

Changes to Assessment

St Thomas More

Parent Information Session

# The National Curriculum

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'.

**Deepening learning is not a race through any programmes of study or end of year expectations.**

Ofsted 2016



Mastery and depth is about going out on the branches before going up the trunk. This involves application and evidencing learning in a range of contexts.



Acceleration is about going up the trunk to the next level.

The government was clear that they have 'raised the bar' through the introduction of the 2014 National Curriculum.

They have also talked about the need for 'deeper learning and mastery'.

Put simply...

Pupil shows **confidence** after a break and requires no pre-teaching or reminders.

Pupil can explain **connections** with other learning.

Pupil can **synthesize** their learning, i.e. can use in connection with other learning and new areas.

Pupil shows **resilience** in relation to their learning and application.

Pupil can **explain** their thinking and also search for alternative ways.

**"If you always do what you've always done, you'll always get what you've always got"**

Henry Ford

## Changes...

Children in Year 3,  
will be taught at Stage 3,  
and will be  
assessed at Stage 3.

Identified children with significant  
SEND needs will be working at their  
level.

Year 1	Stage 1
Year 2	Stage 2
Year 3	Stage 3
Year 4	Stage 4
Year 5	Stage 5
Year 6	Stage 6



Broadly the same pace is about going out on the branches before going up the trunk. This involves application and consolidating learning in a range of contexts.



Acceleration is about going up the trunk to the next level.

### Greater Depth

The 2014 National Curriculum states that “the expectation is that the majority of pupils will move through the programmes of study at **“broadly the same pace”** and that “pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems **before any acceleration through new content”**. There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for most able children is based around depth and breadth of application before any progression beyond the year group expectation is sought. The table below illustrates how teachers can plan for the ‘**Deeper**’ learning:

Depth of learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support/ Quantity	Typically, pupils will...
Basic (Remembering)	Low level cognitive demand. Involves following instructions	Modelling Explaining	Instructional e.g. Steps to Success	Acquiring	High / Some	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise
Advancing (Understanding / Applying / Analysing)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making	Reminding Guiding	Guidance e.g. Remember to include...	Practising	Medium / Most	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare
Deep (Evaluating / Creating)	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers	Coaching Mentoring	Learner generated	Deepening understanding	Low / All	Solve non-routine problems, appraise, explain concepts, hypothesis, investigate, cite evidence, design, create, prove



# Writing & SPaG

Spelling, Punctuation and Grammar

40% Greater Depth in SPaG at KS2.  
0% Greater Depth in writing at KS2.

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

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upos - suppose

bileev - believe

froot - fruit

Me all my friends adventure Adventure  
On Monday day to 3rd way, I built  
all of my friend and I went to my best  
friend house 2 mile to my best  
is a nice quiet place in two other hours  
later we were in. This was our first  
time kept out of the door I got my  
first look from out of the car I took a lot  
of food.  
We started to climb we were about we  
at the top we saw an old hill a farm and  
Sally's, a dog and a cat. Sally, we will  
do a big hole we would be a real job.  
We did not see what to do we were so  
scared I was a miss home ready with my friend  
We had such Sally, both of us took a  
look at the hill up there it was a bit  
scary. Normally we had a small hill  
look at the hill up there it was a bit  
scary. I saw the hill. I saw the hill  
to the top of the hill. I saw the hill.  
Is more of my friends name is Sally  
We found a big hole and we got out on  
with the song So we can go up the  
hill Sally has a dog and a cat and he was  
happy on a bench when we were  
Sally is a good girl and she  
got our things and she was so  
So we sat down and we  
like I had on the hill and I  
we are done if we are for Sally  
We got into the car and we  
and we were happy and we

# Maths

10. 
$$\begin{array}{r} 567566 \\ + 786253 \\ \hline 1353819 \end{array}$$

11. 
$$\begin{array}{r} 126054 \\ + 519952 \\ \hline 646006 \end{array}$$

12. 
$$\begin{array}{r} 495881 \\ + 453785 \\ \hline 949666 \end{array}$$

13. 
$$\begin{array}{r} 320297 \\ + 443544 \\ \hline 763841 \end{array}$$

14. 
$$\begin{array}{r} 783533 \\ + 402172 \\ \hline 1185705 \end{array}$$

15. 
$$\begin{array}{r} 198157 \\ + 895232 \\ \hline 1093389 \end{array}$$

16. 
$$\begin{array}{r} 158353 \\ + 863668 \\ \hline 1022021 \end{array}$$

17. 
$$\begin{array}{r} \square 6 \square 5 \square \\ + 7 \square 2 \square 6 6 \\ \hline 899612 \end{array}$$

18. 
$$\begin{array}{r} 891973 \\ - 703489 \\ \hline 1595462 \end{array}$$

19. 
$$\begin{array}{r} 567097 \\ + 796005 \\ \hline 1363102 \end{array}$$

20. 
$$\begin{array}{r} 308997 \\ + 825251 \\ \hline 1134248 \end{array}$$

21. 
$$\begin{array}{r} 812824 \\ + 458512 \\ \hline 1271336 \end{array}$$

22. 
$$\begin{array}{r} 55222 \\ + 379842 \\ \hline 932071 \end{array}$$

23. 
$$\begin{array}{r} 133946 \\ + 284606 \\ \hline 420552 \end{array}$$

24. 
$$\begin{array}{r} 799198 \\ + 473627 \\ \hline 1272825 \end{array}$$

25. 
$$\begin{array}{r} 824934 \\ + 941109 \\ \hline 1766048 \end{array}$$

26. 
$$\begin{array}{r} 798765 \\ + 195163 \\ \hline 993928 \end{array}$$

27. 
$$\begin{array}{r} 641829 \\ - 527397 \\ \hline 1169225 \end{array}$$

Choose one problem and explain how you solved it in detail.

$$\begin{array}{r} 495881 \\ 453785 + \\ \hline 949666 \end{array}$$

I did  $1+5=6$   
 then I did  $8+8+6$   
 Carried the 1.  
 I did  $8+7+1=16$   
 Carried the 1  
 I did  $5+3+1=9$   
 I did  $9+5=14$   
 Carried the 1  
 I did  $4+4=8+1=9$

Tell me what you discovered about adding in a column if the answer was 10 or greater. What did you have to do or think about??

I had to carry the tens and put down the ones.

Design a set of instructions to answer this problems to someone new to our class:

$$\begin{array}{r} 388509 \\ + 62807 \\ \hline 451317 \end{array}$$

Do  $9+7=16$   
 So you automatically carry the 1 and put down the 6.  
 The 2+8=10+1=11  
 So you do  $8+2+1=11$   
 So you do  $8+5=13$   
 So you do  $3+6=9$   
 So you do  $3+0=3$   
 So you do  $0+0=0$   
 So you do  $9+0=9$   
 So you do  $4+0=4$   
 So you do  $9+0=9$   
 So you do  $4+0=4$

W13 - Solve number problems

2/3/13

Sheffield's Ponds Forge has the deepest diving pool in Europe. The pool is 5.85m deep.

A diver jumps from the 10m board and falls 14.67m in total.

A diver jumps from the 3m springboard and comes within 1.56m of the bottom of the pool.

Which diver comes closer to the bottom of the pool?



$$\begin{array}{r} 10.00 \\ - 5.85 \\ \hline 4.15 \\ + 14.67 \\ \hline 18.82 \end{array}$$

$$\begin{array}{r} 3.00 \\ - 1.56 \\ \hline 1.44 \end{array}$$

1.17m away from the bottom of the pool

1.56m away from the bottom of the pool

Explain

Solve

Compare

Prove

Give reasons

Explain why 567,235 could be rounded to 570,000 when it is rounded to the nearest 10,000 because 7 rounds 6 up.

Explain why 2,567,236 could be rounded to 2,600,000 when you're rounded to the nearest 100,000 because 7 rounds 6 up.

The population of London is 8,474 million. To what number would you round the population of London when writing about London, giving your reasons.

~~7,000,000~~ 9,000,000  
because 7 rounds 8 up.

**Rounding to 10 000**

Write down the numbers which when rounded to the nearest ten thousand are rounded to 100 000.

119 672    120 629    120 500  
120 002    119 503  
120 979    121 419    119 499  
119 501    120 120  
118,592, 118,001, 120,100

10 to two 1 digit numbers

Add the numbers together and round the answer to the nearest 1,000,000. Then round the original numbers and add them together. Do you get the same answer? How are you?

2,100,000 & 5,000,000  
7,000,000



# Reporting to parents

Name:	Year group
<b>Reading</b>	
<b>XXX</b> is working below, at, above expected standard in reading.	
XXXX has shown he is able to.....( written In parent friendly vocab)	
Next steps for <u>xxxxxx</u> are.... (max 2 targets- written in parent friendly vocab)	

Staff will report children at working below, at, above expected standards.

What will the children know about the changes?

NOTHING!

Nothing has changed for the children.

- Grammar Hammar tests still done in class
- Big Maths tests still done in class
- Assessment tests stayed the same
- Choice of learning - hard, harder, hardest
- Support and boosters still in class