

Changes  
in curriculum and  
assessment

KS1

# **Aims of Meeting**

- **Share information about the New National Curriculum 2014 and the raised expectations.**
- **Explain national changes in assessment at primary school – ‘life without levels.’**
- **Explain the expectations and changes in specific subjects.**
- **Opportunity for questions.**

Life without levels.

**Expectations by the end of Year  
two.**

# **An Overview**

- **The new National Curriculum came into effect from September 1<sup>st</sup> 2014.**
- **Since September 2015 there are changes in assessment and curriculum in Y2 and Y6.**
- **There are changes for subjects but these are particularly significant for English, mathematics, science and computing.**
- **As well as content changes, there are changes to the methods schools use to assess pupils.**

# **The Opportunities**

- As a staff we were able to review the curriculum and its delivery for our pupils.**
- Significant work has been done on developing themes and making curriculum links that will enhance learning. This will include themed weeks and half terms in which pupils across the school will be involved in particular topics.**
- As professionals, we will retain teaching and learning practice that we know to be effective and powerful for pupils.**

# Productivity

- **There is a raised expectation in every year group which means that children need to be productive, both mentally and physically. Having lots of opportunity to practise their knowledge, skills and understanding of the year group expectations.**

# Assessment

- Levels are no longer part of assessment. Schools are moving away from the use of levels and no pupils – apart from those in Year 2 and Year 6 – will receive a level following statutory assessment.
- Schools are being encouraged to work with a grading system of working towards, (emerging), working at (expected) or mastery (exceeding) expectations within each year group.
- Year 1 will look like: **1-, 1= or 1+**
- Year 2 will look like: **2-, 2= or 2+**
- Where children are on the scale will still be determined by a set of descriptors.

# **Statutory Assessments**

**The Government expect children to take statutory assessments in both Years 1 and 2.**

**SATs as we know them have gone and have been replaced by a new test. This will be administered in May where the children are assessed in Reading, Writing including Spelling, Punctuation and Grammar (SPAG) and Maths.**

**The phonics assessment for children in Year 1 will take place the week commencing 13th June to assess their phonic knowledge. Any children in Year 2 now, who did not pass last year, will be retaking at the same time.**

# Year 2 Tests

- Please be aware that Year 2 expectations have been significantly increased from previous years.
- It is our aim to encourage and support the children in achieving these very difficult new tests. We will endeavour to make the experience as stress free as possible.
- Please note one significant change for the Maths paper is that children will no longer have access to practical resources such as cubes and number lines to support them with their calculations.

# Sample Year 2 SPAG Tests

3 Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

4 Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will	it's
you have	I'll
it is	didn't
did not	you've

*Note: A line is drawn from 'did not' to 'didn't'.*

6 What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

7 What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Tick **one**.

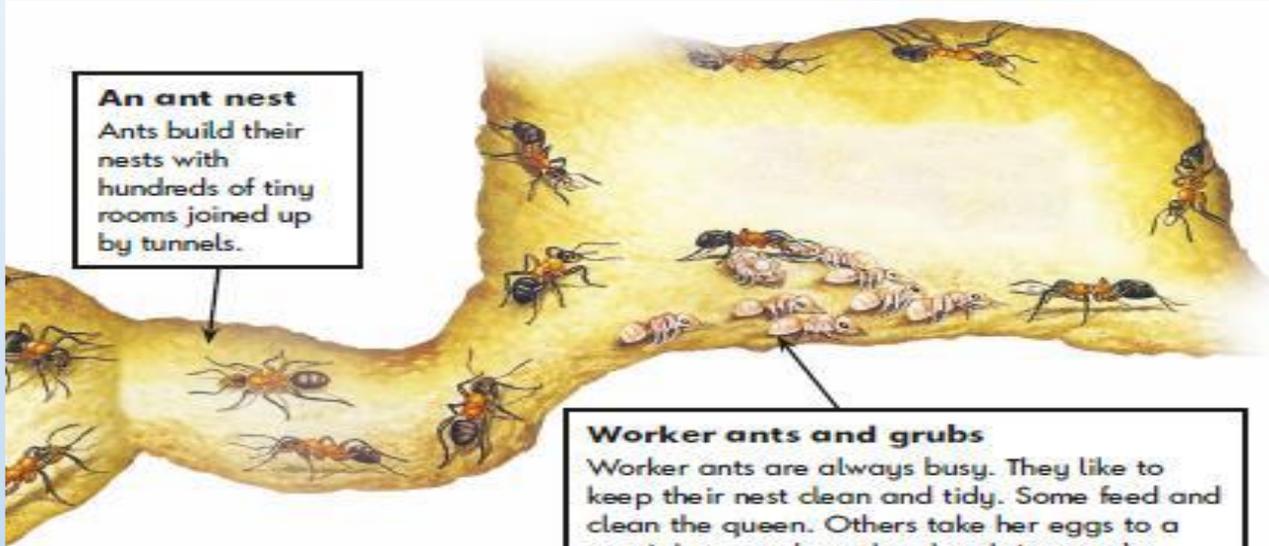
an adverb

an adjective

a verb

a noun

# Sample Year 2 Reading Test



**An ant nest**  
Ants build their nests with hundreds of tiny rooms joined up by tunnels.

**Worker ants and grubs**  
Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

**3** What joins the rooms in an ant nest together?  
\_\_\_\_\_

**4** Give **two** jobs that the worker ants do.  
1. \_\_\_\_\_   
2. \_\_\_\_\_

**5** What happens to the eggs in the special room?  
\_\_\_\_\_

This is paper 1 where the children read a small amount of text and answer the questions below.

Paper 2 consists of a higher level reading booklet with a separate answer sheet.

# Sample Year 2 Arithmetic Tests

9  $8 + 5 + 4 =$

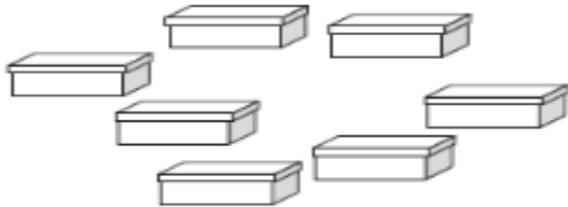
10  $36 + 24 =$

17  $35 \div 5 =$

18  $\frac{1}{4}$  of 20 =

# Sample Year 2 Reasoning Test

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

 shoes

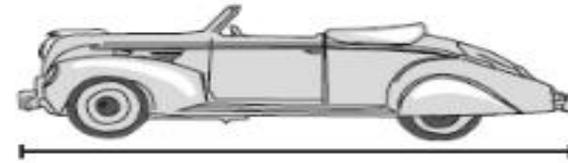
8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

11

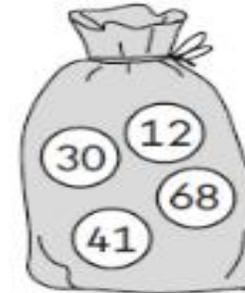
Use a ruler to measure the length of the toy car.

 cm

12

Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers



odd numbers

# Writing – working at the expected standard

Y2

2=



Belmont Primary  
School  
Lauderdale Drive  
Guisborough  
Cleveland TS14 7 BS  
5th January 2016

Dear Mr Gibson,  
I am writing to you about buying  
some new outdoor equipment for lunch  
time.  
I think that it is a excellent idea.  
This is because the children can  
learn to take turns also children  
will make new friends and the  
children will be happy and  
exrieted.  
I think that you should use  
the money from the school Fair.

# Writing – working at the expected standard

Wednesday 20th January 2016  
Jack and the beanstalk

Once upon a time a little boy lived in a cottage his name was Jack he lived with his mother. One day Jack's mother decided to sell their only possession left it was their cow. Sell it for a good price" said Jack's mother.

When Jack was going to the market he met an old man he said "I'll exchange your cow for this magic bean - then Jack said "why should I give you a whole cow for one bean?" This is no ordinary bean it is a magic bean" said the man. "Hmm" thought Jack "I might then" Jack said "If my words don't come true you can have your cow back tomorrow" What Jack got home his mum asked "how much did you get for your cow" Well Jack said "I traded it for this magic bean" What! cried Jack's mother "go to your room without any supers"

The next morning Jack woke up and it was terrible dark Jack looked out his window in front of his magic bean but it was very big with that Jack went to set chairs and climbed up the beanstalk.

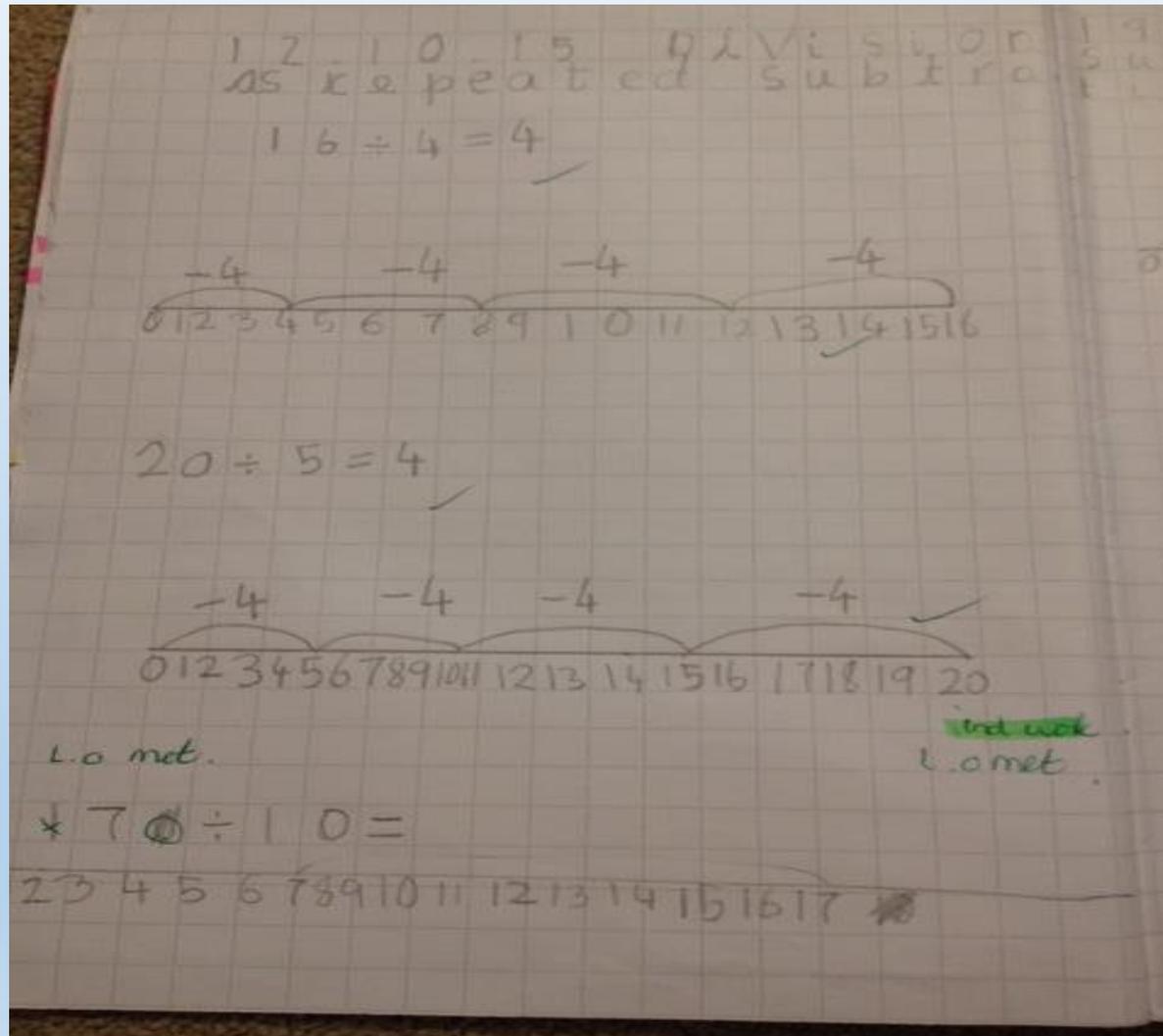
Writing  
(‘expected’  
ability in Year 2)



# Maths – working at expected level

Y2 Expected

2=



# Depth of learning

**Shallow  
Learning**

- **Surface, temporary, often lost**

**Deep  
learning**

- **It sticks, can be recalled and used**

**Mastery**

- **Can be transferred and applied in different contexts**

# How can parents help?



**Support with homework activities is always beneficial.**

**Whatever stage your child is at this will always be the case.**

**We have set out some ways in which parents can support their children to develop their skills.**

# Speaking and Listening



- **Say words correctly – and insist that your child does**
- **Speak in sentences – as above**
- **Encourage story telling**
- **Have conversations**
- **Ask questions**

# Reading



## Top tips for reading at home

- Give your child lots of opportunities to read:
- Sentence construction
- Relaxed atmosphere
- Sound out tricky words
- Strategies- look at first letter, sound it out, read on, look at pictures
- Read alternate pictures with them
- As fluency develops, encourage expression and note of punctuation such as commas and full stops. (*This also supports their writing*)

# 'Barking at text' – What do we mean?

- Children can often read text beautifully with intonation and expression.
- When asked about what they have just read they can't explain it because they have only decoded the text. (*'barked'* at the text).
- Without questioning we can't assume the child has understood because 'you don't know what you don't know!'
- By asking to be sure of their understanding you are extending their vocabulary and confidence in what they read.

# Reading – ask questions

What has happened in the story so far?

What do you think will happen next?

Who is your favourite / least favourite character? Why?

Do you think the author intended you to like / dislike this character? How do you know?

Does your opinion of this character change during the story? How? Why?

Which part of the story is your favourite / least favourite? Why?

Would you change any part of the story? How?

Which part of the story was the funniest/scariest/ saddest/ happiest? Can you tell me why?

Have you read anything else by this author? Is anything similar?

What does an author do? What does an illustrator do? What is the blurb?

What are the features of a non fiction book? What is a glossary/index/contents page?

Find two sentences which describe the setting.

Find some evidence in the text, which supports your view.

Do you know what that word you just read means? Can you explain it?

# Writing

As children progress, they need to extend the basics and be encouraged to:

- vary sentence structure and length
- know the common suffixes
- add adjectives and adverbs
- think about spelling patterns they know
- use a wide range of punctuation
- proof read their own work – and amend where necessary
- use neat, joined handwriting
- know regular and irregular past tense verbs

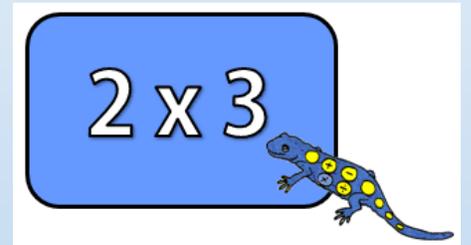


# Maths

**Make sure your child knows their tables. 2, 5, 10 and 3**

**Times tables are essential for:**

- solving problems
- working with fractions
- calculating quickly
- **To learn them:**
- **Chant them, sing them, write them down, make a tables grid to practise them, play times tables games**



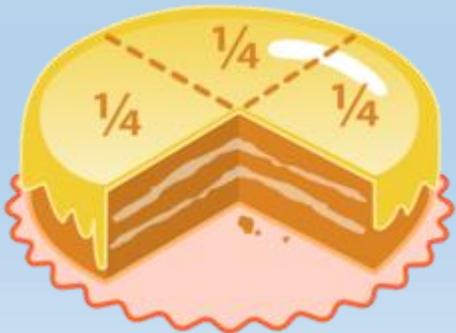
# Maths Expectations in KS1

- 5 year olds are expected to learn and count up to 100
- learn number bonds to 20
- Find  $\frac{1}{2}$  ,  $\frac{1}{4}$  ,  $\frac{1}{3}$  ,  $\frac{3}{4}$
- Learn the 2, 5, 10, and 3 times tables.

# Helping at home

## Real Maths

- Pocket money
- Cooking
- Sorting
- Measuring liquids
- Making



## Toys

- \* Shops
- \* Small world play
- \* Board games
- \* Bath toys that involve pouring



# **Key Message from today**

**Please do not confuse the New National Curriculum with our School Curriculum.**

**The New National Curriculum tells us what to teach, but it doesn't tell us how to teach it.**

**We still believe that a broad, balanced curriculum that promotes spiritual, moral, cultural, mental and physical development will prepare pupils for the opportunities, responsibilities and experiences of later life.**

# Helping your child

**Above all, just support your child.**

- Some will need guidance and help.**
- Some will need questions to extend their thinking.**
- Others will need help to be focused and on-task, or simply encouragement to start.**

**You know your child best!**

# **Thank you for your time!**

- **If you have any questions we are available to speak to you.**
- **Of course, we are happy to see you at any time, if you have any concerns in the future, please ask your child's class teacher on collection at the end of the day. Alternatively you can make an appointment with you child's class teacher.**
- **Thank you for your time!**