# KEY STAGE 2

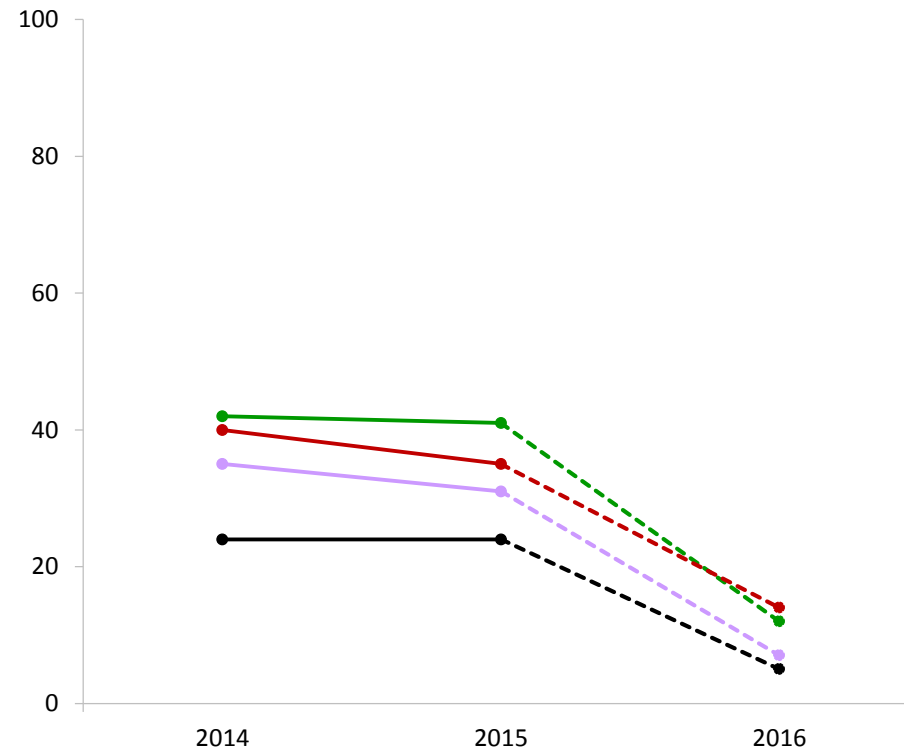
# Reading, Writing, Maths Combined



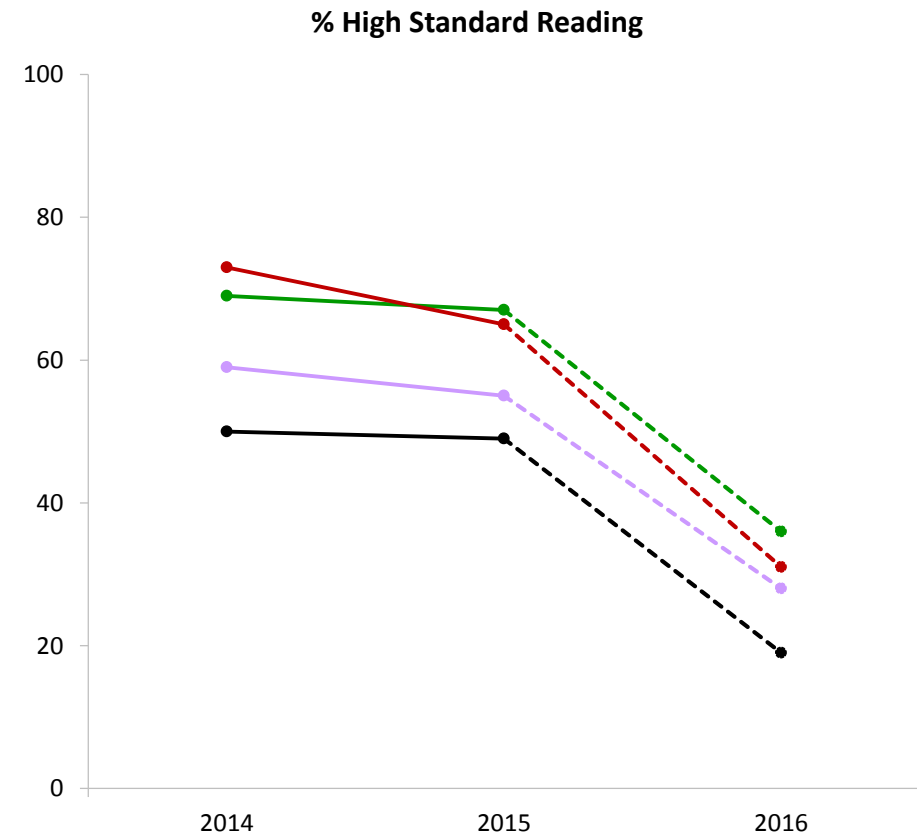
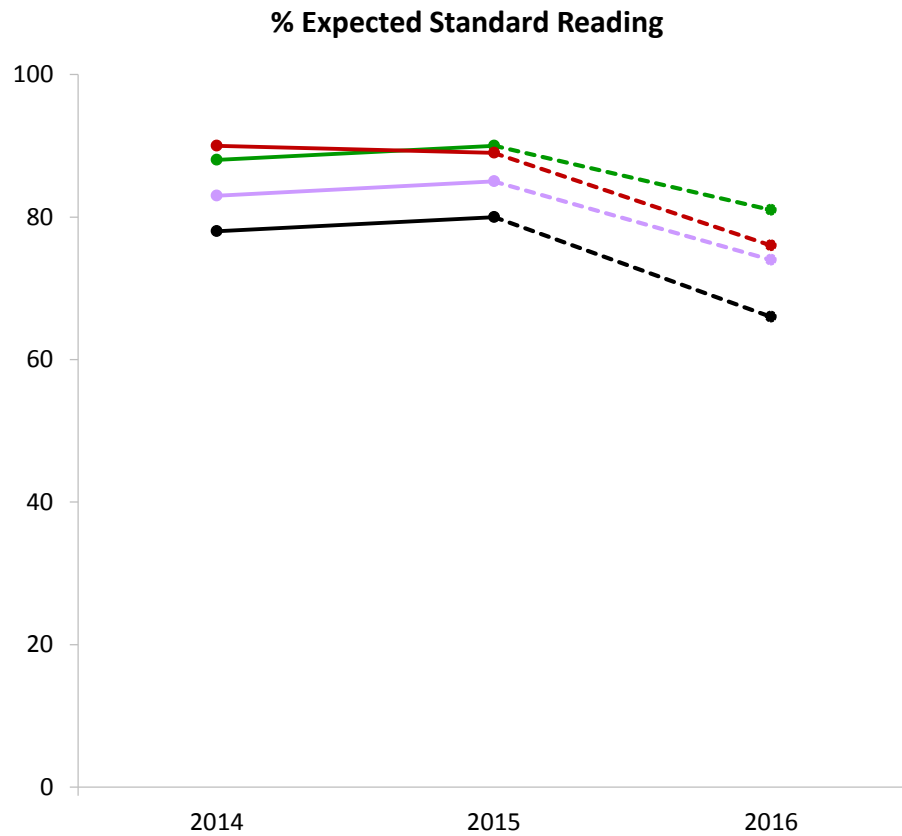
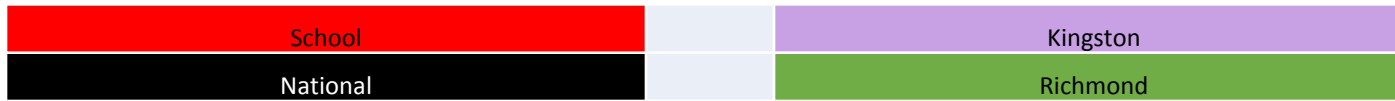
**% Expected Standard RWM**



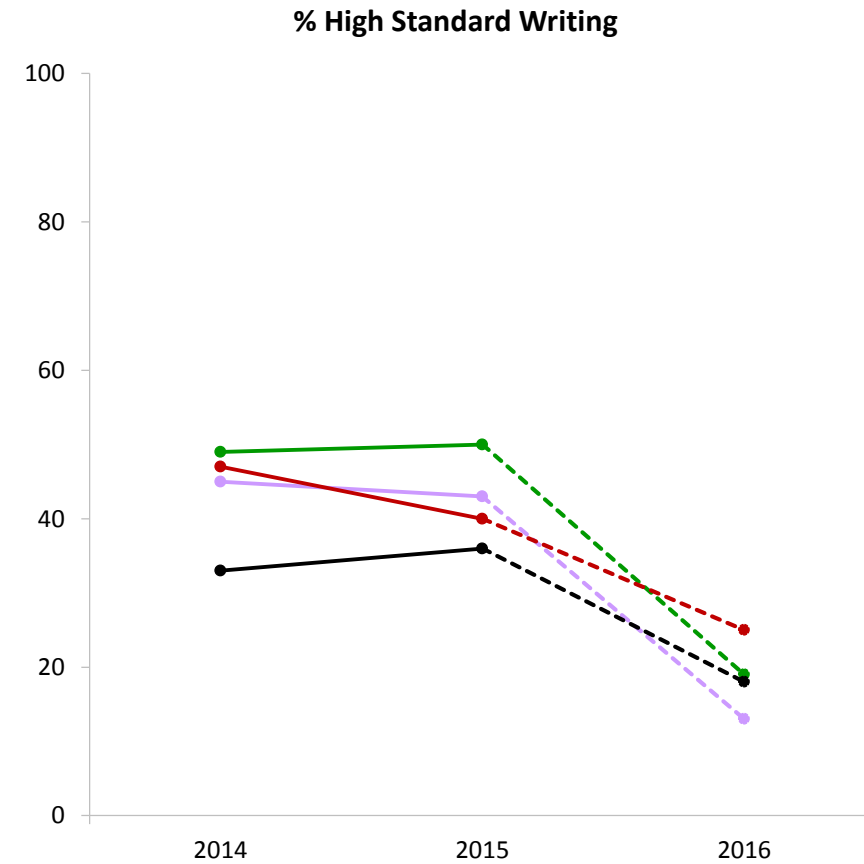
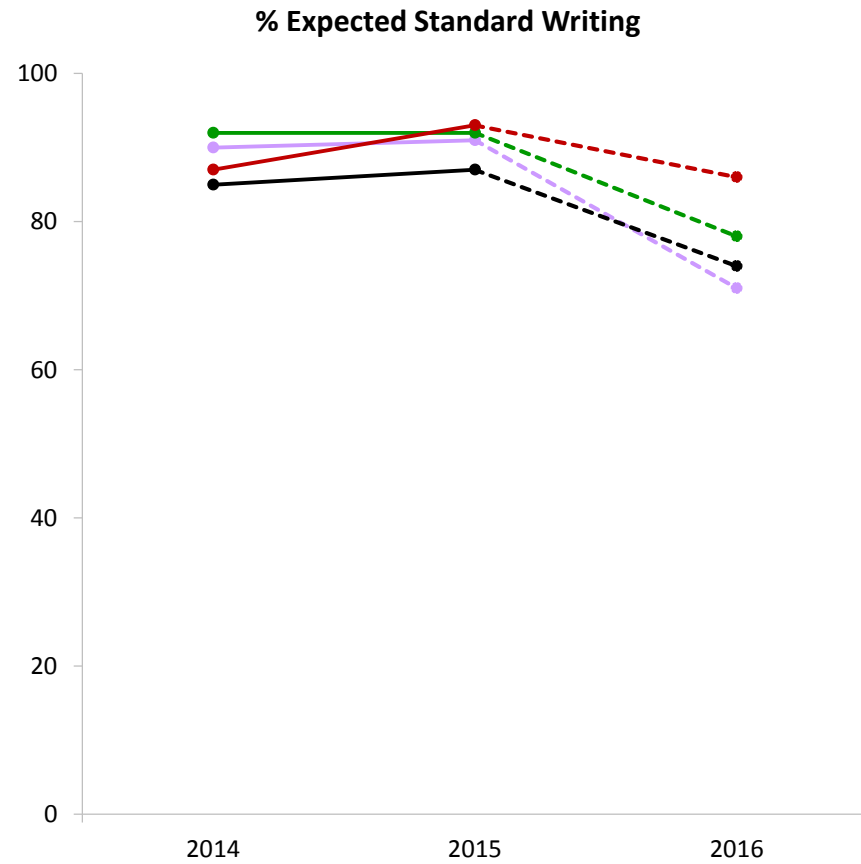
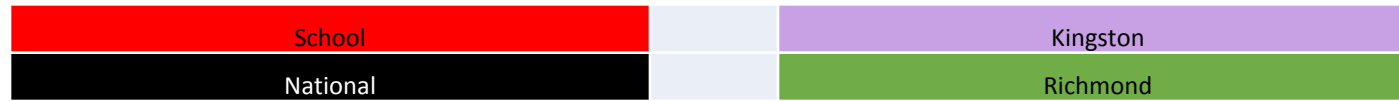
**% High Standard RWM**



# Reading

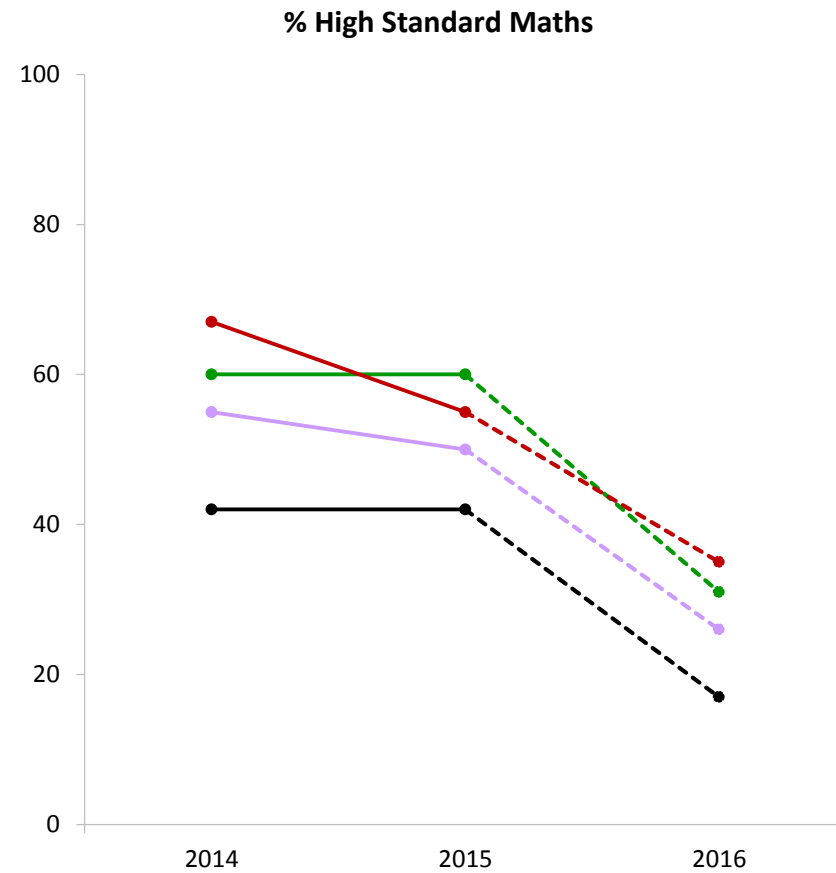
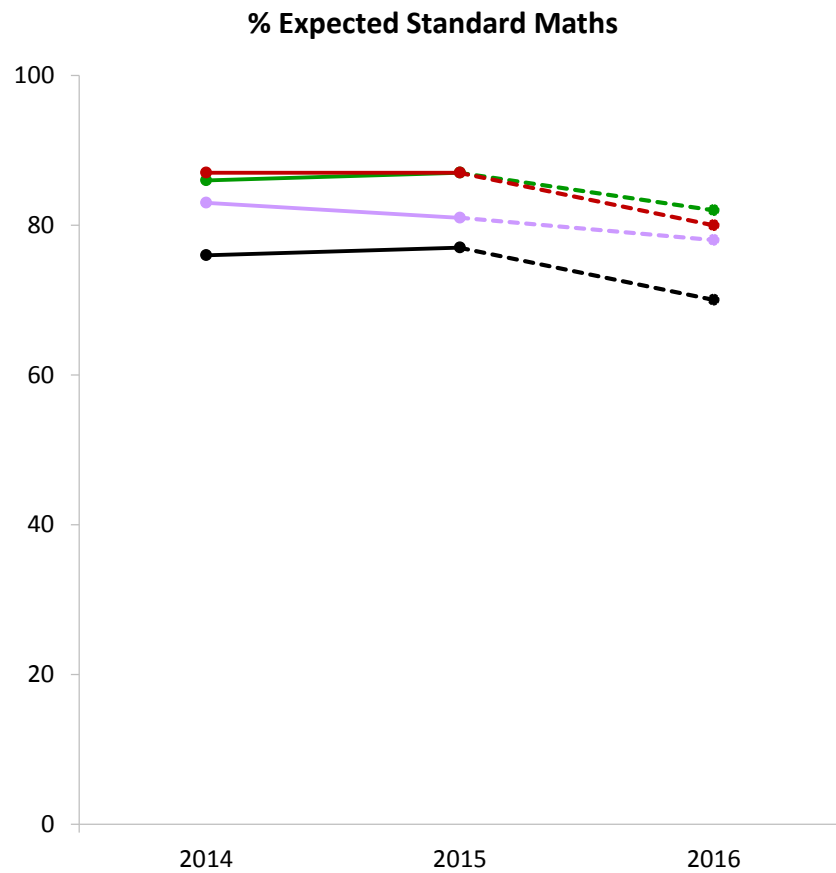
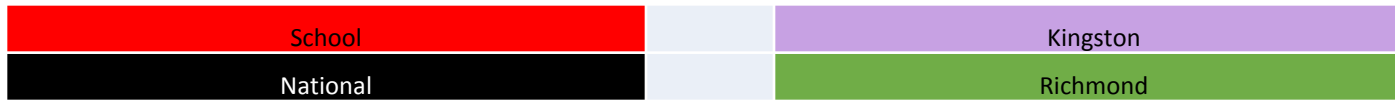


# Writing





# Maths





<https://www.youtube.com/watch?v=A4T7cToOXfk>

# Internal Assessment Structure

---

# Target Tracker

Target Tracker

File Home Contextual Reports EVFS Reports NC Reports NC Charts EVFSP 2008 Admin EVFS Assessment Filters Groups Pupil Filters Help

Addition and Subtraction Summer 2

Subject Term Show Term Assessed

1 (4 statements)	Band 2 (9 statements)	Band 3 (6 statements)	Band 4 (3 statements)	Band 5 (4 statements)	Pupils
interpret mathematical problems involving addition (+), subtraction (-), and equals (=) signs	solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	add and subtract numbers mentally, including a three-digit number and ones	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Alejandra Snow
use number bonds and multiplication facts within 20	solve problems with addition and subtraction applying his/her increasing knowledge of mental and written methods	add and subtract numbers mentally, including a three-digit number and tens	estimate and use inverse operations to check answers to a calculation	add and subtract numbers mentally with increasingly large numbers	Aleksandra Haley
one-digit and two-digit numbers, including zero	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	add and subtract numbers mentally, including a three-digit number and hundreds	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Alfie Forster
problems that involve multiplication, using concrete objects, pictorial representations, and mentally, including number problems such as 7	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Alfie Lawler
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens	estimate the answer to a calculation and use inverse operations to check answers			Arham Collis
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction			Arjun Medall
					Asuman Jordan
					Ben Northern
					Chante Harvey
					Christopher Pearson
					Connor Knight
					Connor Trend
					Corinne Still
					Daisy Fisher
					Daniel Jeffery
					Eleesha Woodey

Ready PrimaryDevelopment Admin (Admin) Current Term: Summer 2 Pupil Selection: Y4 Pupil Filter: All Pupils (60/60) Show Notifications

Band	Beginning	Working within	Secure
Year 4 = Band 4	There may be minimal elements of the previous band still to achieve	Up to 70% of the statements are confidently achieved	Confidence in the majority of the criteria for the band.

# Pupil Summary Report

## Writing: Composition

Band 3	Band 4
I can draft and write descriptive work that creates settings, characters and plots	I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed	I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience
	I can proof read my writing for spelling and use of punctuation

## Writing: Vocabulary, Grammar and Punctuation

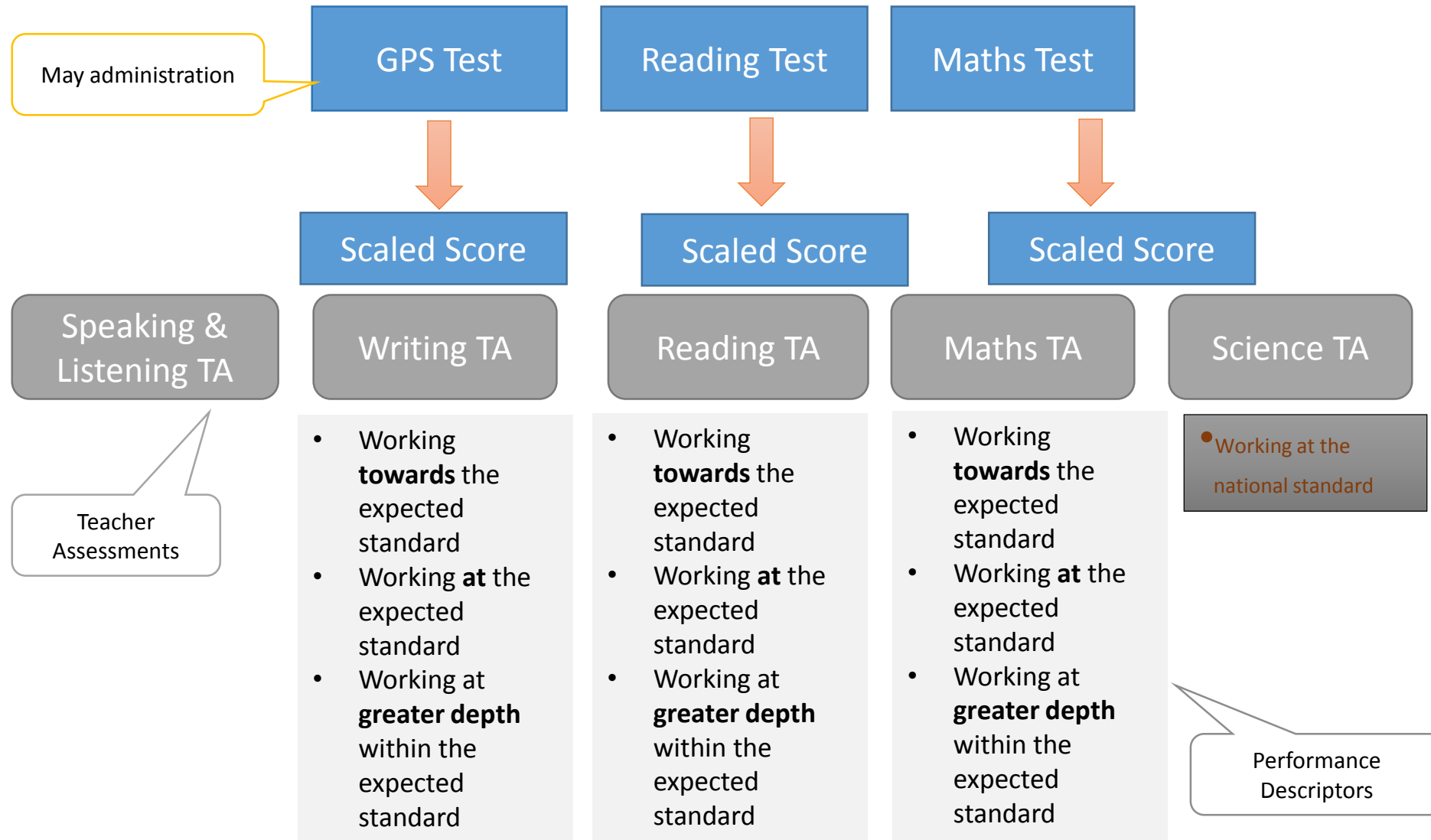
Band 3	Band 4
I can understand when to use 'a' or 'an' in front of a word	I can use the correct form of the verb inflection e.g. we were instead of we was
I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of	I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news
I can use headings and sub-headings	I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play	I can use inverted commas and other punctuation to indicate direct speech
I can use speech marks correctly	

### Key:

Not Begun	Working Towards	Achieved
-----------	-----------------	----------

# Year's 2 and 6 Assessment

# Statutory Assessment Structure





# Statutory Assessment Structure

