

Duddon St. Peter's Primary School



CURRICULUM & ASSESSMENT



WHY DID THE CURRICULUM CHANGE?

The main aim was to raise standards and address the perception that children in England were falling behind some of their international counterparts. It was designed to produce productive, creative and well educated students.

Although the new curriculum is intended to be more challenging, the content is actually slimmer than the old curriculum, focusing on essential core subject knowledge and skills.

The focus is very much on core skills and a body of core knowledge.

**The goal posts have changed but the
Department for Education stated:**

**‘We make no apologies for having high
expectations for our children.**

**‘We believe they can achieve more, and
we will not stand by and allow pupils to
lose ground with their peers in countries
across the world.’**

WHEN DID THE CHANGE HAPPEN?

The changes took place from
September 2014.

WHAT ARE THE MAIN CHANGES?

Greater depth of study and raised
expectations for all.

HOW HAS LEARNING CHANGED?

Depth of learning



DEPTH OF LEARNING

Children work at the beginning of the objectives, on developing their understanding of the objectives, or work securely with those objectives.

Depth of learning

Typically pupils will be able to apply their knowledge to:

Beginning

With high support - name, describe, follow instructions, complete tasks, recall information, ask basic questions, use, match, report, measure, list, label, recognise, tell, repeat, memorise.

Developing

With medium support - apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

Secure

With low support - solve non-routine problems, appraise, explain, design, create, prove



What is Mastery?

The new National Curriculum is called a Mastery Curriculum.
Teachers have to teach the objectives of the year group.

- If a child is achieving well and has achieved the objectives for their year group, rather than moving on to the following year group's objectives, we encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.
- We need to teach the children to demonstrate a breadth and depth to their understanding, using their skills in flexible and complex ways through problem solving, reasoning and real life situations.
- If a child can demonstrate a comprehensive and broad application of their understanding (mastery), then we are able to push them in to the objectives of the next year, although this will be for a very small number of children.

WHY DO WE ASSESS?

- To find out what your child knows and how they well they apply their knowledge.
- To check how successful teaching has been over time.
- To identify which strategies work well in helping your child learn.
- To identify aspects of the curriculum in which children are achieving well and which aspects require more support or challenge.
- To give parents an accurate picture of their child's progress and development.
- To pass on information to other schools or agencies, who may be involved in supporting a child.

OPPORTUNITIES FOR ASSESSMENT

- Through asking your child detailed questions and making time for discussion and observation.
- Use of national tests and assessment tools throughout the school.
- Marking and analysis of your child's work.
- Making time for peer and self-evaluation opportunities.



How is the new curriculum assessed?

Levels are no longer used as a national comparative measure.

From July 2016 the government is introducing a new national comparative measure for attainment and progress (as yet this has not been specified).

HOW IS MY CHILD BEING ASSESSED?

Teachers continue to use their professional expertise to judge whether a child has grasped a taught concept fully, partially or not at all.

The difference is that this knowledge will not be made to 'best fit' level. Children will need to demonstrate evidence that they have achieved ALL objectives within their year group.

We have introduced a system called **Classroom Monitor**, which is an online method of continuous assessment, against the objectives for every child in each year group.


This plots which taught concepts your child has achieved and the aim is to provide much more meaningful information for teachers' planning and for parents.

An example of the Classroom Monitor system

<p>Stage 1 NAHT KPI Count 1.1.a.1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>	U	U	U	A	A	U	A	A	U
<p>Stage 1 NAHT KPI Count 1.1.a.2 Given a number, identify one more and one less</p>	U	U	T	M	M	T	M	M	T
<p>Stage 1 NAHT KPI Count 1.1.a.3 Count in multiples of twos, fives and tens (^)</p>	T	T	U	T	T	M	T	T	U
<p>Stage 1 NAHT KPI Represent Numbers 1.1.b.1 Read and write numbers to 100 in numerals (^)</p>	U	U	U	M	M	U	M	M	U
<p>Stage 1 Represent Numbers 1.1.b.2 Read and write numbers from 1 to 20 in words (^)</p>	U	U	U	U	U	U	U	U	U
<p>Stage 1 Represent Numbers 1.1.c.1 Identify and represent numbers using objects and pictorial representations including the number line (^)</p>	U	U	T	U	U	T	U	U	T

NATIONAL TESTS

KEY STAGE 1
July 2014



Key stage 1 English grammar, punctuation and spelling
Sample questions, mark schemes and commentary for 2016 assessments

Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.


Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at www.gov.uk/sta. Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

Page 1 of 33

National curriculum assessments

KEY STAGE 2
July 2014



Key stage 2 mathematics
Sample questions, mark schemes and commentary for 2016 assessments

Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.


Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at www.gov.uk/sta. Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

Page 1 of 35

National curriculum assessments

KEY STAGE 2
July 2014



Key stage 2 English grammar, punctuation and spelling
Sample questions, mark schemes and commentary for 2016 assessments

Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.

Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at www.gov.uk/sta. Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

Page 1 of 35

National curriculum assessments