

Working Together at the Downley School

‘The New National Curriculum
and Assessment without Levels’



The Purpose of this Evening is to help you understand:

- The changes in the National Curriculum.
- What they mean in terms of your children's progress and learning.

Why has a new National Curriculum been introduced?

- The National Curriculum was first introduced into schools in England as a legal document in 1988.
- Every year the Organisation for Economic Co-operation and Development (OECD) run tests to compare 15 year olds' abilities in reading, maths and science.

	Mean score in PISA 2012	% of low achievers in mathematics (Below Level 2)	% of top in (Level 5)
OECD average	494	23.0	
Shanghai-China	613	3.8	
Singapore	573	8.3	
Hong Kong-China	561	8.5	
Chinese Taipei	560	12.8	
Korea	554	9.1	
Macao-China	538	10.8	
Japan	536	11.1	
Liechtenstein	535	14.1	
Switzerland	531	12.4	
Netherlands	523	14.8	
Estonia	521	10.5	
Finland	519	12.3	
Canada	518	13.8	
Poland	518	14.4	
Belgium	515	19.0	
Germany	514	17.7	
Viet Nam	511	14.2	
Austria	506	18.7	
Australia	504	19.7	
Ireland	501	16.9	
Slovenia	501	20.1	
Denmark	500	16.8	
New Zealand	500	22.6	
Czech Republic	499	21.0	
France	495	22.4	
United Kingdom	494	21.8	
Iceland	493	21.5	
Latvia	491	19.9	



- Year on year the United Kingdom was found to be slipping down the rankings.
- The Government appointed a panel that included subject experts and teachers to devise a new curriculum.

The New National Curriculum

- Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. (DFE 2013)

What has changed?

The non-core subject curriculum such as History, Geography, RE, Art and Design, Design Technology are no longer as prescriptive. There is less content and teachers are given a set of 'skills' and broad areas that children must cover. This allows more freedom to teach what the children enjoy and gives the opportunity for children to study in greater depth. We cover these subjects through our Project Based Learning Approach.

Core Subjects

Age related expectations in Maths and English in the new curriculum are more demanding than in the past.

As an example:

Guidance on the teaching of spelling, vocabulary, grammar and punctuation is more specific and the content is more advanced.

An age related expectation for children in Years 3 – 4 is to be able to indicate grammatical and other features by:

- using fronted adverbials
- using the possessive apostrophe correctly in regular and irregular plurals
- using direct speech, with correct pronunciation

The children are expected to know and apply these grammatical features and understand the relevant terminology.

- What is expected of children in their age related maths curriculum is also higher. e.g.
- By the end of Year 4, the expectation is for all children to know all multiplication and division facts up to $12 \times 12 = 144$ and more has been added:
- Be able to read Roman numerals up to 100

National Curriculum

Tim Oates



Assessment Without Levels

The familiar assessment levels which have been used up until now are no longer relevant.

e.g. 2b at the end of year 2 does not necessarily mean that a child is ready to access the new Year 3 curriculum, because of the higher expectations.

Progress

As you will appreciate, your children have not been working to these new curriculum expectations in previous years so they, **along with every child across the nation**, have a considerable amount of catching up to do to in order to reach the new End of Year Expectations.

Teaching, regardless of whether an assessment system uses 3a, 3b, 3c or working towards, at or above national expectations to measure progress, is about continuously assessing children's work on a daily basis, in order to move them on to their next step in learning.

How will we Assess your Children?

Schools have been given the freedom to track and report internal attainment and progress using whichever method they choose. Over the last 2 years the Senior Leadership Team has been investigating many different approaches to our internal tracking.

We will now report whether your child is:

- **Working towards the expected standard** - yet to be secure in the end of year expectations.
- **Working at the expected standard** - secure in the majority of the end of year expectations.
- **Working at greater depth within the expected standard** - secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Teachers will measure children's current progress through looking at where the children are in their learning, and aligning this with the age related and end of year expectations of the new curriculum.



Maths

Number: I can use number and place value.		Number: I can multiply and divide.		Measurement: I can measure.		Geometry: Properties of Shape I can recognise the properties of shape.	
I can count in multiples of 6, 7, 9, 25 and 1000.		Recalls multiplication and division facts for the timetables tables up to 12×12 .		I can convert between different units of measure.		I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	
I can find 1000 more or less than a given number.		I can use place value and number facts to multiply and divide mentally, including $\times 0$ and $\times 1$, $+1$, and multiplying three numbers together.		I can measure and calculate the perimeter of a square or rectangle in cm and m.		I can find acute and obtuse angles. I can compare and order angles up to two right angles by size.	
I can count backwards through zero and into negative numbers.		I can recognise and use factor pairs and commutativity in mental calculations.		I can find the area of rectangles and squares by counting squares.		I can find lines of symmetry in 2-D shapes presented in different orientations.	
I can recognise the place value of each digit in a four-digit number TThTU .		I can multiply TU and HTU numbers by a U number using formal written layout.		I can estimate, compare and calculate different measures such as $105p < \pounds 1.55$ and answer questions like Convert 1.3kg into grams?		I can complete a simple drawing using a line of symmetry or mirror line.	
I can order and compare numbers beyond 1000.		I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.		I can read, write and convert time between analogue, 12-hour digital 24-hour digital clocks.		Geometry: Position and Direction I can describe position and direction.	
I can find and show numbers in different ways and use this to help me estimate.		I can solve problems using integer scaling and correspondence.		I can solve problems which involve converting units of time. For example, convert from hours to minutes, minutes to seconds, years to months and weeks to days.		I can describe positions in the first quadrant of a 2D grid using coordinates.	
I can round any number to the nearest 10, 100 or 1000.		Number: I can use fractions (decimals and percentages).				I can describe movement between positions as translations to the left or right and up or down.	
I can read Roman numerals to 100 (I to C) and knows that over time the numeral system changed to include the concept of zero and place value.		I can recognise families of equivalent fractions and draw diagrams to prove this.				I can plot points from co-ordinates and draws sides to complete a polygon.	
Number: I can add and subtract.		I can count up and down in hundredths. I can make a hundredth by dividing an object by 100 or by dividing tenths by ten.				Statistics: I can represent and interpret data	
I can add and subtract numbers with up to TThTU using formal written columnar methods.		I can use fractions to calculate quantities, including using multiplication and division of fractions and some non-unit fractions.				I can interpret and present discrete and continuous data using graphs such as bar charts and time graphs.	
I can estimate answers so I know what is sensible.		I can add and subtract fractions with the same denominator.		I can use bar charts, pictograms, tables and other graphs to solve comparison problems and to answer questions about the sum of and difference between data.			
I can use inverse operations to check my							

The Main Areas

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measurement
- Geometry (Shape and Space; Position and Direction)
- Statistics
- Ratio and Proportion (for Year 6)
- Algebra (for Year 6)

The different stages

Mathematics

For example: Add tens and units to units

Working towards the expected standard: The child can achieve the objective with support and after direct teaching

Working at the expected standard: The child can do this independently and apply the objective to word problems

Working at greater depth within the expected standard:
The child can add tens and units in any context without support or reminding. This could be within another subject – for example adding scores in PE or Science

Writing

Composition: I can plan a text.		Vocabulary, Grammar and Punctuation: I can use word-level grammar.		Spelling: I can use a range of spelling strategies.		Handwriting: I can write clearly and legibly.	
I can discuss a piece of writing similar to that I am going to write. I can learn from its layout and from the word choices made.		I can build nouns by adding prefixes like super- , anti- and auto- e.g. super-strength, automatic.		I can use further prefixes and suffixes and understand how to add them.		I can use diagonal and horizontal joins and understand which letters are best left un-joined.	
I can discuss and record ideas when I plan.		I remember to use 'a' before a consonant and 'an' before a vowel e.g. a rock, an octopus.		I can spell further homophones.		I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure my down strokes are parallel and the same size.	
Composition: I can draft and write a text.		I can identify words which have similar spellings because they have similar meanings e.g. solve, solution, solver, dissolve, insoluble.		I can identify commonly misspelt words and attempt to correct them.		I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure the lines of writing are spaced so that the letters on different lines do not overlap.	
I can compose sentences and dialogue in speech before writing them on paper. I use these opportunities to try out new, rich and varied vocabulary and to experiment with different types of sentences.		Vocabulary, Grammar and Punctuation: I can use sentence-level grammar.		I understand how to place the apostrophe within regular plurals. For example, 'The girls' and boys' teacher.			
I can make some attempt to use paragraphs by organising similar ideas next to each other. This may include one sentence paragraphs.		I can use conjunctions like when, before, after, while, so, because to express time, place and cause.		I can use the first two or three letters of a word to check spelling in a dictionary.			
I can create settings, characters and plot in story writing by, for example, using adjectives to elaborate on basic information.		I can use adverbs like then, next, soon, therefore to express time, place and cause.		I can write from memory simple sentences dictated by the teacher.			
I can use headings, sub-headings and other organisational devices when writing non-fiction.		I can use prepositions like before, after, during, in and because of to express time, place and cause.					
Composition: I can evaluate and edit a text.		Vocabulary, Grammar and Punctuation: I can use text-level grammar.					
I can assess the effectiveness of my own and others' writing and suggest improvements.		I can start to use paragraphs by organising writing ideas next to each other.					
I can suggest changes that improve consistency in writing by, for example, suggesting a change in word choice or replacing a noun with a pronoun to avoid repetition.		I can start to layout my writing using headings and sub-headings.					
I can proof-read for spelling and punctuation errors.		I can use have or has to make some use of the present perfect tense e.g. 'He has gone out to play' rather than 'He went out to play'.					
I can read my own writing aloud to a group or to the whole class, using appropriate expression , control and volume to make my meaning clear.		Vocabulary, Grammar and Punctuation: I can punctuate correctly.					
		I am beginning to use inverted commas "" to punctuate direct speech.					

The Main Areas

- **Composition**

This is split into three sections:

- planning
- drafting and writing
- evaluating and editing

- **Vocabulary, grammar and punctuation**

This is split into four sections:

- word level
- sentence level
- text level
- Punctuation

- **Spelling**

- **Handwriting**

The different stages

Writing

For example: planning and writing (composition) a set of instructions using appropriate layout (text level grammar, handwriting) and language (word and sentence level grammar, spelling).

Working towards the expected standard: The child will be able to use some of the features of a text to write their own with lots of modelling and input from the teacher.

Working at the expected standard: The child has understood the features and content needed to write a set of instructions and can do so independently.

Working at greater depth within the expected standard: The child has remembered the features of instructions and can demonstrate their ability to write them, independently, in another subject. For example in Science or during Project work.

Reading

Decoding		Literal Understanding		Inference and Deduction		Discussion Skills	
I can use my knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of my reading.		I can identify the main ideas in two or more paragraphs and can usually summarise the content. When summarising I can include most of the main ideas in one or two sentences which use key vocabulary from the text.		I can make reasoned predictions of what might happen which are clearly derived from the details in a text, both stated and <u>implied</u> .		I can usually identify words or phrases that interest, inspire or intrigue me from my reading and can usually explain why explaining the effect on me as a reader.	
I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.		I can, usually independently, read books appropriate for my age and check the text makes sense, self-correcting when I misread a word. I can discuss the meaning of new and unusual words in context.		I can draw inferences from the stories and poems I read. For example, I can infer a <u>characters'</u> feelings, thoughts and motives from their actions. I can find relevant evidence to justify the inferences I make.		I can listen attentively and participate in discussions about a wider range of more challenging fiction, non-fiction, poetry and plays expressing views and preferences and justifying them by returning to the text.	
I can independently use a dictionary to check the meaning of words that I come across when reading.		I can perform poems and play scripts, using intonation, tone, volume and uses of drama approaches to aid understanding.		Organisation, Layout and Genre		I can discuss books that are read to me and books that I read to myself, taking turns and listening to what others have to say.	
Choice and Purpose		I can usually ask questions to improve my understanding when reading independently.		I can accurately re-tell a wide range of age appropriate fairy stories and myths and legends providing detail which is interesting and appropriate.			
I can independently identify and discuss themes and conventions in a wide range of age appropriate texts		I can usually identify questions to be answered before reading and use specific features of the text to answer them and can record information in a form that can easily be retrieved e.g. <i>making and organizing notes</i>		I can usually identify distinctive language, structural and presentational features in my reading and sometimes demonstrate my understanding of how these help the reader draw meaning from the text.			
I can use, select and read books that are structured in different ways for the appropriate purpose				I can confidently identify and name different forms of poetry and describe their features.			

The Main Areas

- Decoding
- Choice and Purpose
- Literal Understanding
- Inference and Deduction
- Organisation, Layout & Genre
- Discussion Skills

The different stages

Reading

For example: Listening attentively and participating in discussions about a wider range of more challenging fiction, non-fiction, poetry and plays expressing views and preferences (Discussion Skills).

Working towards the expected standard: The child can listen to, understand and begin to respond to simple texts and begin to develop this to include a wider range of texts.

Working at the expected standard: The child can access and respond to a wider range of more challenging texts and actively take part in discussions, justifying their responses with evidence from the text.

Working at greater depth within the expected standard : The child can confidently understand and discuss a range of challenging texts across the curriculum and use evidence from the text to justify their thoughts and respond to others views.

Statutory Assessment

In the summer of 2016 all children in England and Wales will sit external national tests at the end of both Key Stages (Year 2) and (Year 6). The tests will cover:

- Mathematics (reasoning and arithmetic)
- English Reading
- English grammar, punctuation and spelling

These tests will give an overall national picture of how well children are attaining under the new National Curriculum (working towards the national standard, working at the national standard, working at greater depth within the national standard).

Reception Baseline Assessment

From September 2016, in all Ofsted registered primary schools, a new method of assessment called the Reception baseline assessment is being introduced to measure your child's progress from when they first start primary school in Reception until the age of 11.

Some schools including The Downley School, have decided to trial baseline assessment from September 2015.

The purpose of the baseline is to provide a starting point for each child and to enable Reception teachers to individualise each child's learning from the beginning of their time in Reception. The baseline will also be used as a starting point to measure progress and provide a strong predictor of KS1 and KS2 attainment.

Your child will be assessed within the first six weeks of starting school. Their teacher will decide when they are ready for the assessment. It should only take place once they are settled and confident in their new class.

The baselining process includes evidence found within records from previous settings and information provided by parents that is validated through observations and interactions with the children during their first 6 weeks.

Practitioners will assess children through observations during self-initiated play, when working within a small group and when working with an adult at a directed activity.

What does this mean for Parents?

As we mentioned earlier the new curriculum is more difficult than the old one, with harder objectives to be taught in each year.

The curriculum is cumulative therefore children need to master elements of previous year groups before being able to move on. This means that currently children may have 'gaps' in their learning that we need to plug before they can move on to further learning.

You may see a 'dip'- expectations have changed therefore backfilling is taking place

This may also mean that your child is not currently working on the objectives of their current year group.

Thank you for coming!