

Curriculum and Assessment Information Evening

Mrs Stacey
Mrs Johnston
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In Writing do you know what a 'conjunction' is?

What is 330minutes in hours and minutes?

Do children need to know how to spell experience by
Year 4 or 6?

Who wrote The Secret Garden?



Aims of the briefing

- Give an insight into why levels have been removed and the principles of assessment
- Share the new curriculum and how we are implementing it for our children
- Explain what age related expectations (ARE) are
- Share what progress and assessment will look like this year and how it will be reported

Removal of levels - Why?

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

Starting point:

Tim Oates - Chair of the expert panel reviewing the National Curriculum



- No other countries use them
- Children can all achieve level 2 but have different strengths and areas for development because it is best fit
- The label of a level can limit children's academic potential
- Children rushed through levels without ensuring children had mastered the key skills fluently before moving on.

Life after levels

By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.

DfE (2014)

The removal of levels was based on the principle that schools are best placed to develop their own high-quality formative assessment systems, which are diagnostic

Schools should focus on fewer things in greater depth

Focus on understanding key concepts NOT moving at a fast pace through levels- progress should involve developing deeper or wider understanding, not just moving on to more difficult work



Curriculum- the basis of all we do...

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement

DfE (2014)

Our children need the skills to tackle jobs that currently don't exist, solve problems that we don't know are there and create inventions to do things that we only dream of.

So what does that mean for us?



Statutory content



Programming



Changes to historical periods covered

Democracy



The Rule of Law



Mutual Respect



Individual Liberty



British Values



Knowledge of UK and world facts

There are statutory changes across a range of subjects in the new curriculum.



Our school based curriculum

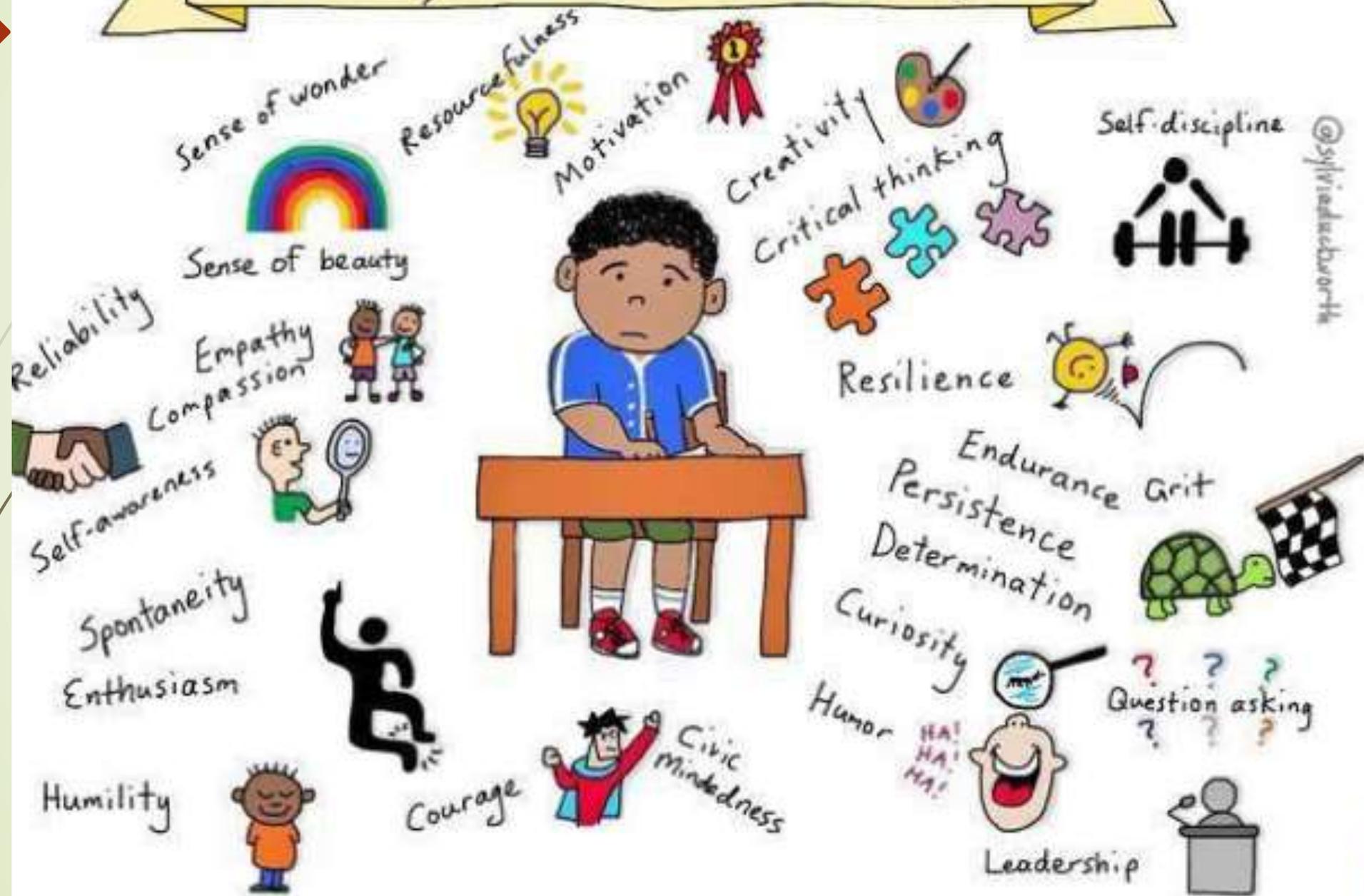
We have begun the journey of moving towards a skills based, integrated curriculum, where learning has a clear context, purpose and outcome.

We want to develop life learning skills of enquiry, research, analyse and prioritise, assimilating, explaining, discuss, justify, listen and appreciate.

Subject leaders are developing a progression of skills in all subjects

Skills Progression				
Subject area: Geography				
Skill	Year 3	Year 4	Year 5	Year 6
Location Knowledge	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	Locate the <u>worlds</u> countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main countries and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

Personal qualities not measured by tests



@syvieducator14



Assessment -

- 2 forms of assessment at GJS:
- Assessment **OF** learning
- Assessment **FOR** learning



Assessment OF learning

Age related expectations

- Required standard at different points through a child's cognitive development- MILESTONES
- This reflect the minimum expectation for each child and does not cap their learning - there are the floor, not the ceiling!
- National Tests at End of Key Stage
- Catch up, Keep up and those who have met ARE deepen and broaden to apply the skills
- Reported to parents during Parent Evening and end of year report

Assessment - Age related expectations

- We have developed milestone documents alongside other local schools to track and assess develop throughout the year.
- Milestone One has been shared with you at the Autumn term Parent Consultations

Year 4 Writing

	Transcription	Composition	
	Spelling and Handwriting	Planning, drafting, editing, performing writing	Vocabulary, punctuation & grammar
M1	<p>Homophones(e.g. accept/except) words with the prefixes <u>dis</u>, <u>mis</u>, <u>in</u>, and <u>im</u> verbs with irregular tense changes (e.g. go/went) words endings <u>-tion</u>, <u>-sion</u>.</p> <p>Spell words starting with the prefixes sub-, super-, anti-, auto-</p> <p>Letters and words are usually appropriate in size and position Understands which letters, when adjacent to one another, are best left <u>unjoined</u></p>	<p>In narrative use paragraphs for a change in action, settings and time Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Include detail to add an element of humour, surprise or suspense Main features of selected form <u>signalled</u> to the reader, including use of language, structure and purpose</p>	<p>Use a range of adjectives and adverbs across fiction and non-fiction writing (e.g. use of determiners – many, each, most)</p> <p>Choose some words or phrases showing an awareness of the reader Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose</p> <p>Can identify and use expanded noun phrases to add interest and detail Uses a wider range of conjunctions (e.g. when, if, because, although, however)</p>



What does Age Related Expectations mean to me?

➤ Working toward:

- Your child is not yet independently secure in all the skills required for that term/year group

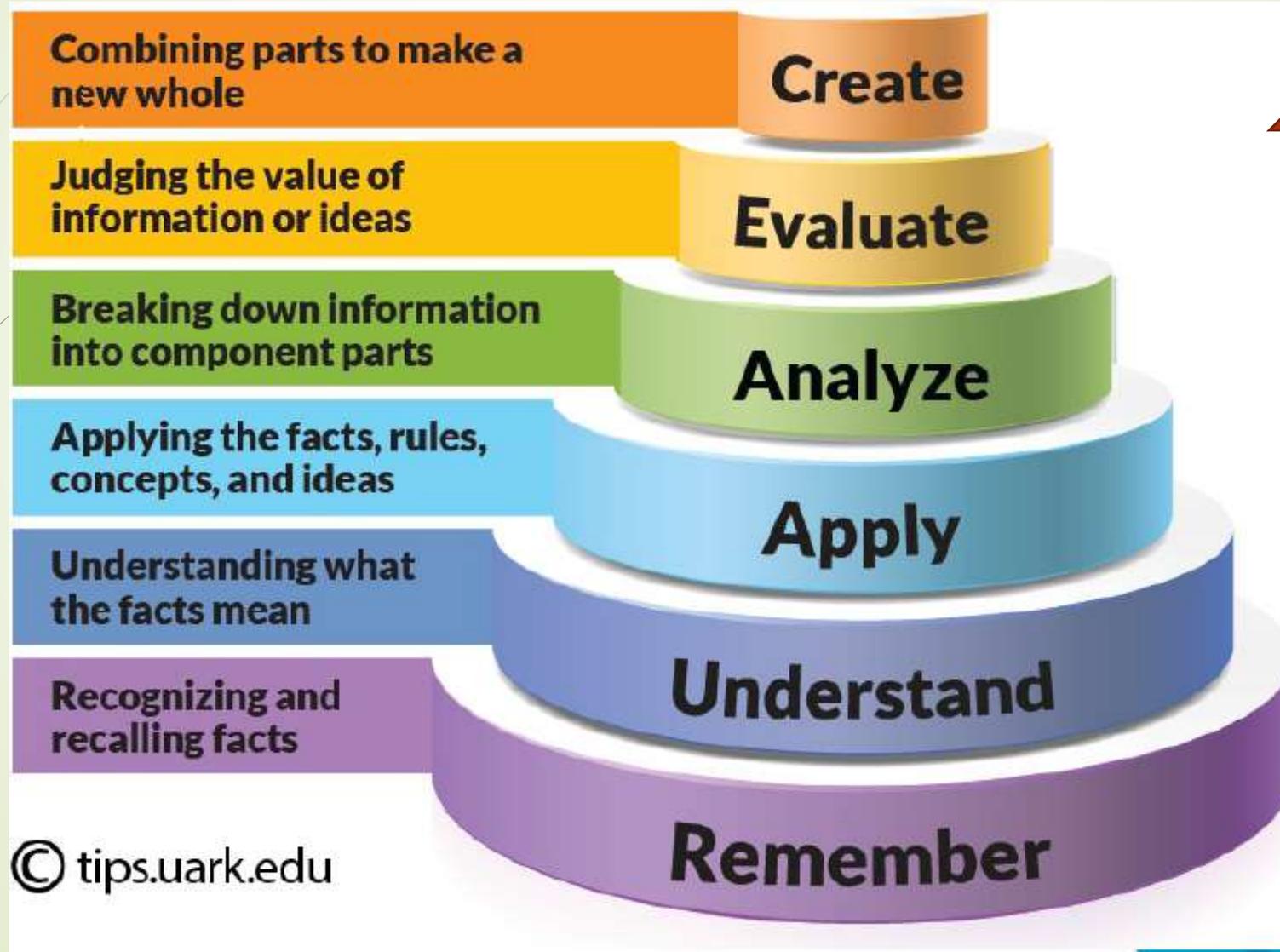
➤ Working at:

- Based on the range evidence, over time, your child is secure in the key expectations for that term/year group

➤ Working at greater depth:

- Your child is able to use and apply the relevant skills, independently in a range of contexts including self directed learning.

Deepening and Broadening





Assessment **FOR** learning

What it is it?

- Part of our daily teaching to check for understanding
- Informs the next steps in the learning process

Assessment for learning is formative (ongoing and continuous) and takes many forms including:

- Work produced at all stages of a lesson or unit
- Questions posed and answered and the depth of their explanations
- Conversations had with adults or other children
- Resources that the children use to support their learning
- Verbal presentations



English

English NC Aims **fluency - clarity - accuracy - coherence**

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- ▶ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ▶ **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ▶ can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 6 - SAT's

'We can't give full information about what the scale will look like yet. We need to wait until pupils have taken the tests and the tests have been marked before we can set the national standard and the rest of the scale. We can't set the scale in advance; this cohort is the first that has reached the end of key stage 2 having studied sufficient content from the new national curriculum. If we were to set the scale using data from pupils that had studied the old national curriculum, it is likely it would be incorrect.

We do know the scale will have a lower end point below 100 and an upper end point above 100. Once we have set the national standard we will use a statistical technique called 'scaling' to transform the raw score into a scaled score. We will publish this after the first tests have been administered.

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests.'

Department for Education July 2015



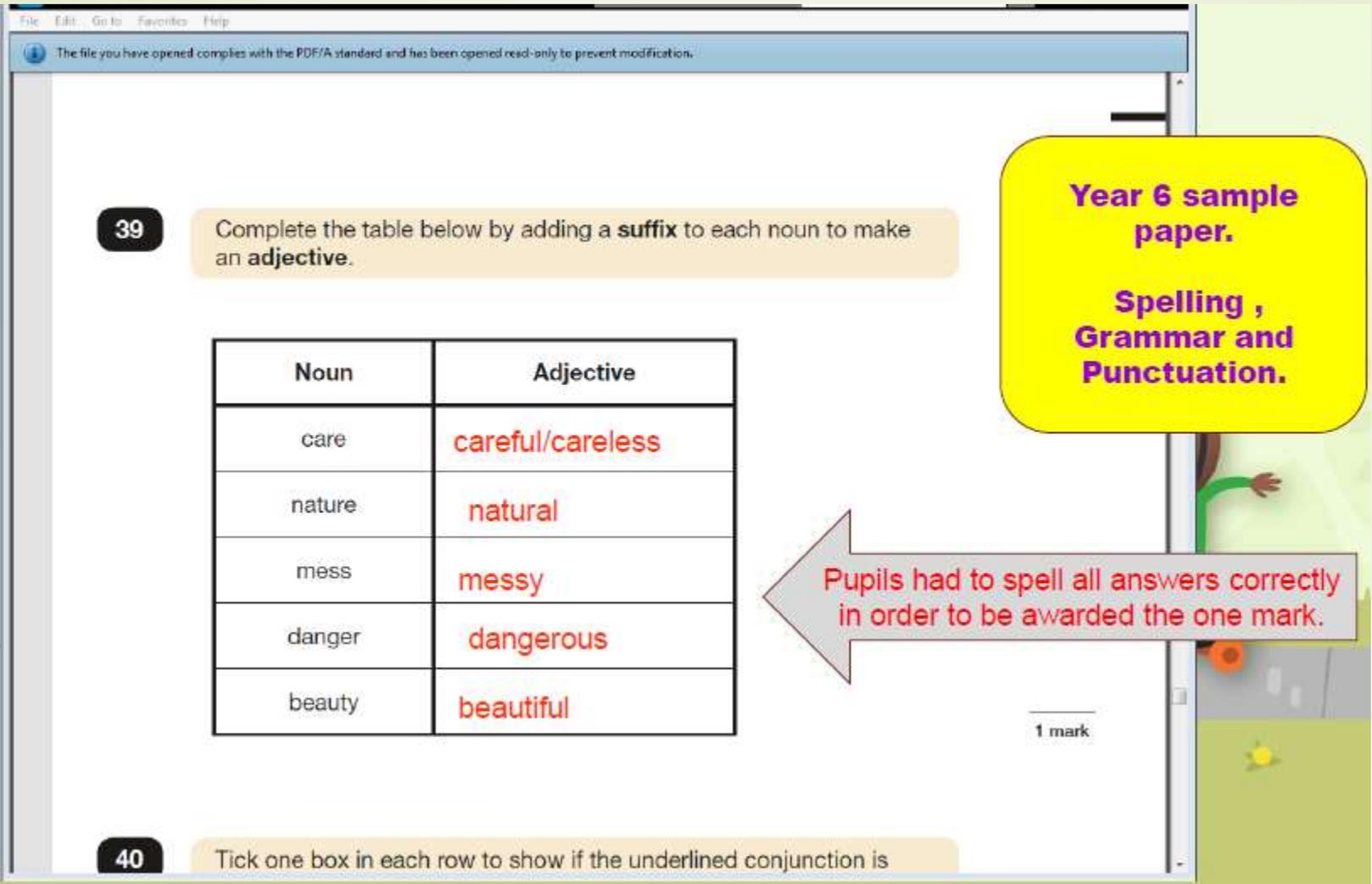
What tests are involved?

English

- Reading Paper (1 hour made up of one reading booklet which contains a selection of texts)
- Grammar and punctuation paper (45 minutes)
- Spelling paper (No time limit, dictation)

Maths

- Arithmetic Paper (36 questions in 30 minutes)
- Two reasoning papers (40 minutes)



39 Complete the table below by adding a **suffix** to each noun to make an **adjective**.

Noun	Adjective
care	careful/careless
nature	natural
mess	messy
danger	dangerous
beauty	beautiful

Year 6 sample paper.
Spelling, Grammar and Punctuation.

Pupils had to spell all answers correctly in order to be awarded the one mark.

1 mark

40 Tick one box in each row to show if the underlined conjunction is

35

Explain how the use of **commas** changes the meaning in the two sentences.

Year 6 sample
paper.

Spelling ,
Grammar and
Punctuation.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

The first sentence tells you that all mangoes are delicious. The extra clause tells us where they are grown.

The second sentence means that it is only mangoes which are grown in hot countries that taste delicious, not all mangoes.

1 mark

**Year 6 sample
Maths paper.**

Reasoning

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

Olivia buys a bag of cakes for £5.15

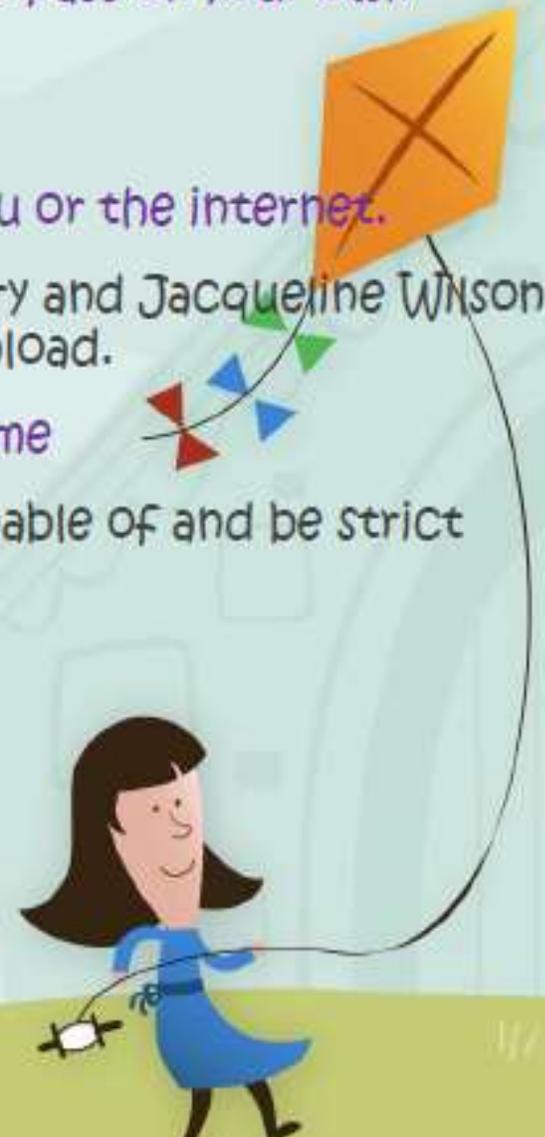
Use the formula to calculate how many cakes are in the bag.

Show
your
method

cakes

Some ways that you can make a real difference

- Help your child learn their tables by heart and out of sequence.
- Be a positive role model...read a book, use appropriate vocabulary, try not to pass on your own feelings about subjects.
- Read with and to your child....even as they get older!
- Buy a dictionary and encourage your child to use it before checking with you or the internet.
- Encourage your child to read texts which are more challenging..Horrid Henry and Jacqueline Wilson are unlikely to appear on a SATs paper! Many classic texts are free to download.
- Use real life opportunities to reinforce learning; e.g money and telling the time
- Expect your child to complete their homework to the standard they are capable of and be strict about basic punctuation, presentation and spelling.





Our commitment to our children...

- 
- To provide experiences so that children are challenged and stimulated through a creative curriculum that ensures all children excel from their starting points.
 - To work with parents to support our children to achieve the expectations of the new curriculum...in readiness for the next stage of their learning and for adult life in an ever changing world.



Thank you.



Questions



Self assessment