# Information about Changes to Assessment and the National Curriculum 2014

October 2014

# A Summary of Curriculum Developments

- The old National Curriculum was in place from 2000 – September 2014
- A series of changes took place during this time, following lengthy debate between educationalists and national government
- The ongoing concern has been to keep rigour, at the same time as ensuring that the curriculum was broad and balanced.

- This was the backdrop when systems of recording attainment were developed. A series of attainment targets were introduced which were measured by the level system that we have been familiar with for so many years. These were broken down into sub-levels, A, B and C, with A being the higher band.

- The Government's aim has been to raise standards and at end of key stages, the expectations required to achieve certain levels have increased.

- Schools have been required to report to parents using levels but there has not been a set format for this, apart from a sheet informing parents of their child's performance in national tests at the end of KS1 and KS2.

# National, Local Authority and School Uses of Assessment

- Ofsted – Inspectors use the levels data for comparing schools against national averages. During an inspection, the team will analyse attainment and achievement (progress) of various groups including boys, girls, ethnicity, those children of families entitled to benefits including free school meals etc.

- Hertfordshire Local Authority – advisers monitor and support schools by holding us to account by measuring progress against set targets. Generally, Hertfordshire schools do better than the national average.

- Nash Mills CE School – we set individual targets for pupils as you will know. As Hertfordshire performs better than the national average, we benchmark our end of key stage data for Reception, Key Stage 1 and Key Stage 2 each year against those of the other schools within the county.

# Why Change?

- The revised curriculum sets out what is to be taught within each year group or phase (KS1, lower KS2 and upper KS2), but there is no system or structure for the ongoing assessment of pupils' progress.

- The system of levels, that has been in place for over 20 years, will not fit the new National Curriculum, because the curriculum content has changed or moved around into different phases.

- One of the main criticisms of the level-system of recording and reporting attainment, was that children, teachers and parents became too concerned with the level at which a child was working, at the risk of narrowing teaching to meet the targets.

- As a result, having consulted with educationalists, Michael Gove announced the abolition of levels from the end of the Autumn Term 2014.

# Where Next?

1. Assessment will continue, as will KS1 and KS2 SATs (which will be based on new curriculum content from 2016; in 2015 these will be focused on the old curriculum)

2. There will be an emphasis on the 'big picture'

3. Day to day assessment is more powerful than summative judgements – i.e. 'next steps' marking and verbal feedback

4. In the past, there has been too much focus on narrow testing

5. Success criteria is the most useful basis for feedback to pupils – at the beginning of a lesson, teachers and children determine what should be included in a piece of work in order to know if the learning objective has been met

6. There will be more use of teacher assessment, not tests.

# Theory Into Practice

- Children's progress will be seen as a journey – a continuum

- The example below builds on the assessment practice for Early Years Foundation Stage, where children are judged to be emerging, reaching or exceeding expected standards.

| Entering | Developing | Securing | Mastering |
|---|---|---|---|
| evidence of a <u>few</u> aspects of the criteria – up to about 25% of the criteria<br>(may be occasional but not yet frequent) | Secure in <u>many</u> aspects of the criteria – up to about 60% | Secure in <u>most</u> of the criteria – more than 60% and up to about 80% | Secure in <u>all, or almost all</u>, of the criteria (and most likely showing 'glimmers' of the Y2 criteria) |

*(percentage figures shown are a guide only – a 'best fit' approach needs to be taken – subject-specific guidance may indicate certain curriculum areas as having greater weighting than others)*

## How Will This Approach Benefit my Child?

There will be a renewed emphasis on:

- applying the knowledge and skills learned within the context of more extended problem-solving
- applying the knowledge and skills in more challenging, unfamiliar contexts
- extended project work, with children conducting their own research and following their own lines of enquiry
- producing projects for different audiences
- using higher-order skills e.g. synthesising different ideas and concepts, creating and innovating etc.

These wider skills meet the target from our Ofsted Report 2013: "In some lessons, ***pupils are not given enough opportunity to think and learn by themselves*** because teachers lead all the activities."

# Key Messages - 1

The expectation is that this approach will avoid the ‘treadmill’ effect that sometimes can occur when there is pressure to keep showing further progress and insufficient time to consolidate and master skills.

(E.g. The learning of times tables is of vital importance in maths but there is a progression; first, children need to learn times tables by rote, then be able to recite these in random order - such as 1x3, 8x3, 3x3 - and finally they need experience at using their knowledge to solve word problems that include the corresponding division facts, such as ‘How many 3p stickers can I buy with 18p?’)

# Key Messages - 2

Hertfordshire Advisers are clear that we need to avoid the ‘labelling’ effect, the development of fixed mind-sets and comparison of attainment with peers – it is better to know a child’s individual strengths and areas for development rather than know that they are a ‘2B.’

# Nash Mills' Response

We agree with Hertfordshire Assessment Advisers in the promotion of discussion around what has been achieved well and what the next steps for learning are with both parents and children;
this is what we have always done, but there will no longer be a reference to levels.

# What About Reports?

- Current report format will change this academic year.
- The reports sent home at the end of this term will be the last using levels apart from those for Years 2 and 6; we will develop a revised format as the year progresses and explain this before summer reports go home.
- Phrases will give parents an indication of their child's progress, such as :
  - -Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus);
  - - Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus)
  - - Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)
- Advice in the reports on how to help at home will be retained; don't forget to read termly Curriculum Newsletters for further ideas.

# The New Curriculum September 2014

- There is greater freedom in some respects
- Maths and English – more prescriptive
- Some knowledge and skills in some subjects have moved to younger age groups
- Cross-curricular learning is advocated wherever possible
- The slides that follow relate only to those subjects where most changes have occurred; all other curriculum subjects remain.

# The Aims of the English Curriculum

- Emphasis on grammar – encourage your child to talk in complete sentences and look at punctuation when reading.

- Speaking and listening – talk a lot; about anything and everything! Practise using key vocabulary (see Curriculum Newsletters) in context, ask questions and seek opinions – can your child give reasons for their views about a certain event, book etc?

- Reading for pleasure – encourage reading a range of genres but essentially the key is to keep children reading – non-fiction and fiction in a variety of forms, e.g. signs, leaflets, recipes, comics, e-books etc

- Recitation and debate – consider differing points of view and learn some poems or text off by heart

- Spelling – see the Curriculum Newsletters for general advice; have fun in the bath with foam letters or magnetic ones in the kitchen.

# The Aims of the Maths Curriculum

- Cross curricular – links well with data-based topics
- Fluency – rapid recall of number bonds and times tables
- Application of skills – problem-solving using their knowledge
- Written and mental methods – children need to be able to do both (they don't need to write a sum out if they can do it in their heads accurately and fairly quickly, but good to check on paper sometimes!)

## Maths Domains (new name for topics)

- Addition, subtraction, multiplication and division
- Algebra
- Fractions
- Geometry
- Measurement
- Number and place value
- Statistics
- Ratio and proportion (Year 6)

# Science

- Topics are broadly the same, but have been re-arranged across year groups.

- Physics topics – electricity and forces – are no longer in Key Stage 1.

- Some new topics have been included in Upper Key Stage 2.

- A greater emphasis on using scientific language when children discuss ideas and findings.

# Key Stage 1

## Year 1

- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes

## Year 2

- Living things and their habitats
- Plants
- Animals, including humans
- Uses of everyday materials

# Lower Key Stage 2

## Year 3

- Plants
- Animals, including humans - movement
- Rocks
- Light
- Teeth and healthy eating
- Forces and magnets

## Year 4

- Living things and their habitats
- Animals, including humans - digestion
- States of matter (water cycle)
- Sound
- Electricity

# Upper Key Stage 2

## Year 5

- Living things and their habitats
- Animal, including humans- development
- Properties and changes of materials
- Evolution and inheritance
- Forces

## Year 6

- Living things and their habitats
- Animals, including humans -circulation
- Earth and space
- Light
- Electricity

# Scientists

Children will learn about modern/more recent scientists; can you match the names of these scientists to their specialist area?

| | |
|---|---|
| John Dunlop | Post-it notes |
| John McAdam | Waterproof fabric |
| Charles Macintosh | Road surfacing |
| Ruth Benerito | Fossils |
| Spencer Silver | Gravity |
| Isaac Newton | Tyres |
| Mary Anning | Non-iron cotton |

# Computing

- The name has changed from ICT

- The national curriculum for computing aims to ensure that all pupils:
  - can understand and apply the fundamental principles and concept of computer science, including abstraction, logic, algorithms and data representation
  - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
  - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
  - are responsible, competent, confident and creative users of information and communication technology.

We follow the Herts Computing Scheme of Work

# Herts Computing Scheme of Work

| Key stage | Learning theme | Key idea |
|---|---|---|
| KS1 | Let's create (Year 1) | Children begin to explore digital texts, creating their own digital content (still image, word and sound) using a range of devices and software. They develop understanding of some of the devices they use and apply some unplugged programming approaches to support their understanding. |
| | Discovering programming | Children use a range of approaches to develop their understanding of algorithms and programming, including unplugged approaches and simple onscreen and physical devices. |
| | Starting research | Children develop understanding of researching using both digital and non-digital sources, understanding they need to check what they discover. They use charts, graphs and mind maps to present the results of their research. |
| | Getting creative (Year 2) | Children develop their understanding of digital texts, creating their own digital content (still, moving and animated image and word) using a range of devices and software with increased precision. They demonstrate understanding of some of the devices they use. They use unplugged approaches to support their understanding of algorithms. |
| | Talking and sharing | Children explore various ways of conveying messages using both digital and non-digital systems. They use emails and respond to blogs. They explore very simple onscreen simulations and link these to their understanding of algorithms. |
| | Visual information | Children investigate how we derive information from the world around us, including both digital and non-digital sources. They use datalogging devices to explore environmental conditions and organise objects using branching databases. They compare the ways in which people and computer programs might sort such objects. |
| | | |

| Key stage | Learning theme | Key idea |
|---|---|---|
| Lower KS2 | Accuracy counts | Children investigate the concept of computer networks including the internet and the services offered on it. They use and compare search engines on the World Wide Web, selecting and evaluating with increasing discernment and respecting copyright when creating their own content. They use spreadsheet software to create graphs and to explore number patterns. |
| | Authoring | Children use a variety of different software to create digital content, understanding some of the differences between them. They select and use software to create non-linear content for specific audiences and objectives. |
| | Bringing images to life | Children develop understanding of the ways that digital images can be edited and transformed. They develop understanding of animation, using digital tools to create their own animation. They use programming software to produce programmed animations, using sequence, repeat and selection. |
| | Developing communication | Children use online communication tools such as email, blogs and discussion forums to support collaborative learning, safely and respectfully. They use simple sound editing software to record and manipulate sound clips. |
| | Keeping informed | Children understand the difference between data and information. They use sensing and datalogging tools to gather data to support their science investigations. They structure data in branching and flat-file databases and understand how to derive information from these sources. |
| | Programming and games | Children explore simulations, explaining how these are structured and some of the programming needed. They decompose tasks and create and debug algorithms to solve them, understanding how algorithms support the programming process. They write programs to achieve specific objectives, understanding and using sequence, selection and repetition. They test, debug and refine their programs. |
| | | |

# Herts Computing Scheme of Work contd

| Key stage | Learning theme | Key idea |
|---|---|---|
| Upper KS2 | Data matters | Children investigate the concept of "big data" sharing its application in the world for such areas as meteorology, mapping, traffic flow, etc. They review how data and information are stored and searched on computer networks. They use search operators and linked queries to obtain research results efficiently. They investigate their digital footprints and discuss ways of using online tools responsibly, securely and safely. They design, create and search flat-file databases, producing reports from the data and considering accuracy and efficiency. |
| | Information models | Children use spreadsheet software to structure numeric information, making calculations using formulae and functions. They import data collected using dataloggers and analyse it using functions within the software. They carry out what-if modelling, using this for prediction and present results using graphs. |
| | Robotics and systems | Children investigate automated systems in the wider world and consider the programming instructions which could control them. They create and debug algorithms and then use different programming languages to write the related programs. They program physical devices, controlling inputs and outputs. They use sequence, selection, repetition and variables in their programs. |
| | Morphing image | Children explore 3D drawing tools and consider how these are used in the wider world. They use storyboards to create live film and animations for specific audiences. They demonstrate their understanding of copyright and ownership, crediting the sources of materials they use. |
| | Sound works | Children create soundscapes, incorporating different content. They target their work to meet the need s of specific audience and they gather feedback from that audience. |
| | Staying connected | The children use blogs for collaborative projects in school, uploading different types of digital content, while checking copyright and crediting sources. They work as a class to build a wiki around a class topic, taking editorial responsibility for their work. They know the school's eSafety rules and encourage other children to keep safe online. |
| | | |

# History

- Foundation Stage – 'Understanding of the World' – talking broadly, 'a long time ago'

Key Stage 1

- Purpose and Aims – 2 minor changes for the skill set
  - A greater emphasis on the children understanding chronology
  - Encourages children to widen the sources they use in History to include stories

- Breadth of study
  - Minor changes in topics ; greater emphasis on looking at national events.
  - List of significant people increased, but schools make own choices

- Topics that will be covered at Nash Mills:

| | | |
|---|---|---|
| **Year 1** | Significant individuals | - Christopher Columbus and Neil Armstrong |
| | Changes within living memory | - Toys from the past |
| | Significant local historical places | - The Paper Mill |
| **Year 2** | Significant historical events | - Bonfire night, WW1 and Christmas |
| | Events of national significance | - Great Fire of London |
| | Changes within living memory | - Seaside holidays in the past |

# History (contd)

- Key Stage 2
- Purpose and Aims - There are a few changes for the skill set:
  - To understand the nature of the expansion and dissolution of empires and ancient civilisations
  - Less emphasis on diversity but encouragement to gain a perspective of History within different contexts
- Breadth of study:
  - Noticeable increase of units of study from 6 to 9 – the emphasis on need to understand how History 'fits together' from one time period to the other.

New topics:

- Changes in Britain from the Stone Age to the Iron Age
- Non European civilisations, such as Early Islamic civilisation, Mayan civilisation and the Benin civilisation
- Single unit of study on Romans, Anglo-Saxons and Vikings from the 2000 Curriculum has been spilt into 3 separate topics; Roman Empire, Britain's settlement by Anglo-Saxons and Scots and the Viking/ Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

# History (cont'd)

Topics that will be covered at Nash Mills:

| | | |
|---|---|---|
| • Y3 | Autumn term | Changes in Britain from the Stone Age to the Iron Age |
| | Spring term | Roman Empire and its Impact on Britain |
| | Summer term | Local study - Canals |
| • Y4 | Autumn term | Achievements of earliest civilisations (Ancient Egypt) |
| | Spring term | Britain's settlement by Anglo-Saxons and Scots |
| • Y5 | Spring term | Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| | Summer term | Ancient Greece – a study of Greek life and their achievements/influence on the rest of the world. |
| • Y6 | Spring term | Changes in an aspect of social history – Victorian entertainment |
| | Summer term | Non-European study – the Mayan civilisation (AD900) |

# The Aims of the PE Curriculum

- Emphasis on high quality PE
- Government funding
- Healthy lifestyles
- Competitive sports