

# ARTIST OF THE HALF TERM – SUMMER 2 2023

## The Beatles

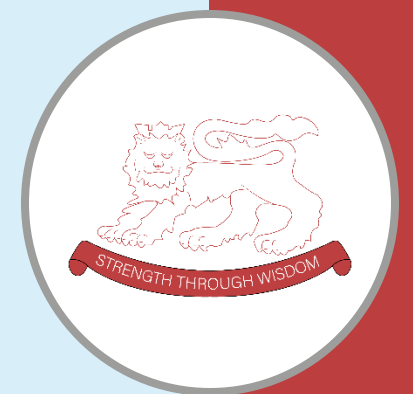
The Beatles were an English rock band formed in Liverpool in 1960 and consisted of John Lennon, Paul McCartney, George Harrison and Ringo Starr.

The Beatles built their reputation playing clubs in Liverpool but quickly gained popularity in the United Kingdom after their first hit, "Love Me Do", in late 1962. Their enormous popularity was named "Beatlemania" and the group were given the nickname the "Fab Four".

From 1965 on, the Beatles produced what many critics consider their finest material, including the hugely popular Sargent Pepper's Lonely Hearts Club (1967), The Beatles (1968) and Abbey Road (1969).

After their breakup, in 1970, they each enjoyed successful musical careers. Sadly, John Lennon was shot and killed in December 1980, and George Harrison died of lung cancer in November 2001. Paul McCartney and Ringo Starr still make music and appear in concerts.

Records show that the Beatles are the best-selling bands in the United States, with OVER 177 million record sales. They have had more number-one albums on the British charts and sold more singles in the UK than any other act.



## Parent Partnership Meeting – Thursday 22nd June 2023

Welcome!

What is The Parent Partnership?

Parent Partnership Aims

Parent Partnership Powers

Parent Partnership Minutes/Presentations

Focus of discussions

How do we assess our children?

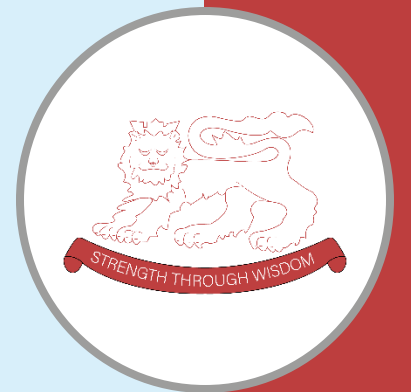
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## How do we assess our children?

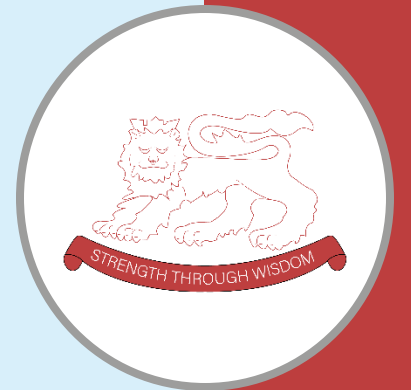
### Statutory Assessments

- Reception – The Early Years Foundation Stage Profile
- Year 1 – Phonics Screening Check
- Year 2 – Key Stage 1 tests (SATs) and end of Key Stage teacher assessment
- Year 4 – Multiplication Table Check
- Year 6 – Key Stage 2 tests (SATs) and end of Key Stage teacher assessment



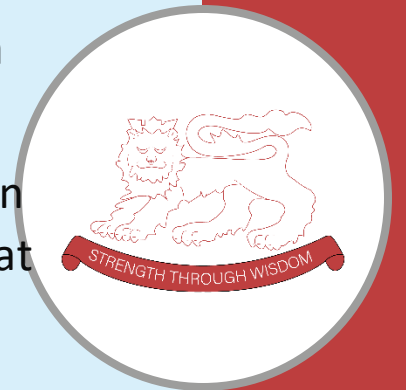
## Statutory Assessments - EYFS

- The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).
- The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers.
- This is used to determine if children are defined as having reached a Good Level of Development (GLD) at the end of the. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.



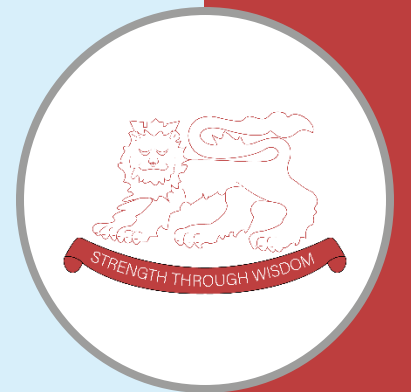
## Statutory Assessments – Phonics Screening Check

- The phonics screening check is a check of your child's phonics knowledge. It helps your school confirm whether your child is making the progress expected in the national curriculum.
- If a pupil does not meet the expected standard at the end of year 1, a programme of support should be put in place and their teacher will consider a re-take in year 2.
- The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words (or alien words).
- Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning.
- Pseudo-words are included in the check specifically to assess whether your child can decode a word using their phonics skills.
- All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This is to ensure that they are not trying to match the pseudo-word to a word in their vocabulary.



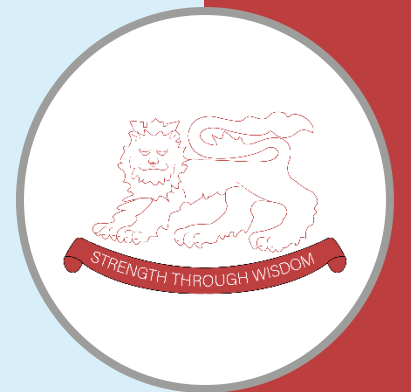
## Statutory Assessments – End of Key Stage 1 Assessments

- Your child's teacher is responsible for judging the standards your child is working at in English reading, English writing, mathematics, and science, by the end of key stage 1 (KS1).
- To help inform those judgements, pupils sit national curriculum assessments in English and mathematics, commonly called SATs. They may also sit an optional test in English grammar, punctuation, and spelling.
- The tests are a tool for teachers to help them measure your child's performance and identify their needs as they move into KS2. They also allow teachers to see how your child is performing against national expected standards. These tests will become non-statutory from next year.



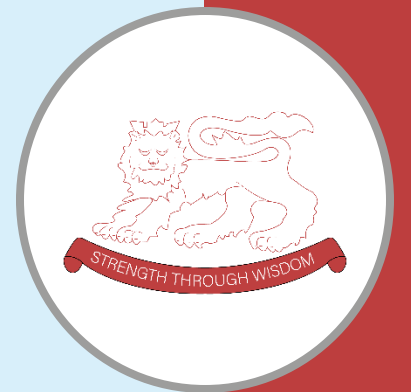
## Statutory Assessments – The Multiplication Table Check

- The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.
- It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.
- There is no pass mark for the check.



## Statutory Assessments – End of Key Stage 2 Assessments

- Children in Year 6 will take national curriculum assessments in English grammar, punctuation and spelling, English reading and mathematics.
- The test scripts are sent off to be marked externally.
- Tests produce a scaled score from 80 to 120, with 100 being the expected standard.
- As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on your child's work at the end of KS2. There is also teacher assessment judgement for science.





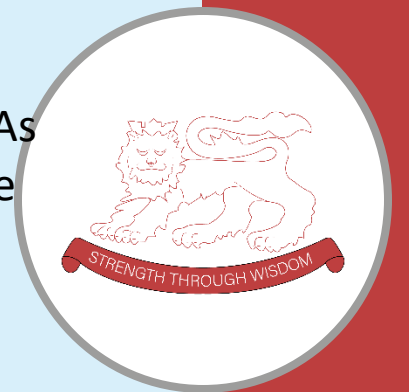
## Internal Assessments

### **Summative assessment**

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

### **Formative assessment**

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.



## Assessment of Learning

At the end of a term, teacher assessment judgments are made making use of a variety of data sources.

In some year groups, this is supported by NFER tests.



## Assessment for Learning

Research shows that effective formative assessment is one of the most important contributors to success in summative assessment.

### EEF Findings

1. Students in schools who have embedded formative assessment made the equivalent of two additional months' progress over a year.
2. The additional progress made by children was highest for those in the lowest third for prior attainment.



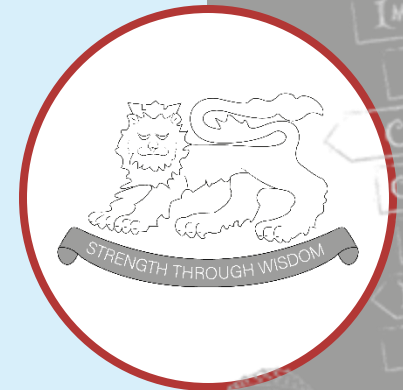
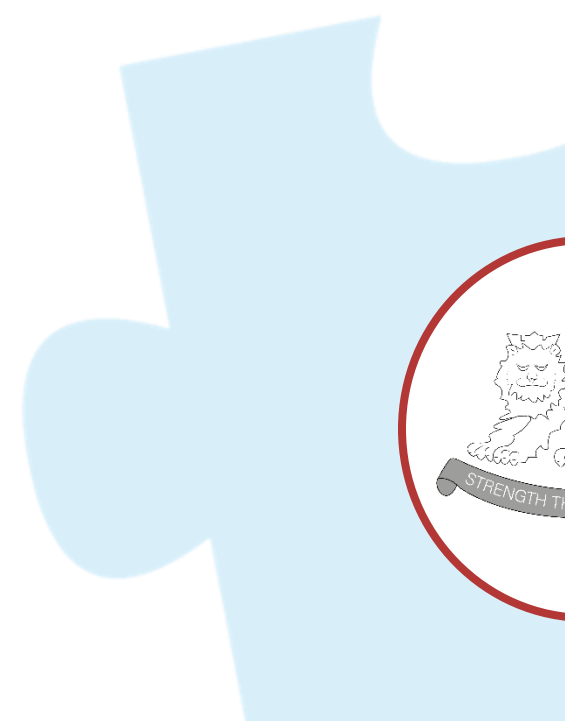
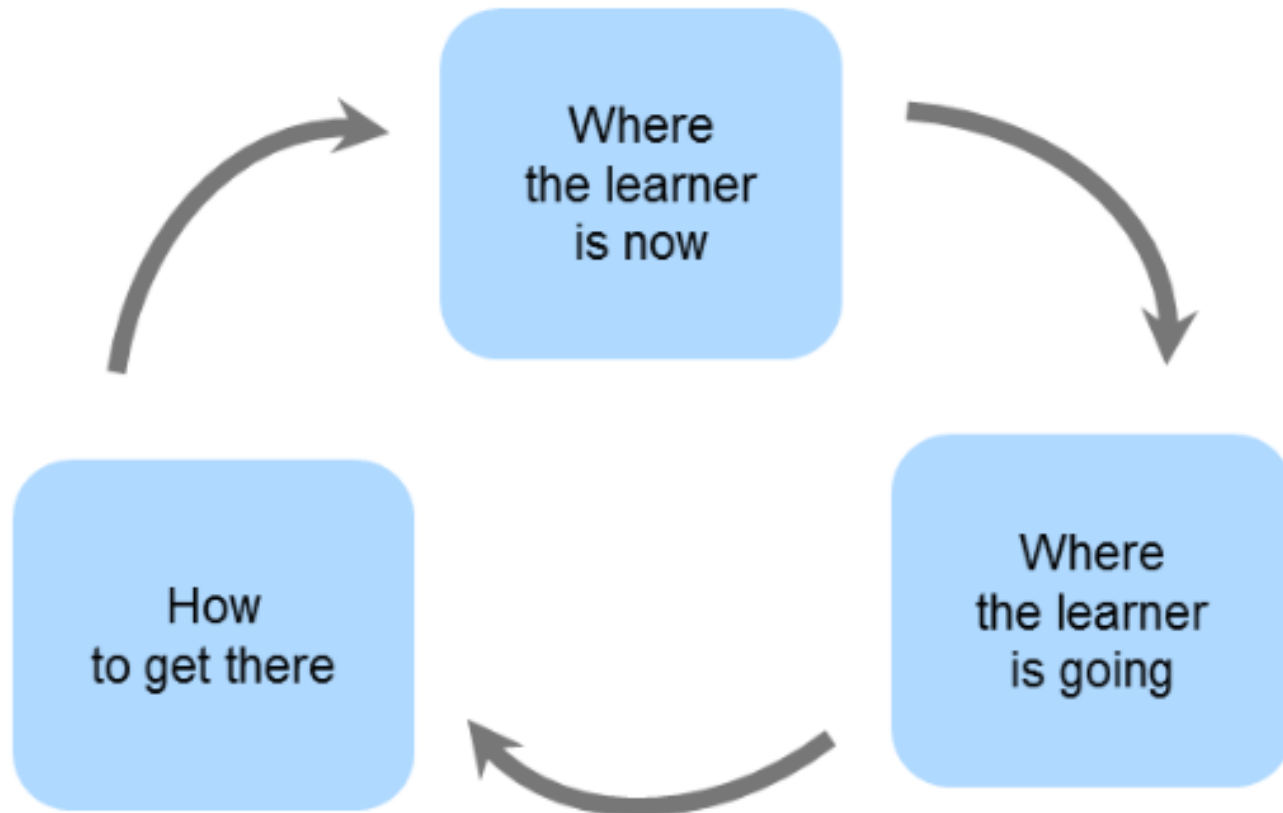
## Assessment for Learning

This can include things like:

- Questioning
- Observing
- Eaves-dropping
- Low-stakes quizzes
- Use of mini-whiteboards
- Plickers

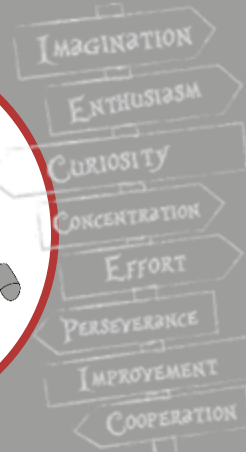
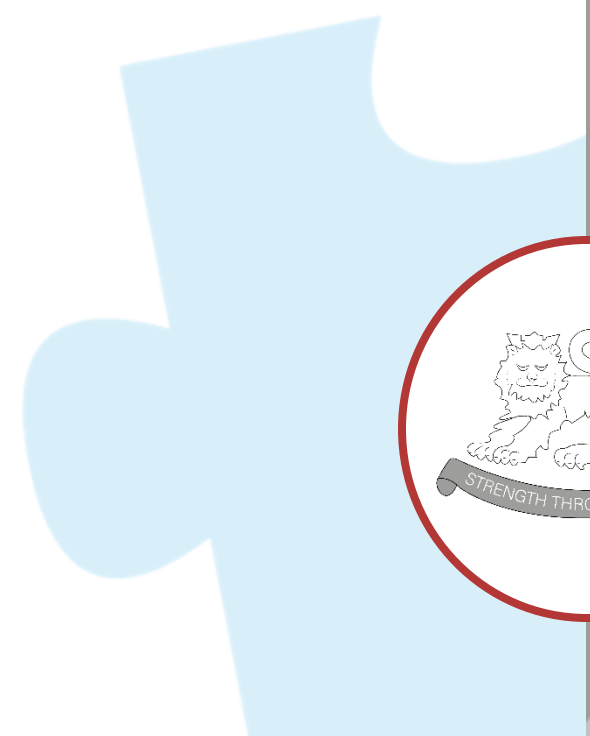


## Assessment for Learning

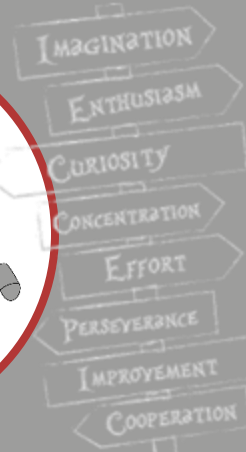


- IMAGINATION
- ENTHUSIASM
- CURIOSITY
- CONCENTRATION
- EFFORT
- PERSEVERANCE
- IMPROVEMENT
- COOPERATION

## Questions/Thoughts



## AOB



Thank you for coming!

