Dear Parents/ Carers

This leaflet has been designed to highlight the changes to how schools assess pupils learning of the new primary curriculum which came in to force this September 2014.

With regard to assessment, previously schools had to use a standard system of assessing and reporting pupil's attainment but this has been abolished for every year group other than Year 2 and Year 6 this year. Consequently, for Year groups 1, 3, 4, and 5 National Curriculum Levels e.g. Level 2, Level 4b no longer exist. There has been no nationally agreed new system of assessment therefore all schools are able to choose their own arrangements, although they are still expected to track progress and attainment and report to parents.

We have fully researched alternative ways of tracking pupil progress and attainment and have chosen to follow the NAHT & STAT proposals that were commissioned by the government.

All year groups, other than Year 2 and Year 6 this year, will be measured against the new curriculum 'programmes of study'. We have divided each year group's programme of study into learning steps; there are 3 steps for each chronological year. Each of the 3 steps within one curriculum year can be thought of as a band described as Entering, Developing and Secure.

Entering	*working at the level of a specific year/phase with a lot of support to do so*
Developing	*working at the level of a specific year/phase with some support*
Secure	*working at the level of a specific year/phase with very little support*

A guide for parents on the new assessment procedures for 2014-2015

Pupils can be assessed as being on any step at any time regardless of their actual age. Over a period of one year a typical pupil would therefore take 3 steps forward. Some skills within a subject are hierarchical. If they are not embedded, pupils will find it difficult to understand similar aspects at a later stage. This is why some of the statements within the programmes of study have been underscored; they are considered as essential aspects for pupils to understand if the final step (secure) is to be awarded. These essential statements are called Key Performance Indicators (from hereon in referred to as KPIs).

Children in Year 6 and Year 2 in the year 2014/2015 will continue to study and be tested on the old primary curriculum in Maths, English and Science. They will sit SATs in May 2015 based on these old programmes of study, and will be awarded a level, e.g. 4b. All other subjects such as Geography and Computing will follow the new curriculum.

The government has informed schools that from May 2016, a new end of key stage (Year 2 and Year 6) assessment procedure based on the new curriculum will be implemented. We will of course provide you with the details of these new style tests when they become available.

Jo Newman Headteacher

Steps 25 to 27	Mathematics: Planning and Assessment from National Curriculum Year 4			43 Statements	15 KPIs
Step 24 must have been attained	Step	25, Entering Y4	26, Developing Y4	27, Secure Y4	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y4	Spring Y4	Summer Y4	
	Statements routinely required	12	23	34, including all underlined KPIs	
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.					

Number & Place Value

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Addition & Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & Division

- **Recall multiplication and division facts for multiplication tables up to 12 x 12.**

Use place value, known and derived facts to multiply and divide mentally, including:

- multiplying by 0 and 1;
- dividing by 1;
- multiplying together three numbers.

- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.

Fractions (including decimals)

- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $^1/_4$, $^1/_2$, $^3/_4$.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- Convert between different units of measure *[for example, kilometre to metre; hour to minute]*.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find the area of rectilinear shapes by counting squares.
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry: Properties of Shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry: Position & Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- Plot specified points and draw sides to complete a given polygon.

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.