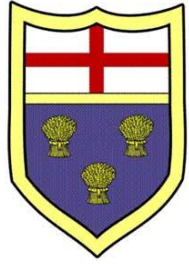


# St. Peter's CE Primary School, Heswall, Wirral



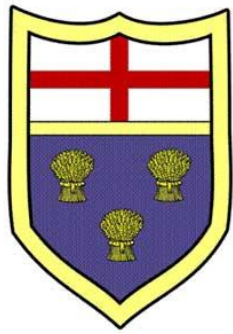
Assessment Without Levels –  
a briefing for parents.



# CHANGES TO THE NATIONAL CURRICULUM

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

to 0:57

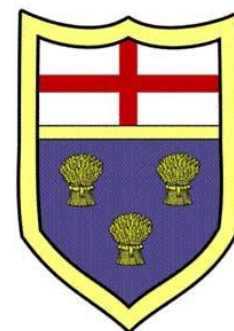


# What does that mean for schools?



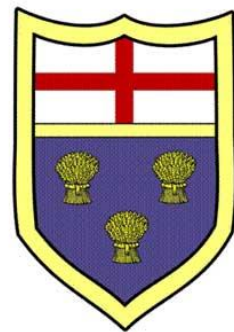
**CHALLENGE**

# LEARNING JOURNEY:





# LEARNING JOURNEY:



# The main changes – What's new?

## English

- Stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will be taught in KS1)
- **Handwriting** (not currently assessed under the national curriculum) is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills.

# The main changes – What's new?

## Maths

- Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the current curriculum) and learn number bonds to 20 (currently up to 10)
- Simple fractions ( $\frac{1}{4}$  and  $\frac{1}{2}$ ) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g.  $0.375 = \frac{3}{8}$ )
- By the age of nine, children will be expected to know times tables up to  $12 \times 12$  (previously  $10 \times 10$  by the end of primary school)
- Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.

# Where Go the Boats?

By Robert Louis Stevenson

Dark brown is the river,  
Golden is the sand.  
It flows along for ever,  
With trees on either hand.

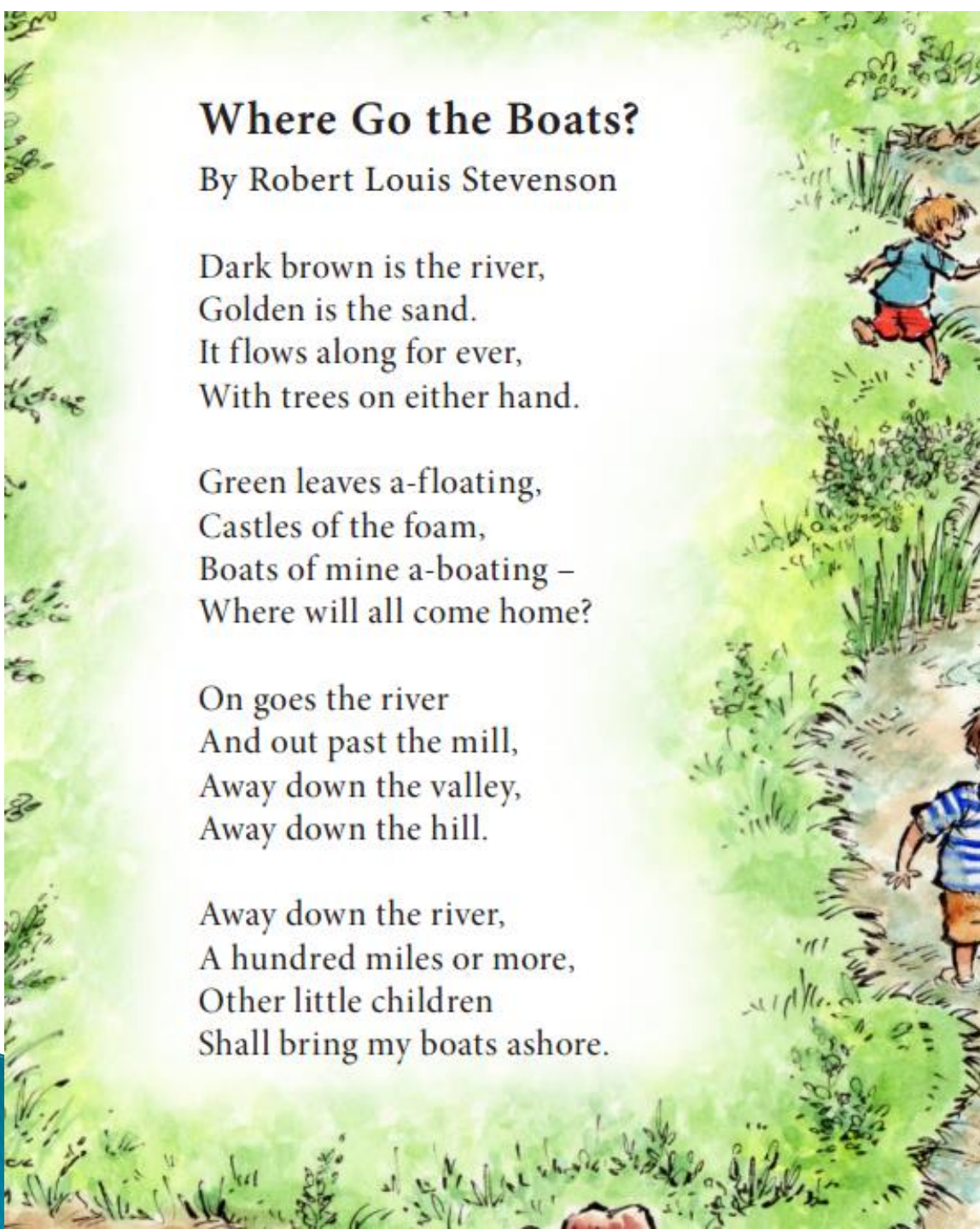
Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating –  
Where will all come home?

On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.

Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.



# KS1 TESTING







# KS1 TESTING



2

What do the words *on either hand* tell you about the trees?

Tick **one**.

They look like they  
have hands.

☐

They are flowing  
down the river.

☐

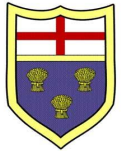
They are both golden  
and brown.

☐

They are on both  
sides of the river.

☐

# exploring National Parks



## KS2 TESTING

**Many countries all over the world have National Parks. There are about 7000 National Parks throughout the world. Most of them protect natural settings as well as the plants and animals that live there, but a few are in towns and cities.**

The United States of America created the very first one, Yellowstone National Park, in 1872. It is so big that it covers part of three states: Wyoming, Montana and Idaho. People go there to see the geysers (natural hot springs) and amazing rock formations. The most famous geyser, 'Old Faithful', erupts about 20 times a day.

The largest National Park in the world is in Northeast Greenland. The park is so vast that only 30 countries



### Are there National Parks in England?

There are nine National Parks in England. The first three were the Peak District, the Lake District and Dartmoor, which were all named as National Parks in 1951. Others followed soon afterwards: the North York Moors in 1952, the Yorkshire Dales and Exmoor in 1954 and in 1956 Northumberland. No new ones were added for nearly 50 years. The final two, the New Forest and the South Downs, were designated as National Parks in 2005 and 2010 respectively. The Norfolk Broads was given similar status to the parks in 1989, so it is generally included in information about them.

Are National Parks in

4

Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(a) What does the word *spectacular* mean in this sentence?

Tick **one**.

aerial

☐

enormous

☐

impressive

☐

exciting

☐

4

Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(b) This sentence contains:

Tick **one**.

a simile

☐

alliteration

☐

onomatopoeia

☐

a metaphor

☐



5

Tourism in National Parks has both positive and negative outcomes.

Explain fully what these outcomes are, referring to the text in your answer.

---

---

---

---

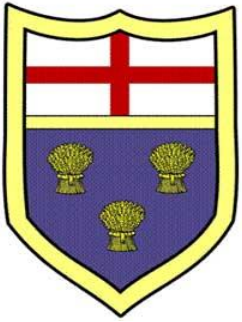
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# What's Changed?

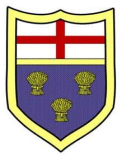
**VOCABULARY,  
SPELLING  
PUNCTUATION  
AND GRAMMAR**



# So... What's Changed?

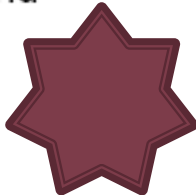

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">46</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the <b>grammatical patterns</b> in a sentence indicate its function as a statement, question, exclamation or command</p>



# So... What's Changed?

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>  



# KS1 TESTING

What type of word is '**branch**' in the sentence below?

The bird flew to the top branch of the tree.

Tick **one**.

a noun

☐

a verb

☐

an adjective

☐

an adverb

☐

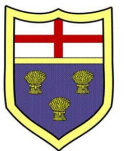
# KS1 TESTING

Look at this picture.



Complete the **noun phrase** below to describe the boot.

the \_\_\_\_\_, \_\_\_\_\_ boot



# So...What's Changed?



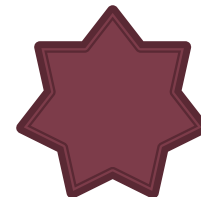
## Year 5: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]

# So...What's Changed?



<b>Text</b>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<b>Terminology for pupils</b>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>





# KS2 TESTING

1

Fill in the gaps in the sentence below, using the **past progressive** form of the verbs in the boxes.

to play



While I \_\_\_\_\_ in the park, my mum

to push



\_\_\_\_\_ my sister on the swing.



10

Which option completes the sentence below so that it uses the **subjunctive mood**?

I wish I \_\_\_\_\_ free to come to your party, but I am afraid I will be busy.

Tick **one**.

were

☐

could be

☐

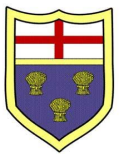
was

☐

may be

☐

KS2 TESTING



# KS2 TESTING

12

Explain how the **comma** changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?

---

---

---




# Changes to the Maths Curriculum: Year 5






# What's gone?


- ◉ Detail of problem-solving process and data handling cycle no longer required
  - ◉ Calculator skills moved to KS3
  - ◉ Probability moved to KS3
- 

# What has moved to Year 3 and 4?

Several elements are now expected to be covered in lower KS2:

- ⦿ Use the standard written methods for addition and subtraction of whole numbers and decimals with one or two places
  - ⦿ Recall quickly multiplication facts up to  $12 \times 12$
  - ⦿ Decimals/fractions knowledge such as: find fractions using division, e.g.  $1/100$  of 5 kg
  - ⦿ Points in the first quadrant (co-ordinates)
  - ⦿ Parallel/perpendicular lines
  - ⦿ Translation moved to Year 4
  - ⦿ Symmetry introduced in Year 4
  - ⦿ 24-hour clock used in lower KS2
- 

# What's been added?

- ◉ Understand & use decimals to 3dp
  - ◉ Solve problems using up to 3dp, and fractions
  - ◉ Write percentages as fractions; fractions as decimals
  - ◉ Use vocabulary of primes, prime factors, composite numbers.
  - ◉ Know prime numbers to 20
  - ◉ Understand square and cube numbers
  - ◉ Use standard multiplication & division methods for up to 4 digits
  - ◉ Add and subtract fractions with the same denominator
  - ◉ Multiply proper fractions and mixed numbers by whole numbers
  - ◉ Deduce facts based on shape knowledge
  - ◉ Distinguish regular and irregular polygons
  - ◉ Calculate the mean average
  - ◉ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
  - ◉ Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately
- 

# KS1 TESTING

5

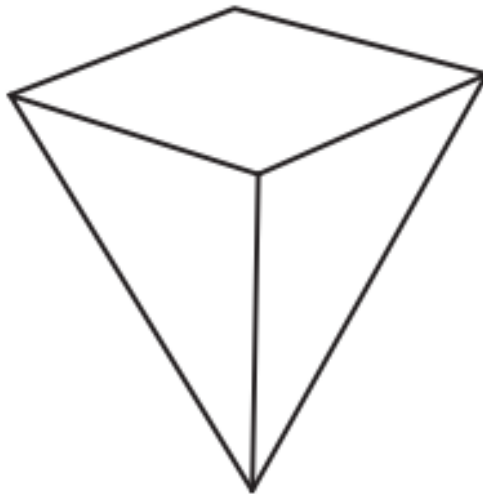
$$\frac{3}{4} \text{ of } 20 = \boxed{\phantom{0000}}$$




# KS1 TESTING

9

How many vertices does a square-based pyramid have?



**vertices**



# KS1 TESTING

12

Apples cost **10p** each. Pears cost **25p** each.



Amy buys **1 apple** and **2 pears**.

How much **change** does she get from **£1**?

Show  
your  
working

--

p

# KS2 TESTING

2

$$1\frac{1}{7} - \frac{3}{7} =$$

A grid of 20 columns and 10 rows. A rectangular box is drawn in the bottom right corner, spanning 8 columns and 3 rows.

# KS2 TESTING

6

Write the missing digits to make the addition correct.



$$\begin{array}{r} \begin{array}{|c|c|c|} \hline 1 & & 1 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline & 1 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 9 & 0 & 0 \\ \hline \end{array} \end{array}$$

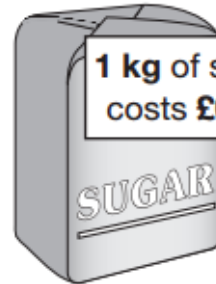
# KS2 TESTING

One toffee apple needs:

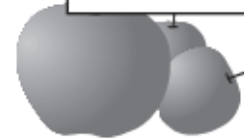
**1** stick,  
**100g** of sugar,  
**1** apple.



**50** sticks  
cost **£6.25**



**1 kg** of sugar  
costs **£0.99**



**100** apples  
cost **£22.50**

Children buy just enough sticks, sugar and apples to make  
**100** toffee apples.

They sell all 100 toffee apples for **£1 each**.

The profit goes to charity.

Work out how much money goes to charity.

# It's THIS different!







## **So different that:**

- It's had to be assessed differently
- They couldn't introduce it for Y2 and Y6 this year

# KEY SKILLS CURRICULUM

**Application of Number**

**Working with Others**

**Communication**

**Problem Solving**

**Improving Own Learning**

**Information Technology**





# FIND OUT MORE

St Peter's CofE Primary School (Wirral)

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## ST. PETER'S CE PRIMARY SCHOOL

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Curriculum

### Curriculum

New Curriculum at St. Peter's

Curriculum Booklets

Years 1&2

Years 3&4


Years 5&6

#### New Curriculum at St. Peter's

This section provides information about the curriculum for Years 1 to 6. The curriculum overview provides a summary of how the curriculum is organised and taught at St. Peter's from Year 1. There is also a table showing the different overarching themes that are taught each term in the respective yearbands over a two year cycle.

The Yearband folders contain more detailed information of the key objectives in each curriculum area showing where and when they are taught.

The Yearband curriculum books have also been uploaded. These give an explanation of what will be covered in each subject for the term, as well as some useful information about homework, kit and equipment. A hard copy of the relevant booklet is sent home at the start of term, but can also be found here as a reference. These booklets are updates each term.

 Curriculum Overview.pdf

Privacy and cookies policy

Tel: 0151 342 2556

## Collection

# National curriculum

From: [Department for Education](#)  
First published: 14 October 2013  
Last updated: 16 July 2014 , [see all updates](#)  
Part of: [Curriculum and qualifications](#) and [Schools, colleges and children's services](#)

The national curriculum for England to be taught in all maintained schools.

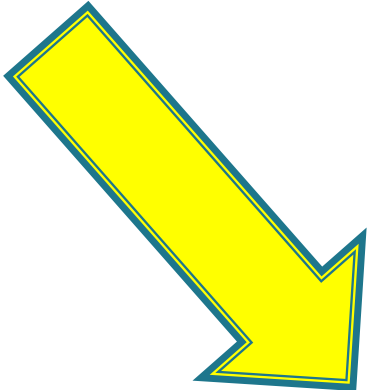
### Contents

- [Curriculum by key stages](#)
- [Programmes of study by subject](#)
- [Other curriculum subjects](#)
- [Curriculum assessment](#)
- [Curriculum interviews](#)

The curriculum contains the programmes of study and attainment targets for all subjects, at all key stages.

All maintained schools in England must be teaching these programmes of study from September 2014, with the following exceptions:

- in the 2014 to 2015 academic year, all maintained schools in England must teach pupils in years 2 and 6 the pre-2014 programmes of study in [English](#), [mathematics](#) and [science](#)
  - these pupils will sit the current key stage 1 and 2 tests respectively
  - new tests will be available from 2016
- all maintained schools in England must teach key stage 4 programmes of



# ASSESSMENT

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

to 7:40

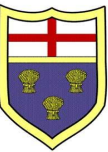


# HOW DOES THAT LOOK AT ST. PETER'S?

- Pupils in Y1,3,4,5 are being taught the New Curriculum.
- Y3,4,5 **MUST** first teach content from lower year groups.
- Even our most able pupils are currently AT the new age-related expectations.
- THIS IS THE PICTURE LOCALLY AND NATIONALLY.



# HOW DOES THAT LOOK AT ST. PETER'S?



# HOW DOES THAT LOOK AT ST. PETER'S?

- Each pupil is being tracked against the National Curriculum statements that they have achieved.
- Teachers are planning lessons according to the needs of their pupils in terms of the statements they have achieved and what comes next.
- Lessons are differentiated to ensure support for less able pupils and sufficient challenge for more able pupils.



# HOW DOES THAT LOOK AT ST. PETER'S?

- Teachers give pupils opportunities to APPLY their learning to different, problem-solving or contextualised situations to ensure their learning is deep and secure.
- Teachers observe pupils during collaborative and independent activities to gauge their understanding of what is being taught.
- Teachers give pupils age-appropriate feedback on what they have done well and how they can improve.



# HOW DOES THAT LOOK AT ST. PETER'S?

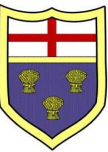
- We will track the progress of each child to ensure that they achieve their full potential.
- We will report to parents about their child's progress, strengths and areas for development.
- Reading and spelling standardised scores, along with verbal and non-verbal reasoning scores from Y2-6 will give an indication of a child's ability.



# IN THE CLASSROOM:



## (PERSONALISED PUPIL TARGETS)

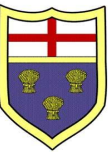




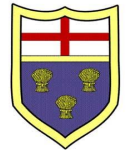
# IN THE CLASSROOM:






## (TAKEN FROM THE CURRICULUM)



# IN THE CLASSROOM: STEPS FOR SUCCESS



LO: To write a recount of the weekend, re reading their work to check it makes sense.

	Me	Mrs C		Me	Mrs C
d			Conjunction 		
●			Adjectives 		
!			Opener 		
CAPS			Time conjunctions ⌚		
<u>abc</u>			Could read back		

# IN THE CLASSROOM: STEPS FOR SUCCESS



Steps for Success	Me	Friend	Teacher
I have used an opening sentence which lets the reader know what the report is about.			
My report uses subheadings at the start of each paragraph.			
I have written in the present tense.			
I have remembered all my capital letters and full stops.			
I can highlight vocabulary which is <u>subject specific</u> .			
I have asked the reader a question.			
My closing paragraph sums up my report.			
My handwriting is as neat as it can be.			
I have read back my report to check I haven't missed anything out.			



# IN THE CLASSROOM:



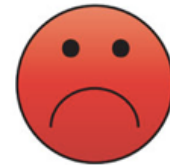
I can do  
this!



I'm getting  
there.



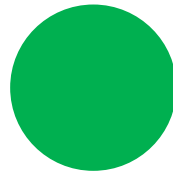
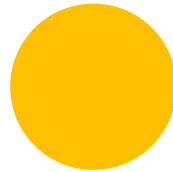
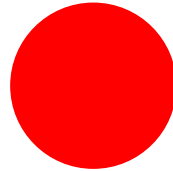
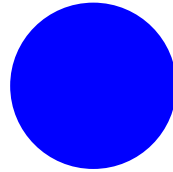
I need  
help!



# FEEDBACK



# FEEDBACK





# FEEDBACK



**“DEEPER LEARNING”  
(Tim Oates)**

**NOT BY COVERING  
NEXT YEAR'S WORK!**



**HOW WILL THE MOST  
ABLE  
CHILDREN BE  
CHALLENGED?**

# EXAMPLES?

$$8 \times 7 =$$

$$63 \div 9 =$$



I know  
my x  
tables

What are the factors of 72?

$$0.3 \times 8 =$$

$$60 \times 5 =$$

$$\frac{3}{4} \text{ of } 36 =$$

$$20\% \text{ of } 120 =$$

# EXAMPLES?

I can  
add up  
and x

New  
Numbers

Three Single Digits: 1 total and 1 product

Hide

Show

Hide

Show

Hide

Show

Total of all  
3 numbers

10

Product of  
all 3  
numbers

18



# EXAMPLES?

New  
Numbers

Three Single Digits: 1 total and 1 product

1

Hide

Show

3

Hide

Show

6

Hide

Show

Total of all  
3 numbers

10

Product of  
all 3  
numbers

18

## CREATING

USE INFORMATION TO  
CREATE SOMETHING NEW

*Design, Build, Construct,  
Plan, Produce, Devise, Invent*

## EVALUATING

CRITICALLY EXAMINE INFO &  
MAKE JUDGEMENTS

*Judge, Test, Critique,  
Defend, Criticize*

## ANALYZING

TAKE INFO APART &  
EXPLORE RELATIONSHIPS

*Categorize, Examine,  
Compare/Contrast, Organize*

## APPLYING

USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

*Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate*

## UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

*Interpret, Summarize, Explain, Infer, Paraphrase, Discuss*

## REMEMBERING

FIND OR REMEMBER INFORMATION

*List, Find, Name, Identify, Locate,  
Describe, Memorize, Define*

1956!

# WHAT CHANGES?



# WHAT CHANGES?



# WHAT CHANGES?

Making the difference

## Parents' evenings



Standardised  
Scores

Support?

Challenge?

Help at home?


# TRANSITION



**BELOW  
WITHIN  
SECURE**



# OUR REQUESTS:

- Remember it's a national picture
  - Be prepared to see a 'dip'
  - Sharing Age Related Expectations with children
  - 'Testing' at home
  - Trust us
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# USEFUL INFO:

- Primary National Curriculum 2014
- NAHT Commission on Assessment
- Tim Oates on Assessment – YouTube
- St Peter's Website – Curriculum tab