

# The Crossways Schools

Meet the Teacher Evening 22/9/15

# Plan for Evening

- Welcome
- Introduction of staff
- Some key messages
- Move to classrooms for year group discussions

# Partnership between parents and school

- Two way communication
- Encouraging the values of the school and importance of learning
- Reading
- Assist and support in homework (don't do it for them!)
- Helping in school
- Crossways PTA and school events

# Assessment

- **Formative Assessment**- informs teaching and learning .
- **Summative Assessment**- evaluates pupils' learning and progress within school
- **National Standardised Summative Assessments**- provides information on how pupils and the schools are performing in comparison to pupils nationally.

# Assessment

- Sept 2014- New National Curriculum starts  
Last year of levels
- Summer 2015- Last SAT's for Yr 2 and 6 using levels
- September 2015- Schools to start new assessment system to replace levels
- First Reception baseline assessments
- Summer 2016- First new KS1 and KS2 National Curriculum assessments

# Assessment

Year	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Code	RE	RD	RS	1E	1D	1S	2E	2D	2S	3E	3D	3S	4E	4D	4S	5E	5D	5S	6E	6D	6S
Points	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

- 16-49 emerging; 50-84 developing; 85-15 (of year group above) secure
- How much [%] of the skills and knowledge of the child's current year group curriculum has been 'mastered' ? This is not the same as taught! For instance in Year 3 maths there are 35 objectives.

# Assessment- ARE (Age Related Expectations)

Number and place value	Addition and Subtraction	Multiplication and Division
<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
Fractions	Measures	Geometry
<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> Of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p>- properties of shape</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces = identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p>- position and direction</p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>
Statistics		
<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>		
<p><b>Judgements:</b>          Some highlighting (approx 16 - 49%) = Emerging    Good level of highlighting (50-84%) = Developing    Vast majority of highlighting (85%+ 15%) = Secure</p>		

# Assessment

- EYFS Baseline and Profile
- Yr 1 Phonics Check
- Yr 2 National Tests
- Yr 6 National Tests