

St Charles Catholic Primary School



The New Curriculum and Assessment
Parent Meeting
January 2016

The Curriculum...

- * National Curriculum was introduced in 1988, revised in 1995 and again in 1999
- * 2012: Early Years Foundation Stage revised and different assessment criteria introduced
- * 2014: New Curriculum for KS1 and KS2

Changes

- * EYFS: No change
- * National Curriculum Levels have been abolished
- * Content of curriculum changed – some things have been taken out, more has been added and moved around – e.g. to different year groups
- * Higher expectations in Reading, Writing, Maths and Science

Assessment – pre 2014

National System

- * Primary School Levels: 1C – 6+
- * Year 2 expected level: 2b
- * Year 6 expected level: 4b
- * Expected progress from Key Stage 1 – 2 was 2 whole levels e.g. Level 2b – 4b / Level 3 - 5

Changes to Assessment

- * No national system
- * Schools are creating their own assessment system using the National Curriculum and Government performance descriptors for end of Key Stage 1 and 2

Statutory Assessment

End of Key Stage 1 and 2

Children will be assessed in:

- * Reading
 - * Grammar, punctuation and spelling
 - * Maths
-
- Children will receive a scaled score
 - '100' will be judged as the expected standard

Assessment at St Charles'

- * We will be assessing the children against Year group expectations
- * This will begin in Year 1 and continue to Year 6
- * This should make more sense to parents
- * The curriculum expectations for each year group are now much **higher** than they were previously

Year group objectives

Year 4 Reading	Developing	Secure	Ready
Key Skills:			
I can read aloud and understand words based on knowledge of root words, prefixes and suffixes			
I can read further exception words, including those with unusual spelling/sound links			
I can retell some fairy tales or traditional tales orally			
I can identify themes and conventions in a range of books			
I can perform plays and poetry aloud using intonation, tone, volume and action			
I can recognise some different forms of poetry			
I can use dictionaries to check the meanings of words			
I can check that a text makes sense, including explaining the meaning of words in context			
I can identify and summarise the main ideas drawn from more than one paragraph			
I can draw inferences about feelings thoughts and motives			
I can use evidence to justify inferences			
I can discuss words and phrases which capture the reader's interest			
I can identify how language contributes to meaning			
I can identify how structure and presentation contribute to meaning			
I can retrieve and record information from non-fiction texts			

Year group objectives

Year 6

Reading

I can use knowledge of morphology and etymology to read aloud and understand new words
I can make comparisons within and across books
I can read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
I can identify and discuss themes and conventions across a wide range of writing
I can discuss understanding of texts, including exploring meaning of words in context
I can ask questions to improve understanding of texts
I can summarise ideas drawn from more than one paragraphs, identifying key details
I can predict future events from details stated and implied
I can identify how language, structure and presentation contribute to meaning
I can discuss how authors use language, including figurative language, to affect the reader
I can make book recommendations, giving reasons for choices
I can participate in discussions about books, building on and challenging ideas
I can explain and discuss understanding of reading
I can participate in formal presentations and debates about reading
I can provide reasoned justifications for views

Writing

I can identify the audience and purpose and select the appropriate features for my own writing
I can record and plan my initial ideas
I can select appropriate grammar and vocabulary to improve my writing
I can describe settings, characters and atmosphere
I can write longer passages of high quality writing
I can use a wide range of devices to build cohesion
I use further organisational and presentational devices to structure my writing and guide the reader
I can propose changes of vocabulary, grammar and punctuation to improve writing
I can perform my own compositions using expression, volume and movement so the meaning is clear
I can create vivid images using alliteration, similies, metaphors and personification
I use expanded noun phrases to explain complicated information clearly
I can use modal verbs or adverbs to indicate degrees of possibility
I can use semi-colons, colons and dashes between independent clauses
I can use a colon to introduce a list

Spelling

I can spell some words with silent letters e.g. knight, thumb, wreck
I can spell homophones and other words which are often confused e.g. are / our; their / there / they're
Can use a dictionary to check spellings and meanings of words

Handwriting is joined correctly, legible and of an appropriate size

Grammatical Terminology:

- Subject
- Object
- Passive
- Synonym
- antonym
- ellipsis
- hyphen
- colon
- semi-colon
- bullet points

I can use relative clauses
I can convert nouns or adjectives into verbs
I can use vocabulary and structure that are appropriate for formal writing
I can use passive verbs to change the way I present information
I use the perfect form of verbs to mark relationships of time and cause
I can use relative clauses beginning with who, which, where, when, whose, that or with, a pronoun
I can convert nouns or adjectives into verbs
I can use adverbials of time, place and number so that my writing is clear to the reader
I can use the correct tense throughout a piece of writing
I ensure I have correct subject and verb agreement
I can use further cohesion devices such as grammatical connections and adverbials
I have a good understanding of synonyms and antonym
I can use ellipsis
I can use commas to clarify meaning
I can use brackets, dashes and commas to indicate parenthesis
I can use hyphens
I can punctuate bullet points correctly

Year group objectives

Maths

I can round any whole number to a required degree of accuracy

I can use negative numbers to calculate intervals across zero

I can solve addition and subtraction multi step problems in context, deciding which operations and methods to use and why

I can use order of operations to carry out calculations

I can multiply a multi-digit number up to 4 digits by a 2 digit whole number using the formal written method of long multiplication

I can divide numbers up to 4 digits to a 2 digit number using the formal written method of short division where appropriate

I can interpret remainders according to the context

I can use estimation to check answers to calculations

I can use common factors to simplify fractions

I can compare and order fractions of any size

I can add and subtract fractions with different denominators and mixed numbers

I can multiply simple pairs of proper fractions

I can divide proper fractions by whole numbers

I can calculate decimal fraction equivalents for simple fractions

I can multiply a number with up to 2 decimal places by whole numbers

I can use written division with answers of up to 2 decimal places

I can recall and use equivalences between fractions, decimals and percentages

I can solve problems involving the calculation of percentages

I can solve problems for ratio using multiplication and division facts

I can solve problems involving proportion, using knowledge of fractions and multiples

I can use simple formulae

I can generate and describe linear sequences

I can express missing number problems algebraically

I can calculate the area of parallelograms and triangles

I can calculate and compare volumes of cubes and cuboids

I can convert units of measure between smaller and larger units

I can convert between miles and kilometres

I can find missing angles in triangles, quadrilaterals and regular polygons

I can illustrate and name parts of circle

I can recognise vertically opposite angles and find missing angles

I can translate shapes on a co-ordinate grid and reflect in the axes

I can describe positions on the full co-ordinate grid

I can construct and interpret pie charts

I can calculate and interpret the mean as an average

Year group objectives

- * Children need to apply these skills independently, without support, reminders or prompts
- * These sit along other materials which we use to assess learning – some of which are test materials
- * Teachers can use these to identify gaps in learning

Assessment Stages

* We break each Year group into stages so we can measure progress

YEAR 6											1	2	3	4	5	6		
YEAR 5									1	2	3	4	5	6				
YEAR 4							1	2	3	4	5	6						
YEAR 3					1	2	3	4	5	6								
YEAR 2			1	2	3	4	5	6										
YEAR 1	1	2	3	4	5	6												

B	E	D	S	R	M
Below	Emerging	Developing	Secure	Ready	Mastery
Well below Expectations	Below Expectations	Working towards expecting	Meeting Expectations	Exceeding Expectations	Well Above Expectations

Expectations

- * Higher expectations for each stage and Year Group
- * This may mean that a child who was average at the end of last year may now be below or developing
- * A child who was above average may now be working at the expected level; Secure

Year 2

At the expected standard – this is now closer to the old ‘Level 3’

Year 6

At the expected standard – this is now closer to the old ‘Level 5’

Differentiation

- * High achievers

If your child is above expectations for the year group, rather than move them on to objectives from other year groups we are now encouraged to look at investigative work and allow mastery in greater depth

- * Low Attainers

If your child is below the expectations for the year group the class teacher will look at objectives from other year groups to fill gaps in knowledge

Changes to Curriculum Content

* Spellings – these are now more difficult than they were:

Word list for years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee

communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic +
ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass

environment
equip (-ped, -
ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)

individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical

prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier

stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Grammar and Punctuation

Larger emphasis on grammar and punctuation:

Grammatical Terminology Year 5	<ul style="list-style-type: none">• modal verb• relative pronoun• cohesion• ambiguity	<ul style="list-style-type: none">• relative clause• parenthesis• bracket• dash
Grammatical Terminology Year 6	<ul style="list-style-type: none">• Subject• Object• Passive• Synonym• antonym	<ul style="list-style-type: none">• ellipsis• hyphen• colon• semi-colon• bullet points

<http://www.sats2016.co.uk/think-you-d-pass-your-sats-in-2016/>

Maths

- * Five-year-olds will be expected to learn to count up to 100 and learn number bonds to 20
- * • Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1. By Year 6, 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
- * Calculators will not be used at all in primary schools. This is to encourage mental arithmetic

A larger emphasis and changes to suggested written methods of calculation;

- * Column addition and subtraction
- * Long multiplication and division

Rapid recall of multiplication facts and application of these e.g. for division problems

Fluency and reasoning – using maths knowledge to solve problems

Higher expectations!

Supporting your child

- * Homework – ensure your child completes any given homework. This is to reinforce skills taught in the classroom
- * Spellings – help children to practise these at home. Spelling lessons are taught at school to teach patterns and reinforce spelling rules. Any additional practise is of benefit!
- * Times-table practise

Children practise times-tables in a variety of different ways throughout the school day.

These underpin lots of maths learning;

e.g. division, area and perimeter, measure and conversion between units

Available information

- * Information Leaflet
- * Objectives for your child's year group
- * Spelling lists

*If you are concerned about any area of your child's learning
please speak to the class teacher*

Other parent workshops:

- * SATS information evening for Year 2 parents:
Tuesday 1st March at 6.00pm
- * SATS information evening for Year 6 parents:
Tuesday 1st March at 6.30pm
- * Maths calculation evening: TBC