




Curriculum and Assessment Reform


Alderley Edge Community Primary School

National Curriculum Reform 2014

Why reform?

- ▶ The main aim was to raise standards, particularly as the UK is considered by some to be slipping down international student assessment league tables. Inspired by what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, as well as in the best UK schools, it's designed to produce productive, creative and well educated students.
 - ▶ Although the new curriculum is intended to be more challenging, the content is actually slimmer than the old curriculum, focusing on essential core subject knowledge and skills such as essay writing and computer programming.
 - ▶ As long as maintained schools cover the statutory requirements, they have the freedom to tailor the rest of the curriculum to meet the needs of the children and communities which they serve. Free School and Academies have greater flexibility.
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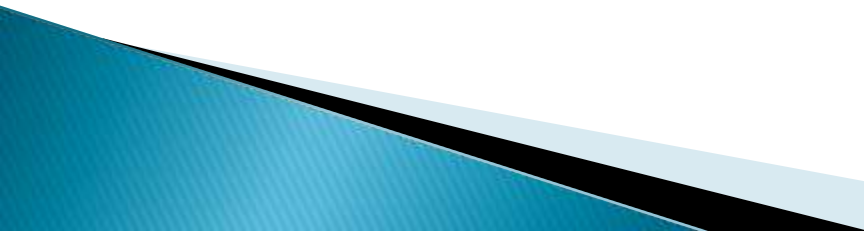
Significant Changes

- ▶ Higher expectations of attainment across the whole curriculum but specifically in English and maths
 - ▶ Greater focus on subject knowledge in many subject areas
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Subject	What's new?
English	<ul style="list-style-type: none"> • Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1) • Handwriting – not currently assessed under the national curriculum – is expected to be fluent, legible and speedy • Spoken English has a greater emphasis, with children to be taught <u>debating</u> and presenting skills • Greater focus on poetry
Maths	<ul style="list-style-type: none"> • Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the current curriculum) and learn number bonds to 20 (currently up to 10) • Simple fractions (1/4 and 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. $0.375 = 3/8$) • By the age of nine, children will be expected to know times tables up to 12x12 (currently 10x10 by the end of primary school)
Science	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
ICT	<ul style="list-style-type: none"> • Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs • From age five, <u>children will learn to write and test simple programs, and to organise, store and retrieve data</u> • From seven, they will be taught to understand computer networks, including the internet • Internet safety – currently only taught from 11–16 – will be taught in primary schools

Subject	What's new?
Languages	<ul style="list-style-type: none"> • Currently not statutory, a modern foreign language or ancient language (Latin or Greek) will be mandatory in KS2 • Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language
History	<ul style="list-style-type: none"> • Greater focus on early British history and British history over the ages • Expectation to compare and contrast themes across periods of history • More knowledge/factually based
Geography	<ul style="list-style-type: none"> • Greater focus on factual knowledge – countries, continents, oceans, equator etc • KS2 study of the Americas and Europe • Physical geography of UK including rivers, mountains etc • 4 figure OS grid references
Art and Design	<ul style="list-style-type: none"> • A single combined A4 page for KS1 and KS2 <ul style="list-style-type: none"> ➤ Use a range of materials ➤ Develop techniques ➤ Study great artists
Music	<ul style="list-style-type: none"> • A single combined A4 page for KS1 and KS2 <ul style="list-style-type: none"> ➤ Large focus on singing and playing instruments ➤ Read musical notation in KS2 ➤ Study great composers and develop understanding of music history at KS2
PE	<ul style="list-style-type: none"> • Focus on competitive games

The Curriculum at AECPS

- ▶ The School Curriculum is, as you would expect, exceptionally important to our school, our children and their development in the broadest sense. We aim to ensure that all children maximise their potential, achieve the highest academic results possible whilst ensuring that they develop to be well rounded, confident children who have developed the ability to learn to learn and therefore take ownership of their own learning and development.
 - ▶ In 2014 staff at AECPS invested many hours designing, shaping and creating an exciting, creative curriculum which enhanced what we were already delivering and adapted to meet changes to the statutory requirements.
 - ▶ Input from all stakeholders helped us shape 3 core drivers which underpin our curriculum and help us determine our pedagogical approach.
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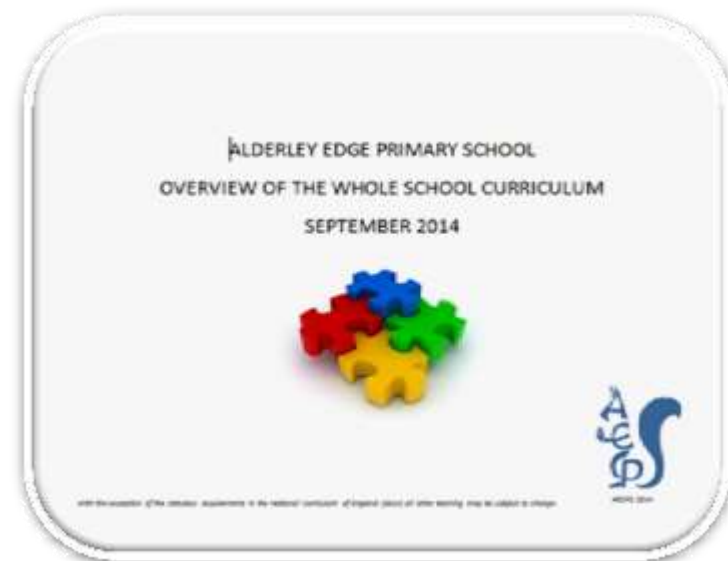
The Core Drivers

- ▶ **Possibilities and Risk** – Our curriculum has been developed to allow children to aspire, tackle things they have never encountered before and to learn to assess and manage any uncertainties by having fun, a little bit of danger and take risks.
 - ▶ **Thinking Philosophically** – Our curriculum is designed to allow our children to think deeply and reflect imaginatively.
 - ▶ **Independent Enquirers** – Our curriculum allows children to become independent learners and take the initiative with their own learning, development and future needs.
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So what does our curriculum look like?



Whole document for Teachers



Summary document for Parents

Both of these documents are available on the school website

And in reality...



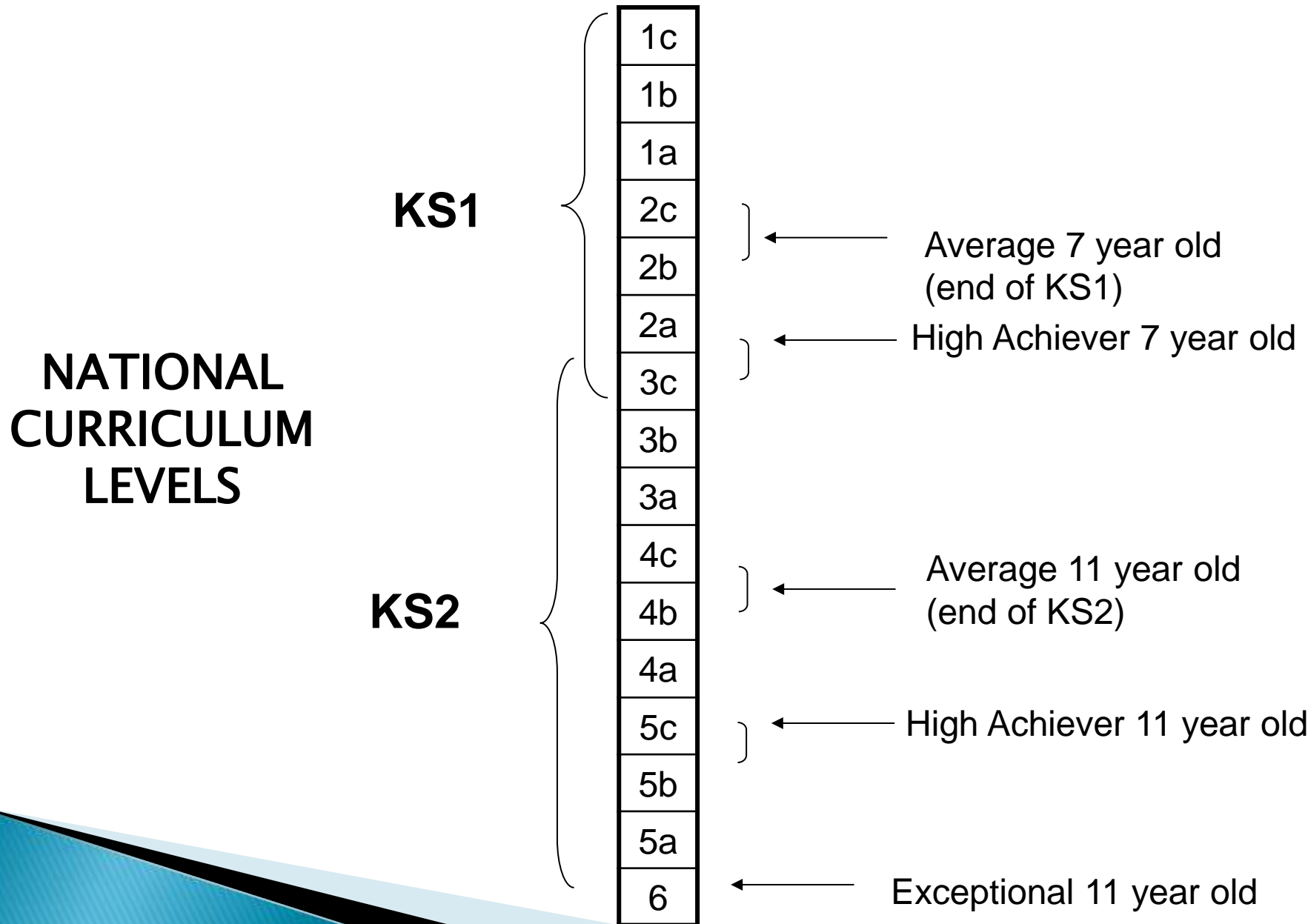
Questions regarding the school's
curriculum...



Changes to assessment and pupil tracking



The system you are familiar with



Rationale for Changes

In 2013 the then Secretary of State for Education, Michael Gove, spoke about the changes at the 'Seizing Success' conference on 13th June. A subsequent **official statement** said, "As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced."

"We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools."


...to explain this a bit further

Opening the door to deeper understanding

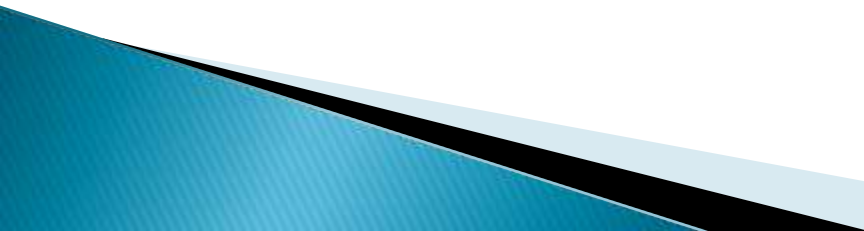
Tim Oates, Group Director of Assessment
Research and Development at
Cambridge Assessment



Significant Changes

- ▶ Introduction of a statutory baseline assessment for reception children on entry.
 - ▶ Levels no longer used to identify attainment and measure progress
 - ▶ Schools to devise their own systems for measuring attainment and progress
 - ▶ Expectations risen so children have to be able to achieve more to be classed as meeting the average
 - ▶ Current Year 2 and Year 6 children are the last year groups to be awarded levels in the end of Key Stage tests
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Purpose of assessment and tracking at AECPS

- Highlight and celebrate achievement and what the child knows and has learnt
 - To look at what the child can do holistically
 - Identify next steps in learning
 - Focus teaching on what the child needs to know next
 - Inform children and parents on what they have achieved and what they need do to improve
 - Provide a summative report for parents to show how well their child is doing in comparison to their starting points and national expectations
 - Provide information systems to external agencies on how well the school is doing
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Assessment in the Foundation Stage

▶ The Foundation Stage Profile

- Begins in Nursery and continues throughout Reception
- Tracks children's progress in 3 Prime areas and 4 Specific areas

PRIME AREAS

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

SPECIFIC AREAS

- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- These 3 Prime areas and 4 Specific areas are broken down into 17 more defined strands of learning. Children can achieve 17 learning goals in these areas.



- Upon entering Reception, children will be assessed against the 17 areas of learning and given a 'baseline' score. We have chosen to use the 'Early Excellence' assessment tool which allow the class teacher to assess children during the transition period through observation and child initiated learning rather than a 1:1 formal test.
- During the school year evidence is then collected in all of these areas of learning during both free flow (child initiated) learning time, and adult directed learning time.
- Child initiated evidence is collected in an individual learning journey, and adult directed evidence is collected in a topic book.
- Children are assessed against the Foundation Stage Profile according to the evidence collected in their electronic Learning Journey first and foremost. Adult led evidence and formal assessments are also used to support this.
- This evidence helps to place children in one of three categories
 - **Emerging development** (Not yet reached attainment expressed by an ELG)
 - **Expected development** (Working within what is expected)
 - **Exceeding development** (Working beyond expectation)

The children in Reception are assessed and tracked continually throughout the year and given a summative judgement in the Summer Term

Assessment in Years 1 – 6

Will mirror the method of working in the Foundation Stage

- ▶ Focus on what the child can do and next steps
- ▶ Evidence based
- ▶ Maintain the language used in the Foundation Stage so there is consistency of approach
- ▶ Each year group's expectations will be referred to as stages
 - e.g. Year 1 = Stage 1
- ▶ Each stage will be assessed according to the expectations for that year group:
 - Emerging
 - Expected
 - Exceeding

Judgements will be based on...

- ▶ Decisions as to whether a child has met a specific target will be determined from a collection of evidence (formal and informal) over a period of time/lessons
- ▶ Evidence may include:
 - Observations by the teacher or teaching assistant
 - Questioning and discussions with the child
 - Evidence in books
 - Tests

Classroom Monitor

Assessment
Criteria

What to look for:

Emerging:
{Working Towards
Guidance}

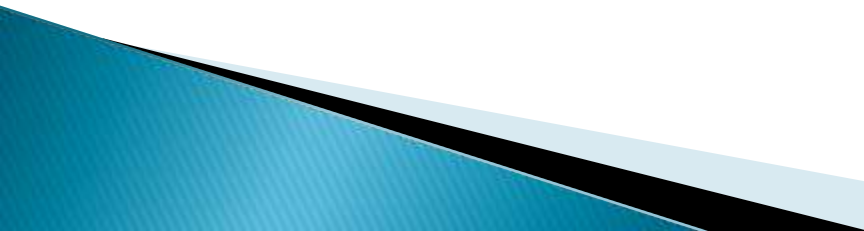
Expected:
{Meeting Guidance}

Exceeding:
{Exceeding Guidance}

The screenshot displays a software interface for monitoring student progress. On the left, there are control buttons: 'Leave Markbook', 'Export to Excel', 'Adjust Scores', 'Up', and 'Down'. The main area shows a table with columns for student names and rows for different assessment stages. The first stage is 'Stage 2] Count : 1.3 Count forward and backward in steps of 2, 3, and 5 from 0'. The second stage is 'Stage 2 Count : 1.2 Identify ten more or less than any given number'. The third stage is 'Stage 2 Count : 1.3 Count forward and backward in steps of 2, 3, and 5 from 0'. The performance is indicated by colored hexagons: yellow for 'A', red for 'I', green for 'M', and grey for 'U'. The student 'K. O. Cun' has a red 'I' in the second stage and a yellow 'A' in the third stage.

	ly B. Ad	ia Brijdt	het J. B	xander J	Carier	an J. Crr	k. O. Cun	asinha I	anor-Jaa
Stage 2] Count : 1.3 Count forward and backward in steps of 2, 3, and 5 from 0									
1.3 Working Towards: ++ can continue the sequence 2, 4, 6 ... to determine whether 22 is an even number.									
1.3 Meeting: ++ can continue the sequence 3, 6, 9 ... to determine whether the number 41 is in it.									
1.3 Exceeding: ++ can count up in 3s from any number.									
Stage 2 Count : 1.2 Identify ten more or less than any given number	A	A	A	A	A	A	I	A	U
Stage 2 Count : 1.3 Count forward and backward in steps of 2, 3, and 5 from 0	M	M	M	M	M	A	A	A	U

Classroom Monitor

- ▶ Allows teacher to track progress in greater detail
 - ▶ Clearly identifies children who are ready for next steps in learning and those who aren't making the necessary progress
 - ▶ Clearly links assessment and learning
 - ▶ Teacher will use information to plan even more focused learning activities
 - ▶ Enhances transition between Key Stages and year groups as previous teacher can clearly see what has been taught and achieved
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Statutory Assessments in 2015~2016

- ▶ Reception baseline tests
- ▶ Year 1 Phonic Screening Checks
- ▶ End of Key Stage assessments at Year 2 and Year 6
 - Children will be formally tested in:
 - Grammar, punctuation and spelling
 - Mathematics
 - Reading
- ▶ Currently it is believed that children in these year groups will be given a scaled score for each test with 100 being the national average

End of Key Stage Teacher Assessment

- ▶ It is thought that teacher assessments for writing will be reported against several new performance descriptors – teachers will choose which one a pupil best meets. However for reading, mathematics and science teachers there will be a single performance descriptor describing the expected standard and teachers will have to judge and report on whether or not each pupil has met that expected standard.


KS1 Reading, Writing and Maths

Working at greater depth
National Standard
Working Towards National Standard
Below National Standard

KS2 Writing

Working at greater depth
National Standard
Working Towards National Standard
Below National Standard
** Maths, reading and science will just be working at National Standard or not*

What will you receive in your child's reports this year?

- ▶ Reception children will be assessed using Emerging, Expected or Exceeding based on the criteria in the EYFS
 - ▶ Years 1, 3, 4 & 5 will be given a band for their achievements based on the new expectations from 2014 of Emerging, Expected or Exceeding
 - ▶ Year 2 and 6 will receive levels based on the previous National Curriculum expectations
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Potential Future Development

- ▶ We are in the early stages on implementing the new curriculum and assessment systems and need to embed and develop these over the next academic year
- ▶ We will continually reflect and evaluate these changes to ensure they are meeting our aims, core drivers and achieve the outcomes for the children we desire
- ▶ As we progress there will be potential developments including:
 - Changes to the reporting system to parents regarding your child's progress to a termly report rather than an end of year report
 - Access to Classroom Monitor for parents

Any questions...

