

What does my child do at school?

How do I know how well they are doing it?



**Curriculum, Assessment and
Age Related Expectation**

National Curriculum 2014



- Introduced to raise standards
- Based on research evaluating the most successful curricula around the world
- Fully implemented for September 2015
- First full overall of all subjects at the same time

Aims of the Curriculum

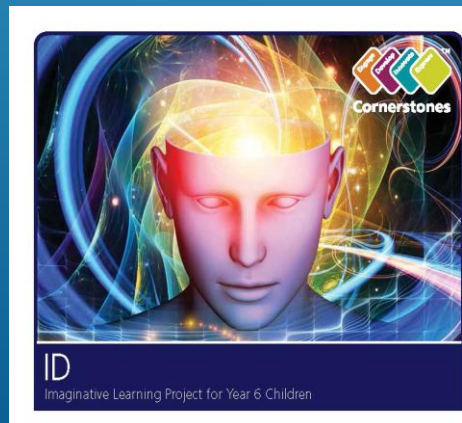
The National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens. It aims to:

- “embody rigour and high standards and create coherence in what is taught in schools
- ensure that all children are taught the essential knowledge in the key subject disciplines
- go beyond that core, to help all children realise their potential.”

What has changed at Kibworth?



- New Foundation subject curriculum – new modules and delivery method
- New frameworks for maths and English
- Changes to end of year reporting



Key Changes

- Some new content in all year groups
- Demand becomes greater

Year 2 English

What's been added?

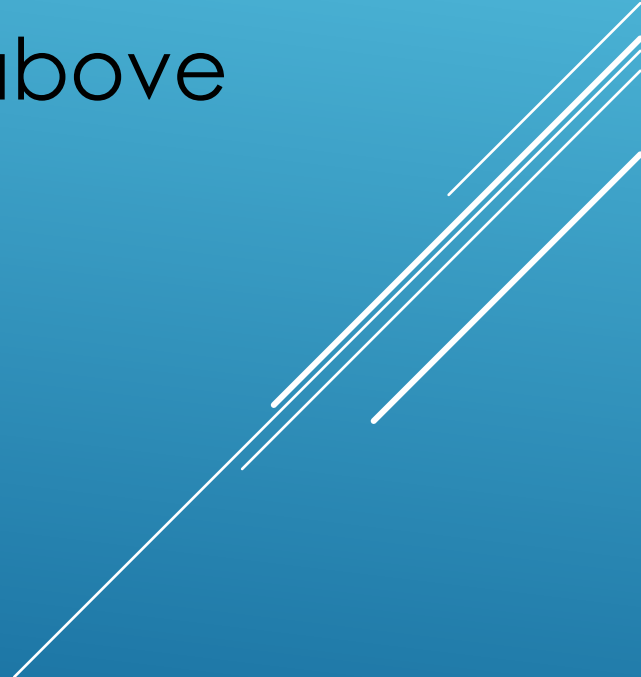
- Sooner use of phonics without overt blending
- Contemporary & classic poetry
- Reciting poetry
- Evaluating & proof-reading own writing
- Increased use of subordination
- Higher expectations of spelling, including from dictation
- Required introduction of joined writing

Year 3 Maths


What's been added?

- Adding tens or hundreds to 3-digit numbers
- Formal written methods for addition/subtraction
- 8 times table replaces 6 times tables (!)
- Counting in tenths
- Comparing, ordering, adding & subtracting fractions with common denominators
- Identifying angles larger than/smaller than right angles
- Identify horizontal, vertical, parallel and perpendicular lines
- Tell time to the nearest minute, including 24-hour clock and using Roman numerals
- Know the number of seconds in a minute and the number of days in each month, year and leap year

Changes to Assessment


- Levels are no longer used
 - Introduction of Age Related Expectations
 - Reporting on whether children are at above or below National Expectation
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National Test Changes

- New National test frameworks (SATs) from May 2016
 - Changes to areas tested
 - Tests in reading Writing maths and Grammar Spelling Punctuation
 - Grammar new to Year 2
 - Year 6 maths arithmetic test
 - Greater emphasis on reasoning
 - 85% of children to achieve in all areas
 - New Foundation baseline on entry
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Age Related Expectation


Maths and English

- Each year groups curriculum outlined
 - Expectation children will be meeting the demands of the year group
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A Mastery Curriculum

Progression within the new national curriculum is more focused on developing depth and understanding than on mere progression to the next set of content.

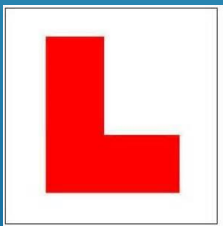
Shallow learning	Surface, temporary, often lost
Mastery learning	It sticks, can be recalled and used
Deep learning	Can be transferred and applied in different contexts



Mastery

- ▶ Independence: children use skills/knowledge in the same/similar contexts unsupported.
- ▶ Consistency: children work with accuracy and precision.
- ▶ Fluency: children work with confidence.

You've passed your test and now you have to learn to drive!



Deep Learning

- **analyse** the basic elements of an idea, experience, or theory;
- **synthesise** and organise ideas, information, or experiences into new, more complex interpretations and relationships;
- **make judgements** about the value of information, arguments or methods;
- **make choices** and apply the appropriate skills/knowledge;
- **apply** theories or concepts to practical (everyday) problems or in new situations.

Deep learners are intrinsically motivated.

Building deep learning requires opportunities for children to practice, use, revisit, consolidate and apply their skills and knowledge.



What does mastery look like?

Year 5: Pupils should be taught to:

- add and subtract whole numbers with more than four digits
- solve problems involving numbers up to three decimal places

Mastery		Mastery with Greater Depth		
Set out and solve these calculations using a column method.				
True or False?				
<input type="checkbox"/> $3999 - 2999 = 4000 - 3000$				
<input type="checkbox"/> $3999 - 2999 = 3000 - 2000$				
<input type="checkbox"/> $2741 - 1263 = 2742 - 1264$				
<input type="checkbox"/> $2741 + 1263 = 2742 + 1264$				
Mastery		Mastery with Greater Depth		
The table shows the cost of train tickets from different cities.				
What is the total cost for a return journey to York for one adult and two children?				
How much more does it cost for two adults to make a single journey to Hull than to Leeds?				
		York	Hull	Leeds
Adult	Single	£13.50	£16.60	£11.00
	Return	£24.50	£30.00	£20.00
Child	Single	£9.75	£11.00	£8.00
	Return	£15.00	£18.50	£13.50
Sam and Tom have £67.80 between them.				
If Sam has £6.20 more than Tom, how much does Tom have?				

Year 2: Pupils should be taught to:

compare and order numbers from 0 up to 100

Mastery

Put a circle around the larger number.

- 1) 50 48 2) 77 81 3) 78 87

Use coins to make the amount.

196p

100s	10s	1s



Mastery with Greater Depth

Write all the 2-digit numbers greater than 40 using these digits.



How do you know you have them all? Prove it.

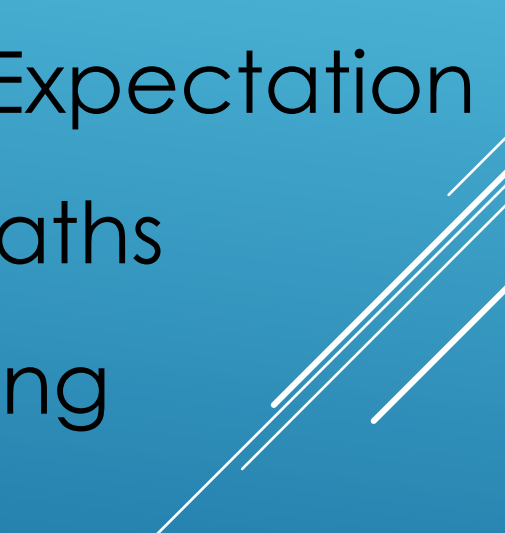
Jo has £2.29.

She only has £1 coins, 10p coins and 1p coins.

How many of each coin does she have?

Can you suggest a different answer?


How are we assessing?

- Each school has freedom to chose how to assess
 - School using assessment System by Focus Education
 - Outlines key assessment criteria
 - Key Indicators of working at Age Related Expectation
 - Criteria outlined for reading, writing and maths
 - Continual assessment towards understanding expectations
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Catch Up and Breadth

The National Curriculum states:

‘There is an expectation that the majority of pupils will move through the programme of study at broadly the same pace and that pupils who grasp concept rapidly should be challenged through rich and sophisticated problems before any acceleration to new content’.

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Catch Up and Breadth

- Expectation in curriculum that all pupils will progress at broadly same rate
 - Change to ways of supporting children
 - Focus on catch up
 - Higher attaining pupils to explore concepts in depth and with breadth before moving on
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Information for Parents

- Reporting to parents still at parents meetings and end of year
 - Discussion around progress towards end of year expectations
 - End of year report indicating at above or below Year Group expectations
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How can you help?

Support understanding of any expectation but particularly:

Times Tables

Expectations

- Y2 x2 x5 x10 tables and division facts
- Y3 multiplication facts for 3, 4 and 8x
- Y4 multiplication tables and division facts to 12x12

Spelling Lists

- KS2 Spelling Lists

Reading

- Read to and share books with children
- Encourage them read and discuss their books often
- Encourage breadth of reading and love of reading

Thank You

- Any thoughts after the session. Please come in and ask
 - Your child's class teacher will also be able to help with specific feedback
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