

WIGAN LEA

Guidance notes for KS1 and KS2 Assessments

*“Assessment, recording and reporting are important elements of teaching but they have to be **manageable**.....Practice needs to be agreed across the school to ensure **consistency** and **efficiency**.” (Framework)*

- These notes should be read in conjunction with the notes on planning.
- The fortnightly mental tests and block assessments were produced as an optional resource to help teachers at the start of the National Numeracy Strategy. They were produced to closely match the order of teaching in Wigan LEA’s model Medium Term Plans. These revised assessments have been produced after having regard to feedback given by teachers in our consultation exercise and following the implementation of the assessments with their own year group children.

MENTAL ARITHMETIC TESTS

Purpose? To give teachers regular, formal feedback on pupils’ progress and highlight common errors and misconceptions.

How? The teacher will read the questions to the whole class. It is recommended that children have the pupil’s response sheet to record answers:

- a) to accustom children to the SATS format;
- b) the sheets contain cues and sometimes essential information;
- c) to take away the added pressure of recording/presentation and allow the children to focus on the maths.

In a **mixed-age class**, older pupils could answer written questions, while the younger ones write answers to oral questions, and vice versa.

We recommend that these tests be marked immediately (by the children themselves if they are responsible enough) and then discussed with the whole class to give feedback on performance and what they need to do to improve. At the same time you can

make sure that any errors are put right and the merits of different methods discussed. This can inform future planning.

If you feel there is too much material then select from the tests the questions you feel are appropriate.

When? These tests were produced when the requirement under the National Numeracy Project was for Fortnightly assessment. The Strategy now recommends that, “...**you might occasionally give the class a short, informal test of rapid recall of number facts and mental calculation skills.**” These tests are optional. You may choose to use them all, use some occasionally or do your own short term assessments.

Who? All children in the year groups, but those children who you feel will not cope with their relevant year group test could be given a lower year group test more appropriate to their ability. More able children could be given a higher year group test if judged suitable.

Time? The timings on the question sheets are only a suggested guide. You know your children. Use your professional judgement to encourage them. Give more thinking time if you think it is necessary. Obviously, children will need less time as the year goes by and the children become more familiar and confident with the format of the tests and as their recall of facts and mental strategies improve.

MEDIUM TERM WRITTEN ASSESSMENTS

Purpose? To review and record the **progress** children are making in relation to the **key objectives** (although other objectives are included in the assessments). Remember, “**It is not necessary or even feasible to check and record each pupil’s individual progress against every single teaching objective in mathematics.**”

To help you to plan work over the next half time block.

How? The following grid summarises the format for each year group.

Y5 and Y6 assessments indicate when calculators **are** allowed.

Summary of Written Assessments				
Year Group	Time Block 1	Time Block 2	Time Block 3	Comments
Y1	Part 1 Part 2	Part 1 Part 2	Part 1 Part 2	Part 1 can be used half-way through the Time Block and Part 2 at the end. Each part includes assessment of objectives recently taught.
Y2	Part 1 Part 2	Part 1 Part 2	Part 1 KS1 SATS	
Y3	Part 1 Part 2	Part 1 Part 2	Part 1 Part 2	
Y4	Part 1 Part 2	Part 1 Part 2	Part 1 Part 2	
Y5	Section A: Read and respond. Section B: Written calculations.	Section A: Read and respond. Section B: Problem solving and calculator activities.	Section A: Read and respond. Section B: Problem solving and calculator activities.	Administer both sections at the end of the Time Blocks, one section at a time.
Y6	Section A: Read and respond. Section B: Problem solving and written calculations.	Section A: Read and respond - Raw Number. Section B: Money & measures. Problem solving. No calculators allowed. Section C: Handling Data. Section D: Shape and space. Section E: Money & measures. Problem solving. Calculator paper.	KS2 SATS	Administer all sections at the end of the Time Blocks, one section at a time.

As you assess the work and review progress, bear in mind your planned expectations for what pupils should be achieving in relation to the Key Objectives. Refer to the QCA exemplification of children's work (**Standards in mathematics**) which accompanies the Framework, and to the Framework's supplements of examples. Aim to judge how well your pupils can use and apply what they know, understand and can do, and what difficulties remain. Try to rectify any difficulties as soon as possible and take account of them in your next phase of medium-term planning.

- When?** In the 'assess and review' days built into the medium-term plans. For Years R – 4, Part 1 can be used half-way through the Time Block and Part 2 at the end. For Years 5 and 6, administer all sections at the end of the Time Blocks, one section at a time.
- Who?** All children who have followed the appropriate programme of study.
- Time?** Teachers should use their professional judgement in determining the time allowed to complete the assessments. Children should not be given unlimited time to complete the assessments but neither should they be put under undue pressure. The purpose of the assessments is to ascertain the children's progress. They should be encouraged to stay on task and move onto the next question if the one they are on is too difficult or they are not sure. Remind them that the next questions might be easier!
- Levels?** Threshold levels have now been included for all year groups to enable teachers to monitor progress in line with NC. Levels
- ◆ **For further guidance regarding assessment refer to:**
 - i. **Section 1 of the Framework pages 33-37;**
 - ii. **Chapter 6 of the Guide to support the second INSET day;**
 - iii. **Standards in mathematics: exemplification of learning objectives from Reception to Year 6 (QCA).**