



The Curriculum and Life without levels at Simonstone

~~4B~~

~~2A~~



New Curriculum and assessment overview



Wednesday
24th February 2016

Why did we need a new National Curriculum and method of assessment?

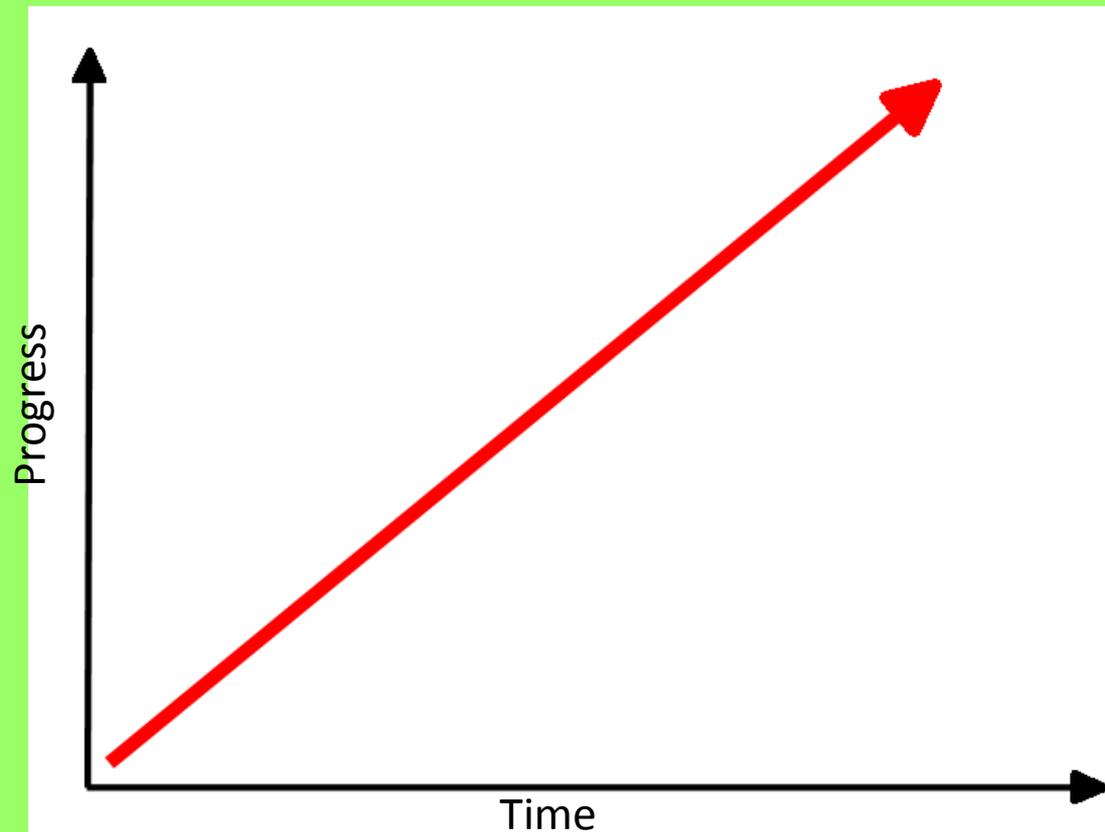
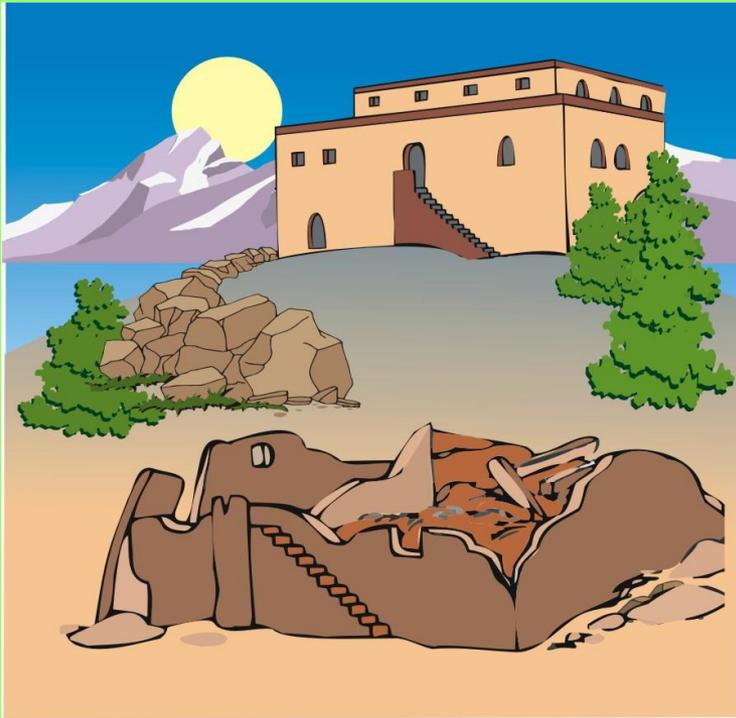
- The short answer – the Government decided that we needed one.
- Before 1988 there was no National Curriculum. Teachers decided what they taught and what children needed. After its introduction and over the following 26 years, the National Curriculum developed into what we had got used to until August 2014.

Old National Curriculum

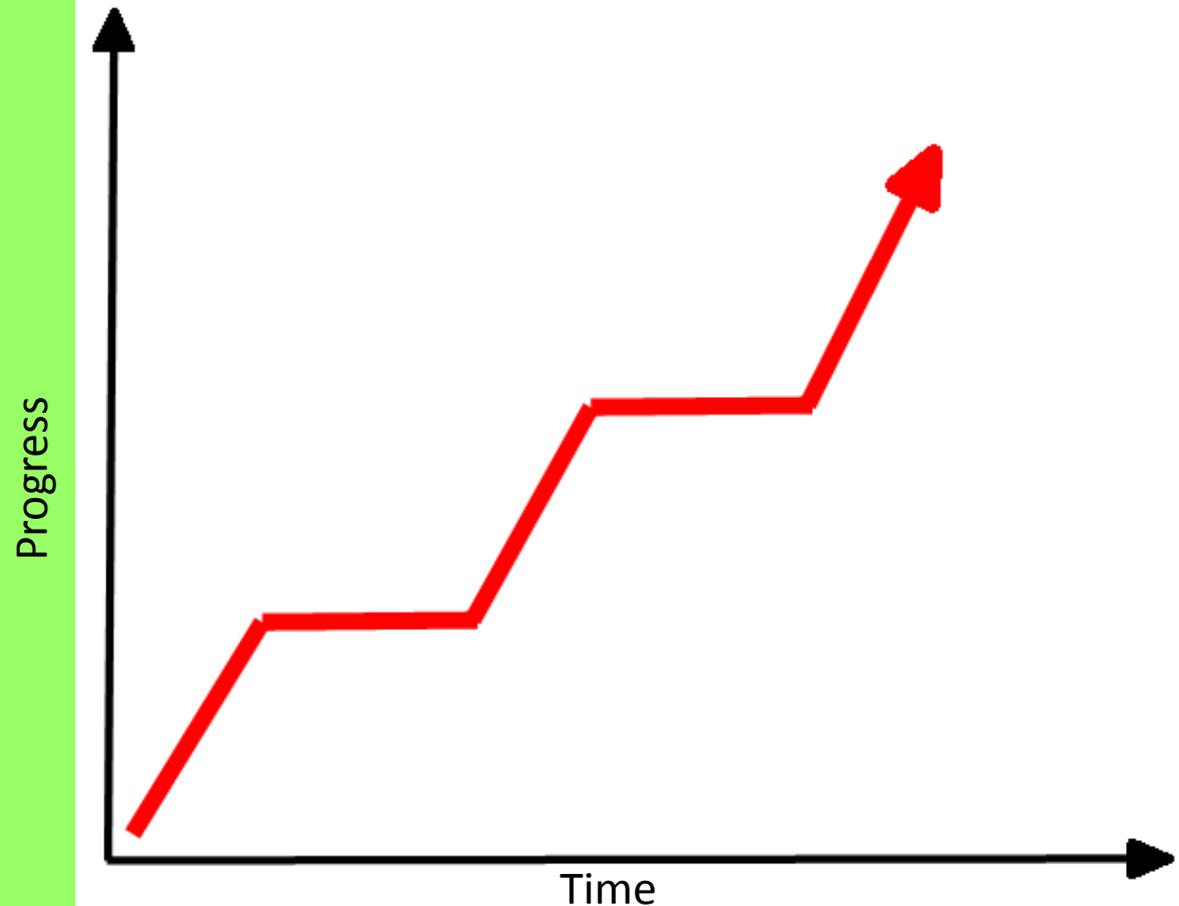
- From 1988 the National curriculum comprised of a range of knowledge and skills that were developed throughout each key stage.
- It was then broken down into levels and expectations were set for certain milestones along this journey.
- Year 2 expectation = Level 2
- Year 6 expectation = Level 4

The End of Curriculum Levels

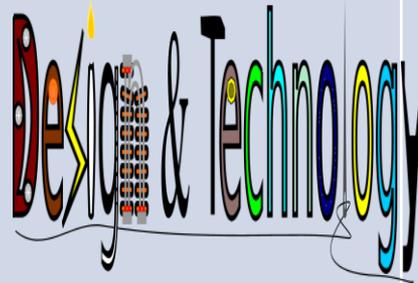
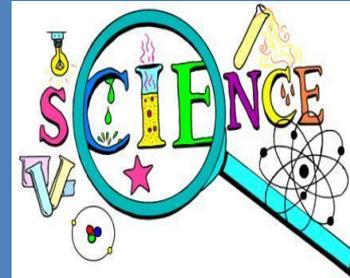
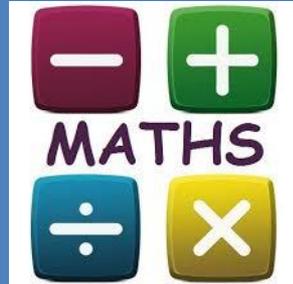
The Department for Education wanted to avoid what was being termed 'The Levels Race' where pupils moved through the old levels quickly to achieve ever higher attainment. It was felt this approach did not give children a firm enough understanding of concepts before moving on to the next area of study.



The new curriculum is designed to give a greater breadth and depth of knowledge at each year of study. Pupils will not be able to move onto the area of study for the next school year group but deepen their understanding in their current year.



What subjects make up the New Curriculum?



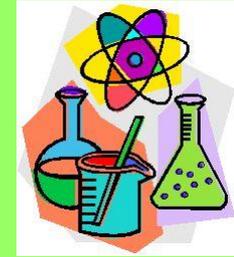
Languages



Don't forget, we also provide for an opportunity for collective worship.

Also, we must make provision for SMSC (Spiritual, Moral, Social and cultural)

What do we mean by the core subjects?



- Spoken language
- Writing
- Reading
- Spelling, vocabulary, grammar and punctuation.
- Number and place value
- Addition subtraction, multiplication and division.
- Fractions
- Measurement
- Geometry
- Statistics.
- (KS1): working scientifically, plants, animals, Living things and their habitats, including humans, materials and seasonal changes.
- (KS2):working scientifically, plants, animals (including humans), rocks, light, forces and magnets, states of matter, electricity, properties and changes of materials, Earth and Space, forces, evolution and inheritance (Y6)

What has changed?

- There has been a lot of changes – the new curriculum is a lot more prescriptive in English and Maths, less prescriptive in the Foundation Subjects.
- The expectations are much higher than ever before, with much of the curriculum being shifted down into lower year groups, particularly in English and Maths.
- For example some old Y5 expectations can now be found in Y3, some Y7 / 8 in Y5 / 6.

Some of The main changes...

Maths

- There's quite a lot of new content which, up until now, has been regarded as the province of 'secondary maths'.
- This includes long division at year 6, and **an increasingly complex understanding of fractions and decimals.**
- Some content has moved 'down' by one or two years, meaning children will be expected to master some things earlier than they have before.
- There is an increased emphasis on **mental fluency** and the use of **efficient written methods in the four mathematical operations.**
- There is a greater emphasis on calculating and problem solving.

Some of The main changes...

Maths

- **Five-year-olds will be expected to learn to count up to 100** (compared to 20 under the previous curriculum) and learn **number bonds to 20** (previously up to 10)
- **Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught earlier in 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

Some of The main changes... English

- Stronger emphasis on **vocabulary development and understanding the meaning of words in context. Greater emphasis on grammar, punctuation and spelling in sentence structures.** (for example, the use of commas and apostrophes will be taught in KS1)
- Emphasis on **reading** fluently and more widely , for pleasure.
- **Handwriting** –is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating, recitation and presenting skills.
- **Poetry** – contemporary and classic: recite, perform and learn by heart.
- Higher expectations of **Spellings** and **Word lists** are included for Key Stage 2.

Some of The main changes... **Science**

1) Scientific enquiry is now called Working scientifically and consists of a greater range of investigative activities.

2) More on identifying and naming living things especially in KS1.

3) Seasonal changes including day length in Y1.

4) New topics – digestive system and evolution and inheritance (KS2)

5) New science tests for KS2 – Biology, Chemistry and Physics.

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

The 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.

The Government will set benchmarks at the end of Key Stage 1 and the end of Key Stage 2 – where pupils will be given a scale score instead of levels.

Children now need to achieve their ARE (age related expectation)

- Each year group's ARE is split into 3:

Entering (should be achieved by end of Autumn)

Developing (should be achieved by end of Spring)

Secure (should be achieved by end of the year)

To be secure pupils will have to demonstrate that they understand at least 85% of work covered during the year.

To clarify, the language you will hear from schools now is:

Emerging – children working below age related expectations.

Expected – children working at age related expectations.

Exceeding – children working above age related expectations.

- **KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.**
- **If your child is in Year 6 this year, they will be the first pupils to receive the new tests and the first to receive the new style of reporting results.**
- **‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.**
- **From 2016, test scores will be reported as ‘scaled scores’.**
- **This means it is very difficult to compare the assessment of a previous year with the current year.**
- **The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year**

Scaled Scores

- What is meant by ‘scaled scores’?
- It is planned that 100 will always represent the ‘national standard’.
- Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July 2016 for the first publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

Scaled Score Examples

On publication of the test results in July 2016:

- **A child awarded a scaled score of 100 is judged to have met the ‘national standard’ in the area judged by the test.**
- **A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.**
- **A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.**

Higher Attaining Pupils

- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5.
- From this year, there won't be any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.

How to Help your Child

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with any homework tasks.**
- **Reading, spelling and arithmetic (e.g. times tables) are always good to practise.**
- **Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).**
- **Make sure your child has a good sleep and healthy breakfast every morning!**