

# 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><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - 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.</li> </ul> <p><b>Themes and Conventions</b></p> <ul style="list-style-type: none"> <li>• Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> </ul> <p><b>Comprehension- Clarify</b></p> <ul style="list-style-type: none"> <li>• Asks pertinent and helpful questions to improve their understanding of a text.</li> </ul> <p><b>Comprehension- Monitor and Summarise</b></p> <ul style="list-style-type: none"> <li>• Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</li> <li>• Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul> <p><b>Comprehension- Select and Retrieve</b></p> <ul style="list-style-type: none"> <li>• Retrieves, records and presents information from non-fiction.</li> </ul> <p><b>Comprehension- Respond and Explain</b></p> <ul style="list-style-type: none"> <li>• Participates in discussions about books that are read to the child and those that can be read independently.</li> <li>• Provides reasoned justifications for their views about a book.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.</li> </ul> <p><b>Language for Effect</b></p> <ul style="list-style-type: none"> <li>• Identifies how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.</li> </ul>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use reading strategies to work out any unfamiliar word;</li> <li>• accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;</li> <li>• read books selected independently;</li> <li>• recognise themes in what is read, such as loss or heroism;</li> <li>• compare characters, settings, themes and other aspects of what is read.</li> </ul> <p>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.</p> <p>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently .</p>

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Key Performance Indicator	Performance standard
<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> <p><b>Composition: Composition and Effect</b></p> <ul style="list-style-type: none"> <li>• Identifies the audience for, and purpose of, the writing.</li> <li>• Selects the appropriate form and uses other similar writing as models for their own Composition.</li> <li>• Describes settings, characters and atmosphere.</li> </ul> <p><b>Composition: Text Structure and Organisation</b></p> <ul style="list-style-type: none"> <li>• Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).</li> <li>• Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly).</li> </ul> <p><b>Composition: Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Sentence structure varied in line with the expectations of English Appendix 2.</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>• Ensures the consistent and correct use of tense throughout a piece of writing.</li> <li>• Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify).</li> <li>• Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).</li> <li>• Uses commas to clarify meaning or avoid ambiguity.</li> </ul>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• structure and organise a range of texts effectively for different purposes;</li> <li>• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;</li> <li>• write effective descriptions;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading;</li> <li>• select a handwriting style appropriate to the task.</li> </ul> <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.</p>

## Year 5: 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> Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero</p> <p><b>Addition and subtraction</b> Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) Numbers mentally with increasingly large numbers (eg <math>12,462 - 2,300 = 10,162</math>)</p> <p><b>Multiplication and division</b> Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p><b>Fractions (including decimals)</b> Compares and orders fractions whose denominators are all multiples of the same number Reads and writes decimal numbers as fractions eg <math>0.71 = 71/100</math> Reads, writes, orders and compares numbers with up to three decimal places. Solves problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25</p> <p><b>Measurement</b> Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>)</p> <p><b>Geometry: properties of shape</b> Draws given angles and measures them in degrees (°) Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles</p> <p><b>Geometry: position and direction</b> Covered in Y6</p> <p><b>Statistics</b> Completes, reads and interprets information in tables, including timetables</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• make connections between fractions, decimals and percentages;</li> <li>• classify shapes with geometric properties and use the vocabulary needed to describe them; and</li> <li>• read, spell and pronounce mathematical vocabulary correctly.</li> </ul>