

Curriculum and Assessment

The Three Schools
Carol-Anne McCollum

Cause: Tony practices the piano 20 minutes every day.



Effect: he is
a Big
nerd

Curriculum 2014

- New curriculum brought in during 2014/15 for years 1,3,4,5
- New curriculum introduced during 2015/16 for years 2 and 6
- Levels are gone, as of summer 2015 (last year to have the old SATs levels awarded)

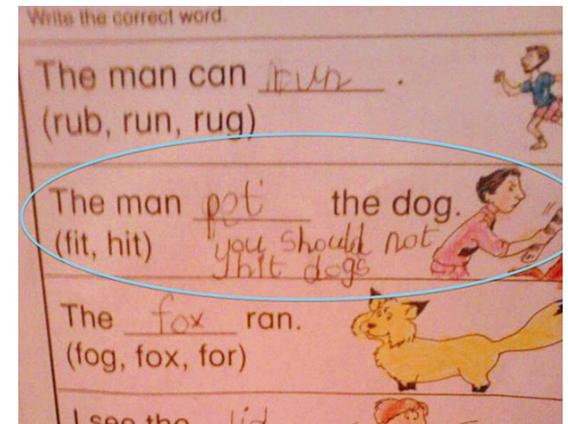
Why the changes?

- raise standards, particularly as the UK is slipping down international student assessment league tables
- designed to produce productive, creative and well educated students
- intended to be more challenging
- **focus on excellence and core skills**



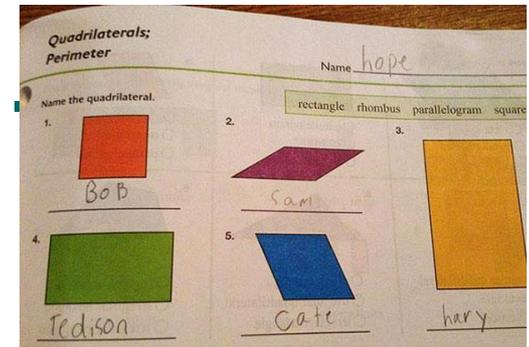
Key Changes in English

- **Focus on the fundamentals** There's a much deeper focus on learning grammar explicitly. Where the old curriculum requires that pupils be taught 'some of the grammatical features of written standard English', and learn to 'consider' language structure when composing their own texts, the new curriculum contains a long list of often complex grammatical concepts, punctuation and spelling rules that children will have to identify and label as well as use.
- **Handwriting** –is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught [debating](#) and presenting skills
- **Reading for pleasure**



Key Changes in Maths

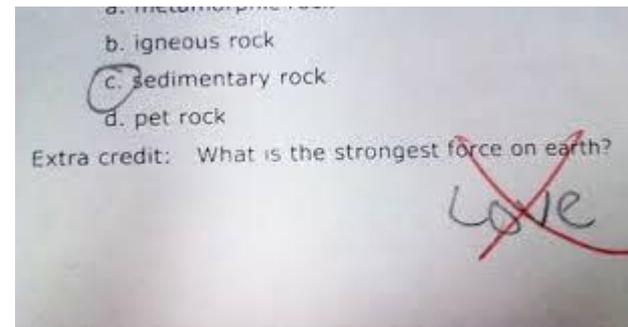
down the curriculum



- **What are the key changes for maths?**
- **It goes further than the previous curriculum.** 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 increasingly complex understanding of fractions and decimals. **Five-year-olds will be expected to learn to count up to 100** (compared to 20) and learn **number bonds to 20** (was 10) **Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1**, and by the end of KS2, 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** (was 10×10 by the end of Y6)
- **Practice is key!** The aims state that it is imperative to keep key maths fundamentals, such as times tables and number facts, "on the boil"
- **There is a renewed emphasis on problem solving** There is a particular emphasis on multi-step problems and more emphasis on money and time.
- **The programme of study is set out on a year-by-year basis** however schools have some flexibility in when they teach content within each key stage. |

Science

- Strong **focus on scientific knowledge and language**, rather than understanding the nature and methods of science in abstract terms
- **Evolution** will be taught in primary schools for the first time
- Non-core subjects like caring for animals will be replaced by topics like the human circulatory system





Design Technology

- Afforded **greater importance under the new curriculum**, setting children on the path to becoming the designers and engineers of the future
- More sophisticated **use of design equipment** such as electronics and robotics
- In KS2, children will learn about how key events and individuals in design and technology have shaped the world

Computing

- Computing replaced Information and Communication Technology (ICT), with a **greater focus on programming rather than on operating programs**
- From five, children will learn to write and test simple programs, and to organise, store and retrieve data
- From seven, they will be taught to understand computer networks, including the internet
- Internet safety explicitly taught in primary schools

Languages

- A modern foreign language or ancient language (Latin or Greek) is now mandatory in KS2 (already in place at Swanbourne)
- Children expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language



End of Key Stage Assessment

- <https://registration.livegroup.co.uk/efa/ContentTabs/Embed.aspx?dfid=15057>
- Previous tests and tasks replaced by new tests
- KS1 will include:
 - a grammar, punctuation and spelling test
 - an arithmetic paper
- No set day for administration but should be administered during May 2016
- KS2
 - Mental maths test will be replaced with an arithmetic test
 - tests will include a small number of questions that will stretch the most able pupils

WASSERMAN
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ATTENTION...
THIS IS A TEST...
THIS IS A TEST OF THE
NATION'S EDUCATION SYSTEM...
IF THIS WERE A REAL
EMERGENCY, WE'D FIND
A BETTER SOLUTION THAN
MORE AND MORE TESTS...
THIS IS A TEST...



Scaled scores

- Used for reporting national curriculum test outcomes
- Will enable consistency year on year
- National standard will be 100
- The raw score that equates to 100 might be different each year
- Raw scored translated to scaled scores using a conversion table
- Pupils will receive a raw score, scaled score and confirmation of attainment in the national standard

Science Sampling

- Will take place in 2016

KS1 tests: key changes English Reading

- 1 with text and questions combined
 - 1 more challenging text with the questions in a separate booklet
- All pupils will be given the opportunity to sit both papers

Grammar, punctuation and spelling

Emphasis on technical aspects of grammar
Separate spelling test
No English writing test

Mathematics

New arithmetic test introduced

10. The diagram below best illustrates

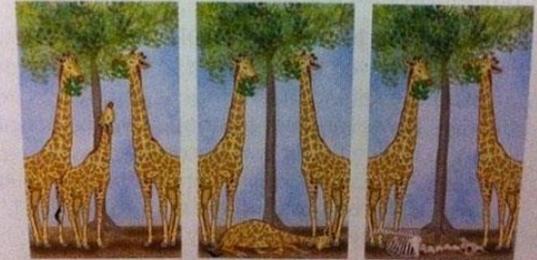
~~a. Lamarck's theory of evolution.~~

~~b. Darwin's theory of evolution.~~

~~c. Malthus's principles.~~

~~d. Lyell's theory about past changes.~~

e. Giraffes are heartless creatures.





KS1 English Reading

- Greater emphasis on comprehension elements of the new curriculum
- Each test includes a selection of unrelated texts of increasing difficulty
- A mixture of 2 text types
- Paper 2 offered to all pupils

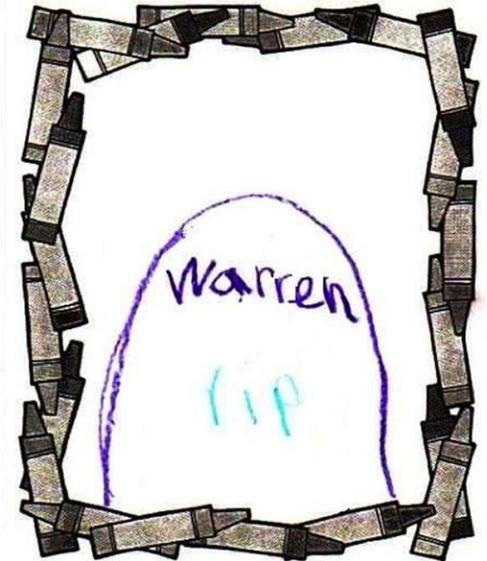
KS1 English grammar, punctuation and spelling

- No contextualised questions
- Spelling completed by putting the missing word in a read sentence

KS1 mathematics

- New arithmetic test introduced
 - Some arithmetic test items have a grid in the answer to work out
- Pupils may benefit from using more formal written methods

Draw a picture of what you will look like in 100 years. In 100 years I will be _____ years old!





KS2 Reading

English Reading

Greater focus on fiction tests

Mixture of text types

3-4 unrelated texts

Comprehension — to include how authors use language, including figurative language, considering the impact on the reader, recognise themes across a range of texts, make inferences referring to text, provide reasoned justifications of viewpoint

Grammar, punctuation and spelling

Greater focus on knowing and applying grammatical terminology with the full range of punctuation tested

Technical terms in grammar tested

Spelling patterns and methodologies form the basis of spellings tested

KS2 Maths

- Mental maths removed
- Arithmetic test introduced to test basic mathematical calculations
- No contextualised questions in the arithmetic paper
- 36 questions, 40 marks, 30 minute duration
- Questions will cover
 - Straightforward addition and subtraction
 - More complex calculations with fractions
 - Long divisions and long multiplications
- 3 papers – 1 arithmetic paper and 2 mathematical reasoning papers

Targeting and tracking pupils in school



Target Tracker

- To replace national levels Target Tracker has devised a system of 'steps'
- This performs the function of communicating progression and attainment in a simple format where the number of the level awarded is the same as the year group the pupil is currently in
- These levels are split into 6 'steps' within the year group



Steps

- Each year group has been broken down into six steps:
- *beginning (b)*
- *beginning + (b+)*
- *working within (w)*
- *working within + (w+)*
- *secure (s)*
- *secure + (s+)*
- Most pupils will begin a year group as a 'b' and progress through the levels as the year progresses

Where should my child be?

- This will obviously depend on your child's strengths
- The expected standard at the end of each academic year will be 's' – 'secure'
- BUT we will be tracking progress as well and each pupil will ideally make 6 'steps' of progress from one year to the next
- So Bob who was '2s' (*Year 2 and 'secure'*) at the end of Y2, should be '3s' by the end of Y3

What is each step?

- The three broader sections may be thought of in these terms;
- **Beginning** – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in
- **Working Within** – Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments of up to 70% achieved
- **Secure** – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met



Why do we have b and b+

- Each band is broken into two parts to enable progress *within the band* to be evident
- For example, a pupil may be assessed as Band 2 Beginning (*2b*) in the Autumn term in Year 2. The next time the teacher records their assessment they may not feel that the pupil has progressed to ***Working Within***, but the pupil has made progress. An assessment of ***Beginning +*** will allow that progress to be shown
- The inability to record smaller progress measures was a frustrating issue with the outgoing levels system



What should progress look like?



For a pupil to attain thorough coverage of the year band, children should reach the secure (or **s**) step by the end of the appropriate year

What is s+?

- The advice from the Government is that pupils who have gained a secure understanding of the Y4 programme of study, for example, should not be automatically moved on to the next year's programme
- Instead they should be provided with extension work to deepen and consolidate their understanding of the concepts and skills already grasped
- The new curriculum is already more challenging so this extension work will be covered by a small cohort of each year group

Take home message

You tried your best
and you failed miserably.



The lesson is,
never try.

CRITICAL LAYOUTS