



# Prospect Hill Infants & Prospect Hill Juniors



The New Curriculum  
Assessment meeting  
'Life without levels'  
Monday 12<sup>th</sup> October 2015

# Aims of the evening

- ✓ New National Curriculum September 2015 - Where are we now?
- ✓ Expectations of the new Curriculum
- ✓ Assessment without levels - how are we beginning to track & assess progress?
- ✓ Annual Reports - how will they change this year?
- ✓ External tests - how will the Government assess children in 2016? What will be involved in end of Key Stage assessments?

# Why did we need a new National Curriculum?

- - Short answer? ---The Government decided that we needed 1!
- Before 1988 there was no National Curriculum. Teachers decided what children needed. Over the next 26 years the National Curriculum was introduced & developed into what we had got used to until August 2014

# What do our schools believe is important?

- ✓ A curriculum focussed on developing basic skills – to be literate, numerate,
- ✓ Teaching our children to tolerate & respect one another, to get on with each other
- ✓ To develop skills for the future in computing
- ✓ Providing a wide range of curriculum experiences
- ✓ For the children to enjoy learning & to have fun
- ✓ To create a delight for learning something new

We think we do this through the way we teach our topics

# Old National Curriculum

- From 1988 the National Curriculum comprised of a range of knowledge & skills that were developed throughout each key stage
- It was broken down into levels & expectations were set for certain milestones along this journey
- Year 2 expectation = Level 2b
- Year 6 = Level 4b

# Good teaching in our schools



The new NC has significantly changed what children need to learn & as a result has changed how assessment needs to be managed

# Topic approach

- We still have a topic (thematic) approach to teaching our core skills in the Foundation subjects (All subjects apart from Maths, English & Science)
- English, Maths & Science may be taught discreetly but wherever possible are taught in a cross-curricular way
- We have changed many of our topics in light of the new curriculum especially for History & Geography

# The New National Curriculum

- The new NC still has all the subject areas that we had before:

Core Subjects	Foundation Subjects
Literacy is now English Numeracy is now Maths Science – still Science  RE (Religious Education)	Art & Design Design & Technology Geography History ICT – now called Computing Modern Foreign Language (KS2) Music PE PSHE (Personal, Social, Health & Citizenship)

IT IS IMPORTANT to take levels out of our minds as the new curriculum is broken into 'programmes of study' for each year group/phase

# What has changed?

## LOTS

- New NC is more prescriptive in English & Maths
- New NC is less prescriptive in the Foundation Subjects
- Expectations are higher than ever before (MUCH HIGHER), with the curriculum being shifted down year groups, particularly in Maths & English e.g. some old Y5 expectations can be found in Y3, some Y7/8 in Y5/6

# Some examples KS2:

OLD CURRICULUM	NEW CURRICULUM
English Level 4 writing	Vocab, Grammar & Punctuation Y5/6
Question marks Accurate use of speech Commas in a list to occasionally mark clauses	Using brackets, dashes or commas to indicate parenthesis Using commas to clarify meaning & avoid ambiguity Using hyphens to avoid ambiguity Using semi-colons, colons or dashes to mark boundaries between independent clause Using colon to introduce a list Punctuate bullet points consistently
Secondary Teachers are used to teaching these skills to 12-14 yr olds Now this is the expectation for Y5/6 children  So what does it mean for younger children?	

# Some examples KS1:

OLD CURRICULUM	NEW CURRICULUM
Year 1 Maths	
<p>Number Facts</p> <p>Number -Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts</p>	<p>Represent and use number bonds and related subtraction facts within 20</p>
<p>Counting and Number Relations</p> <p>Count reliably at least 20 objects recognising that when rearranged the number of objects stays the same;</p> <p>relate addition to counting on and count on or back in ones, twos, fives and tens;</p> <p>estimate a number of objects that can be checked by counting</p>	<p>Extended to counting to 100</p>

# Some examples KS1:

OLD CURRICULUM	NEW CURRICULUM
Year 1 English	
Compose and write simple sentences independently to communicate meaning	Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it
Use capital letters and full stops when punctuating simple sentences	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'i'

# ENGLISH - some examples

OLD CURRICULUM	NEW CURRICULUM
Relate texts to their social, cultural & historical contexts & literary traditions	<p>Y3-4 Increasing their familiarity with a wide range of books including fairy stories, myths, legends &amp; retelling some of these orally</p> <p>Y5-6 Increasing their familiarity with a wide range of books including myths, legends &amp; traditional stories, modern fiction, fiction from our literary heritage, &amp; books from other cultures</p>
Year 5 – Term 2 To recognise & spell the suffix – cian etc.  Children must recognise all ‘shun’ words & know how to choose the correct ending	Spelling banks for Y3-4 Words ending with suffix –tion Words ending with suffix -sion Words ending with suffix -ssion Words ending with suffix -cian

# MATHS - some examples

OLD CURRICULUM	NEW CURRICULUM
Using & applying Mathematics	Needs to be apparent in all areas
Number & Algebra	Number: Place value, Addition & Subtraction, Multiplication & Division, Fractions, Decimals & Percentages
Shape, Space & Measure	Geometry: Properties of shape, Position & Direction
Data Handling	Statistics
	Measure

# Some more examples of the 'upness'

OLD CURRICULUM	NEW CURRICULUM
<p>Fractions &amp; Percentages @ Level 3 used to be:</p> <ul style="list-style-type: none"><li>• <i>Use simple fractions that are several parts of a whole</i></li><li>• <i>Recognise when 2 simple fractions are equivalent</i></li><li>• <i>Begin to use decimal notation</i></li></ul>	<p>Fractions, Decimals &amp; Percentages in Y3-4 now is:</p> <ul style="list-style-type: none"><li>• <i>Recognise, write &amp; find fractions of a discrete set of objects</i></li><li>• <i>Recognise &amp; use fractions as numbers</i></li><li>• <i>Recognise &amp; show equivalent fractions</i></li><li>• <i>Add &amp; Subtract fractions with the same denominator</i></li><li>• <i>Compare &amp; order fractions with the same denominator</i></li><li>• <i>Solve problems involving fractions of increasing difficulty</i></li><li>• <i>Recognise &amp; write decimal equivalents to simple fractions</i></li><li>• <i>Count up &amp; down in tenths &amp; hundredths</i></li><li>• <i>Compare decimals to 2 decimal places</i></li><li>• <i>Round decimals to the nearest whole</i></li></ul>

# What does that all mean?

The raised expectations mean that children need to have a very secure knowledge of the programme of study for their year group & depth of understanding & application.

**End of year expectation is now that children are 'secure' in their year group. This is where they need to be at the end of the year**

You will no longer be told how well your child is attaining by being given a level.

# What does it mean for schools?

- The Government have decided that it is up to individual schools (so all schools COULD be different) how they assess children in year groups – so we have agreed & sorted this!
- The Government will set Benchmarks at the end of Key Stage 1 & end of Key Stage 2 – although they are still deciding what these will be – so they haven't sorted it!

# What does it mean for Parents?

- You will need to understand that the expectations of the new Curriculum are much higher for the end of each year group.
- Children e.g. judged on the expectations for the end of Y5 will still have gaps & may not reach the 'expected outcomes for their year group' as they have only completed 1 year of the new curriculum. This will be the same for all year groups apart from Y1
- The focus is on children being able to explore the curriculum in more DEPTH & being able to APPLY their learning before moving on. It is likely that not so many children will be 'exceeding' because of these raised expectations.
- Some children may be working on a year group lower than their actual year group (usual differentiation)
- Your child will not 'move-up' a year group as it is all about Age Related Expectations (ARE)
- Annual Reports will NOT include levels but WILL include a statement relevant to Age Related Expectations (ARE)

# How will school assess attainment/progress?

All children are assessed against the statements for the year relevant to their ability. For the majority of children this will be the same as their academic year.

The following criteria is used based on Teacher assessments:

BEGINNING	PROGRESSING	EMBEDDED
Once the statement has been taught	When the child demonstrates understanding of the statement away from teaching. This may be with some error.	When the child demonstrates understanding of the statement away from teaching, with accuracy, fluency & confidence. This will include transferal into Foundation subjects.

**Within each year group there are KPIs (Key Performance Indicators).**  
**These have to be achieved for the children to reach Age Related Expectations.**

# How will school monitor progress?

Each year group has following steps					
Beginning	Beginning +	Progressing	Progressing +	Embedded	Embedded +
Children's learning is chiefly focussed on the criteria for the year group. There may be minimal elements of the previous year group still to gain complete confidence in.		Children's learning is fully focussed on the criteria for the year group. Up to 70% of the statements are confidently achieved.		Confidence in all of the criteria for the year group. There may be child learning still focussed on gaining confidence in some minimal elements, but the broad expectations for the year group have been met.	

# Early Years Foundation Stage

- The Early Years Foundation Stage curriculum has not changed (YIPPEE!) However a new Baseline Assessment has been introduced for children as they start in F2. This is not a test but a general assessment based on observations of the children.
- In F2 children are still assessed in the following 7 seven areas of learning.
  - Personal, Social, & Emotional Development
  - Communication & Language
  - Physical development
  - English
  - Maths
  - Understanding the World
  - Expressive Arts & Design

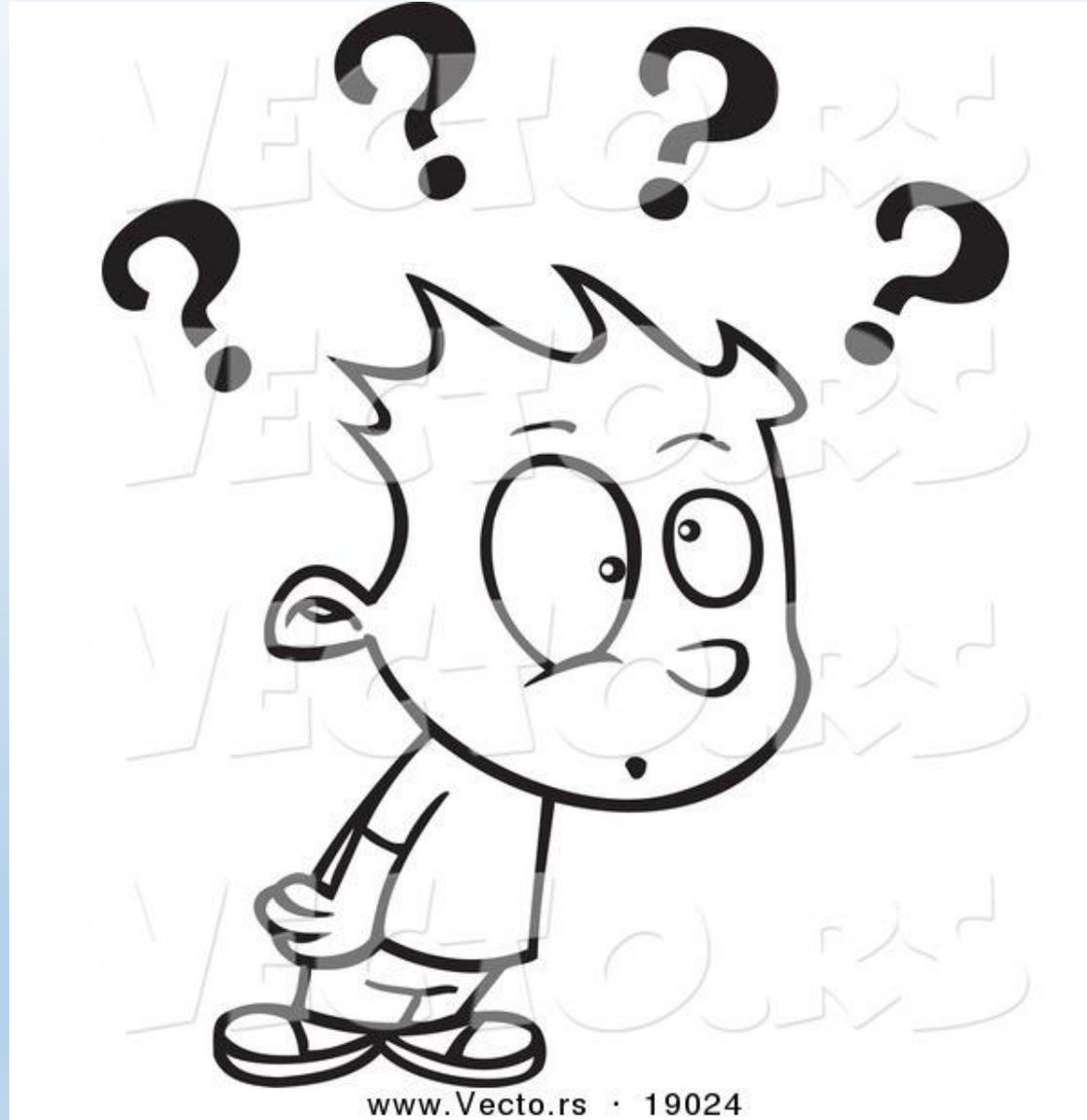
# End of Year Assessment

- There are Early Learning Goals for each area of learning.
- Children are assessed against these at the end of F2.
- They will be assessed as Emerging, Expected or Exceeding against these Early Learning Goals.

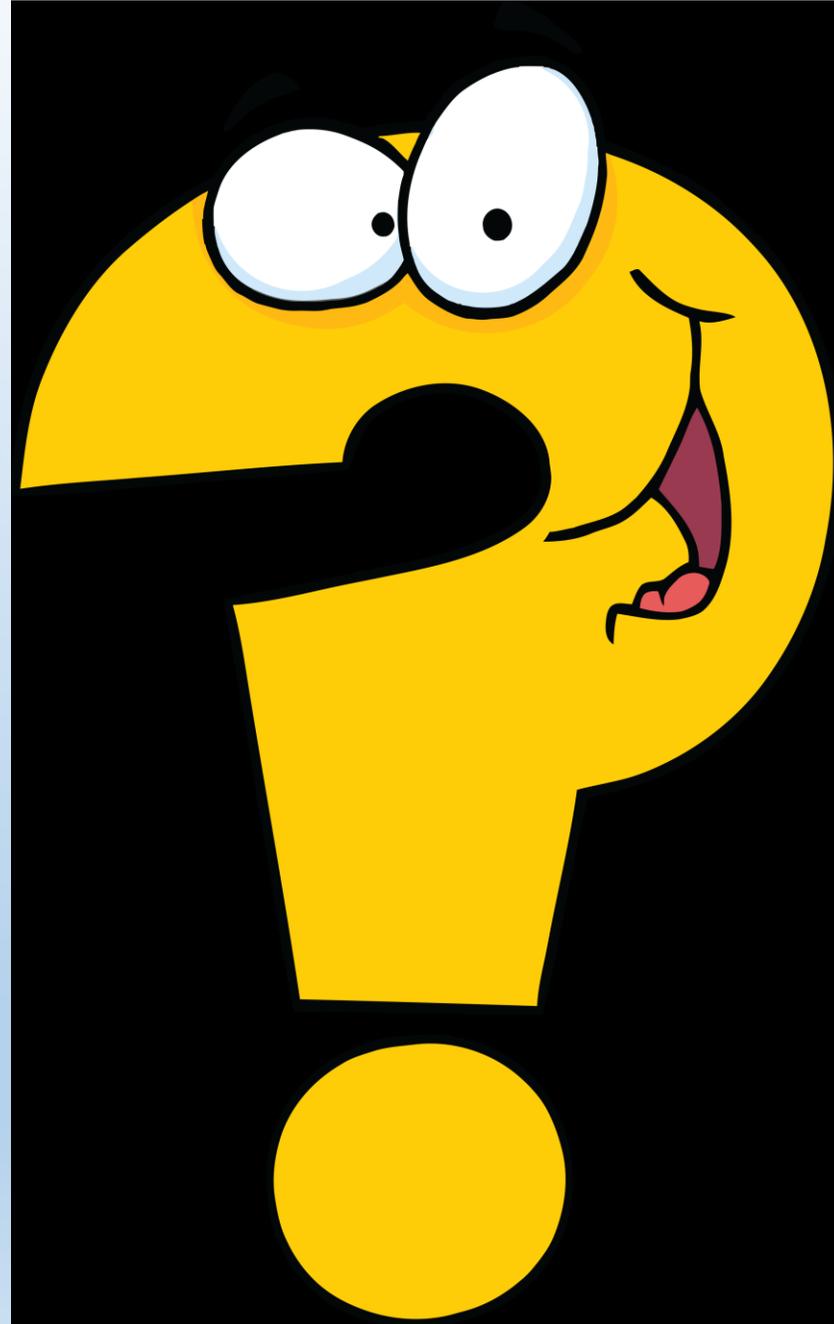
# Expectations at key milestones

	Possible Performance Descriptors	National Curriculum Test
FOUNDATION	Early learning goals- Expected Level	
Key Stage 1 (Y2)	National standard (ARE) Working towards national standard Below national standard	Externally set (Reading, SPAGs, Maths), internally marked to inform Teacher assessment
Key Stage 2 (Y6)	National standard (scale score 100) National standard (ARE) Working towards national standard Below national standard	Externally set, (Reading, Maths, SPAGs), externally marked <b>Special meeting for Parents of Y6 children will be held in January</b>

# Confused?



Any questions?





# How will I remember?



To take home with you (courtesy of NAHT Union) ...

❖ Yearly expectations for Maths, Reading and Writing

- They include:

1. Key Performance Indicators
2. Statements for what needs to be learnt each year