

Four Lanes Community Junior School

‘Inspire and Achieve Together’



The aim of this guide is to give you some clear information about some of the changes that are happening to education across the country and to explain the changes you will experience this year in how we measure and report your children's progress.



‘Life Without Levels’ A Guide to Assessment

From this September, the Government has made a huge change in the way that children in schools are to be assessed. It ties in with the New National Curriculum that was introduced in 2014 for years R – 5 and for Year 6 this year. The old system of National Curriculum levels is no longer in place but schools are now asked to set up their own way of assessing pupils against the new requirements. This is a new way of thinking for schools and assessment will look very different to how it has done for the past twenty years.

If not levels, then what?



The new National Curriculum is organised around clearly described expectations in every year group in every subject. We would anticipate a child in Year 4 to fully understand all the expectations that have been set for Year 4 children; the same is true for every other year group.

For both teachers and parents it should now be easier to establish whether a child has reached the expected level of knowledge and understanding for any 'average' child in that year group.

The end of year expectations are split into 3 categories:

Emerging/Apprentice: Yet to be secure in the end of year expectations

Expected/Competent: Secure in the majority of end of year expectations

Exceeding/Expert: Secure in almost all or all of the end of year expectations and able to apply their knowledge and skills with accuracy and confidence



Steps, Stages and Age Related Expectations

Across the country, different areas and authorities refer to the Year Group expectations by different names – Steps, Stages, Year Group Expectations or Age Related Expectations. At Four Lanes Community Junior School we will refer to them as Age Related Expectations (A.R.E.); a term used throughout Hampshire County. We will report to you in the usual ways during the year according to how your child is meeting the expectations (parent teacher evenings and reports).

The system for SATs in Year 6 will continue as part of national assessments with only small adjustments although the results will no longer be reported in levels. There will be tests in Reading; Mathematics and Grammar; Spelling & Punctuation.

Writing will continue to be assessed and moderated by the class teacher and other staff in the School. However, we expect there to be a new indicator used for children transferring to secondary school called 'Secondary Ready'. This will be used to indicate that a child has reached their age related expectations at the end of Year 6 in all of the core curriculum areas (Reading, Writing and Mathematics).

How will we track progress as a school?

Assessment continues to be at the heart of teaching and learning at Four Lanes Community Junior School; it is fair, honest, ambitious, appropriate and consistent. We have developed systems that meet the needs of all our pupils which both challenge the more able children and ensure those children who are A.R.E. keep up. For those finding the learning challenging we aim for them to leave the school at the required standard having had every opportunity to catch up. It enables us to pinpoint the aspects of the curriculum in which the pupils are falling behind whilst recognising exceptional performance.



Organising Assessment in the School Year

Before adopting the new curriculum and the new assessment procedures for your child, we considered a number of systems and products that are becoming widely used across the country already. We are using the Hampshire model that links to our SIMs assessment and recording system which will enable us to track progress both within years and across key stages.

Assessment happens on a daily basis; as we teach we use various methods to decide what the children understand and adapt our teaching as the needs dictate. We also use these judgements to deploy LSAs to facilitate further practise outside of the classroom, ready for future lessons.

By November, the teachers will take a full overview of how the children are working. Using their professional knowledge and judgement, teachers will know what the children can already do and what they can achieve next. In February another formal progress check will take place then in the summer term, the teachers will make their final judgements about how the children have reached Age Related Expectations. These assessment stages are not only to find out how the children are getting on but more importantly, to decide what the next steps for each child should be in order for them to continue their learning journey as successfully as possible.

The way we measure progress against Age Related Expectations will relate to three phases of learning:

Apprentice

Competent

Expert

‘Apprentice’: The idea is that the ‘average child’ begins learning and achieves clarity of how skills and concepts work.

‘Competent’: They progress to work within expectations, becoming accurate in how and when to use the skills.

‘Expert’: The learner uses skills and ideas with a firm understanding, becoming in choosing correct concepts and skills and applying them to a wide range of contexts showing deep understanding. Here, they must exhibit high levels of fluency, resilience, clarity, accuracy and coherence.

When, on the rare occasion, a learner reaches this stage within a school year they move on to exploring skills that link and apply to various, more complex situations where deep thinking is essential.

What if my child is above or below average?



Please rest assured: none of the children at Four Lanes are thought of as ‘average’ people! This is merely a way of giving a guideline of achievement and a term that is used for learning at various stages.

Most children fall somewhere above or below average expectations in different areas of the curriculum at different times; we look for this and recognise it. As a school we will accurately assess your child and then challenge them to make at least expected progress from wherever they start. If they are below ‘average’, we will provide support and a level of challenge that will, over time, narrow the gap between where their achievement is and where it needs to be or *could* be.

Will my child automatically move on into the next stage?

Class Teachers are trained and highly skilled at ensuring they provide a curriculum that meets the wide range of needs of children in their class and year group. Assuming that a child has demonstrated or exceeded the required level of knowledge and understanding in one stage, we will then move them on to the next stage of learning.

What is my child required to do in order to become ‘competent’ or ‘expert’?

The next section of this booklet will list all the required targets for your child’s year at school. They are called ‘Key Performance Indicators’ and all that the children do in school is planned to help them achieve these.



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key Performance Indicator	Performance standard
<p>Word Reading</p> <ul style="list-style-type: none"> • <i>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i> <p>Themes and Conventions <i>Develops positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</i></p> <p>Comprehension- Clarify</p> <ul style="list-style-type: none"> • <i>Develops positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words they have read.</i> <p>Comprehension- Monitor and Summarise</p> <ul style="list-style-type: none"> • <i>Identifies main ideas drawn from more than one paragraph and summarises these.</i> <p>Comprehension- Select and Retrieve</p> <ul style="list-style-type: none"> • <i>Retrieves and records information from non- fiction.</i> <p>Comprehension- Respond and Explain</p> <ul style="list-style-type: none"> • <i>Develops positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i> <p>Inference</p> <ul style="list-style-type: none"> • <i>Understands what they have read independently by (1) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</i> • <i>Understands what they have read independently by (2) predicting what might happen from details stated and implied.</i> <p>Language for Effect</p> <ul style="list-style-type: none"> • <i>Identify specific language which contributes to the development of meaning.</i> 	<p>With reference to the KPIs</p> <p>By the end of Year 3 a child should be able to justify their views about books written at an age-appropriate interest level</p> <p>A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</p> <p>A child can:</p> <ul style="list-style-type: none"> • decode most new words outside the spoken vocabulary; • read longer words with support and test out different pronunciations; • recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales; • listen attentively and discuss books and authors that they might not choose themselves; • read, reread and rehearse a variety of texts; • use contents pages and indexes to locate information; and • respond to guidance about the kinds of explanations and questions that are expected from them.

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Key Performance Indicator	Performance standard
<p>Transcription <i>Explores and accurately uses word families based on common words e.g. fear, feared, fearful, fears, fearfully.</i></p> <p>Handwriting</p> <ul style="list-style-type: none"> • <i>Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</i> <p>Composition and Effect</p> <ul style="list-style-type: none"> • <i>In narratives, creates settings, characters and plot.</i> <p>Composition: Text Structure and Organisation</p> <ul style="list-style-type: none"> • <i>Organises paragraphs around a theme.</i> • <i>Uses headings and sub-headings to aid presentation.</i> <p>Composition: Sentence Structure</p> <ul style="list-style-type: none"> • <i>Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).</i> <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • <i>Introduces inverted commas to punctuate direct speech.</i> • <i>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg. a rock, an open box.</i> • <i>Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'.</i> • <i>Proof-reads for spelling and punctuation errors.</i> • <i>Expresses time, place and cause using conjunctions.</i> 	<p>With reference to the KPIs</p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</p> <p>A child can:</p> <ul style="list-style-type: none"> • spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document); • spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology; • monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels; • write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and • understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document. <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).</p> <p>A child is beginning to use joined handwriting throughout independent writing. A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.</p> <p>A child is beginning to understand how writing can be different from speech.</p>

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 performance indicator	Performance standard
<p>Number and place value Counts from 0 in multiples of four, eight, 50 and 100. Can work out if a given number is greater or less than 10 or 100. Recognises the place value of each digit in a three digit number (hundreds, tens and ones) Solves number problems and practical problems involving these ideas</p> <p>Addition and subtraction Adds and subtracts numbers mentally including:</p> <ul style="list-style-type: none"> • a three digit number and ones • a three digit number and tens and • a three digit number and hundreds <p>Multiplication and division Recalls and uses multiplication and division facts for the multiplication tables: three, four, and eight Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Fractions (including decimals) Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognises, finds and writes fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators. Recognises and shows, using diagrams, equivalent fractions with small denominators.</p> <p>Measurement Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Adds and subtracts amounts of money to give change, using both £ and p in practical contexts. Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks. Identifies right angles, recognises that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle.</p> <p>Statistics Interprets and presents data using bar charts, pictograms and tables</p>	<p>With reference to the KPIs</p> <p>By the end of Y3 a child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers.</p> <p>A child can:</p> <ul style="list-style-type: none"> • solve a range of number and place value problems • compare different shapes with reference to its angles • use measuring instruments, making reference to their units of measure • tell the time accurately • recall the majority of the multiplication tables; and • read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling <p>A child is able to read and write simple fractions and decimals.</p>