Fishburn Primary

‘Life After Levels’

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Issues

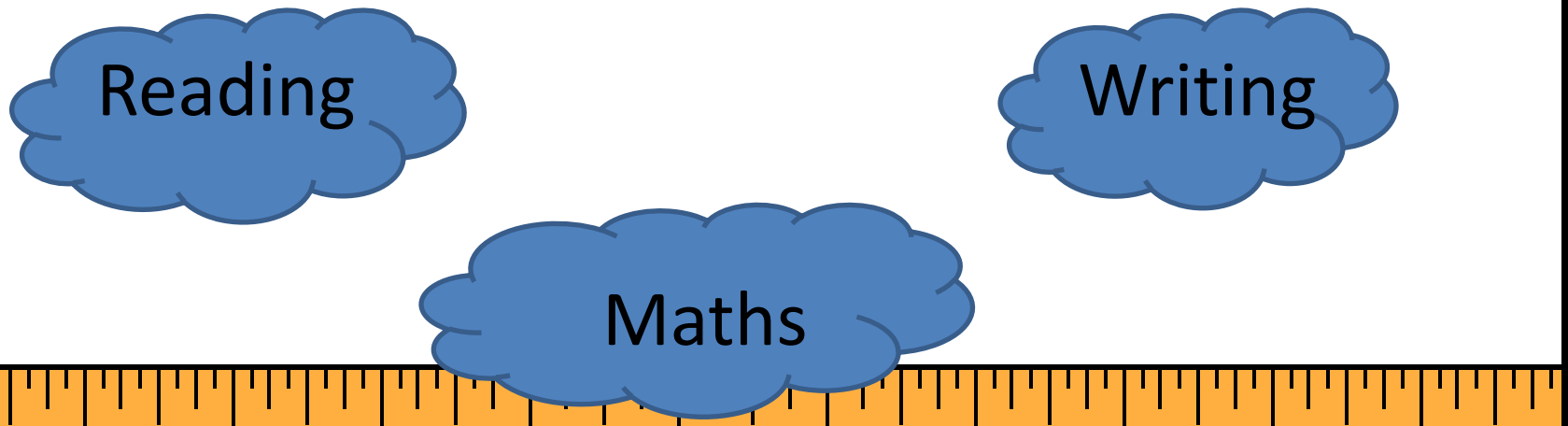
- 25 years of levels, gone, essentially we have to find a new standard.
- Some staff were not even born when levels were introduced, its new and not the same.
- OFSTED/DFE still want the same type of info.
- Now the entire system is disenfranchised you lose ‘national standard’ which has to be redefined.
- In a school led system idea is school lead schools, but each area may have a different standard. (With EYFS assessment, initially each authority defined success in different ways.)

Priorities

- Children need to know what they need to learn next.
- Teachers need to know what to teach next
- Need to be able to measure it so as to keep the wolves at bay!
- Need to demonstrate progress in each year group and across school, the task as such remains the same.
- Not to be swayed by trend, keep it realistic and functional.

Key features

- Utilises the best of what we already do
- Protects us re OFSTED requirements i.e. progress of groups/ gives us data without wasting our time.



Year 3 Expectation / Standard 3

Year 3 is the expectation for mainstream primary children **by the end of Year 3** and many may already be working within Year 4.

Essential basic skills are now 'past their sell-by date' at Year 3:
Basic sight vocabulary/common monosyllabic words; range of phonic structures/strategies; neat, accurate and regular sized cursive writing; can write close to a side of A4 paper or more; correct use of the full stop; correct grammatical structures.

These are now urgent targets.

Listed in an approximate hierarchy:

1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).	
2	Can usually join their handwriting.	
3	Can use a range of chosen forms appropriately and consistently. If the writing is a genre other than narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).	
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).	
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).	
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).	
9	Can use nouns and pronouns appropriately to avoid awkward repetitions.	
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).	
12	Is beginning to use paragraphs.	
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).	
14	Can write neatly, legibly and accurately, mainly in a joined style.	
15	Can use adjectives and adverbs for description.	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire').	
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.	
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).	
19	Can attempt to give opinion, interest or humour through detail.	
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.)	
21	Is beginning to develop a sense of pace (lively and interesting).	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | S = Secure | A = Advanced (Exceeding) / Assessment Point
Assessment: 3-E = 6 – 9 | 3-S = 10 – 17 | 4 Assessment Point = 18 – 21.
If entry to Year 4 is not met, then the judgment is 3-A.

Key Learning in Mathematics – Year 5

Level 3, Level 4, Level 5, Level 6

Number – number and place value

- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- *Count forwards and backwards in decimal steps*
- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Read, write, order and compare numbers with up to 3 decimal places
- *Identify the value of each digit to three decimal places*
- *Identify represent and estimate numbers using the number line*
- *Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number*
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Multiply/divide whole numbers and decimals by 10, 100 and 1000
- Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero
- *Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal*
- Read Roman numerals to 1000 (M); recognise years written as such
- Solve number and practical problems that involve all of the above

Number – fractions, decimals and percentages

- Recognise mixed numbers and improper fractions and convert from one form to the other
- Read and write decimal numbers as fractions (e.g. 0.71 = $\frac{71}{100}$)
- *Count on and back in mixed number steps such as* $1\frac{1}{2}$
- Compare and order fractions whose denominators are all multiples of the same number *(including on a number line)*
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Add and subtract fractions with denominators that are the same and that are multiples of the same number *(using diagrams)*
- Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- *Solve problems involving fractions and decimals to three places*
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25

Number – addition and subtraction

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*
- *Select a mental strategy appropriate for the numbers involved in the calculation*
- *Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)*
- *Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)*
- Add and subtract numbers mentally with increasingly large numbers *and decimals to two decimal places*
- Add and subtract whole numbers with more than 4 digits *and decimals with two decimal places,* including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- *Solve addition and subtraction problems involving missing numbers*

Geometry – properties of shapes

- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Identify 3-D shapes from 2-D representations
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles, and measure them in degrees (°)
- Identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and half a turn (total 180°)
  - other multiples of 90°

Geometry – position and direction

- *Describe positions on the first quadrant of a coordinate grid*
- *Plot specified points and complete shapes*
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

- *Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)*
- Complete, read and interpret information in tables and timetables
- Solve comparison, sum and difference problems using information presented in *all types of graph including* a line graph
- *Calculate and interpret the mode, median and range*

Number – multiplication and division

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square (^{2}) and cube (^{3}) numbers, and notation
- *Use partitioning to double or halve any number, including decimals to two decimal places*
- Multiply and divide numbers mentally drawing upon known facts
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- 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 for the context
- *Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy*
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Measurement

- *Use, read and write standard units of length and mass*
- Estimate *(and calculate)* volume ((e.g., using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (e.g. using water)
- *Understand the difference between liquid volume and solid volume*
- *Continue to order temperatures including those below 0°C*
- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Measure/calculate the perimeter of composite rectilinear shapes
- Calculate and compare the area of rectangle, use standard units square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- *Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks*
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure using decimal notation, including scaling

NAHT
FOR LEADERS, FOR LEARNERS

Year 5 maths

Key performance indicator	Performance standard
Number and place value Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero **Addition and subtraction** Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) Numbers mentally with increasingly large numbers (eg 12,462 - 2,300 = 10,162) **Multiplication and division** Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers	**With reference to the KPIs** By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic A child can: • make connections between fractions, decimals and percentages; • classify shapes with geometric properties and use the vocabulary needed to describe them; and • read, spell and pronounce mathematical vocabulary correctly.

Implementation

- Use existing knowledge of levels, recognise rise in expectation and use what we know to ‘tune in ’ to ‘strands.
- Use what we know works and adapt.
- Empower subject leaders to check standards.
- Plan as a staff to ensure continuity of approach.
- Feed into ‘Lesson Study’ approach to T and L.

Tips

- Don’t Panic.
- Wait for Performance descriptors to define what we are aiming for.
- Publishing companies are churning out ‘get rich quick solutions’ they are not always good or fit for purpose.
- Make it manageable and keep great teachers teaching, not filling in forms.

Thanks!

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