



# National Curriculum and Assessment at Oakfield School

## Welcome!



# Reason for the Assessment Evening

- To introduce parents to the new Oakfield assessment framework and the new curriculum

# Purpose of the Evening

1. To help parents understand the new National Curriculum
2. To help parents to understand our new Assessment system
3. To share the key curriculum changes in English and Maths
3. Help Yr6 parents have an overview of the new tests



# Why a New National Curriculum?

- PISA (The Programme for International Student Assessment) tests done every 3 years
- Government concerned for some years that Britain is falling behind other countries in the PISA tests. This led to a re-write of the National Curriculum and re-thinking on how we assess.



# The New National Curriculum 2014

- Concentrates on ‘the essential, knowledge and skills every child should have’
- It is designed to ‘emphasise key concepts, key ideas and be full of skills. It includes wide reading, practical work in science and practical application of maths.’
- By the end of each key stage, pupils are expected to ‘know, apply and understand the matters, skills and processes specified in the relevant programme of study’
- Focus on deeper learning and mastery of skills and understanding shown in different contexts. The new NC has been designed to focus on ‘fewer things in greater depth’
- Raised expectations - many concepts from the old curriculum have been shifted to earlier year groups.



# With regards to assessment...

- National Curriculum levels have been removed
- Instead the new NC Programmes of Study (PoS) sets out what pupils should be taught, know and be able to do by the end of each year and key stage.
- There will be no prescribed system for ongoing assessment and reporting. Schools will create their own.
- SATs at KS1 and KS2 will continue, but will be more demanding. The new versions will be used from this summer, 2016.



- There will continue to be teacher assessment in maths, reading, writing and science to give a broader picture of children's attainment and to judge whether children are on track to meet the new end of year/key stage expectations
- At the end of key stage 2, SATs scores will be reported as a scaled score – where 100 will represent the national standard . These will be provided to parents alongside an average for the school, the local area and nationally.
- The old national curriculum levels are not relevant to the new curriculum and can not be compared.



# At KS2 the following Subjects are Compulsory

## CORE:

English, Maths & Science

## FOUNDATION SUBJECTS:

Art & Design, Computing, Design & Technology,  
Foreign Language, Geography, History,  
Music, Physical Education



# The Oakfield Assessment System

We highlight statements in tracking grids which will show whether each child is

Working towards expected standard

Working at expected standard

or Surpassing the expected standard



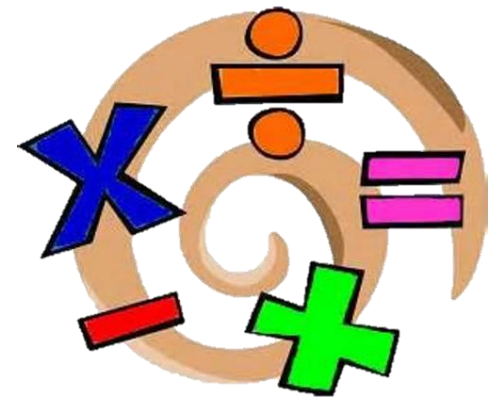




# Maths - New National Curriculum

## What are the main differences?

- Yearly objectives
- Larger numbers earlier
- Tables to 12x12 by end of Y4
- Earlier introduction of formal written methods
- Focus on fractions
- Roman numerals
- Algebra
- No use of calculator until end of Y6
- Less emphasis on Data Handling/Statistics





## Comparison - Previous curriculum vs New Curriculum

### Previous 3c

### New – end of Year 3

#### FDPRP

Recognise unit fractions and use to find fractions of whole numbers and shapes

Begin to recognise simple equivalent fractions  
e.g. fractions equivalent to  $\frac{1}{2}$

Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{7}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.



## Comparison - Previous curriculum vs New Curriculum

### Previous 4a

FDPRP
Order decimals to 3 decimal places
Begin to understand simple ratio
Relate fractions to decimal representations
Understand percentages as number of parts in every hundred
Recognise approximate proportions of a whole and use simple fractions and percentages to describe these

### New – end of Year 6

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
- divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.



# Comparison - Previous curriculum vs New Curriculum

## Previous 4b

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Use efficient written methods of  $+/-$

Use efficient written methods of  $x/\div$  ( $HTU \times U$ ,  $HTU \div U$ )

Use written methods for  $x$  of  $TU$  by  $TU$

Add and subtract decimals to 2 places

Use appropriate ways of calculating: mental, mental with jottings, written methods, calculator

## New – end of Year 6

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Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why



Have a go!

'Grid' method vs long multiplication...

$$46 \times 57$$

x	40	6
50		
7		

$$\begin{array}{r} 46 \\ \times 57 \\ \hline \end{array}$$



Have a go!

'Grid' method vs long multiplication...  $46 \times 57$

x	40	6
50	2000	300
7	280	42

$$\begin{array}{r} 2000 \\ 300 \\ + 280 \\ 42 \\ \hline 2622 \end{array}$$

$$\begin{array}{r} 46 \\ \times 57 \\ \hline 322 \\ 2300 \\ \hline 2622 \end{array}$$



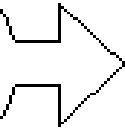
## Example SATs questions – ‘old’ SATs paper

Some children go camping.  
It costs **£2.20** for each child to camp each night.  
They go for **6** nights.

How much will **each child** have to pay for the **6** nights?



Show  
your **working**.  
You may get  
a mark



£





## Example SATs questions – 2016 sample SATs paper

19

One gram of gold costs £32.94

What is the cost of **half a kilogram** of gold?

Show  
your  
method

£



## Mastery

For the more able pupils, who would previously have been pushed on to Level 6 work by the end of Y6, there is now a focus on developing a deeper understanding of the Y6 objectives. The idea is that they would 'master' the skills, enabling them to be applied in a range of scenarios. See example below:

### Mastery with Greater Depth

Which calculation is the odd one out?

- $753 \times 1.8$
- $(75.3 \times 3) \times 6$
- $753 + 753 \div 5 \times 4$
- $7.53 \times 1800$
- $753 \times 2 - 753 \times 0.2$
- $750 \times 1.8 + 3 \times 1.8$

Explain your reasoning.



## Changes to Assessment in Maths

An on-going cycle of teacher assessment will continue to be used by maths teachers throughout each term. Pupils in Y3-5 will be formally assessed at the end of the year using test papers developed based on the new National Curriculum.

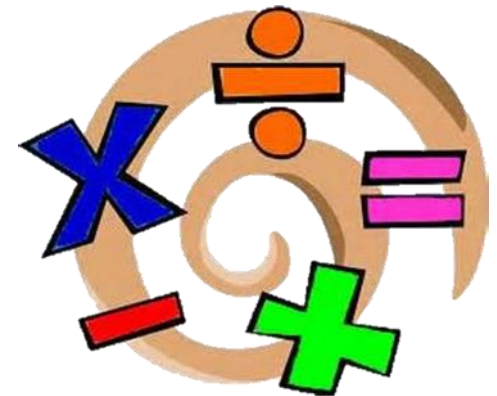
For Year 6 pupils, there will be more opportunities to sit more formal assessment papers in order to prepare for the SATs tests in May.

The format of the SATs tests has changed slightly, to include an 'Arithmetic' paper in place of the Mental Maths test. The two longer 'Reasoning' papers are in a similar format to previous years.



## What can parents do at home to help?

- Support your children with learning times tables
- Encourage them to complete homework tasks to a high standard
- Use websites such as Mathletics, Woodlands, BBC Bitesize & Maths Is Fun to consolidate learning
- Exploit maths links in everyday situations (e.g. in the kitchen, shopping, family games)



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# The New National Curriculum

## English



# Writing

## 3 strands –

- Grammar, vocabulary and punctuation
- Spelling
- Composition and organisation



# Reading

- **Composition & decoding**
- **7 Assessment focuses (same as old curriculum)**



# How the curriculum has changed?

- **Speaking and Listening:** ‘Spoken language’ (no range of contexts or analysis of language – ‘Use discussion as a means to learn and explain oneself clearly’).
- **Reading:** Big emphasis on ‘Reading habit’ (positive attitudes to reading) and ‘Understanding of grammar and linguistic conventions’ (SATS: Explain what the word means in that context).  
New emphasis on classic texts.
- **Writing:** No range of text types – emphasis is on ‘accuracy and correctness’ (GRAMMAR!!!) More about sentence level than text level (being able to express oneself in a sophisticated way) .
- **Expectations** A LOT higher. Objectives have been lifted from higher year groups and shifted into lower year groups.





# Assessment

- **Old system: Levels 1-6**
- **By the end of year 6 children were expected to reach a level 4**
- **New system: Year group expectations – children need to meet the expectations of Year 6 by the time they sit their SATS.**



# Assessment proformas

- Assessment grids – 1 for each child for writing and a grid per group for Reading
- Each grid outlines expectations for each year group – working towards the year group expectations and achieving
- We teach the objectives for our year group but dip down and up to differentiate for the range of abilities in our classes



# SATS tests

- SPAG test (Spelling, punctuation and grammar)
- Reading paper
- Teacher assessment for writing (collect a range of evidence from the work they do in class)



# Example SATS questions

## Old system: Level 4

*Complete each sentence below with the most suitable word from the boxes. Use each word once.*

*Because Until Although*

a) \_\_\_\_\_ *I practise a lot, I'm getting better at football.*

b) \_\_\_\_\_ *Sam ran very quickly, Meena won the race.*

c) \_\_\_\_\_ *it stops raining, everyone will stay indoors.*



- *Label each of the words below as either a verb or a noun.*
- *The lion approached silently as the zebra rested in the grass.*



# New Yr 6 expectations SATs question

- Underline which part of the sentence is a **relative clause**.

*The table ,which is made of oak, is now black with age.*



- Which sentence is written in the **active voice**? Tick **one**.
- *The book was returned to the library yesterday.*
- *The assembly was held in the hall.*
- *The bad weather led to the cancellation.*
- *The floods were caused by the heavy rain.*



# Teaching approach: Reading

- Guided Reading sessions daily
- Children grouped in abilities
- Teacher has a focused objective – ask questions to ensure children can meet objective
- End of each term – highlight evidence on new APP grids
- Each child given a new level – e.g. 5W / 5A





# Teaching approach: Writing

- Still teach writing through genres
- 3 week cycle – interrogate the text, plan own version of the text, write own version
- However ensure we teach Grammar skills through this



# Example grammar games

- A clause has to have a verb – a phrase doesn't.
- There are different types of clauses
- Relative clause
- Main clause
- Subordinate clause



- Main clause: Can stand on its own (contains a subject and a verb)
- The boy danced
- Subordinate clause (subordination): a clause typically introduced by a subordinating conjunction that forms part of and is dependent on the main clause.
- **After he had dinner,** the boy danced
- A clause has to contain a verb.
- A relative clause describes the noun. It usually contains a relative pronoun
- The boy, **who was exhausted,** revised for his exams.



- Take it in turns to go around the table and add a different type of clause to the sentence below
- **The child ran**
- Make sure you identify the type of clause you have added



- **Modal verbs indicate the degree of possibility – how certain something will happen.**
- **I may go to the park.**
- **I could go to the park.**
- **I should go to the park.**
- **I will go to the park.**
- **Which modal verb indicates certainty?**



- Go around the table.
- Each person must complete the sentence using a different modal verb.
- At the end decide whose sentence indicates the strongest degree of possibility
- Tonight, I \_\_\_\_\_ have a glass of wine.



## How you can support your child at home

- Ensure they are reading at home daily
- Share bookmark objectives with them and ask them questions from this
- Play Grammar games
- Practise words from the spelling lists
- Access websites from the list on the Oakfield website



# Resources you can take home

- Expectations for each year group
- Grammar glossary
- Bingo boards/games
- Spelling lists





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Children's Zone

Parents Zone



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You are here: Home > Children's Zone

## Games/Online activities

Mathletics: maths website

<http://www.mathletics.co.uk/>

Mangahigh: Free online maths games

[http://www.mangahigh.com/en\\_gb/games](http://www.mangahigh.com/en_gb/games)

BBC Bitesize: Useful KS2 subject resources and games.

<http://www.bbc.co.uk/schools/ks2bitesize/>

Billy Bug: Coordinates game

<http://www.oswego.org/ocsd-web/games/BillyBug/bugcoord.htm>



Clubs

e-safety

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**Thank you for coming**

**Resources are on the school website**