



Cliddesden Primary School

ASSESSMENT AND REPORTING TO PARENTS

7th October 2015

Aims

- ❖ Aims of the afternoon
- ❖ New National Curriculum – Sept 2015 Where are we now?
- ❖ Expectations of the new Curriculum
- ❖ Assessment without levels - outline how we track & assess progress at Cliddesden
- ❖ Progress Reports – How they will change this year

New Curriculum

- ❖ Why did we need a new National Curriculum?
- ❖ The short answer – the Government decided that we needed one.
- ❖ Before 1988 there was no National Curriculum. Teachers decided what they taught and what children needed. Over the next 26 years the National Curriculum was introduced and developed into what we had got used to until August 2014.
- ❖ Years 2 and 6 carried on using the old curriculum until August 2015

Cliddesden Curriculum

- ❖ A large part of our curriculum is focussed on developing basic skills – to be literate, numerate, to tolerate and respect one another, to get on with each other and develop skills for the future in computing.
- ❖ We want children to have a wide range of different curriculum experiences, to enjoy learning and to have fun.
- ❖ We want them to discover the delight of learning something new.
- ❖ We feel that we do this through the way we teach our themes.

Old Levels

- ❖ From 1988 the National curriculum comprised of a range of knowledge and skills that were developed throughout each key stage.
- ❖ It was then broken down into levels and expectations were set for certain milestones along this journey.
- ❖ Year 2 expectation = Level 2
- ❖ Year 6 expectation = Level 4

Higher Expectations

- ❖ What has changed?
- ❖ Lots of changes – the new curriculum is a lot more prescriptive in English and Maths, less prescriptive in the Foundation Subjects.
- ❖ The expectations are much higher than ever before, with much of the curriculum being shifted down into lower year groups, particularly in English and Maths.
- ❖ For example some old Y5 expectations can now be found in Y3, some Y7 / 8 in Y5 / 6.

Assessing without levels

- ❖ It was left up to schools to determine how they assessed children.
- ❖ A lot of assessment publishing companies were eager to promote their products.
- ❖ Cliddesden devised their own tracking system based on age related expectations and use this alongside the Hampshire Assessment Model.

How is attainment measured?

- ❖ Levels are now replaced with Age Related Expectations (A.R.E).
- ❖ Each Year Group has a criterion of Key Performance Indicators (KPIs).
- ❖ To meet A.R.E by the end of the year children are expected to meet 85% of the KPIs.

Year 3 Mathematics Key Performance Indicators

- ❖ Count in multiples of 4, 8, 50 and 100
- ❖ Compare and order numbers up to 1000
- ❖ Add and subtract numbers mentally, including round numbers to HTU
- ❖ Add and subtract using standard column method
- ❖ Estimate answers to calculations and use the inverse to check answers
- ❖ Know $3\times$, $4\times$ and $8\times$ tables
- ❖ Count up and down in tenths
- ❖ Understand that tenths are objectives or quantities divided into ten equal parts
- ❖ Compare and order simple fractions
- ❖ Recognise and show equivalent fractions
- ❖ Find and write fractions of a set of objects
- ❖ Add and subtract fractions with common denominators (less than one)
- ❖ Measure, compare and calculate measures using standard units
- ❖ Measure the perimeter of simple 2-D shapes
- ❖ Add and subtract money, including giving change
- ❖ Tell and write the time from an analogue clock, including using Roman numerals
- ❖ Estimate and read time to the nearest minute
- ❖ Identify horizontal, vertical, parallel and perpendicular lines
- ❖ Identify whether angles are greater or less than a right angle
- ❖ Interpret and present data using bar charts, pictograms and tables

How is this measured termly?

- ❖ Not all Key Objectives will be covered until the end of the year .
- ❖ Coverage is split into 3 phases: September to November, December to February, March to June/July.
- ❖ To be on working within A.R.E pupils should meet 33% of KPIs by end of first phase, 67% by end of second phase.

Attainment

At Cliddesden we use the following terminology for attainment:

- ❖ Emerging – children have not currently met A.R.E but have met some KPIs
- ❖ Expected – children have met the required % of KPIs
- ❖ Exceeding – Children have exceeded the expected % of KPIs

Phase 1

Problem solving should be a focus in every phase

Year 3	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: Properties of shapes	Statistics
YEAR 3: Phase 1 include Year 2 AFL additional statements in each domain	Pupils should be taught to: <ul style="list-style-type: none"> count from 0 in multiples of 4, find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) identify, represent and estimate numbers using different representations solve number problems and practical problems involving these ideas. 	Pupils should be taught to: <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three digit number and ones a three-digit number and hundreds estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p><i>Use number line recording in Y3 to support mental strategies... Formal methods are reductive...</i></p>	Pupils should be taught to: <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p><i>Formal methods are reductive- use arrays to underpin grid method (arrays will support fractions)</i></p>	Pupils should be taught to: <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts recognise, find and write fractions of a discrete set of objects: unit fractions fractions with the same denominators solve problems that involve all of the above. 	Pupils should be taught to: <ul style="list-style-type: none"> measure, compare, lengths (m/cm/mm); mass (kg/g) volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money tell and write the time from an analogue clock, and 12-hour use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight 	Pupils should be taught to: <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; identify right angles, identify horizontal and vertical lines 	Pupils should be taught to: <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Phase 2

Problem solving should be a focus in every phase

Year 3	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: Properties of shapes	Statistics
YEAR 3: Phase 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 50 and 100; <p>find 10 or 100 more or less than a given number</p> <ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <p>add and subtract numbers mentally,</p> <ul style="list-style-type: none"> a three digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p><i>Use number line recording in Y3 to support mental strategies... Formal methods are reductive...</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 <p>multiplication tables</p> <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p><i>Formal methods are reductive- use arrays to underpin grid method (arrays will support fractions)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count up and down in tenths; <p>recognise that tenths arise from dividing an object into 10 equal parts</p> <p>and in dividing one-digit numbers or quantities by 10</p> <ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit fractions recognise and use fractions as numbers: unit fractions recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, fractions with the same denominators solve problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm) mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change using both £ and p in practical contexts tell and write the time from an analogue clock, and 12-hour use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute, in a year and leap year 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise angles as a property of shape identify right angles, recognise that two right angles make a half-turn, identify horizontal and vertical lines 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Phase 3

Problem solving should be a focus in every phase

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.

Key Reference

Black Text	National curriculum statements
Bold/italic	NAHT Key performance indicators
Red Text	Hampshire additional guidance
	Phase 1
	Phase 2
	Phase 3
Bold coloured	Problem solving statements

Year 3	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: Properties of shapes	Statistics
YEAR 3: Phase 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; <p>find 10 or 100 more or less than a given number</p> <ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <ul style="list-style-type: none"> compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <p>add and subtract numbers mentally, including</p> <ul style="list-style-type: none"> a three digit number and ones a three-digit number and tens a three-digit number and hundreds <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p><i>Use number line recording in Y3 to support mental strategies... Formal methods are reductive...</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p><i>Formal methods are reductive- use arrays to underpin grid method (arrays will support fractions)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) compare and order unit fractions, fractions with the same denominators solve problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, for example to calculate the time taken by particular events or tasks. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Mastery

- * No more Level 3 and Level 6!
- * Children who exceed A.R.E are taught to achieve 'Mastery'. This means that they are fully competent to use the key skills in their age range independently and at a deeper level.

Progress

- ❖ We measure achievement (progress) along side attainment (results)
- ❖ Pupils can make good progress without exceeding A.R.E and reach exceeding without making good progress.
- ❖ How?
- ❖ The school judges progress on the % of KPIs that the child has met from their starting points

Reporting to Parents

Parents will continue to receive attainment and progress reports at the end of each phase

- ❖ November – Report Card
- ❖ February/March – Report Card
- ❖ July – End of Year Report

- ❖ Parents Evenings late November and Early March.
Open Evening mid-July

Report Card Example



Year 3 Termly Report Card-Spring Term

Child's Name:	Class:
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Year 3 Curriculum	Working below	Emerging	Expected	Exceeding
Reading				
Writing				
Mathematics				

PROGRESS	Making below expected progress	Making expected progress	Making above expected progress
Reading			
Writing			
Mathematics			

Core Skills

- ❖ We have translated KPIs (teacher speak!) to parent and child friendly 'Core Skills' statements
- ❖ These are available to view on our website at <http://www.cliddesden.hants.sch.uk/curriculum/our-curriculum>
- ❖ Writing Core skills are in the front of children's English Books, Mathematics in the Maths Books.
- ❖ Reading core skills are displayed in book corners.

Early Years Foundation Stage

- ❖ The Early Years Foundation Stage curriculum has not changed.
- ❖ It is still based on 7 areas of learning.

- ❖ **Prime Areas**

- ❖ Personal, Social & Emotional Development
- ❖ Communication & Language
- ❖ Physical development

- ❖ **Specific Areas**

- ❖ English
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design
- ❖ These areas are then broken down into 17 strands.

EYFS Assessment

1

- 30-50 months
- Entering - Developing - Secure

2

- 40-60 months
- Entering - Developing - Secure

3

- Early Learning Goals
- Emerging - Expected - Exceeding

EYFS Attainment and Progress

- ❖ A child who achieves 30—50 months—Secure with elements of 40—60 months Entering is considered to be at a good level of development on entry to the Foundation Stage Class.
- ❖ A children who achieves ‘Early Learning Goals—Expected’ is considered to be at a good level of development a the end of the Foundation Stage.
- ❖ Progress – it is really important to remember that some children do not achieve a ‘Good level of Development’ as defined by the DfE, but will have made amazing progress from their own starting point in the Foundation Stage.

Baseline Assessment

- ❖ New Baseline Assessment being introduced by the Government in September 2015 – we use a baseline called Early Excellence.
- ❖ This is based on classroom observations when pupils enter the Foundation Stage.

End of KS1 - 2016

Subject	Performance Descriptors	National Curriculum Test
Reading	<i>Mastery standard</i> <i>National standard</i> <i>Working towards National standard</i> <i>Below National standard</i>	Externally set, internally marked test to inform teacher assessment
Writing	<i>Mastery standard</i> <i>National standard</i> <i>Working towards National standard</i> <i>Below National standard</i>	No writing test The English grammar, punctuations and spelling test will inform the teacher assessment of writing
Maths	<i>Mastery standard</i> <i>National standard</i> <i>Working towards National standard</i> <i>Below National standard</i>	Externally set, internally marked test to inform teacher assessment

End of Key Stage 2 - 2016

Reading	National standard (scale score of 100)	Externally set, externally marked test
Writing	Master standard Above National standard National standard Working towards National standard Below national standard	No writing test There is a separate English grammar, punctuation & spelling test
Maths	National standard (scale score of 100)	Externally set, externally marked test

Any Questions?



Thank you for coming to this presentation