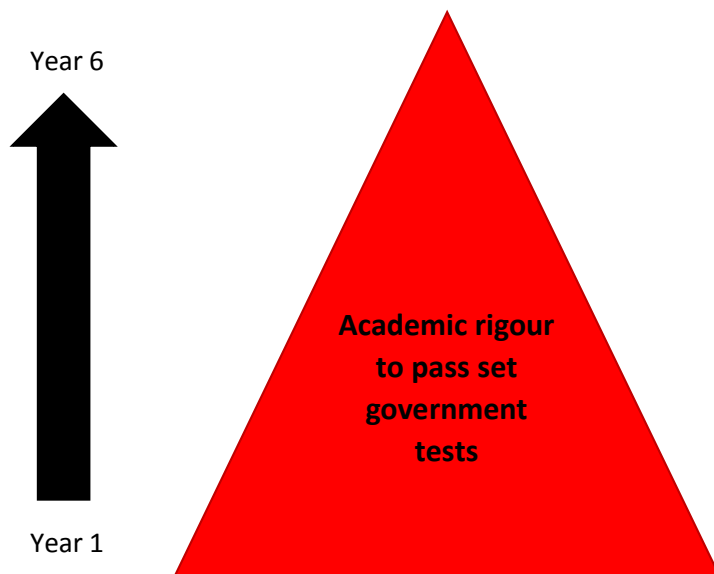


Changes to the National Curriculum and Assessment

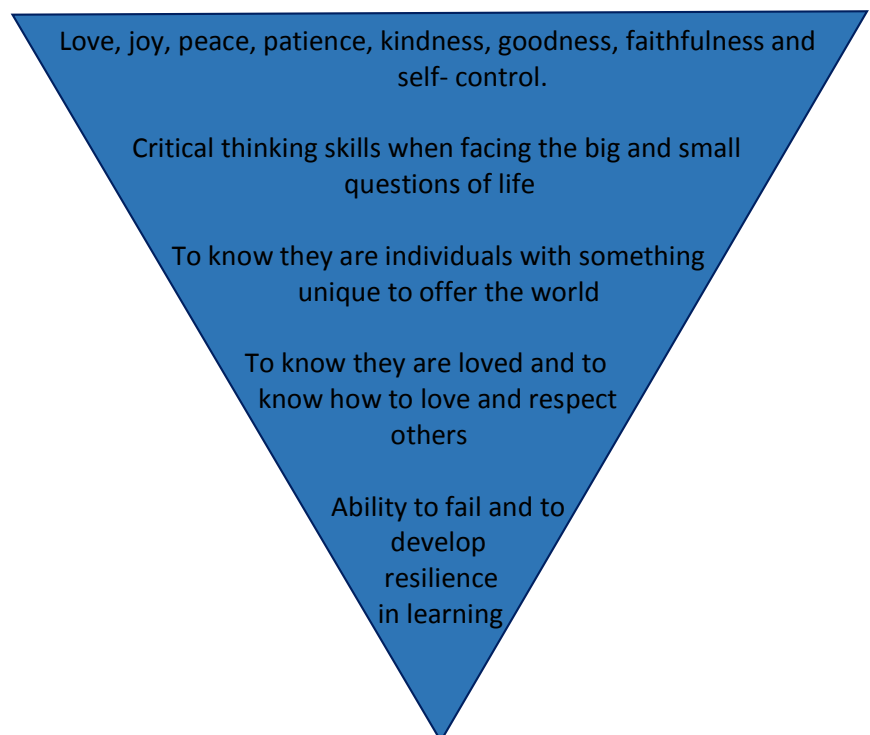
The Educational Landscape



Staff and Governors are very aware that over recent years in particular the Government has, in respect of schools, been very focussed on "Further, Faster, Higher" with a push towards increasing academic achievement.

As part of The Blake School's Academy conversion process the staff and governors looked very carefully at what is important to them as a community.

Whilst being absolutely committed to academic excellence, staff and governors are also keen to ensure that children are given a broad educational experience based on the school values, critical thinking and the value of each unique individual.



At The Blake School staff and governors are committed to working together to ensure both academic excellence **and** the development of the whole child. Staff and Governors believe that the primary years of education are an important foundation for the school years that follow and that a broad and balanced foundation will ensure that children can continue to thrive and enjoy learning as they move into their secondary school years.

All schools are now facing a period of significant curriculum change and changes to the methods of formal and informal assessment and at The Blake School we are therefore particularly glad to be a part of the Oxford Diocesan Schools Trust (ODST). As a family of schools we can work together, share ideas and expertise as well as having access to informed and supportive advisers.

The new National Curriculum

The Government introduced the new National Curriculum for most year groups in September 2014, it was compulsory for all year groups from September 2015.

The Government felt that the system of Levels under the old curriculum was confusing. Schools recognised that simply labelling child as working at a particular Level does not help them (or their parents/carers) understand what areas they need to work on next.

The new curriculum has significantly increased expectations, the bar has been raised in terms of what children are required to know and the skills they must have mastered at each Key Stage.

Maths

Five year olds will be expected to learn to count up to 100 and learn number bonds to 20.

Simple fractions ($\frac{1}{2}$ and $\frac{1}{4}$) will be taught in Key Stage 1 and by the end of Primary School children should be able to convert decimal fractions to simple fractions.

By the age of nine children will be expected to know times tables up to 12x12.

To encourage mental arithmetic, calculators will rarely be used.

English

Children will learn more Shakespeare.

There will be a stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in Key Stage 1).

Spoken English has a greater emphasis, with children being taught debating and presentation skills.

Handwriting is expected to be fluent and legible.

One of the biggest changes under the new curriculum is computing, which replaces Information and Communication Technology (ICT) and has a greater focus on programming, rather than operating.

Computing

From age five children will learn to write and test simple programmes, and to organise, store and retrieve data.

From age seven children they will be taught to understand computer networks, including the internet.

There is a stronger emphasis on internet safety.

Many of the curriculum changes are positive and welcomed by schools. Schools are however concerned to monitor the impact of the increased expectations on children's attitude to learning.

What is the impact of the new curriculum on assessment?

Under the old curriculum each of the Levels had been well moderated both between local schools and nationally. There is not yet any data for the new curriculum and so any data that an individual school produces has not been moderated. During the second half of the year The Blake School will be carrying out some moderation with other ODST schools, both locally and in other areas of the Diocese.

The curriculum content between the old and new curriculum is so different that it is not possible to put Levels against the new curriculum.

The Blake School are using the ODS recommended assessment system, Target Tracker. Target Tracker is the biggest assessment system in use across the UK, it tracks the specific objectives for each child and therefore enables class teachers to accurately focus their teaching.

The curriculum for each year group is divided in to bands. Year 1, band 1; Year 2, band 2 etc. Within each band children will be graded as “Beginning”, “Working within” or “Secure”.

At the end of the Reception year schools are required by the government to use the terms “Emerging, Expected and Exceeding” to advise parents / carers about attainment. The language is not necessarily helpful as parents can find the terms misleading e.g. only 60% of students nationally reach “Expected”. The Government may also tell schools what language they have to use to report attainment to parents/carers under the new curriculum. Most schools are reporting that children are achieving either below, at, or above the expected level for their curriculum year group, which may be perceived as having less rigour than the old Levels system.

A specific benefit of Target Tracker is that it allows teachers and senior leaders to look at the data for each child, to identify the things that they are confident with and the areas that they need to continue to work on.

| Mathematics: Number - Number and Place Value | | Mathematics: Number - Addition and Subtraction | |
|--|---|---|---|
| Band 1 | Band 2 | Band 1 | Band 2 |
| count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$ | read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs | solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures |
| count and read numbers to 100 in numerals | count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | write mathematical statements involving addition (+), subtraction (-) and equals (=) signs | solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required |
| count and write numbers to 100 in numerals | recognise the place value of each digit in a two-digit number (tens, ones) | represent and use number bonds within 20 | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |
| count in multiples of twos, fives and tens from 0 | identify, represent and estimate numbers using different representations, including the number line | represent and use subtraction facts within 20 | add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones |
| identify one more and one less of a given number | compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs | add one-digit and two-digit numbers to 20, including zero | add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens |
| identify and represent numbers using objects and pictorial representations | read and write numbers to at least 100 in numerals | subtract one-digit and two-digit numbers to 20, including zero | add and subtract numbers using concrete objects, pictorial |

Information can be printed off for individual children, or for classes. Schools will be able to share with parents/carers exactly what objectives their child/children need to work on.

Testing

Under the new curriculum testing will be much more formal. At The Blake School staff want children to be well prepared and children will therefore be completing some practise tests. It is however important that the children do not feel pressured, testing is a measure of the school's performance, not that of the child. The testing experience needs to be a good learning experience and the school is well practised at that.

Testing will not lead to children being given a Level. Current guidance indicates that children will probably be given a score where 100 is considered the norm, children scoring under 100 will be considered to be achieving below national expectations, those scoring over 100 will be considered to be exceeding national achievement expectations. Schools have not yet been advised of the exact scoring that will be used.

Year 2 – SPAG Test

Tick the sentence that is a **statement**. Tick **one**.

- A. What an interesting painting!
- B. Can you collect the crayons, please?
- C. James washed the paintbrushes.
- D. Check that your tables are clean.

Answer - C

Year 6 – SPAG Test

Tick the sentence that uses the past progressive. Tick **one**.

- A. After Ali finished his homework, he went out to play.
- B. Gemma was doing her science homework.
- C. Jamie learnt his spellings every night
- D. Anna found her history homework difficult.

Answer - B

Year 6 – SPAG Test

Tick the option that shows how the underlined words are used in the sentence. Tick **one**.

My baby brother was born in the hospital where my father works

- A. as a preposition phrase
- B. as a relative clause
- C. as a main clause
- D. as a noun phrase

Answer - A

How will the new assessment information be communicated to you?

Schools anticipate that they will be asked to report whether a child is in line, above or below their curriculum band. The data for the curriculum bands has yet to be statistically validated, as there is no historical data.

Target Tracker provides a standard report form (shared as an appendix) that could be modified and used by the school.

Staff and Governors recognise that the end of year reports have a limited value as they are produced too late in the year to impact on learning. Staff are considering producing a report along the lines of the Target Tracker report three times a year in order that parents/carers can be told what their children need to work on as the year progresses. There will be further discussion prior to a decision regarding reporting being made.

At the meeting a straw poll of those present indicated an overwhelming preference for more regular reporting against curriculum objectives, rather than an end of year report.

Questions

Would reports include what a child is working well at? Yes, definitely.

Would reports be produced prior to parent's evenings? Yes, if reports were produced more regularly.

What happens if children are constantly under-achieving (in government terms)?

It is always important to look at progress measures, children who are working below expectations can still be making really good progress. Ofsted will be looking at progress. Communicating effort will also be a valuable feature of reporting. Parents/carers should not be concerned if their child/children are not meeting expected standards at this stage.

Progress will be important even for children who are achieving well, children are expected to make good steps of progress whatever their starting point and Target Tracker will help monitor this.

How will you make sure that children don't feel that they have failed?

At The Blake School we are starting with where the children are at, so that they don't feel they are failing. Rather than simply teaching the band that the class is currently in, e.g. band 5 for Year 5, teachers are ensuring that children have grasped the curriculum from earlier bands.

Owing to the step up of the new curriculum there is a need for children to "catch up" with the objectives from earlier bands.

Have staff received training on the new curriculum and Target Tracker?

Yes, prior to the start of the school year, but also regularly since the start of the year.

What will happen to children who have specific needs?

Exactly the same systems will be in place and the same support in place for them as there has been in the past. Target Tracker will enable teachers to identify exactly what individual children need to work on.

Is this something that all schools are doing?

Yes, these are national changes, it is the same for every school across the country.

How will this affect children moving to secondary school?

Secondary Schools have historically carried out their own assessments. The testing that is taking place in Year 6 is a signpost, not the end of the journey. Children will continue their journey through education as they move to secondary school.

APPENDIX



End of year report: [REDACTED]

Class Teacher Comments

Effort and Attainment

| Subject | Effort | Below | Expected Age Attainment Range | | Above |
|-------------|--------|-------|-------------------------------|--------------|-------|
| | | | Within | Upper within | |
| Reading | | ● | | | |
| Writing | | ● | | | |
| Mathematics | | ● | | | |
| Science | | | | | |

Key:

● Current attainment

E: Excellent

S: Satisfactory

G: Good

NI: Needs improvement

Main Subjects

English

Mathematics

Science

Other Subjects

| Subject | Attainment | Effort | Subject | Attainment | Effort |
|-----------------------|------------|--------|---------------------|------------|--------|
| Spoken Language | | | Languages | | |
| Art and Design | | | Music | | |
| Computing | | | Physical Education | | |
| Design and Technology | | | Religious Education | | |
| Geography | | | PSHE | | |
| History | | | | | |

Other Subjects Comments

Achievements

| | | | | |
|---------------|-----------------------|-------------------------|-------------------------|--|
| Head Teacher: | | | Teacher: | |
| Attendance: | Authorised absence: 2 | Unauthorised absence: 0 | Sessions available: 152 | |

Date: 02/02/2016

Year 6 pupil comments by [REDACTED]

What I have enjoyed this year:

What I need to work harder on:

----- ✂ ----- ✂ ----- ✂ -----

Parents' comments for [REDACTED]

Please use this slip to acknowledge receipt of your child's report, make any comments and return to school.

Name:

Date: