Caton
St Paul's
C of E Primary School

Curriculum and Assessment workshop

Wednesday 4th November 2015

Aims for the session

- To identify the key changes in the National Curriculum 2014.
- To identify the changes in assessment under the new National Curriculum.

What is the National Curriculum?

- The National Curriculum sets out the programmes of study for key subjects in primary and secondary schools in England.
- It tells us what the children are supposed to learn but it doesn't tell the school how to teach it.
- At Caton St Paul's we follow:

  Early Years Foundation Stage Curriculum in **Reception**

  Key stage 1 National Curriculum in **Years 1-2**

  Key stage 2 National Curriculum in **Years 3-6**

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New National Curriculum

- We are now required to follow a new National Curriculum framework, as set out by the government.
- In the last academic year, 2014-15, children in year 2 and 6 followed the framework of the previous curriculum, whilst other groups moved to the new curriculum.
- From September 2015, at primary level, this requirement applies to all years from year 1 to year 6.

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Key changes in the National Curriculum

- To develop children's numeracy and mathematical reasoning in all subjects so they understand the importance of maths.
- To develop children's spoken language, reading, writing and vocabulary throughout the whole curriculum.
- Much larger emphasis on the use of phonics in the early teaching of reading.
- Delivers fewer things in greater depth.
- Expectations have risen by approximately 8 months.

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English Curriculum

English is divided into

Reading

- Word Reading
- Comprehension

Writing

- Transcription
  - Spelling and handwriting
- Composition
  - Articulating ideas and structuring them

- **There is a much greater emphasis on technical skills of grammar, vocabulary and punctuation.**
- **Handwriting is expected to be fluent, legible and speedy**.

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Maths Curriculum

Maths is divided into

- Measurement
- Number
  - Number & place value
  - Addition & subtraction
  - Multiplication & division
  - Fraction (including decimals and percentages)
- Statistics
- Geometry
  - Properties of shapes
  - Position & direction

In year 6 this also includes:

- Ratio and proportions.
- Algebra

- Five-year-olds are expected to learn to **count up to 100** (old curriculum to 20) and learn **number bonds to 20.**
- **Simple fractions (1/4 and 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.
- By the age of nine, children will be expected to know **times tables up to 12x12** (old curriculum 10x10 by the end of primary school).
- No calculators!

Caton St Paul's Curriculum

We provide a curriculum that is broad and balanced which

- ✓ Promotes spiritual, moral, social and cultural developments.
- ✓ Prepares pupils for opportunities, responsibilities and experiences in later life.

Our curriculum comprises of the National Curriculum, the Blackburn diocese syllabus for RE as well as additional curriculum provisions and enrichments, including clubs, visitors to the school, school trips and community links.

We have a cross curricular approach, linking subjects together that work well together in our half termly topics. This enables children to make links in their learning and apply the skills across the curriculum.

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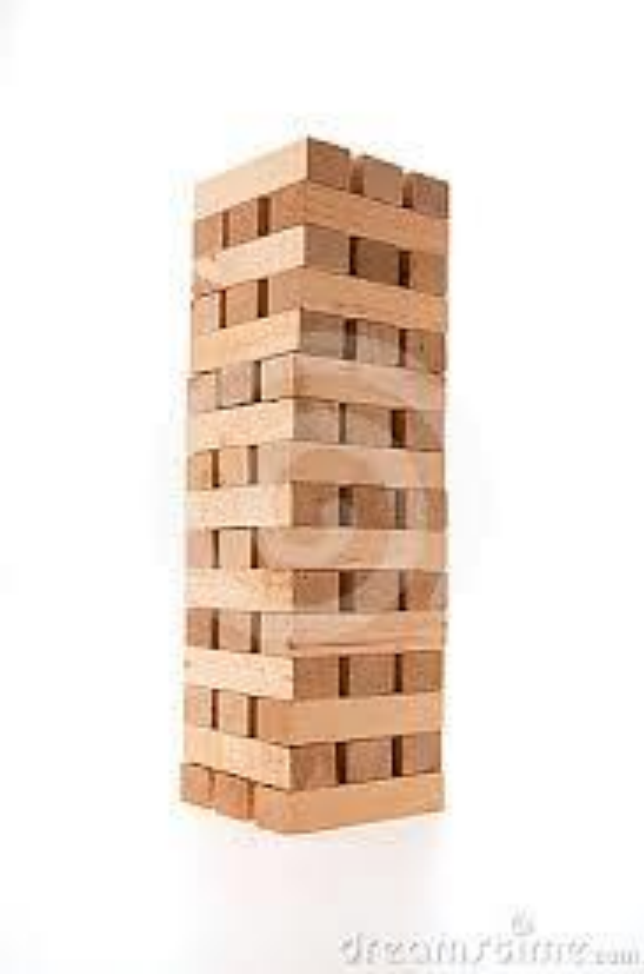
A new curriculum will need a new approach to assessment as the two go hand in hand.

In Primary school the 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.

Recommendations

1. Abandon the ‘best fit approach’ which levels created.



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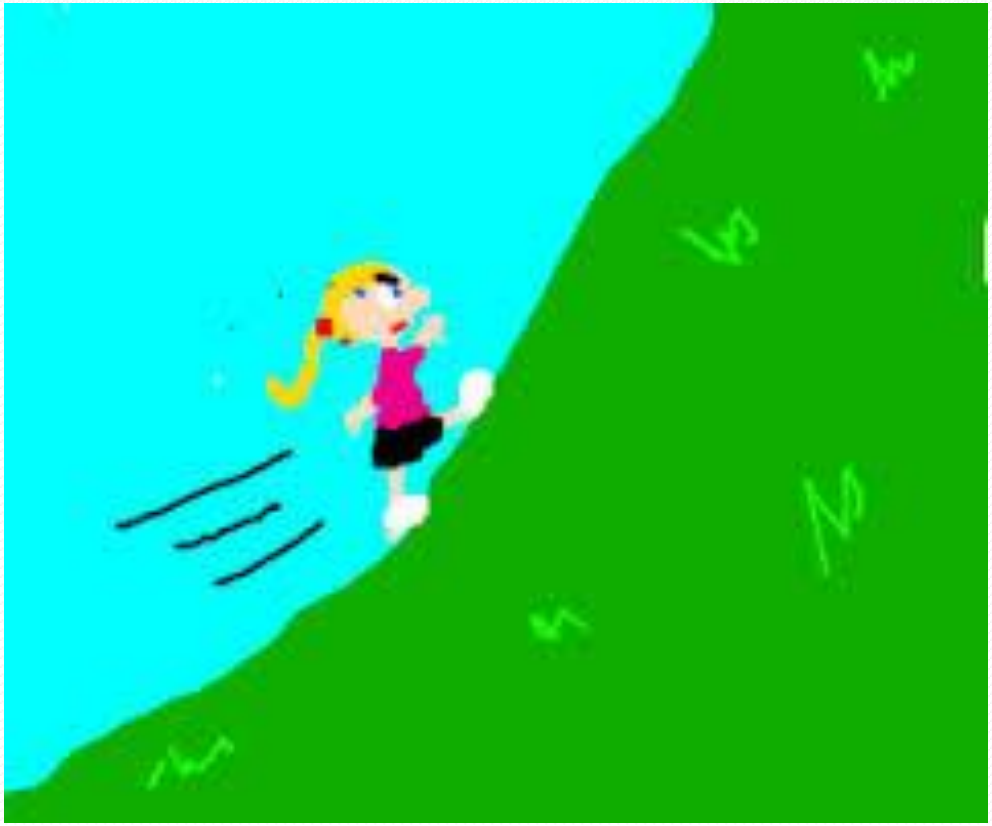
2. Favour ‘depth and breadth’ in the curriculum rather than pace.



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What might assessment look like?

- ongoing, teacher-led assessment is a crucial part of effective teaching.

- both teacher assessment and external testing are important.

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On-going Teacher Assessments

- We have spent many months researching different models of assessment and have now developed our school's approach.
- All our judgements will be based on Teacher Assessments which will be informed by the children's work and testing.
- We will moderate our judgements with other staff and other schools to ensure they are accurate.
- We are continuing to meet regularly with local schools and advisors to ensure we have the most up to date information.
- Our approach may need to be adapted if further guidance is produced by the DfE. We will keep you informed of any changes.

Age expected Standards

- At Caton St Paul's we will be assessing against the new age expected standards, as set out in the new curriculum.
- Teachers will track which elements of the programme of study (for their year group) the children can and can't do.
- We will record whether the children are on track to achieve the expected standard at the end of the year.
- We will share this information with parents 3 times during the year at parents evenings and the end of year report.

- To help us make judgements to whether children have achieved the expectations for the year group, we will assess the children against the Key Learning Indicators of Performance (KLIPS) for each year group.

- These have been devised by Lancashire County Council.

Key Learning in Mathematics – Year 1

Number – number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count in multiples of twos, fives and tens
- Read and write numbers to 100 in numerals
- Read and write numbers from 1 to 20 in numerals and words
- Begin to recognise the place value of numbers beyond 20 (tens and ones)
- Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30)
- Use the language of: equal to, more than, less than (fewer), most, least
- Given a number, identify one more and one less
- Recognise and create repeating patterns with numbers, objects and shapes
- Identify odd and even numbers linked to counting in twos from 0 and 1
- Solve problems and practical problems involving all of the above

Number – fractions

- Understand that a fraction can describe part of a whole
- Understand that a unit fraction represents one equal part of a whole
- Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure)
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure)

Number – addition and subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations)
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9

Geometry – properties of shapes

- Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles
- Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres

Geometry – position and direction

- Describe movement, including whole, half, quarter and three-quarter turns
- Recognise and create repeating patterns with objects and shapes
- Describe position and direction

Statistics

- Sort objects, numbers and shapes to a given criterion and their own
- Present and interpret data in block diagrams using practical equipment
- Ask and answer simple questions by counting the number of objects in each category
- Ask and answer questions by comparing categorical data

Number – multiplication and division

- Recall and use doubles of all numbers to 10 and corresponding halves
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Measurement

- Measure and begin to record:
  - lengths and heights, using non-standard and then manageable standard units (m/cm)
  - mass/weight, using non-standard and then manageable standard units (kg/g)
  - capacity and volume using non-standard and then manageable standard units (litres/ml)
  - time (hours/minutes/seconds)

  within children's range of counting competence
- Compare, describe and solve practical problems for:
  - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
  - mass/weight (for example, heavy/light, heavier than, lighter than)
  - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)
  - time (for example, quicker, slower, earlier, later)
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and know the value of different denominations of coins and notes

Key Learning in Mathematics – Year 4

Number – number and place value

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through zero to include negative numbers
- Count up and down in hundredths
- Read and write numbers to at least 10 000
- Read and write numbers with up to two decimal places
- Recognise the place value of each digit in a four-digit number
- Identify the value of each digit to two decimal places
- Partition numbers in different ways (e.g. 2.3 = 2+0.3 & 1+1.3)
- Identify, represent and estimate numbers using different representations (including the number line)
- Order and compare numbers beyond 1000
- Order and compare numbers with the same number of decimal places up to two decimal places
- Find 0.1, 1, 10, 100 or 1000 more or less than a given number
- Round any number to the nearest 10, 100 or 1000
- Round decimals (one decimal place) to the nearest whole number
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer
- Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps
- Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Number – fractions and decimals

- Understand that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$)
- Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Count on and back in steps of unit fractions
- Compare and order unit fractions and fractions with the same denominators (including on a number line)
- Recognise and show, using diagrams, families of common equivalent fractions
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Add and subtract fractions with the same denominator (using diagrams)
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Number – addition and subtraction

- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
- Select a mental strategy appropriate for the numbers involved in the calculation
- Recall and use addition and subtraction facts for 100
- Recall and use +/- facts for multiples of 100 totalling 1000
- Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)
- Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place
- Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate
- Estimate; use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- Solve addition and subtraction problems involving missing numbers

Geometry – properties of shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Identify acute and obtuse angles and compare and order angles up to two right angles by size

Geometry – position and direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon
- Describe movements between positions as translations of a given unit to the left/right and up/down

Statistics

- Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties and sizes
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Number – multiplication and division

- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
- Recognise and use factor pairs and commutativity in mental calculations
- Recall multiplication and division facts for multiplication tables up to 12 × 12
- Use partitioning to double or halve any number, including decimals to one decimal place
- Use place value, known and derived facts to multiply and divide mentally, including:
  - multiplying by 0 and 1
  - dividing by 1
  - multiplying together three numbers
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Measurement

- Estimate, compare and calculate different measures, including money in pounds and pence
- Order temperatures including those below 0°C
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Know area is a measure of surface within a given boundary
- Find the area of rectilinear shapes by counting squares
- Convert between different units of measure [e.g. kilometre to metre; hour to minute]
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Write amounts of money using decimal notation
- Recognise that one hundred 1p coins equal £1 and that each coin is $\frac{1}{100}$ of £1
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures

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Our aim is for every child to progress so that they reach the expected standard for their year group by the END of each year.

By the end of the year **most** children will be at the **expected** standard for their year group.

Some children may **exceed** the expected standard by the end of the year.

It is a requirement of the National Curriculum, not to move children to the next years programme of study. However if we feel that children have fully secured the programme of study with depth and breadth, we will move them on.

Some children may be working **below** the expected standard by the end of the year. These children will be supported with additional input to help them move towards the expected standard.

Reporting to parents

Your child's progress towards their end of year expectations will be indicated by:

Secure	**End of summer term**	Demonstrating all of the features of the year group expectations.
Developing	**End of spring term**	Demonstrating more of the features of the year group expectations.
Entering	**End of autumn term**	Starts to demonstrate some of the features of the year group expectations

Important to remember that the expectations have risen by approximately 8 months.

In the old level system a child who was working above expected level for their year group may be at expected standard on the new system.

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External testing

National assessments at key points in children's primary education

<u>Reception</u>

- a short reception baseline.

<u>Key stage 1</u>

- Phonics check near end of year 1.
- National SATS tests at end of year 2.

<u>Key Stage 2</u>

- National SATS tests at end of year 6.

SATs information workshops will be available for parents of children in Year 2 & 6 in 2016.

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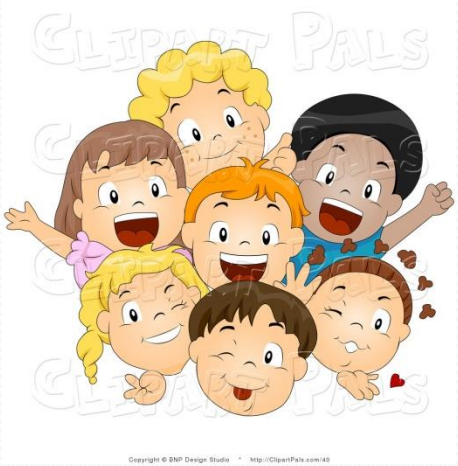
Any questions?



Thank you for coming.