

Curriculum, Assessment for Learning and Tracking Progress and Attainment

Learning in Maths, Learning in English

HOOK JUNIOR SCHOOL
AUTUMN TERM 2015

Aims:

- To outline the changes in the current curriculum
- To outline changes in assessment
 1. How will I know if my child is making progress?
 2. How will my child be challenged? Supported?
 3. What terminology will be use to describe my child's progress now that levels do not exist?
- Teaching and learning in the maths and English curriculum

What changes have come from the Department for Education (DfE)?

“As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils’ learning. The programme of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.”

**National curriculum and assessment from September 2014:
information for schools**

National Curriculum Expectations

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

- **Key Principles:**

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve pupils with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents/carers and other interested parties of pupil's progress

How will this change the assessment and reporting of my child's attainment and progress?

Formative Assessment:

Assessment for learning opportunities are a natural part of teaching and learning, they are constantly taking place in the classroom through:

- Discussion
- Listening
- Analysis of work.
- Observation

Summative Assessment:

- Summative assessment (Assessment of Learning) is important for informing governors, both parents and carers and teachers of a child's attainment and progress.

As a school we provide information about what the children will be learning in the termly curriculum newsletters.

Terminology:

An overall judgement regarding the progress of each child is made at the end of each **phase**. This replaces the old 'level' terminology, but is not comparable.

Below	Your child is working below age related expectations and will need further support to meet the objective set.
Developing	Your child is working towards age related expectations.
Mastering	Your child is performing in line with age related expectations and is on track.
Excelling	Your child is performing above age related expectations.

End of Year 6 tests:

- From 2016, we will use scaled scores to report National Curriculum test outcomes.
- A scaled score of 100 will always represent the 'national standard' (Mastery = ARE).
- We need to wait until pupils have taken the tests and the tests have been marked before the DfE can set the national standard and the rest of the scale.
- The scale will have a lower end point below 100 and an upper end point above 100.
- A pupil's scaled score will be based on their raw score.
- 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.
- 100 will be evidence that the children have mastered the curriculum and will be graded as achieving ARE.
- Each pupil registered for the tests will receive:
 - *a raw score (number of raw marks awarded)
 - *a scaled score
 - *confirmation of whether or not they attained the national standard

The end of KS2 test format:

- In maths, there will be three papers: paper 1 (context free questions) and paper 2 and 3 (application of mathematical skills within a range of contexts)
- GaPS (Grammar, Punctuation and Spelling): one spelling test and one grammar test
- Reading comprehension
- Building a writing portfolio across a range of forms

- Children are continually assessed in lessons against a key set of expectations per year group for reading, writing and maths. These are broken down into **phases** that build and progress as the year goes on.
- The children will learn in greater **depth** and **apply** their learning to a wide variety of situations.
- Children are not accelerated through the programme of study, instead they will develop a deeper understanding and an ability to apply their understanding across other subjects and in a variety of situations.
- Teachers will continue to regularly assess your child and make professional judgements about what the next steps in their learning should be.

Curriculum changes:

The main aim is to raise standards. Although the new curriculum is intended to be more challenging it has less content than the previous curriculum, focusing on essential core subject knowledge and skills.

We will continue to equip children with the knowledge and skills they will need to:

- succeed in a future we don't yet know
- secure jobs yet to be invented
- build self-esteem and resilience
- harness knowledge yet to be discovered

Curriculum Changes in Core Subjects:

English:

- Stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will now be taught in KS1 rather than introduced in KS2)
- **Handwriting**(not previously assessed under the national curriculum) is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills.

Maths:

- **Five-year-olds will be expected to learn to count up to 100** (compared to 20 in the pre 2014 curriculum) and learn **number bonds to 20** (previously up to 10)
- **Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1**, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)
- By the age of nine, children will be expected to know **times tables up to 12×12** (currently 10×10 by the end of primary school)

As a school we have:

- Adapted long term overviews in line with the new curriculum
- Changed and amended termly topics to link with new expectations
- Produced a skills progression checklist to use in class to assess pupil's progress

As a school we are developing:

- What mastery looks like in each foundation subject
- Foundation assessment and tracking so it is in line with core subjects

The aims of the maths curriculum:

Aims

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

Teaching and Learning in Maths

The strands in maths include:

- **Number and place value**
- **Addition and subtraction**
- **Multiplication and division**
- **Fractions**
- Measurement
- Geometry
- Statistics

Maths at HJS

Daily:

- 1 hour of maths,
- 1 twenty minutes of mental maths

Additional 'catch-up' groups are also delivered regularly, which are flexible

Maths is also embedded throughout the curriculum where it is relevant, for children to apply their skills in a range of contexts.

Each strand has been broken down into phases and year groups:

Year 6 Mathematics Overview

(Objective in red = KPI statements)

Phase 1- Sept-Nov	Phase 2- Dec-Feb	Phase 3- March-May
<p>A child is able to:</p> <p>Number and placevalue</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10, 000, 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • <u>solve</u> number and practical problems that involve all of the above. • See fraction objectives 	<p><i>Phase 1 objectives must be mastered before moving on to <u>phase 2</u>.</i></p> <p>A child is able to:</p> <p>Number and placevalue:</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Rounds any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above 	<p><i>Phase 1 and 2 objectives must be mastered before moving on to <u>phase 2</u>.</i></p> <p>A child is able to:</p> <p>Number and placevalue</p> <ul style="list-style-type: none"> • Uses negative numbers in context and calculates intervals across zero

These documents are available on the school website.

Within each objective or KPI, there is then a progression of skills children need to master:

KPI	Progression
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	<ul style="list-style-type: none">-I can read 3, 4, 5, 6, 7 and 8 digit numbers-I can explain the value of each digit within a number (up to 8 digits)-I can write numbers that are given to me-I can understand the value of a number in different contexts-I can compare the value numbers up to 8 digits-I can order whole numbers up to 8 digits-I can represent the value of numbers-I can explain the purpose of a place holder-I can use place holders when writing accurately-I can apply this in different situations and contexts

What a maths lesson looks like:

- Context
- Resources, models and images to scaffold their learning
- Discuss question and reason
- Guided group to support or challenge-if needed
- Application in a different context

Activities and example questions...

How you can help at home with maths:

- Support children with their times tables and mental maths skills of the week
- Support children with their home learning (following the written methods the children have been learning in class – the Maths Calculation Policy and videos of examples of these written methods are available on the school website)
- If you would like to support your child further at home, there is a list of some example activities on the website for maths

Teaching and Learning in English

- The Overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure all pupils:
 - Read easily, fluently and with good understanding
 - Develop a 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 literacy 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

Teaching and Learning in English

- Reading

Split into 5 domains -

- Word reading
- Themes and Conventions
- Inference
- Comprehension
- Language

- Writing

- Transcription
Handwriting, spelling
and etymology of words
- Composition –articulating
ideas and structuring them in
speech and writing

English Overview

Year group	Form of writing	Guided Reading	Form of writing	Guided Reading	Form of writing	Guided Reading
Y3	Instructions Information – recount Narrative - descriptions	Poetry Recounts Setting descriptions	Narrative - setting/character Information Poetry	Information texts Poetry Character descriptions (show not tell) recounts	Narrative - Myths and Legends Poetry Persuasion	Persuasion Myths and Legends Comic strip Diary
Y4	Narrative Discussion Information	Discussion Information Narrative	Narrative - Play scripts Poetry Advice Explanation	Poetry Advice Explanations Instructions	Narrative - plot (humour, surprise or suspense) Poetry Persuasion Explanation	Poetry Persuasion Explanation Advice
Y5	Advise Narrative Poetry	Discussions Poetry Narrative Advice	Discussion Narrative Poetry	Instructions Discussion Narrative Poetry	Explanation Persuasion Instructions	Explanation Persuasion Instructions
Y6	Information Discussion	Instructions Discussion Narrative Poetry	Description (in narrative and non fiction) Poetry	Description Narrative Poetry	Persuasion Narrative Playscripts	All forms to make comparisons

KPI: Organise Paragraphs around a Theme

	Steps to success	F/NF	Scaffold/Modelling/Questions
1	What a paragraph is	Both	Read and identify in texts Split texts into sections Identify theme in paragraph
2	Structure of text using paragraphs	NF	Read and analyse texts How do paragraphs support structure? How do paragraphs help the reader? How do paragraphs link? Organise paragraphs into order
3	Organise different information into paragraphs and change in paragraph	NF	Organise information/sentences into themes Choose subtitles for paragraphs
4	Structure of a paragraph (Topic sentence, Evidence, Expand, Return)	NF	Read and identify how a paragraph is organised Arrange information into a paragraph based on structure Apply structure to own writing (Planned and modelled first) Independent application
5	Paragraph changes (CATS)	F	Read and identify theme in fictional paragraphs Why does this change occur? Identify where changes occur in stories Cut up texts to show changes Apply to planning format Apply to writing (Modelled) Apply to writing (independently)
6	Independently plan writing to include paragraph changes	Both	Plan writing using chosen format Structure writing in paragraphs throughout text Structure sentences within paragraph Appropriate paragraph changes

English at HJS

- Guided Reading
- 5 Writing lessons – developing the writing process
- Grammar lesson
- Spelling session x 2 weekly and tested through dictation
- Handwriting x 2 weekly

An English Unit

Final outcomes will be within a context, linked to current curriculum to give a purpose and audience.

Exploration

Reading a range of texts, gather language examples, identify purpose and audience.

Rehearsal

Oral rehearsal in context, apply to paragraph, scaffolded writing.

Drafting

Planning, writing, editing, re-drafting, presenting.

GaPS (Grammar, Punctuation and spelling)

- Focusing on a specific skill each week
- Range of activities to practise knowledge
- Will need to know specific terminology, rules and exceptions.

How to help at home with English:

- Learn weekly spellings and encourage application of these across all writing
- Learn relevant wordlists with children and rehearse these where possible
- Regular reading at home
- Support children with their home learning
- Encourage children to articulate ideas and hold discussions justifying their views

Learning is broken down into **phases** that **progress** as the year continues. Each **phase** is broken down into a series of objectives that children will be taught.

As both the term and year continue, children will **deepen** their understanding and fully **master** skills being taught.

PHASE 1 Sept-Nov	PHASE 2 Dec- Feb	PHASE 3 Mar- May	PHASE 4 June- July
TEACH PHASE 1	EMBED PHASE 1	EMBED PHASE 1	
	TEACH PHASE 2	EMBED PHASE 2	
		TEACH PHASE 3	
			CONSOLIDATE AND CLOSE GAPS IN LEARNING

Example phrases we may use to describe your child's achievement:

- Your child is working well within the expected range for their age and **mastering** this **phase** (followed by examples of particular areas of strength and current areas of focus).
- Your child is **developing** their understanding at this **phase** (followed by examples of particular areas of strength and current areas of focus)
- Your child has a strong understanding of the concepts taught in this phase and is **excelling** the expected age range. They have been applying their skills in a range of contexts to further develop and deepen their problem solving skills (followed by examples of particular areas of strength and current areas of focus).

How will we report back to parents?

At learning consultations, and for your child's end of year report, you will be given information on:

- How well your child is progressing against the objectives set for the year and if they are working **below, developing, mastering** or **excelling**.
- If your child is on track to meet ARE (Age Related Expectations) at the end of the year and have **mastered** the objectives set.
- The support your child will be receiving and what you can do to help and support your child at home, if they are not mastering a particular objective.

It is important to note that...

- The new curriculum is very challenging. Expectations have been significantly raised for every year group.
- We cannot compare last year's old levels to any new system or way of reporting.
- In the summer term all teachers made a baseline assessment against the new curriculum to enable us to begin tracking children against the new expectations.