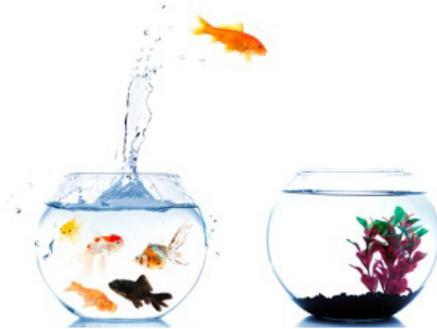


# Four Lanes Community Junior School

‘Inspire and Achieve Together’



*It's time  
for a  
CHANGE*

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.



## Year 4: Reading

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><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• <i>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.</i></li> <li>• <i>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</i></li> </ul> <p><b>Themes and Conventions</b></p> <ul style="list-style-type: none"> <li>• <i>Identifies themes and conventions in a wide range of books.</i></li> </ul> <p><b>Comprehension- Clarify</b></p> <ul style="list-style-type: none"> <li>• <i>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.</i></li> <li>• <i>Uses dictionaries to check the meaning of words that have been read.</i></li> </ul> <p><b>Comprehension- Monitor and Summarise</b></p> <ul style="list-style-type: none"> <li>• <i>Identifies main ideas drawn from more than one paragraph and summarises these.</i></li> </ul> <p><b>Comprehension- Select and Retrieve</b></p> <ul style="list-style-type: none"> <li>• <i>Retrieves and records information from non-fiction.</i></li> </ul> <p><b>Comprehension- Respond and Explain</b></p> <ul style="list-style-type: none"> <li>• <i>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• <i>Predicts what might happen from details stated and implied.</i></li> <li>• <i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</i></li> </ul> <p><b>Language for Effect</b></p> <ul style="list-style-type: none"> <li>• <i>Identify how language, structure, and presentation contribute to meaning.</i></li> </ul>	<p><b>With reference to the KPIs</b></p> <p>By the end of Year 4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;</li> <li>• prepare readings with appropriate intonation to show their understanding;</li> <li>• summarise and present a familiar story in their own words;</li> <li>• read silently and then discuss what they have read;</li> <li>• attempt to match what they decode to words they may have already heard but may not have seen in print eg. In reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should;</li> <li>• discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts;</li> <li>• help develop, agree on and evaluate rules for effective discussion.</li> <li>• A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</li> <li>• A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</li> <li>• In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information</li> </ul>

## Year 4: Writing

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
<ul style="list-style-type: none"> <li>• <b>Transcription</b> Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks</li> </ul> <p><b>Composition: Composition and Effect</b></p> <ul style="list-style-type: none"> <li>• In narratives, creates settings, characters and plot</li> </ul> <p><b>Composition: Text Structure and Organisation</b></p> <ul style="list-style-type: none"> <li>• Organises paragraphs around a theme</li> </ul> <p><b>Composition: Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Draft and writes by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Proof-reads for spelling and punctuation errors</li> <li>• Uses standard English forms for verb inflections instead of local spoken forms</li> <li>• Uses fronted adverbials</li> <li>• Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Uses inverted commas and other punctuation to indicate direct speech</li> </ul>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;</li> <li>• place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;</li> <li>• recognise some of the differences between standard English and non-standard English;</li> <li>• use joined-up handwriting throughout all independent writing;</li> <li>• write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and</li> <li>• adopt, create and sustain a range of roles.</li> </ul> <p>A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.</p>

## Year 4: Maths

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><b>Number and place value</b>            Counts in multiples of six, seven, nine, 25 and 1,000            Counts backwards through zero to include negative numbers            Orders and compares numbers beyond 1,000            Rounds any number to the nearest 10, 100 or 1,000</p> <p><b>Addition and subtraction</b>            Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why</p> <p><b>Multiplication and division</b>            Recalls multiplication and division facts for multiplication tables up to 12 x 12</p> <p><b>Fractions (including decimals)</b>            Recognises and shows, using diagrams, families of common equivalent fractions            Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10            Rounds decimals with one decimal place to the nearest whole number            Solves simple measure and money problems involving fractions and decimals to two decimal places</p> <p><b>Measurement</b>            Converts between different units of measure eg kilometre to metre; hour to minute</p> <p><b>Geometry: properties of shape</b>            Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes            Identifies lines of symmetry in two dimensional shapes presented in different orientations</p> <p><b>Geometry: position and direction</b>            Plots specified points and draws sides to complete a given polygon</p> <p><b>Statistics</b>            Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y4, a child should be fluent with whole numbers and the four operations, including number facts and the concept of place value.</p> <p>A child will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• solve a range of problems including those with simple fractions and decimal place value;</li> <li>• draw shapes with accuracy using mathematical reasoning and analyse shapes and their properties, confidently describing the relationships between them;</li> <li>• use measuring instruments accurately, making connections between measure and number;</li> <li>• recall the multiplication tables up to and including the 12 multiplication table and show precision and fluency in the work; and</li> <li>• read and spell mathematical vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling.</li> </ul>