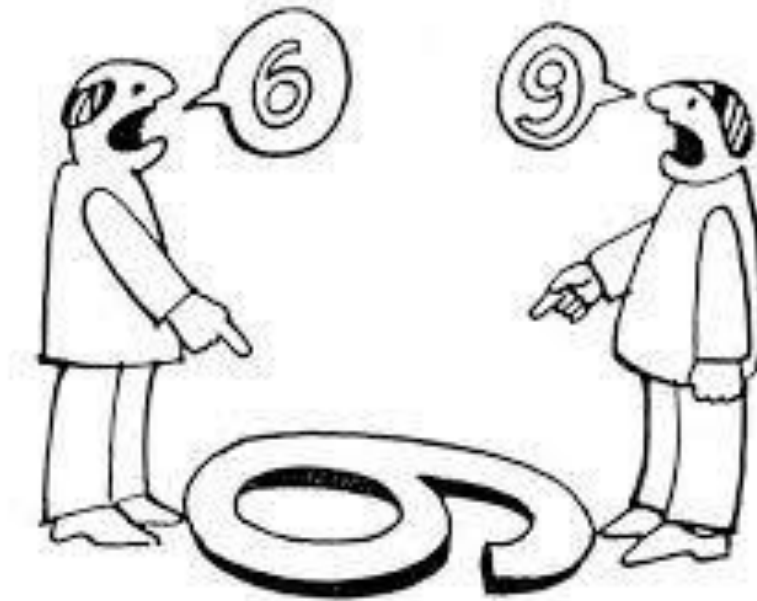


Cromford C of E Primary School Information Evening for Parents

New Curriculum and Assessment

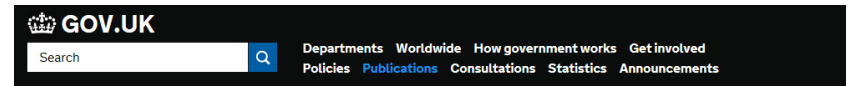
Thursday 25th February 2016

Curriculum and Assessment



National Curriculum 2014 and EYFS framework

- <http://bit.do/nationalcurriculum2014>
- <http://bit.do/nationalcurriculumprimary>
- EYFS (Early years foundation stage)
- <http://bit.do/EYFS>
- <http://bit.do/EYFSprofile>



Statutory guidance

National curriculum in England: primary curriculum

From: Department for Education
First published: 11 September 2013
Last updated: 6 May 2015, [see all updates](#)
Part of: [National curriculum, Schools: statutory guidance and School and college qualifications and curriculum](#)
Applies to: England

The national curriculum primary programmes of study and attainment targets for key stages 1 and 2.

Documents



[National curriculum: primary curriculum](#)

Ref: DFE-00178-2013
PDF, 2.18MB, 201 pages

National Curriculum 2014

Tells teachers what to teach, but not how to teach it.

History

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Assessing without levels

The old 1999 curriculum had level descriptors.....

Attainment target 2: number and algebra

Level 1

Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

Level 2

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Level 3

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

These have been removed and replaced with statutory requirements

Year 3 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Assessment

Geography example:

Geography

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Assessment

We have decided to use 'itrack' to manage our assessment data.

- **Commenced**—pupils are meeting less than 50% of the ARE (age related expectation) statements
- **Developing**—pupils are meeting between 50% -80% of ARE statements
- **Secure**—Pupils are achieving 80% -85% of ARE statements
- **Advanced**—Pupils are achieving more than 85% of ARE statements
- **Deep**—Pupils are able to use the ARE in context and consistently apply this in a range of situations and may have begun to access ARE for the following year

Assessment

Target setting:

- The target is for children to have a secure knowledge and understanding against their ARE.
- Progress will be tracked from year to year – using itrack.

Assessment

<http://bit.do/government2016tests>

- EYFS – Baseline assessment
- Year 1 – Phonics
- Year 2
 - English grammar, punctuation and spelling test
 - English Reading tests
 - Maths test
 - Writing – teacher assessed
- Year 6 – SAT (Statutory Assessment Test) tests
 - English grammar, punctuation and spelling test
 - English Reading tests
 - Maths tests
 - Writing – teacher assessed.
- Your child will not get a level for these tests.

Assessment – Early Years (EYFS2 reception)

Communication and Language	Physical development	Personal, Social and emotional development	Literacy	Maths	Understanding the world	Expressive arts and design
Listening and attention	Moving and Handling	Self confidence and self awareness	Reading	Numbers	People and communities	Exploring and using media and materials
Understanding	Health and self-care	Managing feelings and behaviour	Writing	Shape, space and measures	The world	Being imaginative
Speaking		Making relationships			Technology	

Assessment – Early Years

- Early year outcomes – <http://bit.do/earlyyearsoutcomes>
- Evidence for learning
- The Autumn ‘learning journey’
- Parents invited to contribute – using ‘Tapestry’
- At present please write to us, hopefully parents will be able to log on and let us know soon.

Assessment – National Curriculum Years 1 to 6

What are the new Age related Expectations?

Year 3 maths example- 53 'I can' statements.

Information for Parents/Carers

MATHEMATICS TARGETS - A YEAR 3 MATHEMATICIAN

Page 1

Number, place value, approximation and estimation/rounding

I can count from 0 in multiples of 4, 8, 50 and 100.

I can compare and order numbers up to 1,000.

I can read and write numbers to 1,000 in numerals and words.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a 3-digit number.

I can identify, represent and estimate numbers using different representations.

I can solve number problems and practical problems using above.

Calculations

Reporting to parents- what might end of year progress look like?

Child	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
H. Potter	Secure	Secure	Secure	Secure	Secure	Secure
H. Grainger	Secure	Secure	Secure	Advanced	Advanced	Advanced
R. Weasley	Secure	Advanced	Advanced	Secure	Secure	Developing

During the year.....

Child	End of Autumn term	End of Spring term	End of Summer term
H. Potter	Commencing	Developing	Secure

Ongoing teacher assessment

Moderation meeting within our own school and with other schools in the cluster

Pupil progress meetings in school

New testing arrangements

	2015	2016
EY Age 5 / Rec	2-3 Progress Check EYFS Profile	2-3 Progress Check <i>[EYFS Profile]</i> <i>New early baseline</i>
KS1 Age 7 / Y2	Phonics Screening Check (Y1/2) TA in Rdg / Wtg / Ma (informed by test/task and externally moderated) S&L and Sc	Phonics Screening Check (Y1/2) <i>TA in Rdg / Wtg / Ma</i> (informed by <i>tests</i> and externally moderated; including GP&S) S&L and Sc
KS2 Age 11 / Y6	Test (R/GP&S/Ma) Levels 3-5 & 6 (Sc sample) & TA (inc statutory wtg TA moderation)	<i>Test</i> (R/GP&S/Ma) (Sc sample) & <i>TA</i> (inc statutory wtg TA moderation)

New testing arrangements

- Year 6 results will be a scaled score
- <100 – Lower understanding than expected.
- 100 – Secure age related expectations.
- >100 – Greater understanding than expected.