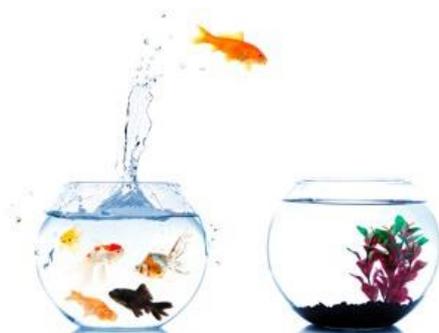


Four Lanes Community Junior School

‘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.



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"> • 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. <p>Themes and Conventions</p> <ul style="list-style-type: none"> • 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. <p>Comprehension- Clarify</p> <ul style="list-style-type: none"> • Asks pertinent and helpful questions to improve their understanding of a text. <p>Comprehension- Monitor and Summarise</p> <ul style="list-style-type: none"> • Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context. • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p>Comprehension- Select and Retrieve</p> <ul style="list-style-type: none"> • Retrieves, records and presents information from non-fiction. <p>Comprehension- Respond and Explain</p> <ul style="list-style-type: none"> • Participates in discussions about books that are read to the individual and those that can be read independently. Provides reasoned justifications for their views about a book. <p>Inference</p> <ul style="list-style-type: none"> • Predicts what might happen from details stated and implied. <p>Language for Effect</p> <ul style="list-style-type: none"> • Discusses and evaluates the authors use language, including figurative language, considering the impact on the reader. 	<p>With reference to the KPIs</p> <p>By the end of Year 6, a child's reading should be fluent and effortless across all subjects, not just in English.</p> <p>A child can:</p> <ul style="list-style-type: none"> • discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are; • focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word; • accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension; • read independently, including books they would not choose to read; • compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; • reflect on feedback regarding the quality of their explanations and contributions to discussions. <p>A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p>

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- 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>Transcription</p> <ul style="list-style-type: none"> • Uses dictionaries to check the spelling and meaning of words. <p>Handwriting</p> <ul style="list-style-type: none"> • Sustains appropriate style and fluency throughout writing, including adapting to the purpose for writing e.g quick legible notes, formal letters etc. <p>Composition: Composition and Effect</p> <ul style="list-style-type: none"> • Identifies the audience for, and purpose of, the writing. • Selects the appropriate form and uses other similar writing as models for their own composition. • Ensures the consistent and correct use of tense throughout a piece of writing. • Can describe settings, characters and atmosphere. <p>Composition: Text Structure and Organisation</p> <ul style="list-style-type: none"> • Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining). <p>Composition: Sentence Structure</p> <ul style="list-style-type: none"> • Draws on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter). • Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'). • Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. • Uses the colon to introduce a list. • Punctuates bullet points to list information. • Proof-reads for spelling and punctuation errors. 	<p>With reference to the KPIs</p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.</p> <p>A child can:</p> <ul style="list-style-type: none"> • consciously control the structure of sentences in writing and understand why sentences are constructed as they are; • generate ideas, draft, and re-read a piece of writing to check that the meaning is clear; • adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally); • create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances; • demonstrate a mastery of language through public speaking, performance and debate; • apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; • draw on their knowledge of morphology and etymology to spell correctly.

Year 6

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>Place value Rounds any whole number to a required degree of accuracy. Uses negative numbers in context and calculates intervals across zero.</p> <p>Calculation Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy.</p> <p>Fractions Uses written division methods in cases where the answer has up to two decimal places Solves problems which require answers to be rounded to specified degrees of accuracy Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Ration and proportion Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison</p> <p>Algebra Uses simple formulae</p> <p>Measurement Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Properties of shape Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>Position and direction Draws and translates simple shapes on the coordinate plane and reflects them in the axes</p> <p>Statistics Calculates and interprets the mean as an average Interprets pie charts and line graphs and uses these to solve problems</p>	<p>With reference to the KPIs</p> <p>By the end of Y6, a child should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them.</p> <p>A child should be able to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.</p> <p>A child is beginning to use the language of algebra as a tool for solving a variety of problems.</p> <p>A child can:</p> <ul style="list-style-type: none"> • classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them; and • read, spell and pronounce mathematical vocabulary correctly.