



Welcome to our
Curriculum and Assessment Evening



Content of the Evening

- (i) The National Curriculum
- (ii) Assessment Without Levels
- (iii) Pupil Annual Reports
- (iv) Helping your child at home

The National Curriculum

Introduced from September 2014

‘World Class Curriculum’ / ‘Mastery Curriculum’

Changes to STRUCTURE, CONTENT, and EXPECTATIONS



Department
for Education

National Curriculum

The National Curriculum



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National Curriculum

STRUCTURE

No longer divided into National Curriculum levels.

Levels have been replaced by End of Year Expectations
(some are at the end of 2 years)

Why replace the structure of Levels structure?

Deep learning – Secure learning – Mastery



Old NC = Ladders

New NC = Pasties



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The National Curriculum



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CONTENT

Many changes from September 2014.

Fewer aspects but greater depth.

Still features subjects other than English and Maths ...

The National Curriculum



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CHANGES TO OTHER SUBJECTS

for example:

History	more chronological approach
Computing	more Coding (greater focus on programming rather than on operating programs)
Science	Evolution to be taught in KS2
Design Technology	Key events and individuals in that have shaped the world

The National Curriculum



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EXPECTATIONS

Higher standard and raised expectations in all year groups.

The new NC “sets high expectations for what teachers should teach, and gives them the freedom to decide how to teach it.”

A ‘World Class’ curriculum.

Higher Expectations ... for example

	New Curriculum	Previous Curriculum
Grammar in KS1	Use of commas and apostrophes taught in KS1.	Featured in KS2 curriculum.
Y1 maths expectations	count up to 100 Learn number bonds to 20	count up to 20 Learn number bonds up to 10
Y2 maths expectations	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Find one half, one quarter and three quarters of shapes and sets of objects
Y4 maths expectations	12 X 12	10 x 10 by the end of Y6
Y6 maths expectations	Able to multiply and divide fractions e.g. $\frac{2}{5} \times \frac{4}{7}$	Featured in KS3 curriculum (approx Year 8 standard)

How we assess core subjects

Assessment without Levels

- Research into many different systems- both commercial and Surrey-based.
- Almost all systems use a format similar to that already used in Year R.
- No consistent system applied to all schools – different schools have different ways of grading and narrating progress
- Loosely linked to statutory assessments at the end of each Key Stage.
- Regular changes and rewrites following new requirements from DfE- once every few months over last 2 years.
- English and Maths, in particular, are challenging.

Assessment Without Levels at St. Paul's

It works on the principle, similar to Year R, of splitting the end-of-year expectations into categories. There are two major judgements:

- Whether a child is **developing** towards the **expected** EoY standard,
- Whether a child is working **at** the **expected** EoY standard.
- *Whether a child is **above** the expected standard. (HOWEVER...)*

- Under the old levels system children who were exceeding might have moved into the next level.
- Children who are above the expected level will now be expected to add more **depth** and **breadth** to their knowledge, and to have more opportunities to develop their using and applying skills.
- This is sometimes called acquiring '**mastery**' or '**working at greater depth**.'
- No child can move to the curriculum from the year above in their current year if they haven't mastered every skill on the end of year statements.

Full Judgements for Assessment without Levels at St. Paul's

Below NC : Pupil is, most of the time, not accessing curriculum at the level of their year group.

Developing : Pupil is beginning to use and understand a skill / concept for their year group. They start to apply it correctly to their work.

Expected: Pupil consistently, accurately uses or applies the skill / concept in their independent work. They become confident using the skill in a range of situations.

Surpassing : Pupil is working significantly above the level of their year group curriculum- refer to following year group's curriculum.

Fine detail

- In school, we might talk about a child as being :
 - *developing or developing +*
 - *expected or expected +*
- **Expected +** would indicate a child working at greater depth, acquiring mastery of a subject at their age level.
- This allows us to still closely track a child's progress, as under the old levels system of sub-levels.
- It also allows us to keep monitoring the progress of the less able, and provide challenge for the more able within the new guidelines.

St Pauls : Tracking the progress of your child

School attainment descriptors	Below NC	Developing	Expected	Surpassing
End of year report to parents	Below year group expectations	Developing towards end of year expectations	Working at the expected end of year standard for the year group, including those working at greater depth.	Working significantly above the expected standard for the year group.

Pupil Annual Reports

St Paul's CE (Aided) Primary School Report 2016



Name of child

Name of Teacher

Name of Class, Year Group

What I am proud of this year:

Summary of Attitude and Attainment – pre 2016



Summary of Attitude and Attainment

Subject	Attitude 1 = very good 4 = poor	Below expectation	Just below expectation	In line with expectations	Just above expectations	Above expectations
Literacy				✓		
Maths						

Summary of Attitude and Attainment – 2016

Summary of Attitude and Attainment

Subject	Attitude 1 = very good 4 = poor	Below year group expectations	Developing towards end of year expectations	Working at the expected end of year standard for the year group	Working above the expected standard for the year group
Reading				✓	
Writing					

Summary of Attitude and Attainment – pre 2016



Summary of Attitude and Attainment

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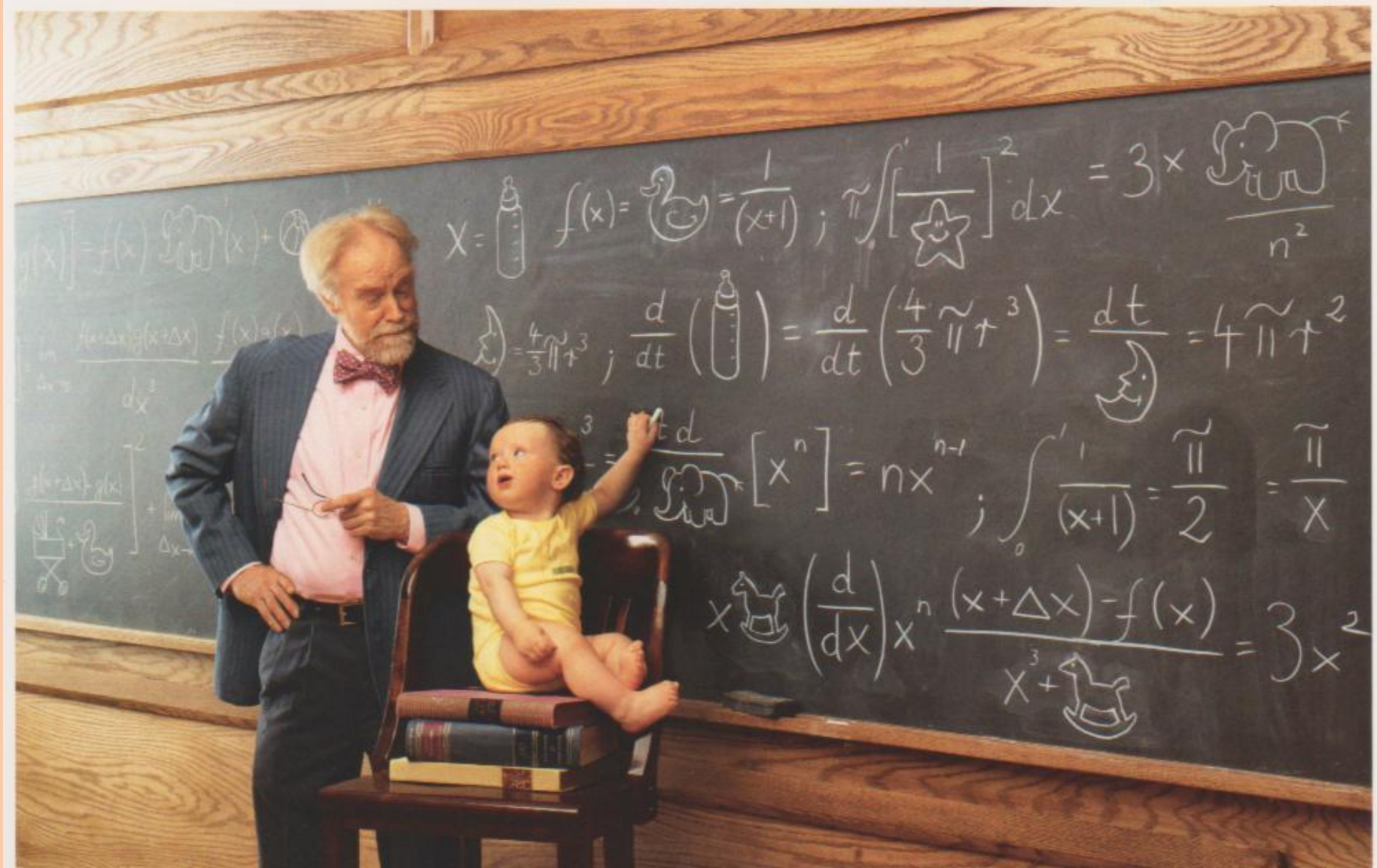
Summary of Attitude and Attainment – 2016

Summary of Attitude and Attainment

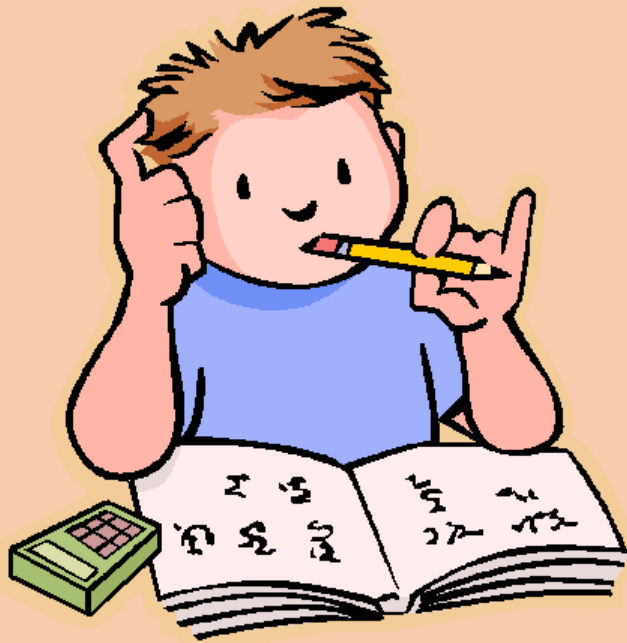
Subject	Attitude 1 = very good 4 = poor	Below year group expectations	Developing towards end of year expectations	Working at the expected end of year standard for the year group ✓	Working above the expected standard for the year group
Reading					
Writing					



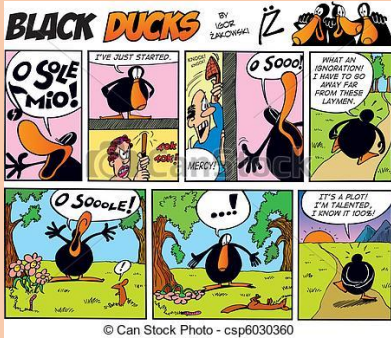
Helping your child at home

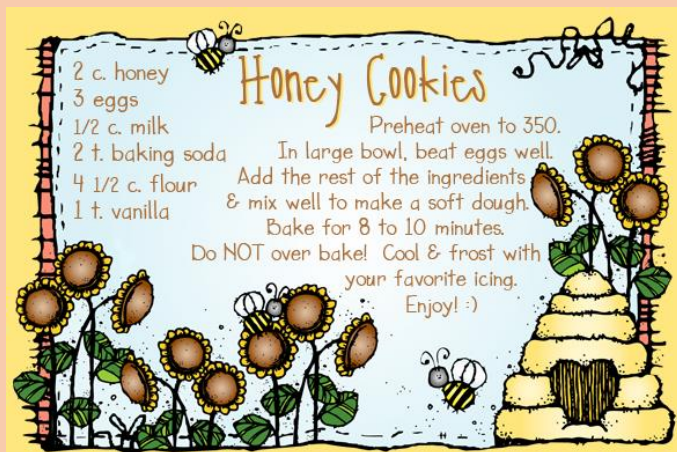


Homework



Reading





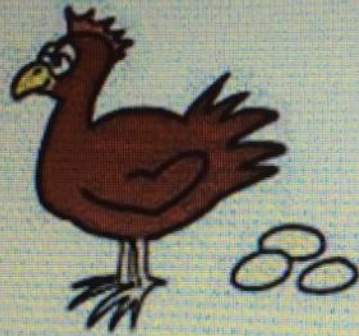
Spellings

Wed-nes-day

what

when

When will the hen lay an egg?



when

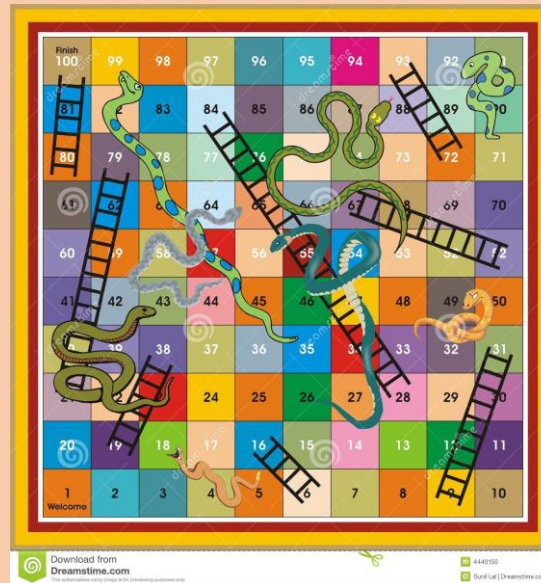
Cats on umbrellas love ducks



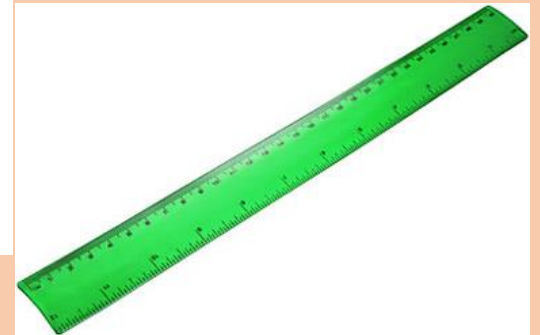
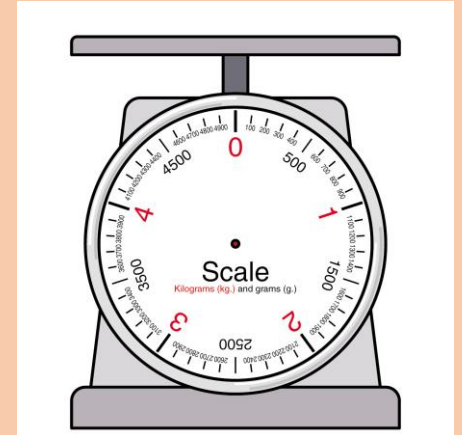
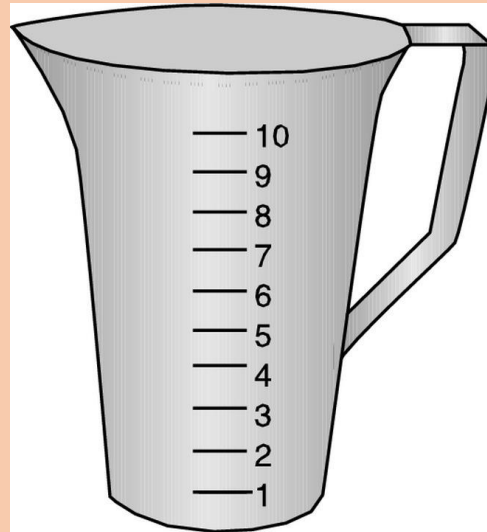
could



Maths



Practical maths



Fun maths

What is the largest digit?

Put the digits in order from smallest to largest.

Can you read the whole number?

1 more or 1 less

Is it a multiple of 3?

Is it a multiple of 4?



Can you multiply all the digits?

Is it odd or even?

What is the total of the digits?

10 more or 10 less

What is double the number?

What is half of the number?



What is the bottom line?

Children are still children...

... each with their individual needs.

Not just Maths and English.



At St Pauls we believe that learning should be engaging, relevant and motivating.



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Thank you for joining us this evening