

St Paul's CE Primary School



A guide to National Curriculum and Assessment Changes Y1 -6

October 2015

Background

In September 2014 the government launched a new National Curriculum. The National Curriculum is statutory for pupils from year 1 and all schools in England must follow it. It sets out what pupils in England should be taught and learn in primary schools. It also indicates a progression in learning.

The 2014 curriculum re-organised what should be learnt in each Key Stage, removing some elements of the previous curriculum, adding new elements and moving elements between year groups/key stages.

The 2014 curriculum was statutory for years 1,3,4 and 5 from September 2014 and for years 2 and 6 from September 2015.

For at least the past decade assessments were made against National Curriculum 'levels'. This system of assessment was devised alongside the old National Curriculum and was used by all schools in England. The 'levels' system to determine expected attainment at the end of each key stage (Years 2 and 6 in primary schools). In school we used levels and sub levels to determine expected attainment in each year group from 1-6 and to identify effective levels of progress.

Levels and the information gained from them were reported to parents in the annual school report.

The new curriculum requires a new assessment system, as the levels no longer match the requirements of the new National Curriculum. The Department for Education has instructed schools to develop their own assessment systems around the new national curriculum. There are no plans currently for a single national assessment system such as the previous levels system.



The New National Curriculum at St Paul's School

The National Curriculum sets out what we must teach and what pupils should learn. Our job is to develop a school curriculum which sets out how and in which contexts we will teach the National Curriculum.

We have been busy re-designing our school curriculum to meet the requirements of the new National Curriculum. We know from surveying parents, pupils and staff that the integrated topics, which have been developed over a number of years, are popular, making learning relevant and interesting. We have retained this model for subjects such as history, geography, art and design and technology. We have kept other subject discreet.

We have shared the new school curriculum through the class newsletter, which is also published on the school website. The school curriculum will continue to evolve as we build on the knowledge and skills the pupils develop in previous year groups. We want the curriculum to be exciting and engaging in order to support effective learning.

Assessing attainment and progress with the new curriculum

With no nationally approved system of assessment, schools are working to develop and adopt new systems.

We have decided to adopt the NAHT (National Association of Head Teachers) assessment framework. This has been developed by a panel of assessment experts working with the new National Curriculum to develop an assessment framework.

The framework is currently in place for English and Mathematics. It identifies a series of KPIs (Key Performance Indicators) for pupils in each element of the subject in each year group.

Attainment - *how much has been learnt*

We intend to measure attainment by assessing pupils against the KPIs for their year group. If they have attained the vast majority of the KPIs for their year group by the end of the year, they will be assessed as having '**met age expectation**'.

Pupils who are assessed as not meeting sufficient KPIs for their year group will be described as '**emerging**'. This means that there are still significant areas of the curriculum for their year group that they have left to learn and understand. They are therefore attaining below the expectation for their year group.

Pupils who have demonstrated a comprehensive understanding of all the KPIs for their year group and who can apply them in open-ended learning activities will be assessed as '**exceeding**'. This means that they are attaining above average for their year group.

Progress – *how much have pupils learnt within the year*

We shall be measuring progress using a system developed by the London Diocesan Board for Schools in partnership with Beavers School, Hounslow. We shall use their system alongside the NAHT KPIs.

This system breaks the attainment measures down into smaller units. Pupils will be assigned a position within the system according to their attainment at the end of the previous school year. Pupils will then be tracked during the school year through the units. We anticipate expected progress being 'three leaps' through the grid.

We are in the process of adopting this system and will modify and adapt it as we become more familiar with it.

Tracking attainment and progress

Throughout the school year teachers assess pupils continuously. Questioning in lessons, observation of pupils, marking and feedback activities are some of the aspects of assessment that occur every day. These are important so that teachers can adapt future lessons to support the needs of their pupils.

We shall be using an assessment tracking system to record and track attainment and progress throughout the school year. At set points in the school year, formal assessment activities will continue to take place in order for teachers and senior leaders to discuss in-year progress and attainment. This also allows us to identify weaknesses and adapt the curriculum swiftly to address them.