Dear Parents,

Welcome back to a new school year. I hope you have had a wonderful and enjoyable Summer. As the new school year commences, there are important changes to the curriculum and assessment for you to be aware of.

From this September 2015, Years 1 through to 6 will all be taught the new national curriculum. Last year, teachers in Years 1, 3, 4 and 5 planned all lessons from the new curriculum. With this curriculum comes a government change to assessment for all state schools. From now, we will no longer use levels when making assessments. Instead, the DfE have introduced Age Related Expectations (ARE) for each year group from Year 1 upwards. These outline the end of year expectations for every child for Reading, Writing and Maths by the end of each school year.

The guide that follows details our school approach to assessment without levels, and provides you with the key end of year expectations for your child’s age group. This is also available on our school website. For an explanation of any grammar terminology used in the end of year expectations document, please refer to our grammar booklets on the school website.

There will be a parent workshop regarding our new form of assessment on Thursday 1st October at 7:30pm. Class teachers will also provide you with additional information in our class information evenings and answer your questions related to end of year expectations. If you require any further information before this date, please contact Miss McCaffery or your child’s class teacher.

Yours sincerely,

Miss McCaffery

Deputy Headteacher

**Assessment without Levels**

**Introduction**

As from September 2015, the government has removed levels in schools for all year groups. This is in line with the new national curriculum, which we have been teaching since September 2014. The Early Years curriculum remains unchanged.

**New National Curriculum**

The new national curriculum is a mastery curriculum. Mastery is the child’s ability to use and apply their learning across the curriculum. For example, in Mathematics children should use their knowledge and understanding to problem solve and investigate. Children must master the objectives taught, before moving on.

There has been a shift in content, with many objectives moved to the year below. It is important to note that expectations have increased with the new national curriculum. Please refer to the separate information sheet on the expectations and key performance indicators set for each year group. Rather than moving ‘up’ the stages, the focus is on moving ‘outwards’ developing a wider and deeper understanding.

The government does not expect children to be working on the curriculum content of the next year group. Instead, they should be deepening their understanding in their own year group and applying their knowledge.

**Making assessments**

We will continue to make day-to-day teacher assessments, as we currently do. We will input these assessments into classroom monitor, which is our new online tracking system. We will also use support materials to test the pupils on new curriculum objectives during our regular assessment weeks. Our first assessment week will be in October.

**New Language of Assessment**

We have carefully chosen new language for assessment, which is in line with the language currently used in Early Years.

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| --- | --- |
| **Exceeding** | Your child has exceeded and mastered the expectations for their year group. |
| **Expected** | Your child has achieved the expectations for their year group. |
| **Developing** | Your child has achieved all of the objectives for the year group below, and at least one of their current year group. |
| **Emerging** | Your child is working on the objectives for the year group below. |

The majority of children will be assessed as ‘developing’ every time they enter a new year group. At the start of an academic year, it is very unlikely that any child will be assessed as expected or exceeding. This is because children will need to be taught the new year group’s objectives and be given time and opportunities to master them.

**Reporting assessments**

When we discuss your child’s progress with you, we will share where your child is at using the new terminology. We will also discuss whether your child is on track to meet (or exceed) the end of year expectations for their year group. Your child will be set regular targets to support their progress; we will share this with you at parents evening.

**Year 1 New Curriculum**

* **end of year Age Related Expectations**

**Writing & Grammar**

* Produce own ideas for writing
* Compose a sentence orally before writing
* Sequence a series of sentences to form stories
* Write lists and simple explanations
* Re-read sentences to check they make sense
* Leave spaces between words
* Use ‘and’ to join words and clauses
* Punctuate sentences using a full stop, capital letter, question mark or exclamation mark
* Use capital letters for names and personal pronoun ‘I’
* Correctly form capital and lower case letters starting at the right places
* Add the suffixes –s or –es to nouns e.g. dog to dogs, wish to wishes
* Understand how the prefix un- changes verbs and adjectives e.g. happy to unhappy

**Reading**

* Listen to and discuss a wide range of poems, stories and non-fiction
* Explain clearly their understanding of what is being read to them
* Relate what they read to their own experiences
* Become very familiar with and retell key stories or traditional tales
* Re-read to correct if reading does not make sense
* Discuss significance of title and events
* Know the difference between fiction and non-fiction
* Make inferences about what is being said and done
* Predict what might happen next in a story
* Apply phonics knowledge and skills when decoding words
* Respond speedily to the correct sound for graphemes (letters or groups of letters)
* Read words with contractions e.g. I’m
* Read words ending in –s –es –ing –ed –est
* Re-read books to build expression and fluency

**Maths**

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| --- |
| * Count to and across 100 from any number, forwards and backwards
* Count in different multiples, including 1s, 2s, 5s and 10s
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| * Write numbers to 20 in digits and words
* Count, read and write numbers to 100 in digits
* Recognise odd and even numbers
 |
| * Read, write and interpret mathematical symbols and statements: +, - and =
 |
| * Identify "one more" and "one less"
 |
| * Use number bonds and subtraction facts within 20
 |
| * Add and subtract 1-digit and 2-digit numbers to 20, including zero
* Add any three 1-digit numbers with a total below 20
* Solve simple word problems that involve addition and subtraction
 |
| * Recognise, find and name a half of an object, shape or quantity
 |
| * Recognise, find and name a quarter of an object, shape or quantity
 |
| * Measure, compare and begin to record length, mass, capacity and time
 |
| * Recognise and know the value of all coins and notes
 |
| * Use language to sequence events in chronological order
 |
| * Recognise and use language relating to dates
 |
| * Tell the time to the hour and half-past the hour, including drawing clocks
 |
| * Recognise and name common 2-D shapes
 |
| * Recognise and name common 3-D shapes
* Recognise and write multiplication and division symbols
* Using real objects solve multiplication or division problems working with numbers to 20
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