

Curriculum Update

Assessing in the New Curriculum

January 2016

What I hope to explain!

- * What the guidelines from the Government are for the curriculum and assessing children
- * How we have organised our curriculum
- * How we are assessing children
- * The language we are using in relation to assessment
Statutory Assessments

What the guidelines from the
Government are for the curriculum
and assessing children

The New Curriculum

- * The 'New' Curriculum splits learning into year groups or stages - KS1 (Y1 and Y2), Lower KS2 (Y3 and 4) and Upper KS2 (Y5 and Y6)
- * No Levels – assessment is linked to the Age Related Expectation (ARE)
- * The names of some subjects changed
- * No set times for each subject i.e. Literacy hour
- * Introduction of SPaG (Spelling, Punctuation and Grammar) assessments across KS1 and KS2 with assessment at end of KS1 and KS2
- * Statutory Foreign Language element – this could be Latin but we are doing Spanish

How we have organised our
curriculum?

Our Curriculum – up to Sept 2015

- * Process started last year.
 - * All year groups taught the new curriculum objectives in the Foundation subjects
 - * Years 1, 3, 4 and 5 taught the new curriculum for Maths and English.
 - * Year 1 and 5 assess the children to the new curriculum in Maths and Writing.
- * This gave us a working knowledge of the new curriculum and the pitfalls of the new curriculum.
- * Whole school did not assess to the new curriculum as no finalised guidelines at the time (and we're still getting updates!)

Our Curriculum – Sept 2015 onwards

- * All children being taught and assessed on the new curriculum.
- * Reading, Writing and Maths are being taught in year group expectations
- * All other subjects being taught and assessed in stages (KS1, Lower KS2 and Upper KS2) which does impact on expectations, especially in the first year group in the stage (e.g. Years 1, 3 and 5)

How we are assessing children
and the language we are using?

How are we assessing?

- * We assess to specific objectives within every subject.
- * All judgements recorded on computer programme (Classroom Monitor) which calculates the point each child is at.
- * We are constantly updating the tracker.
- * Progress measured at the end of every term.
- * The judgement are **backed up** by a test done at the end of every term.
- * To aid with our decisions we use Rising Stars' Progression Framework – copies on the website.

Rising Stars Progression Framework

Rising Stars Progression Framework for mathematics, Year 5





























Domain: Number

Strand	Sub-strand	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
		5.3.c.2 Add and subtract fractions with the same denominator and denominators that are multiples of the same number, including calculations > 1 (*)	N	The pupil can calculate $3/4 + 1/2$ with appropriate supporting materials.	The pupil can calculate $3/4 + 5/12$.	The pupil can make up addition and subtraction problems involving fractions with the same denominator and multiples of the same denominator and solve them.
		5.3.c.3 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	N	The pupil can work out $5 \times 1/4 = 5/4$ with supporting diagrams.	The pupil can work out $5 \times 3/8 = 15/8$ or $1 \frac{7}{8}$ and hence deduce that $5 \times 2 \frac{3}{8} = 10 + 15/8 = 11 \frac{7}{8}$, using appropriate diagrams.	The pupil can work out $5 \times 3/8 = 15/8$ or $1 \frac{7}{8}$ and hence deduce that $5 \times 2 \frac{3}{8} = 10 + 15/8 = 11 \frac{7}{8}$.

The language we are using

* When teachers make a judgement they use one of 5 judgement decisions

U	Unassessed	Objective still to be taught
E	Emerging	Covered the objective but need a lot more work to achieve it
D	Developing	Working towards
M	Meeting/Met	Achieved the objective
X	Exceeding	Achieved the next step on the objective

<p>Stage 5 +</p> <p>Represent Numbers NAHT KPI</p> <p>Represent Numbers 5.1.b.1</p> <p>Read and write numbers to at least 1 000 000 and determine t...</p>							
<p>Stage 5 +</p> <p>Represent Numbers 5.1.b.2</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p>							
<p>Stage 5 +</p> <p>Represent Numbers NAHT KPI</p> <p>Represent Numbers 5.1.b.3</p> <p>Interpret negative numbers in context (^)</p>							
<p>Stage 5 +</p> <p>Order and compare NAHT KPI</p> <p>Order and compare 5.1.c.1</p> <p>Order and compare numbers to at least 1 000 000 (^)</p>							

What will be reported to you and when

- * At the start of the Spring and Summer term you will receive a target sheet with a judgement for Maths and English.
- * At the end of the year, you will receive a full written report with judgements against ARE for all subjects.

What will be language used when we reported to you?

- * On the target sheets and reports, the children will have a judgement for the subject at the time of printing. They will be

N/A

Em

Emerging

Em+

Emerging +

Dev

Developing

Dev+

Developing +

Met

Meeting

Exc

Exceeding

What we would expect to see?

- * This is the area where we do not have any firm answers as no-one has done this before but what we would generally expect is:
 - * For Writing, Reading and Maths it should go Em at Christmas, Dev at Easter and Met at Summer.
 - * For the subjects on a 2 year cycle, in the first year the expectation for child is that they should be Em+ or Dev and in the second year they should achieve Met.

What we would expect to see?

- * We are tracking the progress of all children by looking at the specific objectives coverage and their achievement against these objectives.
- * As part of the teaching process staff will make a professional judgement on the areas that need additional support and how they will do this.
- * All objectives in core subjects are assessed out of context and independently.
- * We would not expect to see exceeding until the end of the year/stage, and be a small group of children. More able children will be Em or Em+ at Christmas but then accelerate through the stages more quickly to reach Exc by the Summer.

Statutory Assessments

What tests are there?

- * Reception Baseline in Sept then re-administer at the end of the Summer term.
- * Year 1 Phonics screening 13th- 17th June
- * Year 2 teacher assessment tests in Maths, Reading and Writing During May
- * Year 6 Writing assessment Ongoing
- * Year 6 SATs in Reading, SPaG and Maths 9th - 12th May

How are the KS1 and KS2 results reported?

- * They are included in the report.
- * There are 2 interim reports that give teachers guidance for assessment but they are not finalised yet.
- * KS1 pupils can be classed as
 - working towards the expected standard
 - working at the expected standard
 - working at greater depth within the expected standard
- * Where KS2 pupils are teacher assessed they as above.
- * For the SATs tests, pupils will be given a scaled score where 100 is the 'expected level' and then the children will be classed as either achieving the expected level or not achieving the expected level.
- * The scaled score *'cannot be set until the test have been competed and the results analysed.'*

Book Art

- * As an embellishment to our curriculum, we are utilising a technique called Book Art.
- * Aim is to encourage independence, creativity and resilience in the children.
- * Normally based on cross-curricular topic.
- * The information is displayed in an interesting and different ways with the children having to create accurate work (both written and pictorial) that is well presented.
- * Over time the book will become more independent and individual but we are covering the skills at the moment.



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Online Safety Information

[CEOP](#) (The Child Exploitation and Online Protection Centre) delivers a multi-agency service dedicated to tackling the abuse and exploitation of children in the real and 'e' world. Often it is referred to as an online 999.

Vodafone have produced a [Digital Parenting Magazine](#). There is information on Facebook settings, Xbox360 settings, Blackberry controls, jargon busting and many more 'How to Guides'. Well worth a read!

The ["Thinkuknow"](#) website is brought to you by the Child Exploitation and Online Protection (CEOP) centre.

[Kidsmart](#) gives you lots of advice on how to stay safe online.

[Internet Matters](#) is a new online portal designed for parents to access simple, easy and practical advice about online safety for their children. It provides tips on protecting children from online grooming, cyberbullying, privacy and identity theft and inappropriate content.

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