



Pensby Primary School



The New Primary Curriculum and Assessment



Meeting for parents - 13th January 2016

The New Primary Curriculum

- * In July 2014, the DFE launched the new Primary National Curriculum to;

Bring the curriculum up to date (especially with advances in ICT since the previous curriculum was published),

To raise standards across the country by teaching ‘fewer things but in greater detail’.

Key changes between the old and new curriculum

- * The old curriculum detailed key stage expectations for each subject. The new curriculum is divided into age-related expectations for each year group.
- * Expectations have been raised and the content slimmed down, to ensure that key skills, knowledge and understanding are embedded during early education. The aim is to form a firm foundation for future learning.

Main maths changes

- * Five-year-olds are expected to learn to count up to 100 (compared to up to 20 under the old curriculum) and learn number bonds to 20 (previously up to 10),
- * Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1 and by the end of primary school children should be able to convert decimal fractions to simple fractions e.g. $0.375 = \frac{3}{8}$,
- * By the age of 9 (end of year 4), children will be expected to know times tables up to $12/12$ (previously 10×10 by the end of primary school),
- * Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic skills.

Main maths changes continued...

- * A strong emphasis has been placed on mental and written calculations of whole numbers, decimals and fractions,
- * Many maths topics are introduced at an earlier stage and taught at an accelerated pace,
- * New terminology – the curriculum is now divided into ‘number’ and ‘geometry and measures’ ,
- * A strong emphasis on using and applying maths skills in a variety of ways and contexts.

Main literacy changes

- * Stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (e.g. commas and apostrophes will now be taught in KS1),
- * **Handwriting** – not previously assessed but is now expected to be fluent, legible and speedy,
- * **Spoken English** has greater emphasis with children taught debating and presentation skills,
- * Greater emphasis on reading for enjoyment.

New EYFS Baseline

- * From September 2016, all schools have selected a new Reception baseline assessment. This is the starting point from which a child's progress will be measured throughout their primary school experience.
- * In Pensby we are using 'Early Excellence' as our baseline tool. This is an observational based assessment very similar to the baseline assessments we have previously used to assess pupil's ability on entry to Reception.

What have we done up till now?

We have;

- * Trialled 2 assessment systems and selected one that suits our school best – School Pupil Tracker Online (SPTO),
- * Updated our curriculum maps and plans,
- * Researched new schemes of work to support the new curriculum – e.g. we purchased a new whole school grammar scheme,
- * Worked even more closely with our local partner schools to moderate and check what we doing.

How do we assess at Pensby?

THERE ARE NO MORE LEVELS!!

- * We assess children against the objectives for their year group as set out in the new curriculum,
- * We use the terms 'low' , 'mid' and 'high' to track their progress against these targets,
- * At the end of the year we anticipate most children will achieve 'expected' assessments against their year group objectives e.g. **Y4mid / Y6mid / Y1mid**,
- * Some children may not reach this stage or may exceed this stage e.g. **Y3high, Y2low**.

How might this look in a year?

- * At the start of the year a child is most likely to start as 'low' because they have not covered that years curriculum, e.g. **Y2low, Y5low**
- * As the child covers the curriculum and learns it would be expected that by the end of the year they would attain the expected 'mid' point e.g. **Y1mid, Y3mid**
- * The amount of learning in 'low', 'mid' and 'high' for each year is still a great amount.

Reporting to Parents

- * In the old system we reported at our 2 parents evenings (one in the autumn term one in the spring term), we also produced a brief written report in the spring term and at the end of the year we produced a more detailed report. We aim to change this by producing online reports termly, hopefully starting in March 2016, as well as still holding our 2 parents evenings a year.

Pupil Tracker Examples

School PUPIL TRACKER Online: The whole school assessment solution - Google Chrome

https://secure.schoolpupiltrackeronline.co.uk/apppupilsheet.php?&profileonly=&subsheets=RE&p=88151baaf5e61b0aaa1904c8787b87d8

NC2014 Class Menu | EYFS Class Menu | School Menu | SEND Menu | Set Up Helper | Help Centre | My User Settings | PENSBY PRIMARY SCHOOL | ALL PUPILS CAN ACCESS [254] | 2015/2016

Open a Pupil Record Card | Quick search... | Home | Refresh | Print | User | Settings | Short term | Long term | Age | Report Writer | Plan | OAT | NC 14 | ARE Key

NC 14 | View Evidence File | Backfill options | Reading | [Estimated Band: Y2Mid #2] | Choose a PUPIL | Change subject... | View ALL | Help

	Word	Comprehension	
	X W M A +	X W M A +	X W M A +
Key Stage 1 Year 1	Apply phonic knowledge and skills as the route to decode words. Achieved [Year 1 May]	Key Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Achieved [Year 1 May]	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Achieved [Year 2 Oct]
	Key Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Achieved [Year 2 Oct]	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Achieved [Year 1 May]	Key Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Achieved [Year 1 May]
	Key Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Achieved [Year 1 May]	Read other words of more than one syllable that contain taught GPCs. Achieved [Year 1 May]	Re-read these books to build up their fluency and confidence in word reading. Achieved [Year 1 May]
		Key Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. Achieved [Year 1 Jun]	Key Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Achieved [Year 1 Jun]
		Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases. Achieved [Year 1 Jun]	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. Achieved [Year 1 Jun]
		Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. Achieved [Year 1 Jun]	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. Achieved [Year 1 Jun]
		Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Achieved [Year 1 Jun]	Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. Achieved [Year 1 Jun]
		Key Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far. Achieved [Year 1 Jun]	Key Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. Achieved [Year 1 Jun]
		Participate in discussion about what is read to them, taking turns and listening to what others say. Achieved [Year 1 Jun]	Key Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. Achieved [Year 1 Jun]

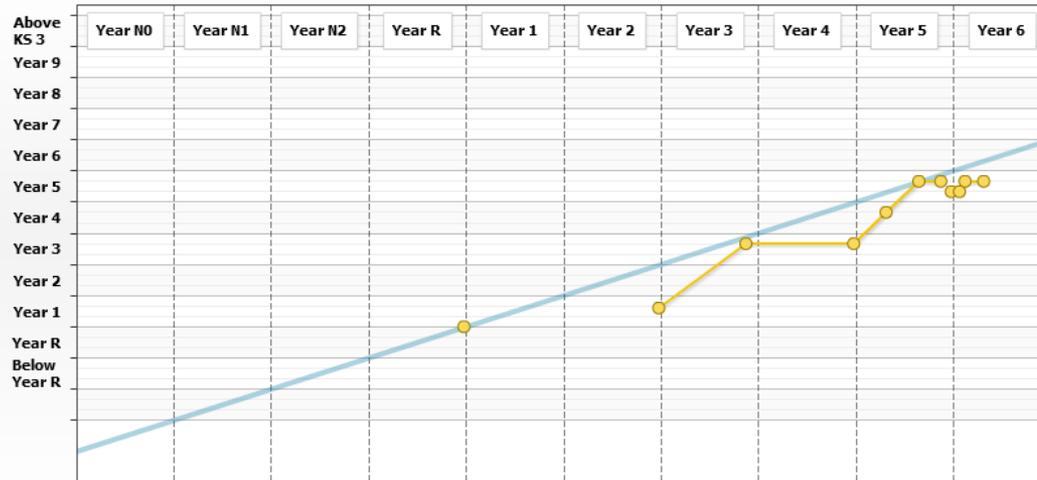
Help | Mrs Brown | Connected: 20:34:08 | Licensed to: 06-02-2018 | Ref: 44-0-16 | ©2008-2016 School PUPIL TRACKER Ltd | Acceptable Use | Privacy | Website Use

Parent Report Information

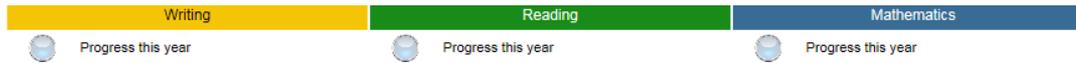
Assessments



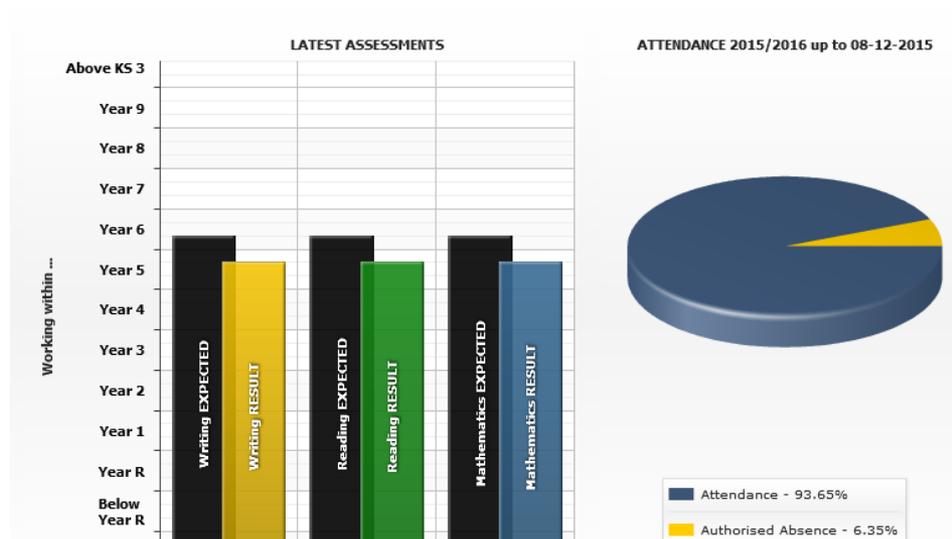
Long Term View of: **Writing**



Parent Report Information



1 The coloured lights above show you how your child is learning in school. Hover over the coloured lights to see what they mean.



Data Implications

- * The standards in this new curriculum are considerably higher than before. This fact, in addition to the fact the method of assessment has changed, may make it appear that your child has ‘dipped’ in relation to where they were before. Many schools have found this which is why OFSTED have said:

“Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach”.

- * As data may be misleading at this point, OFSTED have stated that they will spend more time looking at children’s books and talking to children to find evidence of them working towards their age related expectations.

Next Steps!

- * Get our online assessment system as complete as possible (need to get historical data on);
- * At the February parents evening, share what your child's online report will look like,
- * Get the online reports completed and give access to families in March,
- * Get feedback from families on strengths and weaknesses in the reporting system,
- * Continue to work with our local partner schools to moderate our judgements.

Any Questions?

