

The New Primary Curriculum Assessment



Assessment without Levels

In July 2014, the DfE launched the new Primary National Curriculum. The curriculum was revised for two main reasons:

*to bring the curriculum up-to-date

*to raise standards across the nation by teaching “fewer things but in greater detail”

The new curriculum is divided into age-related expectations for each year group.

Changes in Maths Expectations

Expectations have been raised and yet the content has actually been slimmed down, to ensure that key knowledge, skills and understanding are properly embedded during early education. This should then form a firm foundation for future learning.

- Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the old curriculum) and learn number bonds to 20 (previously up to 10)
- Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)
- By the age of nine, children will be expected to know times tables up to 12×12 (previously 10×10 by the end of primary school)
- Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic skills

*A strong emphasis has been placed on mental and written calculations of whole numbers, decimals and fractions.

*Many Maths topics are introduced at an earlier stage and taught at an accelerated place.

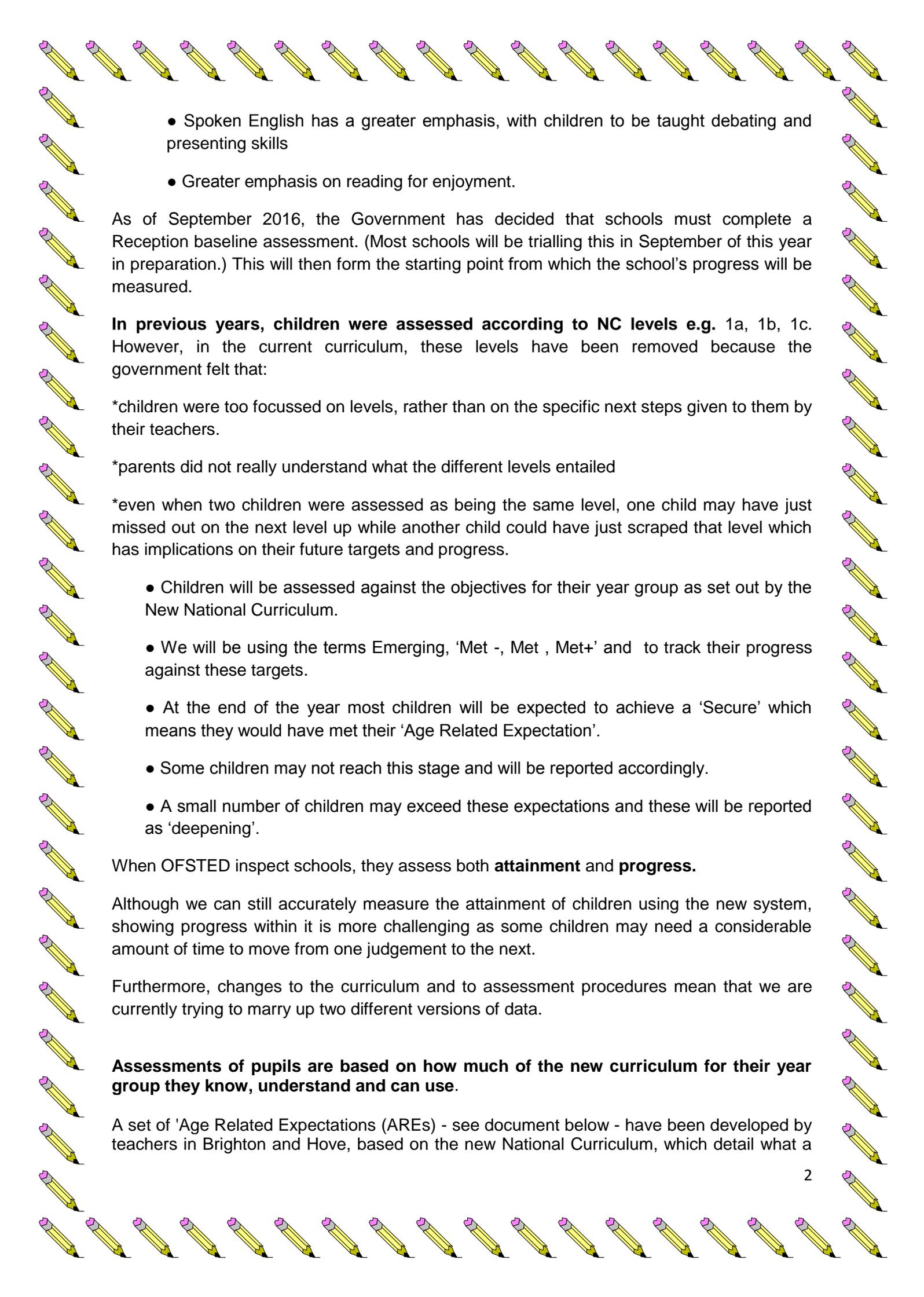
*New terminology - the curriculum is now divided into “Number” and “Geometry and Measures”.

*A strong emphasis on using and applying Maths skills in a variety of ways and contexts.

Changes in English Expectations

Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will now be taught in KS1)

- Handwriting – not previously assessed under the old national curriculum – is now expected to be fluent, legible and speedy

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- Spoken English has a greater emphasis, with children to be taught debating and presenting skills
 - Greater emphasis on reading for enjoyment.

As of September 2016, the Government has decided that schools must complete a Reception baseline assessment. (Most schools will be trialling this in September of this year in preparation.) This will then form the starting point from which the school's progress will be measured.

In previous years, children were assessed according to NC levels e.g. 1a, 1b, 1c. However, in the current curriculum, these levels have been removed because the government felt that:

*children were too focussed on levels, rather than on the specific next steps given to them by their teachers.

*parents did not really understand what the different levels entailed

*even when two children were assessed as being the same level, one child may have just missed out on the next level up while another child could have just scraped that level which has implications on their future targets and progress.

- Children will be assessed against the objectives for their year group as set out by the New National Curriculum.
- We will be using the terms Emerging, 'Met -', 'Met', 'Met+' and to track their progress against these targets.
- At the end of the year most children will be expected to achieve a 'Secure' which means they would have met their 'Age Related Expectation'.
- Some children may not reach this stage and will be reported accordingly.
- A small number of children may exceed these expectations and these will be reported as 'deepening'.

When OFSTED inspect schools, they assess both **attainment** and **progress**.

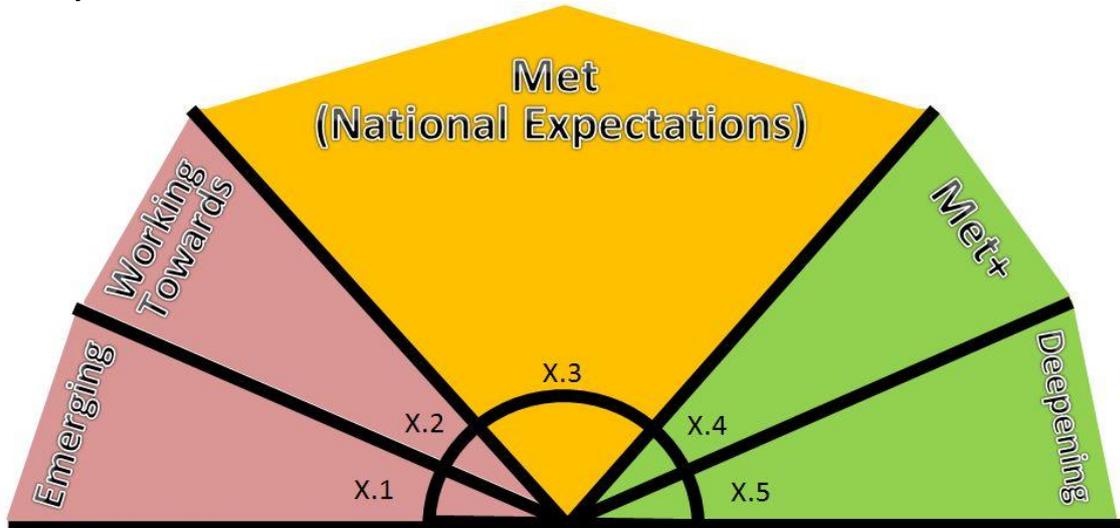
Although we can still accurately measure the attainment of children using the new system, showing progress within it is more challenging as some children may need a considerable amount of time to move from one judgement to the next.

Furthermore, changes to the curriculum and to assessment procedures mean that we are currently trying to marry up two different versions of data.

Assessments of pupils are based on how much of the new curriculum for their year group they know, understand and can use.

A set of 'Age Related Expectations (AREs) - see document below - have been developed by teachers in Brighton and Hove, based on the new National Curriculum, which detail what a

child should know by the end of his/her current year to make them 'next year ready'. As they progress through the year teachers will make assessments as to where on this scale they currently are



An explanation of each stage:

- 'Emerging' (X.1)
- 'Working towards' (X.2)
- 'Met' (X.3)
- 'Met+' (X.4)
- 'Deepening' (X.5)

(X refers to the year group e.g. 2.3 = a child in year 2, 5.1 = a child in year 5 etc.)

Emerging - Children at the emerging level are just starting to access their current year group's curriculum.

Working Towards - Pupils at this level are moving closer to achieving the age related expectations for their year group however are not yet secure.

Met - NATIONAL EXPECTATIONS - This is the level the government expects pupils to get to in order to make them 'ready' for the next year.

Met+ - Pupils at this stage have moved just beyond national expectations and are starting to deepen what they have learnt in the current year by using that knowledge in different ways.

Deepening - Pupils who are deepening are taking what they have learnt in their current year and using higher order skills (Blooms Taxonomy) to deepen their understanding