All Saints CE Primary School

Year 2 Parent Workshop on the New Curriculum and Tests

Miss Benwell & Miss Pink

The 2017 Tests

Key Stage 1

- **GPS – 2 paper**

– short answer questions (approx. 20)

-- spellings (20 words)

- **Reading – 2 papers (carry 20 marks each, approx. 30 minutes each paper)**

-- both comprehension tasks

- **Maths – 2 papers**

-- Arithmetic (25 marks, approx. 15 minutes)

-- Reasoning (35 marks, approx. 35 minutes)

(Take place end of May/June)

Changes to KS1 Testing

GPS is new to KS1

- No separate writing papers

  (writing samples taken across a whole range of curriculum areas)

Aims of National Curriculum Maths-

Develop fluency (number facts and methods) and stamina

Problem solving

Reasoning – (combination of the above two)

Everyone takes both reading papers

Questions in tests start easy and get progressively harder.

Statutory Assessment

- Externally Set Tests

-- KS1 internally marked for 2017

- Teacher Assessment

-- KS1 GPS informs TA of writing

- Phonics Screen Check

-- Children will re-sit if they didn’t pass in Year 1

Tests to take place in May

- We like to keep them as stress-free as possible for the children.
- Form part of the normal teaching timetable.
- Tests are intended to help inform the final teaching assessment judgements, not to be taken alone.

The New National Curriculum

- Tim Oates (Chair of the Review Panel of the New National curriculum)

- You Tube – **National curriculum – Tim Oates on Assessment** https://www.youtube.com/watch?v=-q5vrBXFpm0&list=PLZsiJnciZDcu7rM0pCRx7S2tSNT5skDIT
- You Tube - **Tim Oates – Assessment without levels**

The New National Curriculum

- To develop a deeper understanding of concepts, skills and knowledge. It is a mastery curriculum. Each Key Stage has raised ambition/ is more difficult.

- Fewer things at a greater depth.
- Deep learning of key concepts. Deep concentration.
- More probing, more higher level questioning.

2017 Descriptors

- Previously National Curriculum levels are no longer used, now given scaled scores.
- Pupils working towards national standard (b, b+) **Emerging**
- Pupils working at national standard (w, w+) **Developing**
- Pupils working at greater depth within the national standard (s, s+) **Secure**

Support at school and home

School Support

- Numerous practise papers.
- Every child is treated as an individual.
- Extra support to help with gaps in learning.
- Every child encouraged to do their ‘very best’.

Home support

- Ensure they’ve had a good breakfast.
- Help your child with their homework, hear them read, read to them and complete x table and spelling practise.
- Ask questions during and after reading.
- Show interest, ask them to talk about their learning and show you what they can do.
- Encourage your child to do their ‘very best’.

KS1 Attainment 2016

- % of children that reached Expected (Reading, Writing & Maths)

61% - within the National Average

- % of children that reached the higher standard (R, W &M)

25% - significantly above the national average

(boys were our lower performing group in writing and maths)

- <u>Reading</u>

  86% Expected

  32% Higher
- <u>Writing</u>

  64% Expected

  25% Higher
- <u>Maths</u>

  93% Expected

  25% Higher

READING

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

WRITING

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
  e.g. *–ment, –ness, –ful, –less, –ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

MATHS

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
  (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems
  (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
  (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$;
  sharing 40 cherries between 10 people and writing $40 \div 10 = 4$;
  stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.

Continued on the next page

MATHS continued

- The pupil can use different coins to make the same amount
  (e.g. pupil uses coins to make 50p in different ways;
  pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
  (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes
  (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry;
  the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Questions?

- Thank you for coming to this parent information session. Please do feel free to come and speak to us if you have any concerns or questions.