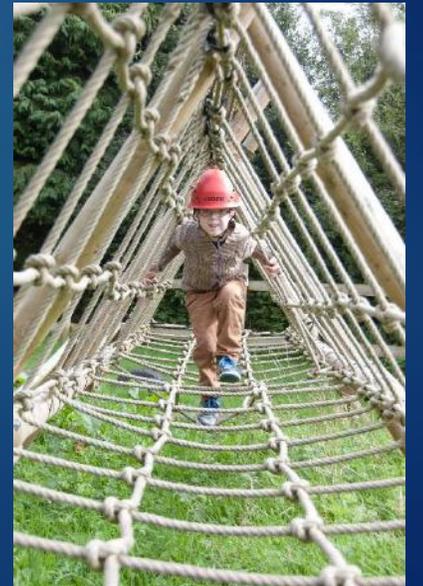




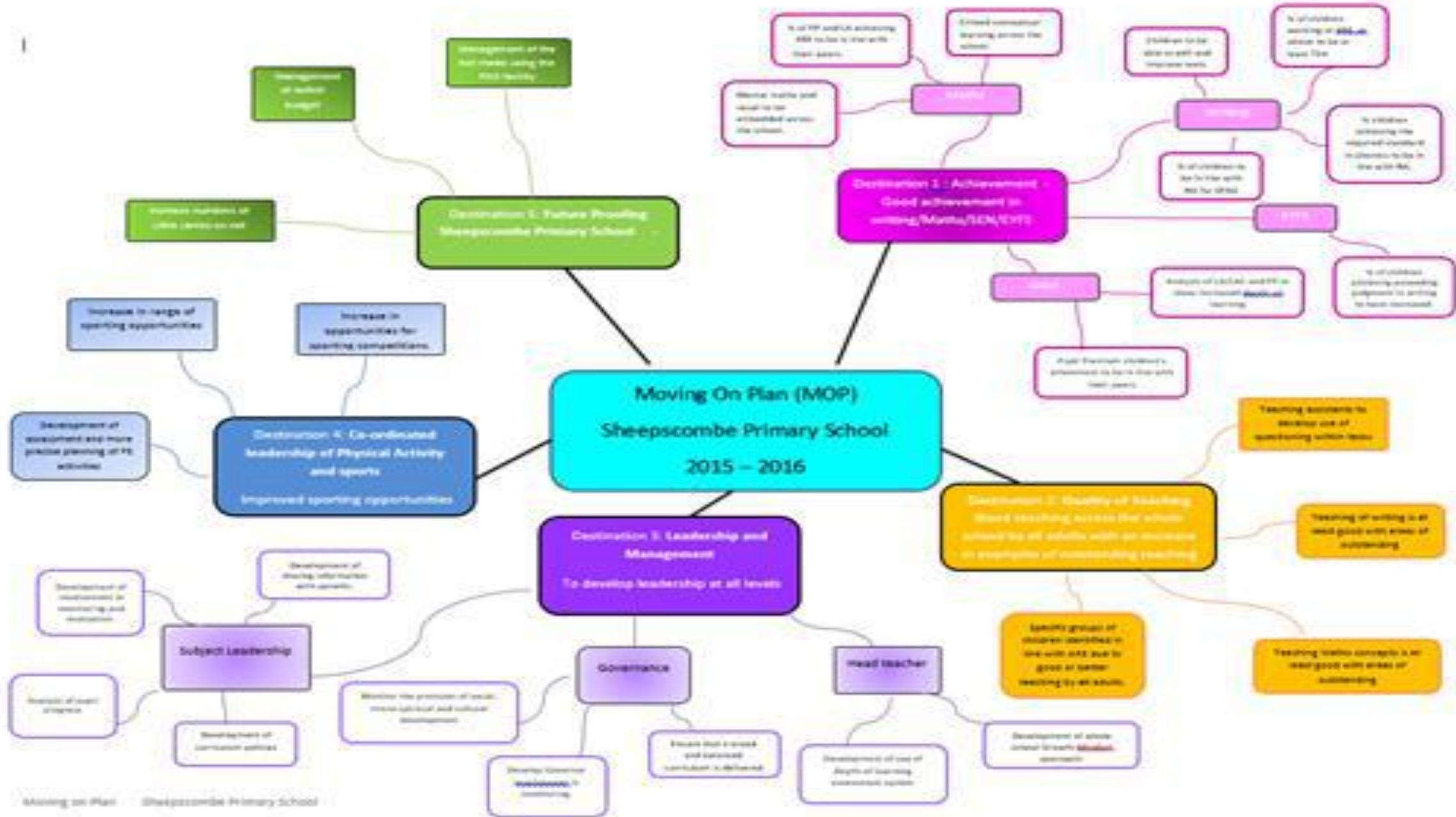
Sheepscombe Primary School

School Development
The New National Curriculum
'Life without Levels'
December 2015



Aims of the evening:

- School Development – our ‘Moving on Plan’
 - New National Curriculum – introduction in September 2014
- Where are we now?
- Expectations of the new Curriculum
 - Assessment without levels - outline how we are beginning to track & assess progress at Sheepscombe Primary School
 - Annual Reports – How they will change this year.
 - External tests – How will the Government assess pupils from 2016? What will be involved in end of key stage assessments.



Why did we need a new National Curriculum?

- 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. Over the next 26 years the National Curriculum was introduced and developed into what we had got used to until August 2014.
- The message we are being given is that we are not helping the children by pushing them to far too quickly, as we need to “Teach wider, not higher”

What do we believe is important at Sheepscombe Primary School?

- A large part of our curriculum is focussed on developing basic skills – to be literate, numerate, to tolerate and respect one another, to get on with each other and develop skills for the future.
- We want children to have a wide range of different curriculum experiences, to enjoy learning and to have fun.
- We want them to discover the delight of learning something new.
- We feel that we do this through the way we teach our themes.



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

Good teaching

Assessment led learning

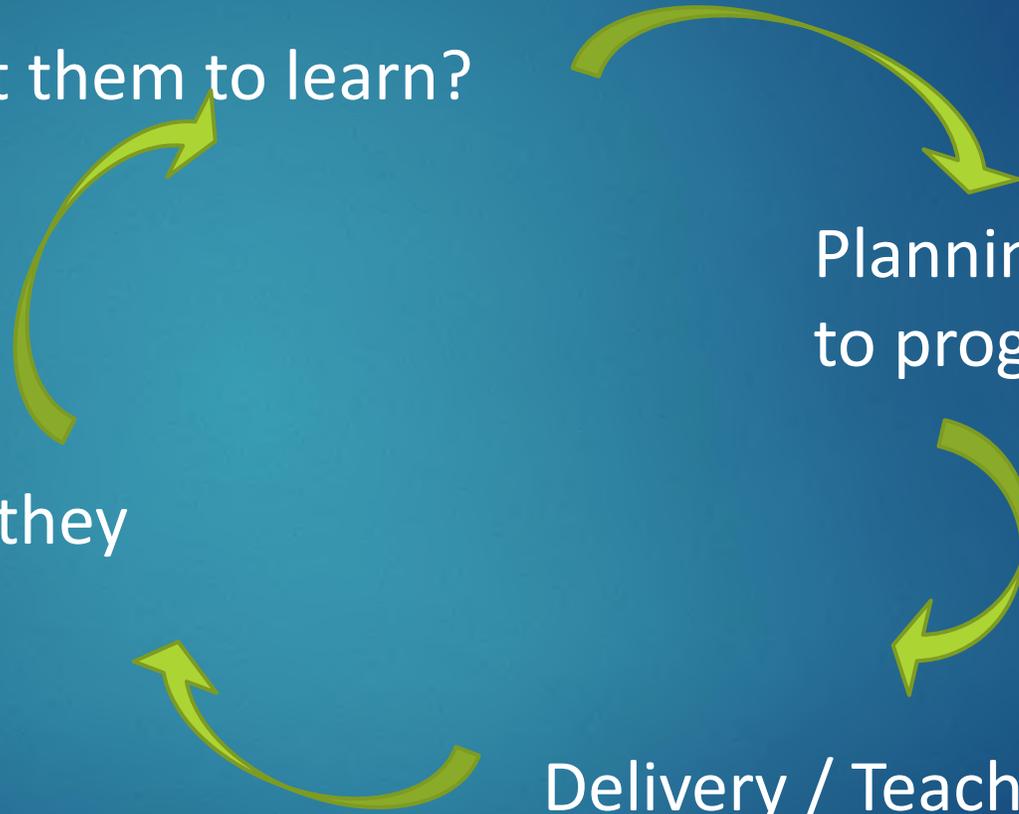
What do we want them to learn?

Planning for each child to progress

Assessment – What do they know now?

Delivery / Teaching

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





Thematic approach

- We still have thematic approach to teaching our core skills and make links with the Foundation subjects
- Children still have a voice in choosing the themes and generating the key questions which we as teachers base our planning on.



The New Curriculum

The new National Curriculum still has all the subject areas that we had before:

Core Subjects

Literacy – is now English

Numeracy – is now Maths

Foundation Subjects

Geography

Design & Technology

Art & Design

Personal, Social, Health &

Citizenship Education

Music

ICT – is now Computing

Physical Education P.E

Modern Foreign Language – now
statutory at Key Stage 2

Religious Education – R.E

What has changed?

- Lots 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 group, particularly in English and Maths.
- For example some old Y5 expectations can now be found in Y3, some Y7 / 8 in Y5 / 6

Some examples

Old Curriculum	New Curriculum
English Level 4 writing	
English Level 4 writing	Vocab, Grammar & Punctuation Y 5/ 6
Questions marks, accurate use of speech punctuation. Commas in a list to occasionally mark clauses	Using brackets, dashes or commas to indicate parenthesis Using commas to clarify meaning and avoid ambiguity Using hyphens to avoid ambiguity Using semi-colons, colons or dashes to mark boundaries between independent clauses Using colon to introduce a list Punctuate bullet points consistently

We are used to teaching these skills for 12 – 14 year olds but now this is an expectation for Y5/6 pupils.

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- ▶ A greater focus on **poetry**.
 - Recognising different forms of poetry, reciting, performing and learning by heart.
 - ▶ There is a greater emphasis on children using **grammar** and **punctuation** correctly.
 - Whilst this is not new the level of expectation is far higher.
 - Key Stage 1 will begin formal grammar, vocabulary and punctuation testing in 2016.
 - More information can be found in National Curriculum for English Appendix 2
 - ▶ Clear outline of spellings by year group
 - KS1 focuses on phonics with Y2 starting to look at spelling rules and patterns.
 - Spelling lists for Y3/4 and Y5/6

Maths

Old Curriculum	New Curriculum
Using and applying Mathematics	Across all areas
Number and algebra	Number: Place Value, Addition & Subtraction, Multiplication and Division, Fractions, Decimals & Percentages
Shape, Space & Measure	Geometry: Properties of Shape, Position & Direction
Data Handling	Statistics Measure

Old Curriculum	New Curriculum
Fractions, Decimals & Percentages @ Level 3 used to be:	Fractions, Decimals & Percentages in Y3 – 4 is now
Use simple fractions that are several parts of a whole	Recognise, write and find fractions of a discrete set of objects
Recognise when two simple fractions are equivalent	Recognise & use fractions as numbers
Begin to use decimal notation	Recognise & show equivalent fractions
	Add & subtract fractions with the same denominator
	Compare & order fractions with the same denominator
	Solve problems involving fractions of increasing difficulty (in Y4)
	Recognise and write decimal equivalents to simple fractions
	Count up & down in tenths & hundredths
	Compare decimals to 2 dp
	Round decimals to the nearest whole

BRITISH VALUES

- ▶ Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



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.

- 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.
- We talk to the children about the changes in expectations



Assessment

We hope to summarise the old assessment systems and the new assessment processes at Sheepscombe Primary School

Old National Curriculum Assessment

OLD LEVELS

Level 6

Level 6

Level 5

Level 5a

Level 5b

Level 5c

Level 4

Level 4a

Level 4b – Year 6

Level 4c

Level 3

Level 3a

Level 3b

Level 3c

Level 2

Level 2a

Level 2b – Year 2

Level 2c

Level 1

Level 1a

Level 1b

Level 1c

New Curriculum assessment

- The Government have decided that it is up to individual schools how to assess pupils within year groups.
- They will set benchmarks at the end of Key Stage 1 and the end of Key Stage 2 – although they are still deciding what these will be!
- More information is still coming out about this.

"Levels have detracted from real feedback and schools have found it difficult to apply them consistently - the criteria are ambiguous and require teachers to decide how to weight a huge array of factors... It will be for schools to decide how they assess pupils' progress."

- Levels could hide gaps that pupils had in their knowledge and understanding. This led to pupils being inaccurately assessed, with misconceptions and lost learning travelling with them as they progressed through the school.
- The new system is totally personalised to each child where every single skill within each subject is assessed – therefore empowering teachers, pupils and parents.

What are we doing?

- We are using a Depth of Learning Index to assess the children.
- The Children are working in Milestones across 2 years. Milestone 1 (Years 1 and 2), Milestone 2 (Years 3 and 4) and Milestone 3 (Years 5 and 6)
- We will assess the children at the end of terms 2, 4 and 6 again the key indicators (skills related to the NC).
- We will use Basic 1, Basic 2 , Advancing 1, Advancing 2, Deep 1 and Deep 2. The children will generally get to at least Advancing 2 at the end of the Milestone.

What are we doing? ... continued

- This will enable us to have a clear view of gaps in learning which will in turn help support planning and new learning.
- This information will be fed into a tracking system which will be able to record where the children are against end of year expectations.

Communicating with parents

- Our annual report will report on attainment in the core subjects and we will use the language of :

Below Expectation

Almost in line with expectation

Inline with expectations

Above expectations

We are aiming on being able to add to these subjects as we progress through the next couple of years.

Annual Report

- It is really important for parents to understand that the expectations of the new Curriculum are much higher at the end of each year group.
- Pupils being judged on the expectations for the end of Year 5 for example, will still have gaps and may not reach the 'expected outcomes for their year group' as they have only completed one year of the new curriculum.
- There is also a focus on children being able to explore the curriculum in more depth and being able to apply their learning before moving on. So it is likely that not so many children will be 'exceeding' because of these raised expectations

Early Years Foundation Stage

- The Early Years Foundation Stage curriculum has not changed.
- It is still based on 7 areas of learning.

Prime Areas

Personal, Social & Emotional Development

Communication & Language

Physical development

Specific Areas

English

Mathematics

Understanding the World

Expressive Arts and Design

These areas are then broken down into 17 strands.



Early Years Foundation Stage

- Alongside these areas of learning are the Characteristics of Effective Learning.

Playing & exploring – engagement

Active learning – motivation

Creating and thinking critically - thinking



Foundation Stage

- New Baseline Assessment being introduced by the Government in September 2015 – we hope to use a baseline called Early Excellence.
- This is based on classroom observations when pupils enter the Foundation Stage.

Assessment in EYFS

- Reception Year is a continuation of The Early Years Foundation Stage Framework (EYFS) from birth to five: the final year
- Foundation Stage Profile.....during first few days in school and is on-going throughout the year
- End of Reception i.e. end of The Foundation Stage: FS Profile: statutory

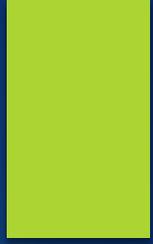
End of Key Stage 1 - 2016

From 2015-16, a new statutory end of KS1 test (which will be marked internally) for Reading, Maths & SPAG will be introduced and will be reported in a scaled score.

The results from these tests will inform the teacher assessment result to be reported. Only the teacher assessment will be reported to the D.f.E. (Department for Education) at the end of KS1.

End of Key Stage 2 - 2016

- From 2016, a new statutory end of KS2 Teacher Assessment will be introduced for Reading, Maths & Science where teachers will be asked to make a judgement against a single performance descriptor. In Writing, teachers will be asked to choose from one of several performance descriptors which best describe each pupil's attainment.
- From 2015-16, a new externally marked test will be introduced for Maths, Reading, Writing and SPAG, and will be reported in a scaled score (80-120, with 100 meaning they have achieved the expected standard, formerly dubbed 'secondary ready').



Thank you for coming