

# SYMPHONY



PRIMARY SCHOOLS  
PARTNERSHIP

## **Symphony Assessment System Information for Parents**

**February 2015**

# Assessment is Changing

- The government has removed National Curriculum Levels for describing pupils' attainment.
- Year 2 and Year 6 pupils will still be assessed against the old National Curriculum levels (for the final time) in 2015 (therefore, in year 2, children are expected to be Level 2b or higher and children in year 6 are expected to achieve a Level 4 or higher)
- Over the last year, we have been working in partnership with the Symphony Primary Schools to develop a new system.

# A New Way Forward

- From September 2014 we have been using the *Symphony Assessment System*.
- Designed and written by Leicestershire leaders in primary schools.
- This will help teachers to assess pupils against age related expectations.
- For reading, writing and mathematics, children work towards end of year expectations.
- In the other subjects, children are either emerging, expected or exceeding age-related expectations

# Steps and Milestones

- The new National Curriculum defines clear steps for pupils to make towards age-related expectations
- The Symphony Assessment System translates this into meaningful descriptors for teachers to measure against
- The descriptors for each milestone have been defined by experienced teachers and leaders in Leicestershire Schools and they meet the increased expectations of the new Primary National Curriculum.

## Example Descriptors

This shows a maths year 3 sheet which teachers in year 3 will be assessing and planning the progress of pupils in year 3. Similar sheets are used in Literacy for all year groups.

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### National Curriculum – Mathematics

Year Group	Year 3 (page 1 of 2)		
	19	21	23
Point			
Grade	3C	3B	3A
Assessment Milestone	Step 1	Step 2	Achieved
			<i>Refer to non-statutory guidance for exemplification</i>
Number and Place Value	<ul style="list-style-type: none"> <li>count from 0 in multiples of 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>round numbers to the nearest 100</li> <li>understand importance of 0 as a place holder in numbers up to 1000</li> <li>identify and represent numbers using different representations</li> <li>read and write numbers up to 1000 in numerals</li> <li>partition 3 digit numbers into hundreds, tens and units</li> </ul>	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>compare and order numbers up to 1000, using &gt;, &lt; and =</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>round numbers to nearest 10 or 100</li> <li>partition numbers in different ways eg 342 = 300 + 20 + 22</li> <li>solve number problems and practical problems involving these ideas</li> <li>read Roman numerals up to 12</li> </ul>	<ul style="list-style-type: none"> <li>use multiples of 2, 3, 4, 5, 8, 10, 50 and 100</li> <li>compare and order numbers beyond 1000, using &gt;, &lt; and =</li> <li>identify, represent and estimate numbers using different representations including measures</li> <li>read and write numbers beyond 1000 in numerals and in words</li> <li>use partitioning to solve problems</li> <li>solve number problems and practical problems involving these ideas and explain reasoning</li> <li>read Roman numerals up to 12</li> </ul>
Addition and Subtraction	<ul style="list-style-type: none"> <li>add or subtract two 2-digit numbers where answers may exceed 100</li> <li>use columnar method for + and – with 2-digit numbers, crossing tens boundaries</li> <li>begin to use estimates e.g. rounding</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. With numbers as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:                             <ul style="list-style-type: none"> <li>three-digit number and ones</li> <li>three-digit number and tens</li> <li>three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers up to three digits using formal written methods of columnar addition and subtraction with answers more 2-digit numbers</li> <li>estimate the answer to a calculation</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. With numbers as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:                             <ul style="list-style-type: none"> <li>4 digit numbers and ones</li> <li>4 digit numbers and tens</li> </ul> </li> <li>With different numbers of digits e.g. 3-digit +/- 2-digit</li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction with answers exceeding 999</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> </ul>
Multiplication and Division	<ul style="list-style-type: none"> <li>learn facts for 3 times tables and inverse</li> <li>learn multiplication facts up to 12x3</li> <li>derive facts for x4, x8 by doubling</li> <li>write mathematical statements for multiplication and division using known tables</li> <li>solve missing number problems involving multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>recall and use multiplication facts for the 3, 4 and 8 times tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication facts that they know, including for two-digit numbers times one-digit numbers, using mental, and progressing to formal written methods using partitioning</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems</li> </ul>	<ul style="list-style-type: none"> <li>know facts for 2,3,4,5,8,10 times tables up to x12</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental, partitioning and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>

## Expectations on where pupils should be throughout the year...

	Grades		
	Term 1	Term 2	Term 3
Year 1	1C	1B	1A
Year 2	2C	2B	2A
Year 3	3C	3B	3A
Year 4	4C	4B	4A
Year 5	5C	5B	5A
Year 6	6C	6B	6A

**However... please see the next pages!**

# Expectations

- By the end of the school year, a Year 5 child might be expected be achieving a grade 5A
- It should be noted that as this is a totally new system, there will be adjustments made
- It should also be noted that the expectations of the New National Curriculum (and, therefore, the SAS) are far higher than the old National Curriculum.
- There may, therefore, be a period of adjustment as the majority of children 'catch up' with the new, higher expectations – no one need worry; this will be dealt with sensitively

# Communication with Parents

We will be letting you know how your child is progressing towards age-related expectations through:

- The February Progress Evening
- Pupils' targets
- End of Year Reports



# Confusion!

Just to reiterate that this particular year is very confusing!

- The government has removed National Curriculum Levels other than for Years 2 and 6.
- For parents of Year 2 pupils, we'll be reporting on the old National Curriculum Level and an indication of how your child is fairing against age-related expectations
- Some children will be achieving grades below their year group for a time, some will exceed their year group expectations

# Validity

- This is a system being used in the 14 Symphony Schools in Leicestershire and a further 100 schools across the country who have purchased the product from us.
- The Government has charged schools with the responsibility for designing their own assessment models; we are **well ahead** of the game and at the forefront of supporting other schools.