



Sunnyfields Primary School

The new curriculum
and
Assessment

The National Picture - September 2014

New National Curriculum

**New assessment criteria - removal of
Levels**

No National system of assessment

More challenging curriculum

More challenging tests that will report a precise scaled score at the end of key stages rather than a level

85% of pupils to be secondary ready across all three areas (looking ahead to 5 good GCSE passes)

During the academic year 2014-15, the school is in a period of transition from old levels to new assessment descriptors:

- Nursery and Reception assessments are not changing in school or nationally.
- Year groups 1, 3, 4 and 5 are being assessed against the new programmes of study.
- Year groups 2 and 6 will continue to be assessed using levels and sub-levels, in-line with national testing arrangements for 2015. From September 2015 Year 2 and Year 6 will be assessed against the new programmes of study.

Our new assessment system

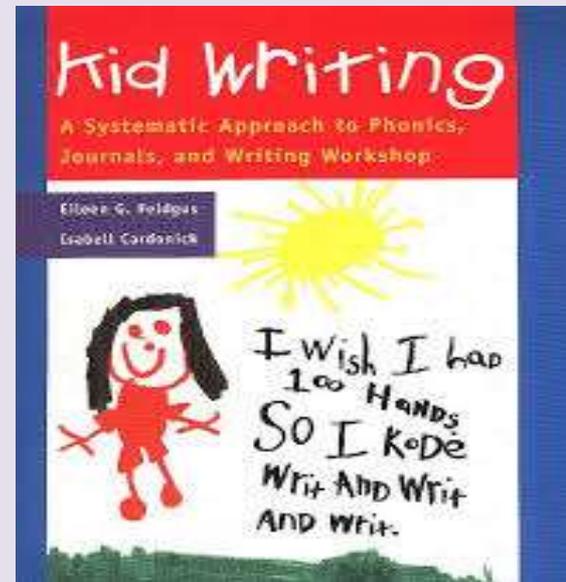
The old and new curriculum have different content.

[learning ladders\Assessment-Transition-Reading mtg.pdf](#)

[learning ladders\Assessment-Transition-Writing mtg.pdf](#)

We are now assessing children against the new framework, one for which they may have not been taught the previous years' objectives and content, so we are in a time of transition between old and new sets of data. During this transition time children and teachers have completed baseline assessments to find out their starting points for the new national curriculum.

Activity



Year 2

Happiness

Replied

Plentiful

Year 3/4

Accidentally

Possession

Occasionally

Year 5/6

Embarrass

Necessary

Pronunciation

Use of subordinating conjunctions –
When, if, that, because, or, and, but
Year 2

Use of present perfect form of verbs instead of the simple past –
He has gone out to play..... He went out to play.
Year 3

Use of fronted adverbials-
Later that day, I heard the exciting news.
Year 4

Use of modal verbs, adverbials of time.
Use of relative clauses, brackets, dashes or commas to indicate parenthesis.
Year 5

Use of the passive voice-
I broke the window in the greenhouse = The window in the greenhouse
was broken.

Use of subjunctive forms –
If I were or Were they
Year 6



Examples of content moved down from a higher year

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Read the time to 5 minutes.

Measure temperatures to the nearest degree.

Find and measure perimeters.

Use 3 digit numbers.

Learn the 24 hour clock.

Recognise perpendicular and parallel lines.

Learn up to the 8 times tables.

Written methods for division and multiplication.

Round decimals with one decimal place
Read and write the 12 and 24 hour clock

357

X 9

Convert between units of measure

Negative numbers

Translations and coordinates

Numbers with three decimal places

Prime numbers

Order fractions whose denominators are all multiples of the same number

3845

X 34

Use approximate equivalences between metric and common imperial units
such as pints

Multi-step problems

There is also new content such as adding, subtracting and multiplying fractions

Finding volume

Cubed numbers

Roman numerals

Have a go

I = 1; **V** = 5; **X** = 10; **L** = 50; **C** = 100; **D** = 500; **M** = 1000

MDCCLXXVII = 1000 + 500 + 100 + 100 + 50 + 10 + 10 + 5 + 1 + 1 = **1777**

MCDXLVII = 1000 + 500 - 100 + 50 - 10 + 5 + 1 + 1 = **1447**

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year.

We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year - for example:

- A child that has achieved all the reading, writing or maths objectives set out for Year 3 would be said to be working at the end of Year 3 expectation for that subject.
- A child achieving half or so of the objectives would be classed as working at the mid-Year 3 expectations.
- A child achieving only a few of the objectives would be classed as working at the beginning of Year 3 expectations.

Our assessment and reporting system includes:

- On going assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps - this can be written or verbal feedback.
- Regular pupils' work scrutiny.

Tracking progress over time

- Beginning
- Working within
- Secure, reflecting that age-related objectives have been achieved
- Secure+, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application

We will be replacing Average Point Scores (APS) which were linked to the levels.

We now have steps which are linked to the programmes of study for each year.

More able children

For children who have securely met the end of year objectives they will be assessed as exceeding or mastering objectives for their age group. Rather than moving onto the next year's curriculum these children will work on 'mastering' their knowledge through the application of skills in different contexts - they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Progress will be tracked using % of children working within the bands of learning.

Reporting to Parents

Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms will be based on the assessment system in place for each age group.

Please be patient. Be prepared to see a dip.

Year 2 & 6 (2014-15 only)

Children in Year 2 and Year 6 continue to be taught the old National Curriculum. They will be tested against the old National Curriculum in 2015.

We will continue to assess these children using existing Assessing Pupil Progress (APP) techniques and track progress using levels, sub-levels and Average Point Scores (APS).

Beyond 2015

End of key-stage 2 tests are changing in 2016.

- 2016 - new tests for the new curriculum (standardised scores rather than levels)
- KS2 writing remains a teacher assessment
- KS1 remains as teacher assessment *informed by tests* (including a new Grammar test)

New test specifications KS1

- KS1 maths - paper 1 (arithmetic); paper 2 (mathematical fluency, problem-solving and reasoning)
- KS1 reading - 2 papers, second one harder than first. Teachers use judgement when to withdraw child from test. Majority of marks on comprehension, up to 30% on inference, a few on language for effect
- KS1 SPAG - paper 1 (short written task - focus on grammar and punc.); paper 2 (questions on grammar, punc. and vocab.); paper 3 (spelling)

- New test specifications KS2
- KS2 maths - paper 1 (arithmetic); papers 2 & 3 (mathematical fluency, problem-solving and reasoning)
- KS2 reading - 1 paper. 40-60% on comprehension, 20- 40% on inference, 10-25% on language for effect, up to 10% on themes and conventions
- KS2 SPAG - paper 1 (questions on grammar and punc.); paper 2 (spelling)