

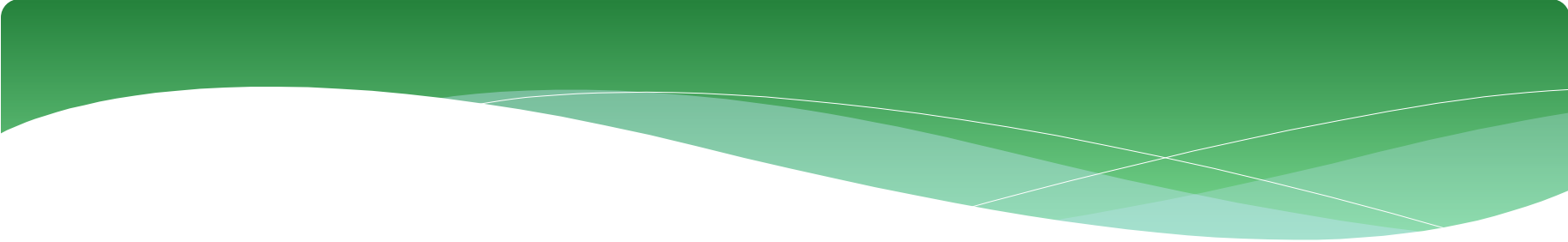
‘The New National Curriculum and Assessment without Levels’

February 2016



St. Peter's Catholic Primary School

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The purpose of this evening is to help you understand:

- The changes in the National Curriculum.
- What they mean in terms of your children's progress and learning.

The New National Curriculum

- Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. (DFE 2013)



What has changed?

The non-core subject curriculum such as History, Geography, RE, Music, PSHE, Art and Design, Design Technology are no longer as prescriptive. There is less content and teachers are given a set of 'skills' and broad areas that children must cover. This allows more freedom to teach what the children enjoy and gives the opportunity for children to study in greater depth.



Core Subjects

Age related expectations in Maths, English and Science in the new curriculum are more demanding than in the past.

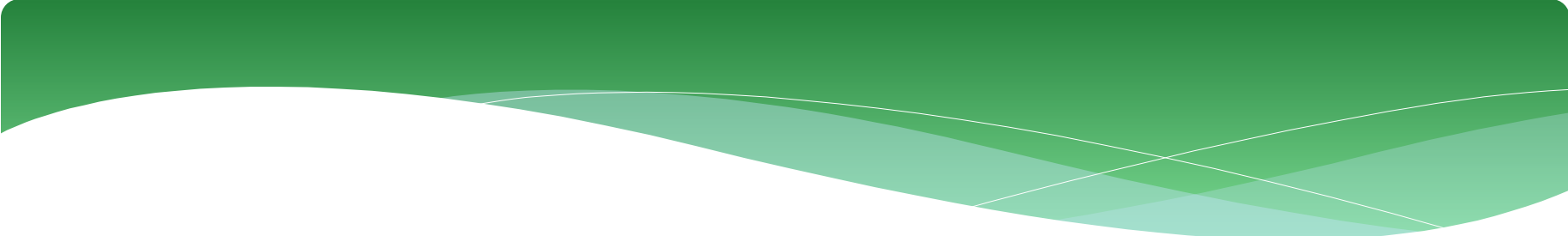
For example:

Guidance on the teaching of spelling, vocabulary, grammar and punctuation is more specific and the content is more advanced.

An age related expectation for children in Years 3 – 4 is to be able to indicate grammatical and other features by:

- using fronted adverbials e.g. '*As fast as he could, he ran away.*'
- using the possessive apostrophe correctly in regular irregular plurals
- using direct speech, with correct pronunciation

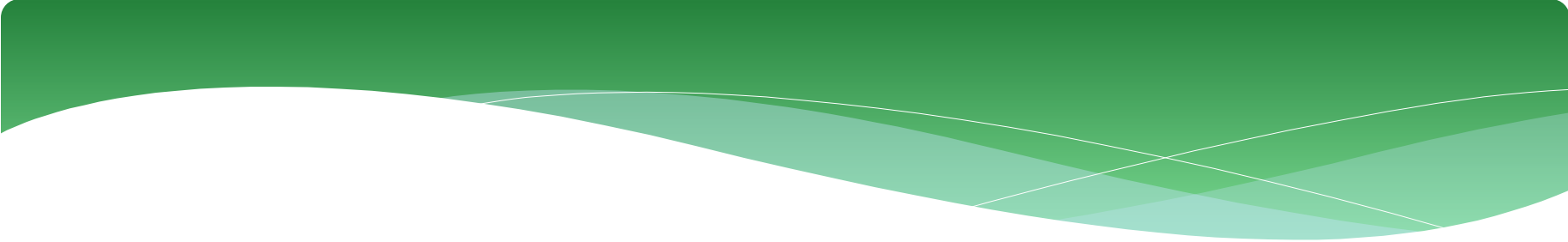
The children are expected to know and apply these grammatical features and understand the relevant terminology.

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- What is expected of children in their age related maths curriculum is also higher e.g.
 - By the end of Year 4, the expectation is for all children to know all multiplication and division facts up to $12 \times 12 = 144$
 - Be able to read Roman numerals up to 100

Assessment Without Levels

The familiar assessment levels which have been used up until now are no longer relevant.

e.g. 2b at the end of Year 2 does not necessarily mean that a child is ready to access the new Year 3 curriculum, because of the higher expectations.



As you will understand, your children have not been working to these new curriculum expectations in previous years so they, along with every child across the nation, have a great deal of catching up to do to in order to reach the new End of Year Step Expectations.

How will we Assess your Children?

Schools have been given the freedom to track and report internal attainment and progress using whichever method they choose. We will continue to use Target Tracker to record progress and set targets.

We will now report whether your child is:

- **Beginning to work towards the expected standard** - yet to be secure in the end of year expectations.
- **Working within the expected standard** - secure in the majority of the end of year expectations.
- **Secure within the expected standard** - secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Across the country, different areas and authorities refer to the year group expectations by different names – Steps, Stages or Year Group Expectations.

In our school, we will refer to the year group expectations as **‘Steps’**. We assume that, for most children, in the Autumn Term (Term 1) they would usually be **‘beginning’** to work on the Step for their year group, in the Spring Term (Term 2) they are becoming more confident and are **‘working within’** the Step expectations, and by the end of the year in the Summer Term (Term 3) they are **‘secure’** in the Step expectations:

Term 1		Term 2		Term 3	
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Beginning		Working Within		Secure	
Beginning B	Beginning +	Working Within	Working Within +	Secure	Secure +
B	B+	W	W+	S	S+

Target Tracker

Target Tracker

File Home EYFS Reports Steps Reports Other Reports Levels Reports Levels Charts EYFSP 2008 Admin Termly Tracker Groups Pupil Filters Help

Subjects Term Spr2 14-15

End of Previous Year TA Show End of Year Target

End of Year Target

Age Related Expectation Help

Target Tracker 11 March 2015

Termly Tracker Y5 'Elm' - All Pupils (30 pupils) Spr2 2014-15

Year 5: (30 pupils)		Teacher Assessment Step compared with Age Related Expectation					Date of Birth
		Rdg	Wri	Mth	SEN		
Alejandra	Snow	5s+	5w+	5w+	N	17-Sep-2004 *	
Allie	Forster	5s	5w+	5b+	N	02-Jul-2005 *	
Chante	Harvey	5w+	4b	5b+	N	17-Sep-2004 *	
Corinne	Still	5b+	5s	5s	N	09-Oct-2004 *	
Daisy	Fisher	5b	4s+	5s	N	02-Jul-2005 *	
Daniel	Jeffery	5w	5w+	5s+	N	04-Nov-2004 *	
Elese	Weedon	5b+	4b	5w+	N	03-Aug-2005 *	
Harry	Wallis	5b	4s+	4s+	N	10-Dec-2004 *	
Jack	Cracknell	5w	4s+	4s+	N	21-Apr-2005 *	
Jack	Mlin	5s	5s	4s+	N	12-Apr-2005 *	
Judie	Martin	5w+	4s+	4s+	N	13-Aug-2005 *	
Kareena	Taylor	5s	5w+	5w+	N	12-Nov-2004 *	
Keaun	Dodds	5s	5w+	4s+	N	08-Nov-2004 *	
Lauren	Whiskin	5w	5w+	5w+	N	21-Apr-2005 *	
Maijory	Thorn	5b	4s+	4s+	N	29-May-2005 *	
May Louisa	Thevalhasan	5b+	4b	4s+	N	03-Feb-2005 *	
Nairobi	Callow	5s	4s+	5s	N	16-Mar-2005 *	
Ole	Hussein	5s	5w+	4s+	N	02-Mar-2005 *	
Omarie	Heath	5s	5w+	5w+	N	09-Jun-2005 *	
Omer	Chalkin	5w	4b	5w+	N	22-Mar-2005 *	
Ossama	Hodgson	5w+	4s+	4s+	N	21-Apr-2005 *	
Robert	Bruguer	5s	5w+	5w+	N	15-Apr-2005 *	
Saira	Scott	5s+	5s+	5s	N	09-Jun-2005 *	
Solomon	Shule	5s+	5s	5b	N	08-Nov-2004 *	
Stefan	Northern	5b	3w	5w	N	03-Feb-2005 *	
Stuart	Drury	5b+	4b	5w+	N	04-Nov-2004 *	
Sulaiman	Belgrave-Breeds	4b	4s+	4b	N	21-Apr-2005 *	
Tyra	Hawkins	4w	4b	5w+	N	02-Mar-2005 *	
Vidusha	Hill	4s+	5w+	4s+	N	10-Dec-2004 *	
Wilfred	Patrick	4w	4b	4s+	N	12-Apr-2005 *	

Ready Admin (Admin) Current Term: Spring 2 Pupil Selection: Y5 'Elm' Pupil Filter: All Pupils (30/30) Show Notifications

Reading Spring 2 Reading - All Statements

Pupil Subject Term Show Term Assessed Statements

Forename	Surname	Assessment	2b 42	2b+ 43	2w 44	2w+ 45	2s 46	2s+ 47	3b 48	3b+ 49	3w 50	3w+ 51	3s 52
Abbas	Ibrahim												
Alivia	Sams												
Amelia	Cottage												
Amelia	Ellison												
			2					3-4					
ily and understanding by listening to and discussing a wide and non-fiction at a level you can read independently			develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently					develop positive attitudes to reading and understanding of what they read by listening to and discussing fiction, poetry, plays, non-fiction and reference books or textbooks					
y and understanding by being encouraged to link what they have own experiences			develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related					develop positive attitudes to reading and understanding of what they read by reading books that different ways and reading for a range of purposes					
lay and understanding by becoming very familiar with key details, retelling them			develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales					develop positive attitudes to reading and understanding of what they read by using dicto to check the meaning of words that they have read					
abulary and understanding by recognising and joining simple phrases			develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways					develop positive attitudes to reading and understanding of what they read by increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling son					
lay and understanding by learning to appreciate rhymes recite some by heart			develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry					develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books					
elay and understanding by discussing word meanings, to those already known			develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary					develop positive attitudes to reading and understanding of what they read by preparing and play scripts to read aloud and to perform, showing understanding through intonation, tone, v					
ely and fluently and those they listen to by drawing on what background information told by the teacher			develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases					develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination					
ely and fluently and those they listen to by checking that the them as they read and			develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make					develop positive attitudes to reading and understanding of what they read by recognising elements of narrative from a range of texts, including non-fiction, narrative non-fiction					

Maths

Number: I can use number and place value.		Number: I can multiply and divide.		Measurement: I can measure.		Geometry: Properties of Shape I can recognise the properties of shape.	
I can count in multiples of 6, 7, 9, 25 and 1000.		Recalls multiplication and division facts for the timetables tables up to 12×12 .		I can convert between different units of measure.		I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	
I can find 1000 more or less than a given number.		I can use place value and number facts to multiply and divide mentally, including $\times 0$ and $\times 1$, $+1$, and multiplying three numbers together.		I can measure and calculate the perimeter of a square or rectangle in cm and m.		I can find acute and obtuse angles. I can compare and order angles up to two right angles by size.	
I can count backwards through zero and into negative numbers.		I can recognise and use factor pairs and commutativity in mental calculations.		I can find the area of rectangles and squares by counting squares.		I can find lines of symmetry in 2-D shapes presented in different orientations.	
I can recognise the place value of each digit in a four-digit number TnHtU .		I can multiply TU and HTU numbers by a U number using formal written layout.		I can estimate, compare and calculate different measures such as 105p \times £1.35 and answer questions like Convert 1.3kg into grams?		I can complete a simple drawing using a line of symmetry or mirror line.	
I can order and compare numbers beyond 1000.		I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.		I can read, write and convert time between analogue, 12-hour digital 24-hour digital clocks.		Geometry: Position and Direction I can describe position and direction.	
I can find and show numbers in different ways and use this to help me estimate.		I can solve problems using integer scaling and correspondence.		I can solve problems which involve converting units of time. For example, convert from hours to minutes, minutes to seconds, years to months and weeks to days.		I can describe positions in the first quadrant of a 2D grid using coordinates.	
I can round any number to the nearest 10, 100 or 1000.		Number: I can use fractions (decimals and percentages).				I can describe movement between positions as translations to the left or right and up or down.	
I can read Roman numerals to 100 (I to C) and knows that over time the numeral system changed to include the concept of zero and place value.		I can recognise families of equivalent fractions and draw diagrams to prove this.				I can plot points from co-ordinates and draws sides to complete a polygon.	
Number: I can add and subtract.		I can count up and down in hundredths. I can make a hundredth by dividing an object by 100 or by dividing tenths by ten.				Statistics: I can represent and interpret data	
I can add and subtract numbers with up to TnHtU using formal written columnar methods.		I can use fractions to calculate quantities, including using multiplication and division of fractions and some non-unit fractions.				I can interpret and present discrete and continuous data using graphs such as bar charts and time graphs.	
I can estimate answers so I know what is sensible.		I can add and subtract fractions with the same denominator.				I can use bar charts, pictograms, tables and other graphs to solve comparison problems and to answer questions about the sum of and difference between data.	
I can use inverse operations to check my							

The Main Areas

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measurement
- Geometry (Shape and Space; Position and Direction)
- Statistics
- Ratio and Proportion (for Year 6)
- Algebra (for Year 6)

The different 'Steps'

Mathematics

For example: Add tens and units to units

Beginning to work towards the expected step:

The child can achieve the objective with support after direct teaching

Working within the expected step:

The child can do this independently and apply the objective to word problems

Secure within the expected step:

The child can add tens and units in any context without support or reminding. This could be within another subject – for example adding scores in PE or Science

Writing

Composition: I can plan a text.		Vocabulary, Grammar and Punctuation: I can use word-level grammar.		Spelling: I can use a range of spelling strategies.		Handwriting: I can write clearly and legibly.	
I can discuss a piece of writing similar to that I am going to write. I can learn from its layout and from the word choices made.		I can build nouns by adding prefixes like super- , anti- and auto- e.g. super-strength, automatic.		I can use further prefixes and suffixes and understand how to add them.		I can use diagonal and horizontal joins and understand which letters are best left un-joined.	
I can discuss and record ideas when I plan.		I remember to use 'a' before a consonant and 'an' before a vowel e.g. a rock, an octopus.		I can spell further homophones.		I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure my down strokes are parallel and the same size.	
Composition: I can draft and write a text.		I can identify words which have similar spellings because they have similar meanings e.g. solve, solution, solver, dissolve, insoluble.		I can identify commonly misspelt words and attempt to correct them.		I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure the lines of writing are spaced so that the letters on different lines do not overlap.	
I can compose sentences and dialogue in speech before writing them on paper. I use these opportunities to try out new, rich and varied vocabulary and to experiment with different types of sentences.		Vocabulary, Grammar and Punctuation: I can use sentence-level grammar.		I understand how to place the apostrophe within regular plurals. For example, 'The girls' and boys' teacher.			
I can make some attempt to use paragraphs by organising similar ideas next to each other. This may include one sentence paragraphs.		I can use conjunctions like when, before, after, while, so, because to express time, place and cause.		I can use the first two or three letters of a word to check spelling in a dictionary.			
I can create settings, characters and plot in story writing by, for example, using adjectives to elaborate on basic information.		I can use adverbs like then, next, soon, therefore to express time, place and cause.		I can write from memory simple sentences dictated by the teacher.			
I can use headings, sub-headings and other organisational devices when writing non-fiction.		I can use prepositions like before, after, during, in and because of to express time, place and cause.					
Composition: I can evaluate and edit a text.		Vocabulary, Grammar and Punctuation: I can use text-level grammar.					
I can assess the effectiveness of my own and others' writing and suggest improvements.		I can start to use paragraphs by organising writing ideas next to each other.					
I can suggest changes that improve consistency in writing by, for example, suggesting a change in word choice or replacing a noun with a pronoun to avoid repetition.		I can start to layout my writing using headings and sub-headings.					
I can proof-read for spelling and punctuation errors.		I can use have or has to make some use of the present perfect tense e.g. 'He has gone out to play' rather than 'He went out to play'.					
I can read my own writing aloud to a group or to the whole class, using appropriate expression , control and volume to make my meaning clear.		Vocabulary, Grammar and Punctuation: I can punctuate correctly.					
		I am beginning to use inverted commas "" to punctuate direct speech.					

The Main Areas

- **Composition**

This is split into three sections:

- Planning,
- Drafting and writing
- Evaluating and editing

- **Vocabulary, grammar and punctuation**

This is split into four sections:

- Word level
- Sentence level
- Text level
- Punctuation

- **Spelling**

- **Handwriting**

The different 'Steps'

Writing

For example: planning and writing (composition) a set of instructions using appropriate layout (text level grammar, handwriting) and language (word and sentence level grammar, spelling).

Beginning to work towards the expected step:

The child will be able to use some of the features of a text to write their own with lots of modelling and input from the teacher.

Working within the expected step:

The child has understood the features and content needed to write a set of instructions and can do so independently.

Secure within the expected step:

The child has remembered the features of instructions and can demonstrate their ability to write them, independently, in another subject. For example in Science or during topic work.

Reading

Decoding		Literal Understanding		Inference and Deduction		Discussion Skills	
I can use my knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of my reading.		I can identify the main ideas in two or more paragraphs and can usually summarise the content. When summarising I can include most of the main ideas in one or two sentences which use key vocabulary from the text.		I can make reasoned predictions of what might happen which are clearly derived from the details in a text, both stated and <u>implied</u> .		I can usually identify words or phrases that interest, inspire or intrigue me from my reading and can usually explain why explaining the effect on me as a reader.	
I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.		I can, usually independently, read books appropriate for my age and check the text makes sense, self-correcting when I misread a word. I can discuss the meaning of new and unusual words in context.		I can draw inferences from the stories and poems I read. For example, I can infer a <u>characters'</u> feelings, thoughts and motives from their actions. I can find relevant evidence to justify the inferences I make.		I can listen attentively and participate in discussions about a wider range of more challenging fiction, non-fiction, poetry and plays expressing views and preferences and justifying them by returning to the text.	
I can independently use a dictionary to check the meaning of words that I come across when reading.		I can perform poems and play scripts, using intonation, tone, volume and uses of drama approaches to aid understanding.		Organisation, Layout and Genre		I can discuss books that are read to me and books that I read to myself, taking turns and listening to what others have to say.	
Choice and Purpose		I can usually ask questions to improve my understanding when reading independently.		I can accurately re-tell a wide range of age appropriate fairy stories and myths and legends providing detail which is interesting and appropriate.			
I can independently identify and discuss themes and conventions in a wide range of age appropriate texts		I can usually identify questions to be answered before reading and use specific features of the text to answer them and can record information in a form that can easily be retrieved e.g. <i>making and organizing notes</i>		I can usually identify distinctive language, structural and presentational features in my reading and sometimes demonstrate my understanding of how these help the reader draw meaning from the text.			
I can use, select and read books that are structured in different ways for the appropriate purpose				I can confidently identify and name different forms of poetry and describe their features.			

The Main Areas

- Decoding
- Choice and Purpose Literal
- Understanding Inference and Deduction
- Organisation, Layout & Genre
- Discussion Skills

The different 'Steps'

Reading

For example: Listening attentively and participating in discussions about a wider range of more challenging fiction, non-fiction, poetry and plays expressing views and preferences (Discussion Skills).

Beginning to work towards the expected step:

The child can listen to, understand and begin to respond to simple texts and begin to develop this to include a wider range of texts.

Working within the expected step:

The child can access and respond to a wider range of more challenging texts and actively take part in discussions justifying their responses with evidence from the text.

Secure within the expected step : The child can understand and discuss a range of challenging texts across the curriculum and use evidence from the text to justify their thoughts and respond to others views.

Statutory Assessment

In the summer of 2016 all children in England and Wales will sit external national tests at the end of both Key Stages (Year 2 and Year 6). The tests will cover:

- Mathematics (reasoning and arithmetic)
- English Reading
- English grammar, punctuation and spelling

These tests will give an overall national picture of how well children are attaining under the new National Curriculum. In Year 1 the children will continue to be tested on their phonics.

At Year 6, 85% of children will be expected to reach the DFE's 'Secondary Ready' standard.



For the 2016 KS2 SATs tests, children's marks will be presented as a mark referenced against 100.

It is anticipated that the score of 100 will represent the expected standard that children should reach. Those scoring significantly over 100 will have been deemed to exceed the expected standard whilst those scoring significantly below will have not reached the expected standard.

It's caused a great deal of confusion and concern among teachers, especially since there's been no official announcement about where the boundaries will be.

The new curriculum and 2016 equivalent of levels:

<< 100 = Below Expected Standard

= 100 = At Expected Standard

>> 100 = Above Expected Standard



Teacher Assessment

Interim teacher assessment frameworks at the end of Key Stage 1 & 2

Reception Baseline Assessment

From September 2016, a new method of assessment called the Reception baseline assessment is being introduced to measure your child's progress from when they first start primary school in Reception until the age of 11.

Some schools including ourselves, have decided to trial baseline assessment from September 2015.

The purpose of the baseline is to provide a starting point for each child and to enable Reception teachers to individualise each child's learning from the beginning of their time in Reception. The baseline will also be used as a starting point to measure progress and provide a strong predictor of KS1 and KS2 attainment.

What does this mean for Parents?

As we mentioned earlier the new curriculum is more difficult than the old one, with harder objectives to be taught in each year.

The curriculum is cumulative therefore children need to master elements of previous year groups before being able to move on. This means that currently children may have 'gaps' in their learning that we need to plug before they can move on to further learning.

You may see a 'dip'- expectations have changed therefore backfilling is taking place

This may also mean that your child is not currently working on the objectives of their current year group.



How will progress be measured?

As this curriculum is completely different from what has been in place before there is no measure of progress between old National Curriculum Levels and 'Steps'.

This is true for all new assessment systems based on the New National Curriculum.

Your child was assessed across the Autumn Term and is being assessed now in the Spring Term.

Staff have met with SLT to discuss pupil progress at specific Pupil Progress Meetings.

After half term you will have the opportunity to meet with your child's class teacher and discuss their progress since last term.



Thank you for coming

Please feel free to look at the range of assessment material and recording information displayed around the hall and speak to staff.