

# Sedlescombe Church of England Primary School

Headteacher: Mrs Caroline Harvey



## Assessment Information – Frequently Asked Questions

What do the letters for the Teacher Assessments mean?

Assessment Code	Your child's attainment
<b>WB</b> <b>Working Below</b>	This means that your child is not currently accessing the learning objectives for their current year group. The WB will be followed by a number, this number indicates the year group objectives your child is currently working on. WB(3) means that your child is working on the Year 3 objectives but is in a higher year group so is working below the expected standard for a child of this age.
<b>WT</b> <b>Working Towards the Expected Standard</b>	This means that your child is working on the objectives for their year group, but has not fully achieved them yet. This may be because some of the objectives for the year group have not yet been taught, or because there are some gaps in understanding that need further consolidation. Most children will be WT at the beginning of the year.
<b>WA</b> <b>Working at the Expected Standard</b>	This means that your child has attained the learning objectives for the year group they are in. For most children this will not be achieved until the end of the year as it takes the whole year for the full coverage for the year group to be taught and assessed.
<b>WA+</b> <b>Working at Greater Depth</b>	This means that your child is working on the objectives for their year group, but has a deep and secure understanding of the concepts taught and is able to apply their learning to new situations. Not all children will attain this level.

**How can I Find out what the objectives are for my child's year group?**

The end of year expectations for all year groups are downloadable from the Curriculum tab on our school website, or alternatively you can click on the link below to access them:

[End of Year Expectations](#)

These leaflets summarise the end of year expectations for reading, writing and maths as given in the National Curriculum.

**Learning, Loving and Growing Together with God**

## How can I tell if my child is on track to meet their end of year target?

End of Year Target	Term 2 on Track	Term 4 on Track
Working Towards the Expected Standard (WT)	Working Below the Expected Standard marked with the child's previous year group e.g. Y3 child should be WB(2)	Working Below the Expected Standard or Working Towards the Expected Standard (WT)
Expected Standard (WA)	Working Towards the Expected Standard (WT)	Working Towards the Expected Standard (WT) or Working at the Expected Standard (WA)
Working at Greater Depth within the Expected Standard	Working Towards the Expected Standard (WT) or Working at the Expected Standard (WA)	Working at the Expected Standard (WA)

### What is a standardised score?

A standardised score turns a child's raw score from a test into a score where 100 means the child is attaining the required level. The new reading, maths and grammar, punctuation and spelling tests all give the child's result as a standardised score.

At the end of Key Stage 2 a child has to have a standardised score of at least 100 to attain the expected standard and a score greater than 110 to attain a high score (referred to in our school as working at greater depth).

We have used the same scoring system for our standardised tests. If your child has attained a score of 100 this means that they have attained the expected standard on the test. Anything below 100 means your child is working towards the expected standard on the test and anything above 110 at greater depth on the test.

The scores for the tests in reading, grammar, punctuation and spelling and mathematics are not age standardised because this approach is not used for the end of Key Stage 2 test scores so a child has to score 100 regardless of whether they are the oldest or youngest child in the year group.

### What is an age standardised score?

This is the same as the standardised score in that 100 is the average or expected standard, but the score is adjusted according to the child's age. The maximum a child can score on this test is 130 and the minimum 69. A child who is 8 years 3 months and another child who is 8 years 10 months may have the same raw score of 24 but the younger child will have a higher age

standardised score because they are younger. We only use this for reading ages as when the children are younger this can have a significant impact on their progress.

### **Why is my child's reading age and reading test score different?**

The reading age score is simply assessing your child's ability to decode and recognise words; it is not assessing your child's ability to understand what they have read.

The first step in learning to read is to be able to decode and word read fluently and then the child's ability to understand and make sense of what they have read develops (comprehension skills).

Your child's reading comprehension test score is testing your child's understanding of what they are reading. The reading test assesses a number of different reading skills including the ability to understand vocabulary, to make decisions about the author's intent, to find and retrieve information and infer meaning from the information given.

A child's comprehension skills develop as their reading ability improves, so quite often there will be a difference in a child's reading age and their understanding which is why your child's reading scores may differ.

### **Why is there no standardised score for writing?**

Writing is assessed using teacher assessment. This is because to show all of the required elements of the expected standard it is important to look across a number of pieces of writing and to ensure that these expectations are embedded in different pieces and styles of writing.

This is how writing is assessed at the end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6).

### **How do you know the writing assessments are accurate?**

In school we have a Standards File for writing for each year group which contains writing at each of the levels for that year group. These are pieces of writing which have been nationally agreed as being at each level. These are used to compare the writing and check the levels given to a child's writing in school.

In addition we carry out moderation meetings three times a year where teachers check each other's judgements. We also have cross school moderation sessions where we moderate with other schools in the local area. These also happen up to three times a year.

### **Why do the test scores and teacher assessments differ?**

The tests increase in difficulty as the children progress through the year and cover more of the objectives for the year. This means that the test is only testing what the children have covered so far. This means that if a child has a score around 100 they have done well on what has been taught so far so they are on track to attain the expected standard by the end of the year.

The teacher assessment is being made against the objectives for the whole year; some of which will not have been taught yet so cannot be marked as met. This means that early in the year it is hard for a child to have a teacher assessment at the expected standard, because not enough of the objectives have been taught and there is not yet enough evidence for each objective in the children's books.

Sometimes a child may attain lower on a test than they have been assessed by the teacher. Some children may have evidence in their books at having attained a certain objective, but in a test situation have struggled to recall this information or have got nervous. Hopefully, as the children get more used to the tests they will become less nervous and be able to perform to the best of their ability.

This is why sometimes there may be a difference between how a child has performed on a test and what they have been assessed at based on teacher observation and evidence in books.

### **How can I help my child at home if they are not on track or are behind?**

All children progress at different rates and it is important to track your child's progress against their prior attainment, not other children in the class. Each child is an individual and will progress at different rates.

If you want to help your child with their reading these are the best things to do:

- Hear your child read **every day**.
- Talk to your child about what they have read and **ask them questions**. You can find some useful question starters for children in Key Stage 1 and Key Stage 2 under Home Learning on the Parents tab on the website. Use the link below to help you find them. <https://sedlescombecep.e-sussex.sch.uk/parents/home-learning/>
- **Read to your child**; this helps to develop a love of books and motivates them to want to learn to read. It also means they can hear stories that they are not yet able to read independently which supports their writing because they are being exposed to high quality texts.
- **Talk about new vocabulary**; ask what words mean and ask them to use the word in a sentence of their own. This extends their vocabulary which supports their comprehension and writing.
- Ensure your child has exposure to a **wide variety of texts and authors** and doesn't get stuck on just one series of books or one author.

If you want to help our child with their maths these are the best things to do:

- Log onto **Numbots** and play games linked to addition and subtraction facts, short daily practice in story mode will support your child to improve their fact fluency. <https://play.numbots.com/#/account/search-school>
- Log into **Times Table Rock Stars** and play games to practice times tables including division facts. This is particularly important in Year 3 and Year 4 in preparation for the statutory Multiplication Check introduced for all Year 4 pupils from June 2021. <https://play.ttrockstars.com/auth/school/student>