



Welcome to our
Curriculum and Assessment Evening



Content of the Evening

- (i) The National Curriculum
- (ii) Assessment Without Levels
- (iii) Pupil Annual Reports
- (iv) Helping your child at home

The National Curriculum

Introduced from September 2014

‘World Class Curriculum’ / ‘Mastery Curriculum’

Changes to STRUCTURE, CONTENT, and EXPECTATIONS



Department
for Education

National Curriculum

The National Curriculum



Department
for Education

National Curriculum

STRUCTURE

No longer divided into National Curriculum levels.

Levels have been replaced by End of Year Expectations
(some are at the end of 2 years)

Why replace the structure of Levels structure?

Deep learning – Secure learning – Mastery



Old NC = Ladders

New NC = Pasties



© Vikalinka



The National Curriculum



Department
for Education

National Curriculum

CONTENT

Many changes from September 2014.

Fewer aspects but greater depth.

Still features subjects other than English and Maths ...

The National Curriculum



Department
for Education

National Curriculum

CHANGES TO OTHER SUBJECTS

for example:

History more chronological approach

Computing more Coding (greater focus on programming rather than on operating programs)

Science Evolution to be taught in KS2

Design Technology Key events and individuals in that have shaped the world

The National Curriculum



Department
for Education

National Curriculum

EXPECTATIONS

Higher standard and raised expectations in all year groups.

The new NC “sets high expectations for what teachers should teach, and gives them the freedom to decide how to teach it.”

A ‘World Class’ curriculum.

Higher Expectations ... for example

	New Curriculum	Previous Curriculum
Grammar in KS1	Use of commas and apostrophes taught in KS1.	Featured in KS2 curriculum.
Y1 maths expectations	count up to 100 Learn number bonds to 20	count up to 20 Learn number bonds up to 10
Y2 maths expectations	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Find one half, one quarter and three quarters of shapes and sets of objects
Y4 maths expectations	12 X 12	10 x 10 by the end of Y6
Y6 maths expectations	Able to multiply and divide fractions e.g. $\frac{2}{5} \times \frac{4}{7}$	Featured in KS3 curriculum (approx Year 8 standard)

English- Key Stage 1

Writing – a summary of the key expectations

Accuracy and a greater command of a wider variety of a range of grammatical concept are key to the new English curriculum.

Spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*

Handwriting

- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- form lower-case letters of the correct size relative to one another

Here are some of the words children must be able to spell by
the end of Year 2 to reach the expected standard

door	because	behind	climb	children		
wild	most	only	both	old		
clothes	everybody	hour	even	many	great	
pretty	beautiful	after	fast	father	class	
plant	path	busy	move	improve	sure	could
eye	people	water	who	whole	again	
half	money	parents	Mr	Mrs	Christmas	

Expectations in KS1 grammar explained

- Children are now expected to be able to include the following features within at least 4 pieces of written work. *Note: statements in red denote new learning or learning that was previously above the expected standard*
- demarcating most sentences with capital letters and full stops **and with some use of question marks and exclamation marks**
- using sentences with different forms in their writing (statements, questions, exclamations and commands) **(new learning)**
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because) **(wider range of conjunctions expected more frequently)**

Extract from a piece of writing 'meeting expectations'

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The White Witch Stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!



English tests

- At the end of KS1, children will be tested in English.
- These assessments are made up of:
 - 1) Spelling and Grammar Test
 - 2) Two Reading Tests

Writing is assessed by the teacher based on evidence taken from their books.

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

☐

an adjective

☐

an adverb

☐

a noun

☐

a verb

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

☐

statements

☐

questions

☐

commands

☐

exclamations

Circle the verbs in the sentence below.

Yesterday was the school sports day and
Jo wore her new running shoes.

SPaG Spelling- Examples

Susan had a large collection of teddies.

The school garden is a peaceful place to sit.

A whale can hold its breath for two hours.

The musician gave concerts all over the world.

Reading

Pupils should: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Maths- Key Stage 1

The Maths Curriculum

- The national curriculum for mathematics aims is all about build a depth of understanding – for children to work towards ‘mastering’ the curriculum.

How?

- By becoming **fluent** in the basics e.g. times tables, number facts, measures facts, being able to add, subtract, multiply and divide (arithmetic).
- By learning to:

1) **Reason mathematically**

2) **Solving problems** with increasing sophistication across a wide range of contexts and situations.

- What does this look like?

Arithmetic Test

- Range of difficulty.
- Space to work out each question.
- Emphasis on choosing when to use mental arithmetic and when to use jottings.
- For example:

$$89 + 10 =$$

$$\underline{\quad} + 5 = 9$$

$$8 \times 10 =$$

$$35 \div 5 =$$

$$\frac{1}{4} \text{ of } 20 =$$

$$15 + 3 + 3 =$$

$$50 - \underline{\quad} = 20$$

$$2 \times 0 =$$

$$12 \div 2 =$$

$$\frac{1}{3} \text{ of } 21 =$$

$$43 + 38 =$$

$$3 \times 3 =$$

$$\frac{3}{4} \text{ of } 40$$

Reasoning Tests

27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins

29

Do these calculations have the same answer?

Write **yes** or **no** next to each box.

One is done for you.

$8 + 2$ and $2 + 8$

yes or **no**?yes

8×2 and 2×8

$8 - 2$ and $2 - 8$

$8 \div 2$ and $2 \div 8$

English at Key Stage 2

Writing – a summary of the key expectations

Accuracy and a good command of grammar are key to the new English writing curriculum.

Spelling and handwriting

- To reach 'Expected Standard' in writing children must be able to spell to a good standard.
- Children should be able to write fluently and legibly with speed, correctly deciding whether to join specific letters.

Here are some of the words children must be able to spell by the end of Year 6 to reach the expected standard

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier

Expectations in grammar explained

- Children are now expected to be able to include the following features within at least 4 pieces of written work. *Note: these formed part of the old Level 5 standard, which was **above expectation**.*

- Passive voice:

✓ *The monkey was fed bananas by the child (passive sentence)*

The child fed the monkey bananas (active sentence)

- Modal verbs – might, may, could, would, should, will

✓ *The criminal may still be at large*

- A range of punctuation (parenthesis – brackets, commas and dashes)

✓ Superman – flying at high speed – raced to the rescue.

- Colons and semi-colons.

✓ Here are the ingredients: flower, sugar, eggs and water.

✓ I like travelling to France; I have been there many times.

Extract from a piece of writing 'meeting expectations'

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed Mum as she put some winter clothing in a suitcase and ~~the~~ ^{two} tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof gus coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's ~~Bill~~ ^{BMW} was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ ^{quickly} picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a ~~very~~ ^{very} painful frost bite. What ~~might~~ ^{could} she do now ~~with~~ ^{to} get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.

English tests

- At the end of KS2 children will be tested in English.
- These assessments are made up of:
 - 1) Spelling and Grammar Test
 - 2) Reading Test

Writing is assessed by the teacher based on evidence taken from their books.

Which sentence below is written in the **past tense**?

Tick **one**.

That is the oldest house in our village.

☐

The original part of the house dates from 1760.

☐

The roof was replaced in 1970.

☐

The owners plan to open the house to the public.

☐

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.

☐

The assembly was held in the hall.

☐

The bad weather led to the cancellation.

☐

The floods were caused by the heavy rain.

☐

Reading at KS2

- Children should read widely – stories, poetry and non-fiction – ‘to develop their knowledge of themselves, the world in which they live’ and their vocabulary.
- To be able to discuss the text they are reading – explaining and justifying their opinions as well as their understanding of events, characters and how authors use language.
- By the end of year 6 children are expected to:
 - Read age appropriate books with confidence and fluency
 - Work out the meaning of words from a context
 - Predict what might happen
 - Retrieve information
 - Summarise main ideas
 - Make comparisons across books

Maths

The Maths Curriculum

- The national curriculum for mathematics aims is all about building a **depth of understanding** – for children to work towards '**mastering**' the curriculum.

How?

- By becoming **fluent** in the basics e.g. times tables, number facts, measures facts, being able to add, subtract, multiply and divide (arithmetic).
- By learning to:

1) Reason mathematically


2) Solving problems with increasing sophistication across a wide range of contexts and situations.

- What does this look like?

Arithmetic fluency


- There is an emphasis on using correct methods and being able to choose when to use a mental vs written method.
- For example:
- $6.12 + 0.7$
- $6 \times 3 \times 6$
- $670,381 - 34,917$
- 45×19
- 85% of 280
- $3598 \div 14$
- $9 \times 2 \frac{1}{4}$

A




£135,300

B




£119,125

C




£130,500

D



£131,500

E



£91,500

Put these houses in order of price starting with the **lowest price**.

One has been done for you.

_____ **B** _____
lowest

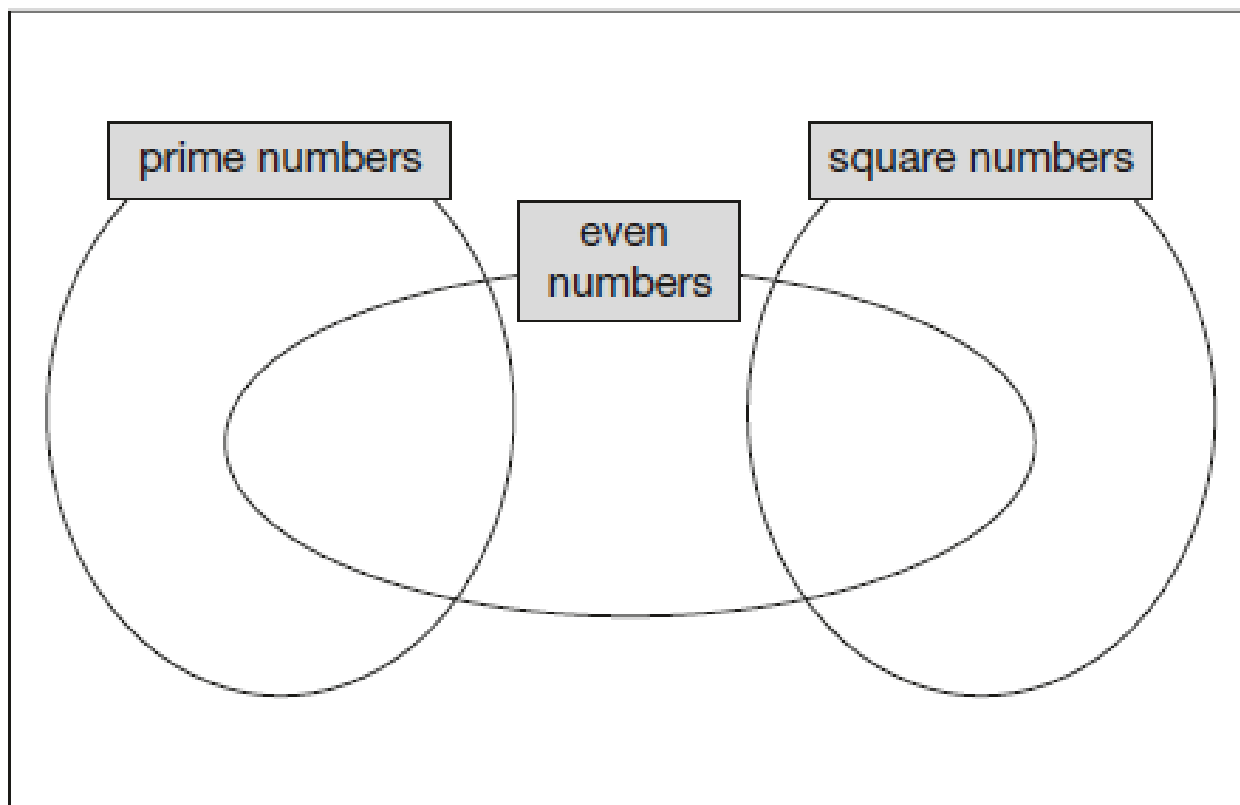
Write each number in its correct place on the diagram.

16

17

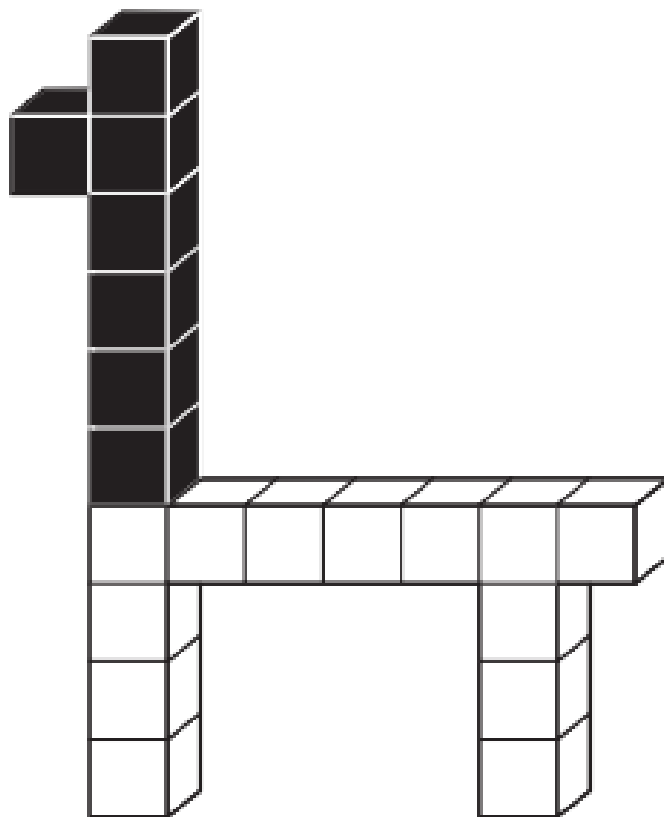
18

19



17

This model is made with 20 cubes.



What percentage of the cubes in the model is black?

 %

*Total number of cubes = 20
= 100%*

*Black cubes =
7 out of 20*

$20 \times 5 = 100$

So

$7 \times 5 = 35\%$

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show
your
method

$$\begin{array}{r}
 112 \\
 \times 82 \\
 \hline
 224 \\
 8960 \\
 \hline
 9184 \\
 1
 \end{array}$$

$$\begin{array}{r}
 71 \\
 9184 \\
 - 6108 \\
 \hline
 3076
 \end{array}$$

3076 square metres

3 marks

How we assess core subjects

Assessment without Levels

- Research into many different systems- both commercial and Surrey-based.
- Almost all systems use a format similar to that already used in Year R.
- No consistent system applied to all schools – different schools have different ways of grading and narrating progress
- Loosely linked to statutory assessments at the end of each Key Stage.
- Regular changes and rewrites following new requirements from DfE- once every few months over last 2 years.
- English and Maths, in particular, are challenging.

Assessment Without Levels at St. Paul's

It works on the principle, similar to Year R, of splitting the end-of-year expectations into categories. There are two major judgements:

- Whether a child is **developing** towards the **expected** EoY standard,
- Whether a child is working **at** the **expected** EoY standard.
- *Whether a child is **above** the expected standard. (HOWEVER...)*

- Under the old levels system children who were exceeding might have moved into the next level.
- Children who are above the expected level will now be expected to add more **depth** and **breadth** to their knowledge, and to have more opportunities to develop their using and applying skills.
- This is sometimes called acquiring '**mastery**' or '**working at greater depth.**'
- No child can move to the curriculum from the year above in their current year if they haven't mastered every skill on the end of year statements.

Full Judgements for Assessment without Levels at St. Paul's

Below NC : Pupil is, most of the time, not accessing curriculum at the level of their year group.

Developing : Pupil is beginning to use and understand a skill / concept for their year group. They start to apply it correctly to their work.

Expected: Pupil consistently, accurately uses or applies the skill / concept in their independent work. They become confident using the skill in a range of situations.

Surpassing : Pupil is working significantly above the level of their year group curriculum- refer to following year group's curriculum.

Fine detail

- In school, we might talk about a child as being :
 - *developing or developing +*
 - *expected or expected +*
- **Expected +** would indicate a child working at greater depth, acquiring mastery of a subject at their age level.
- This allows us to still closely track a child's progress, as under the old levels system of sub-levels.
- It also allows us to keep monitoring the progress of the less able, and provide challenge for the more able within the new guidelines.

St Pauls : Tracking the progress of your child

School attainment descriptors	Below NC	Developing	Expected	Surpassing
End of year report to parents	Below year group expectations	Developing towards end of year expectations	Working at the expected end of year standard for the year group, including those working at greater depth.	Working significantly above the expected standard for the year group.

Pupil Annual Reports

St Paul's CE (Aided) Primary School Report 2016



Name of child

Name of Teacher

Name of Class, Year Group

What I am proud of this year:

Summary of Attitude and Attainment – pre 2016



Summary of Attitude and Attainment

Subject	Attitude 1 = very good 4 = poor	Below expectation	Just below expectation	In line with expectations	Just above expectations	Above expectations
Literacy				✓		
Maths						

Summary of Attitude and Attainment – 2016

Summary of Attitude and Attainment

Subject	Attitude 1 = very good 4 = poor	Below year group expectations	Developing towards end of year expectations	Working at the expected end of year standard for the year group	Working above the expected standard for the year group
Reading				✓	
Writing					

Summary of Attitude and Attainment – pre 2016



Summary of Attitude and Attainment

Subject	Attitude 1 = very good 4 = poor	Below expectation	Just below expectation	In line with expectations	Just above expectations	Above expectations
Literacy				✓		
Maths						

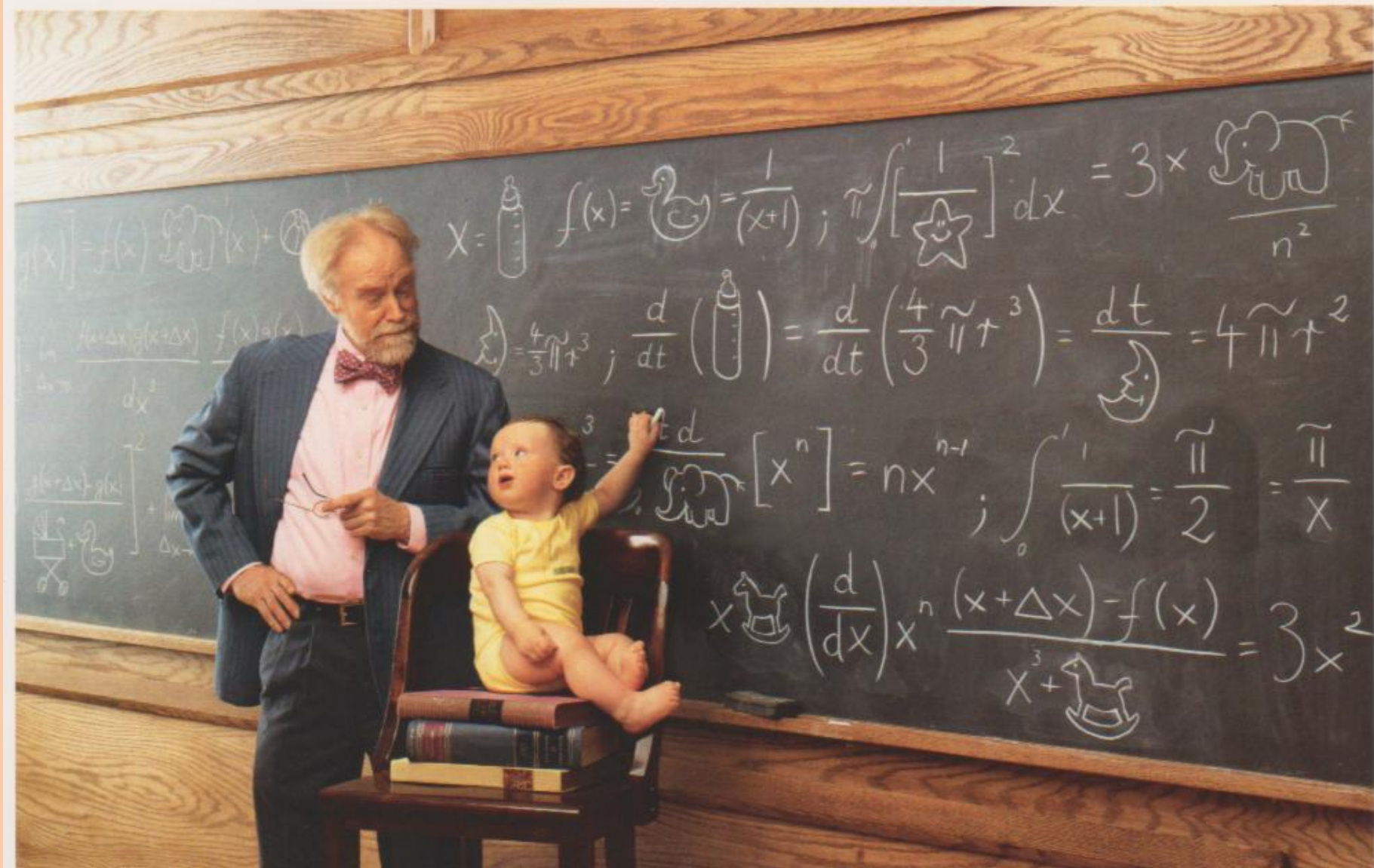
Summary of Attitude and Attainment – 2016

Summary of Attitude and Attainment

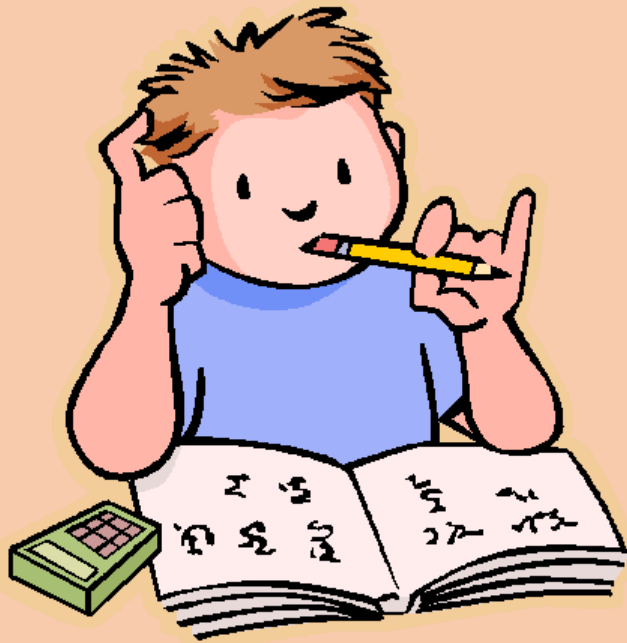
Subject	Attitude 1 = very good 4 = poor	Below year group expectations	Developing towards end of year expectations	Working at the expected end of year standard for the year group	Working above the expected standard for the year group
Reading				✓	
Writing					



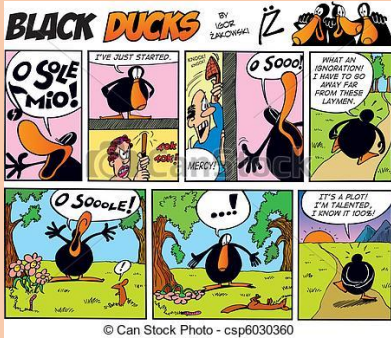
Helping your child at home

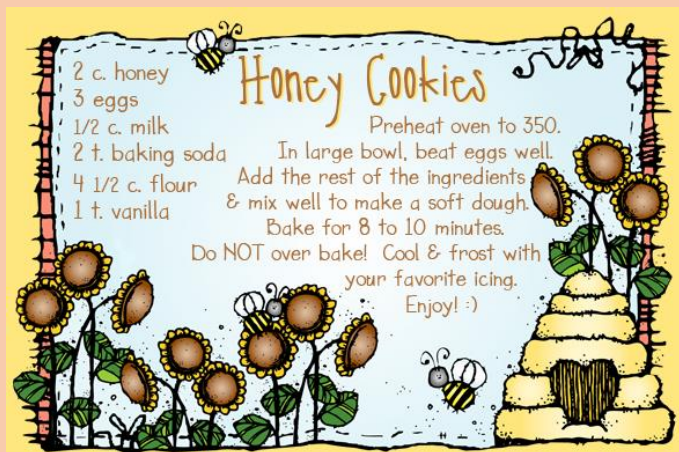


Homework



Reading





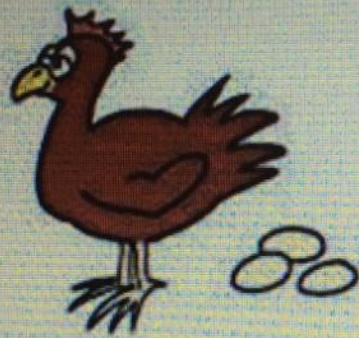
Spellings

Wed-nes-day

what

when

When will the hen lay an egg?



when

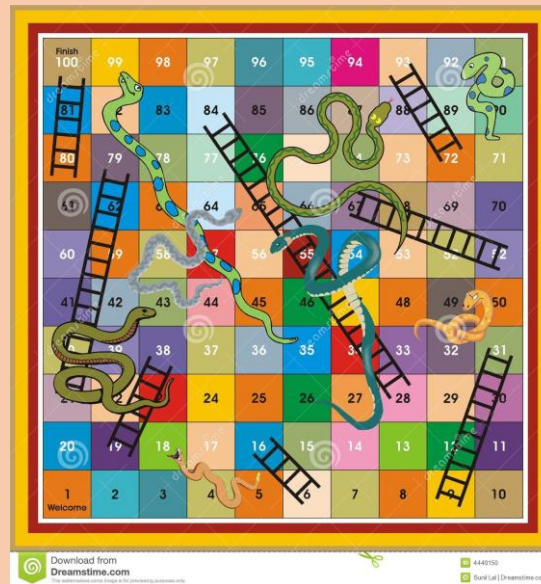
Cats on umbrellas love ducks



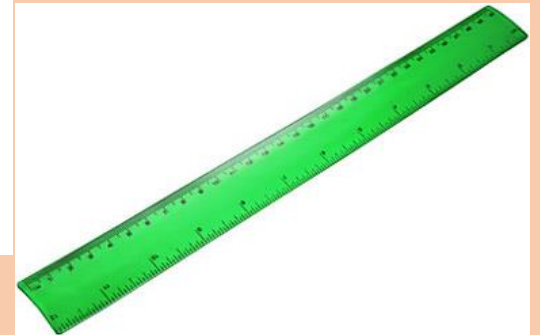
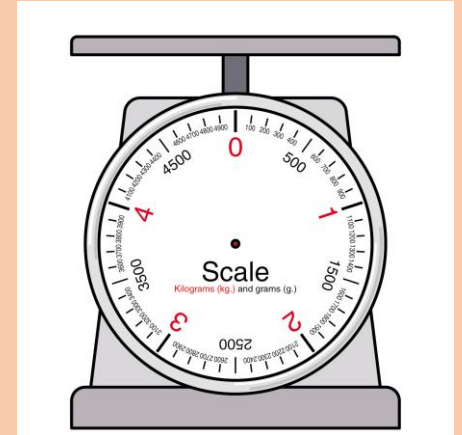
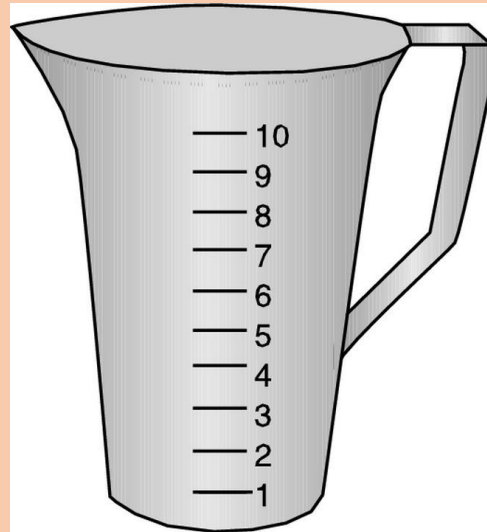
could



Maths



Practical maths



Fun maths

What is the largest digit?

Put the digits in order from smallest to largest.

Can you read the whole number?

1 more or 1 less

Is it a multiple of 3?

Is it a multiple of 4?



Can you multiply all the digits?

Is it odd or even?

What is the total of the digits?

10 more or 10 less

What is double the number?

What is half of the number?



What is the bottom line?

Children are still children...

... each with their individual needs.

Not just Maths and English.



At St Pauls we believe that learning should be engaging, relevant and motivating.



Content of the Evening

- (i) The National Curriculum
- (ii) Assessment Without Levels
- (iii) School Annual Reports
- (iv) Helping your child at home

Thank you for joining us this evening