A summary of the NIS & NJS New Curriculum and Assessment Workshop

- Both schools work together on many elements of the curriculum and school life. This is another example of us working together on curriculum content and assessment systems. The statutory changes introduced by the government mean that the content of the curriculum has altered and the system of assessment with levels has changed.
- The content of the curriculum has increased in pitch in each year group for example the expectation is now that by the end of Year 4 children know all of their times tables.
- Under the old curriculum teachers could cover curriculum from the year group above however the new curriculum demands that only the content set for the year group is taught. The advantage of this is that children will have a secure understanding of their learning rather than 'racing through' curriculum content.
- There is an emphasis on 'deep learning'. We will aspire for children to be able to apply their learning in a range of contexts.
- The language of levels will no longer be used. Reference will be made to children Working Towards National, at National or Above National.
- Due to the discrete teaching in each year group all children will enter into the next year group at 'Working Towards National' because they will never have experienced that year group content.
- Grids have been developed for teachers, parents and children to see the content of the curriculum for each year group in Reading, Writing and Maths. These grids are in the children's book and act as a target setting tool for the pupils. These will be posted on the website on Monday.
- Assessment at NJS takes place informally on a day to day basis. Formal testing also occurs at appropriate intervals.
- 2016 SAT tests will look different. They will take place the week beginning the 9th May. A further workshop will follow for Year 6 parents in January.
- If you have any queries please ask your class teacher or a member of the school team.

THE NEW CURRICULUM AND ASSESSMENT

DEPARTMENT FOR EDUCATION 2013

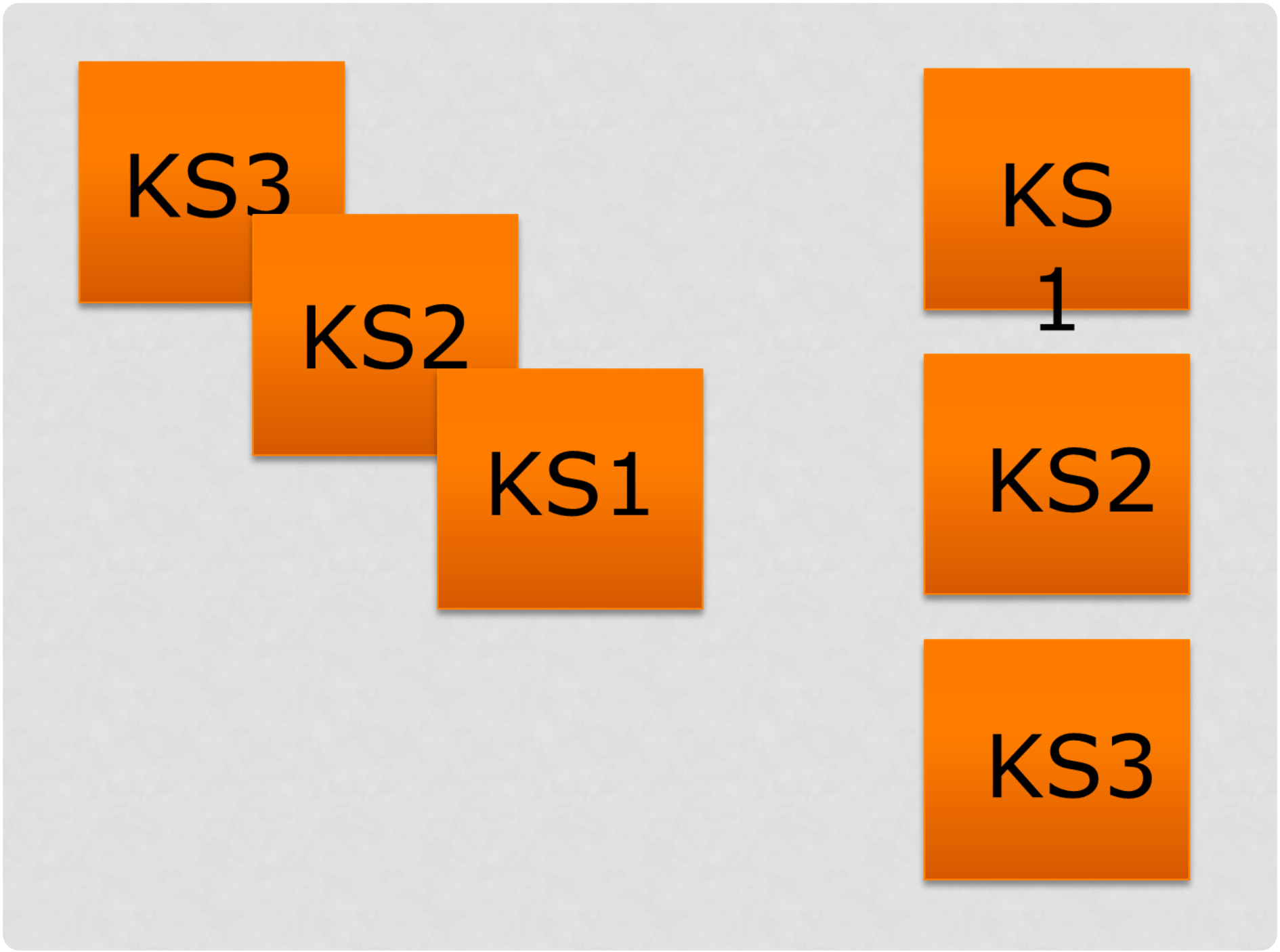
- "As part of our reforms to the National Curriculum, the current system of levels used to report children's attainment and progress will be removed. It will not be replaced."
- "We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms that we are giving schools."

OUR SCHOOL OFFERS

- Irresistible learning, endless possibility

- Learning to make a difference

Raised ambition


KS3
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KS 1
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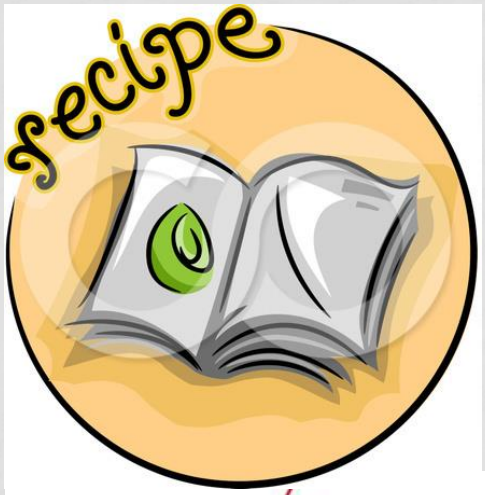
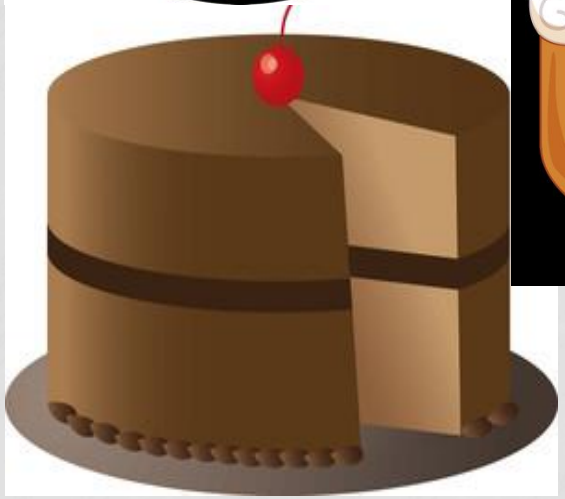
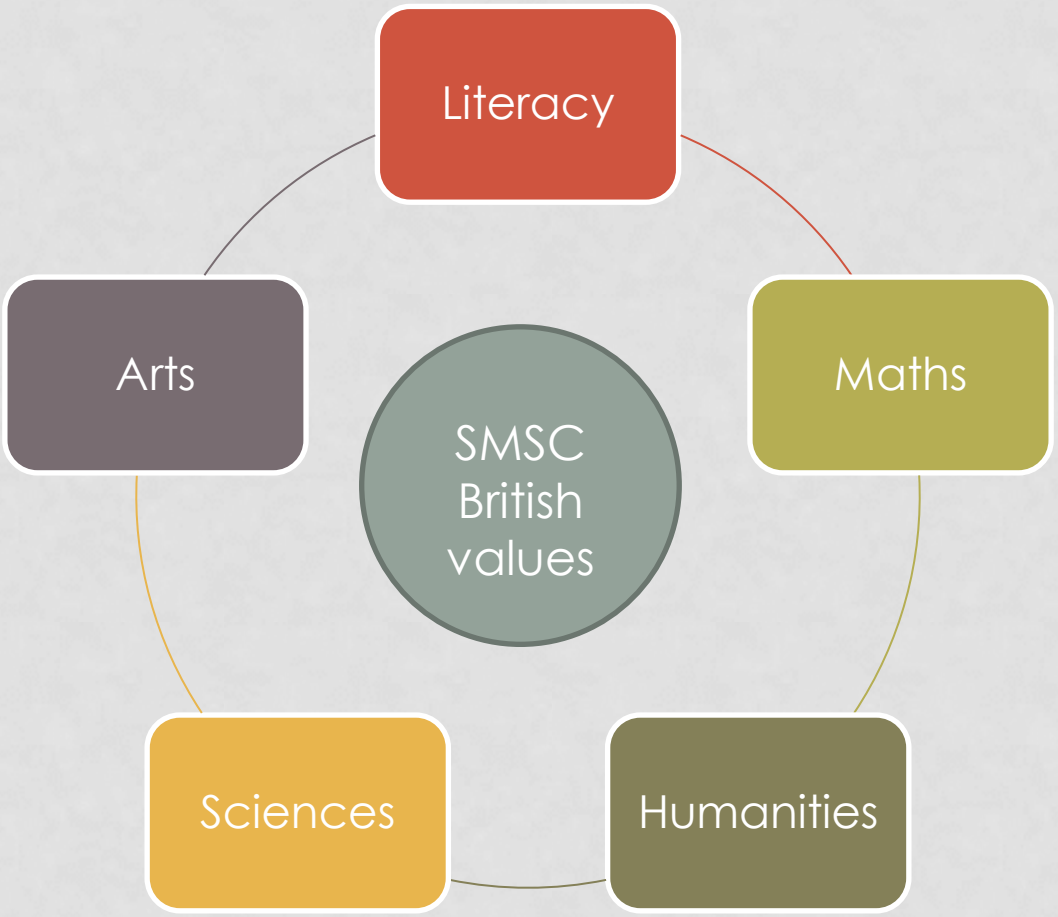
KS3

MASTERY IN THE NEW CURRICULUM



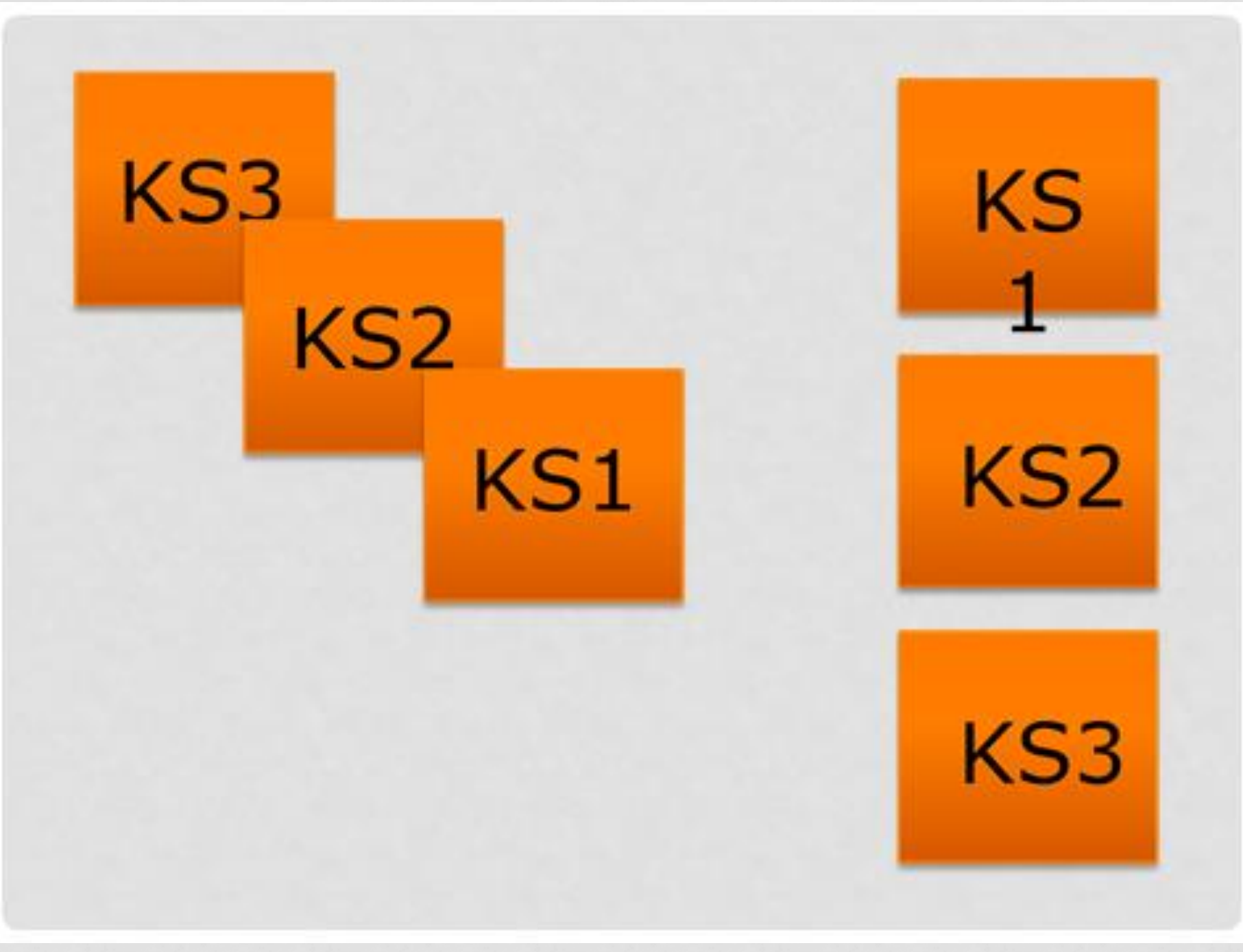


COMMITMENT TO A BROAD AND BALANCED CURRICULUM



THE LANGUAGE OF ASSESSMENT

- Working towards
- At National Expectation
- Above National
- It is expected that 85% of children will finish a school year at National expectation.


KS3
KS2
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1
KS2
KS3

Year 2 Maths Targets

Number and Place value

- I can use place value and number facts to solve problems
- I can read and write numbers to 100 in numerals and words
- I can use <, > and = signs
- I can compare and order numbers from 0 to 100
- I can identify, represent and estimate numbers
- I can recognise the place value of each digit in a two digit number
- I can count in tens from any number forward or backward
- I can count in steps of 2,3 and 5

Addition and Subtraction

- I can solve one step + and - problems
- I can recognise and use the inverse relationship between addition and subtraction
- I know that addition can be done in any order but subtraction can't
- I can add 3 one-digit numbers
- I can add and subtract 2 two- digit numbers
- I can add and subtract a two-digit number and tens
- I can add and subtract a two-digit number and ones
- I can use related facts to 100
- I can recall and use addition and subtraction facts to 20

Multiplication and Division

- I can solve problems using × and ÷ with arrays, repeated addition and × and ÷ facts
- I know that division of one number by another cannot be done in any order
- I know that multiplication of two numbers can be done in any order
- I can write and calculate division statements
- I can write and calculate multiplication statements
- I can recognise odd and even numbers
- I can recall and use × and ÷ facts for 2, 5 and 10 times tables

Measurements

- I know the number of minutes in an hour and hours in a day
- I can draw/write time to 5 minutes including $\frac{1}{4}$ to/past the hour
- I can compare/ sequence intervals of time
- I can find different ways of putting coins together to make the same amount
- I can recognise and use symbols for £/p
- I can compare and order lengths, mass, volume/capacity
- I can measure to the nearest unit using rulers, scales, thermometers and measuring vessels
- I can choose and use appropriate standard units to estimate and measure

Fractions

- I can write simple fractions and recognise equivalence.
- I can recognise, find, name and write fractions 1/4, 1/3, 2/4 and 3/4 of a set of objects
- I can recognise, find, name and write fractions 1/4. 1/3, 2/4 and 3/4 of a quantity
- I can recognise, find, name and write fractions 1/4, 1/3, 2/4 and 3/4 of a shape
- I can recognise, find, name and write fractions 1/4, 1/3, 2/4 and 3/4 of a length

Geometry

- I can use mathematical vocabulary to describe position, direction and movement
- I can order and arrange combinations of objects in patterns and sequences.
- I can compare and sort common 2D and 3D shapes
- I can identify 2D shapes on the surface of 3D shapes
- I can identify and describe the properties of 3D shapes.
- I can identify lines of symmetry in 2D shapes
- I can identify and describe the properties of 2D shapes.

Statistics

- I can ask and answer questions when comparing categorical data
- I can answer questions about totalling
- I can ask and answer simple questions by sorting categories by quantity
- I can interpret and construct simple tables
- I can interpret and construct simple block diagrams
- I can interpret and construct simple tally charts
- I can interpret and construct simple pictograms

Year 3 National Standard Mathematics

Y3 -Fluency, problem solving and reasoning

Fluency- to have secure knowledge and understanding within all the aspects of the Y3 curriculum and can make choices about which mathematics to use when calculating, solving problems and investigating. Number bonds, tables and place value are used readily to solve calculations. Appropriate choices about when to calculate mentally or when to use written methods are made with confidence. The organisation of thinking, including practical resources and pictorial representations are integral to the working out. Sophisticated models and images are used to secure conceptual understanding. Recording is appropriate to the task set. Pupils are able to explore further and extend their number and mathematical skills through tasks which increase in complexity and depth.

Problem solving- to be able to identify the mathematics required and respond to problems in a variety of contexts with increasing fluency. With particular reference to the contexts of measures, money and time. Problem solving includes real life contexts and cross curricular application.

Reasoning- to apply conceptual knowledge to use patterns, relationships and properties of number to begin to generalise. To explain results using clear mathematical models such as practical apparatus, diagrams or number sentences as models of proof.:

A mastery Curriculum will be offered in all strands of Mathematics.

Number system & Counting Addition and Subtraction	Multiplication and Division	Fractions and decimals	Geometry	Measurement	Statistics
I can read and write numbers up to 1,000 in numerals and in words. I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Recall and use multiplication and division for the 3,4 and 8 times tables	I can 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	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	I can interpret and present data using bar charts, pictograms and tables
I can recognise the place value of each digit in a 3-digit number (H, T, U)	I can write and calculate mathematical statements for multiplication and division using the multiplication facts that they know including TU x U, using mental and then progressing to formal written methods.	I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	I can recognise angles as a property of shape or a description of a turn	I can measure the perimeter of simple 2-D shapes	I can solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
I can compare and order numbers up to 1,000			I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle	I can add and subtract amounts of money to give change, using both £ and p in practical contexts	
I can identify, represent and estimate numbers using different representations*	I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects	I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators		I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
I can add and subtract numbers mentally.		I can recognise and show, using diagrams, equivalent fractions with small denominators	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines	I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	
I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction		I can add and subtract fractions with the same denominator within one whole [for example, + =]			
I can estimate the answer to a calculation and use inverse operations to check answers I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		I can compare and order unit fractions, and fractions with the same denominators I can solve problems that involve all of the above		I know the number of seconds in a minute and the number of days in each month, year and leap year I can compare durations of events [for example, to calculate the time taken by particular events or tasks]	

ASSESSMENT PROCEDURES

Both schools will complete on-going formal assessment and assessment based upon the work the children have completed.

We will be consulting with other schools in our area to ensure consistency against national standards.

2016 SAT's/phonic screening arrangements.

QUESTIONS?