



New National Curriculum Assessment.

Wednesday 21st September 2016

Aims of the afternoon:

- The National Curriculum - Reasons for change, expectations and pitch of new National Curriculum.
- Assessment without levels - tracking and reporting progress.
- External statutory tests - End of Key Stage assessment process.
- Annual reports - How they have changed this year.

Why a new National Curriculum?

- Government ruled a new National Curriculum was needed as previous curriculum was dated.
- Initial National Curriculum introduced in 1988 and was revised and updated whilst in use across schools until August 2014.
- New National Curriculum introduced September 2014; comprising of entirely new subject content, age-altered subject content and with a focus on 'deepening children's understanding' within topics rather than 'moving them on'.
- Assessment levels removed - Schools tasked with creating and implementing own, individual assessment procedures.

The Mosley Academy's Curriculum Vision:

- Our school curriculum is structured around creativity - subjects are taught and linked to an overarching 'topic' or 'theme'.
- The Mosley Academy aims to fulfil the requirements of the National Curriculum through an imaginative approach that promotes deep learning and critical thinking.
- We want the children to have a wide range of learning experiences, which will excite, inform, stimulate and enthuse each of them and prepare them for the challenges of adult life.

Old National Curriculum:

- From 1988 the National curriculum was made up of a range of knowledge and skills, in each subject, that were developed throughout each Key Stage.
 - It was then broken down into 'levels' (1-5) with each level being split further into C, B and A:
 - C - Beginning to work within level
 - B - Secure within level
 - A - Exceeding expectations within level.
 - Expectations were then set for certain milestones along this journey:
 - End of Year 2 expectation = Level 2B
 - End of Year 6 expectation = Level 4B
- E.G. Level 2B = Child is securely working within expectations of level 2.**

New National Curriculum:

- Curriculum 2014 has significantly changed the knowledge and skills children need to understand in each year group.
- We are continuing to teach in a creative way and so, our termly 'topics' remain.
- Each topic has been updated to accommodate changes in the new National Curriculum, particularly changes to the expectations within Science, History and Geography.

New National Curriculum 2:

- All subjects from the old National Curriculum appear in Curriculum 2014, with some changes to the wording:
- Literacy is now English
- Numeracy is now Maths
- ICT is now Computing
- Modern Foreign Languages (MFL) are now compulsory in Key Stage 2.
- Levels no longer exist and the curriculum is now structured as 'Programmes of Study' for each year group / phase of schooling, for each subject.

New National Curriculum changes:

- Lots of changes - the new curriculum is a lot more prescriptive in English and Maths and much less prescriptive in the Foundation Subjects.
- The expectations are much higher than ever before, with much of the 'old' curriculum content being shifted down into lower year groups, particularly in English and Maths.
- For example; some old Year 5 expectations can now be found in Year 3, some Year 7 / 8 in Year 5 / 6.

Example English changes:

Old Curriculum: 'Level 4' Writing:

Questions marks, accurate use of speech punctuation.

Commas in a list to occasionally mark clauses

New Curriculum: Vocab, Grammar and Punctuation Year 5/6

Using brackets, dashes or commas to indicate parenthesis

Using commas to clarify meaning and avoid ambiguity

Using hyphens to avoid ambiguity

Using semi-colons, colons or dashes to mark boundaries between independent clauses

Using colon to introduce a list

Punctuate bullet points consistently

This content was previously a Key Stage 3 (Year 8) expectation but is now part of the Year 5 / 6 programme of study.

Example Maths changes:

Old Curriculum: 'Level 3' Fractions, Decimals and Percentages:

Use simple fractions that are several parts of a whole

Recognise when two simple fractions are equivalent

Begin to use decimal notation

New Curriculum: Fractions, Decimals and Percentages Year 3/4:

Recognise, write and find fractions of a discrete set of objects

Recognise & use fractions as numbers

Recognise & show equivalent fractions

Add & subtract fractions with the same denominator

Compare & order fractions with the same denominator

Solve problems involving fractions of increasing difficulty (in Y4)

Recognise and write decimal equivalents to simple fractions

Count up & down in tenths & hundredths

Compare decimals to 2 dp

Round decimals to the nearest whole

- This 'moving of the goalposts' means that children in all year groups need to have both a very secure understanding of the 'Programme of Study' for their year group, and the ability to apply this understanding in deep and proficient ways.
- The end of year (July) expectation now is that children will be 'meeting' their year group expectations.

Assessment Without Levels:

Previously, children were assessed against ascending levels as follows:

Level 6	Level 6
	Level 5A
	Level 5B
Level 5	Level 5C
	Level 4A
	Level 4B - End of Yr6 expectation
Level 4	Level 4C
	Level 3A
	Level 3B
Level 3	Level 3C
	Level 2A
	Level 2B - End of Yr2 expectation
Level 2	Level 2C
	Level 1A
	Level 1B
Level 1	Level 1C

New Curriculum Assessment:

- The Government states it is now up to each individual school how they assess the progress of their pupils.
- Government benchmarks for the end of Key Stage 1 and end of Key Stage 2 were due for release in July 2016 - after the first 'round' of New National Curriculum Testing.
- The National expectation is that a standardised score of 100 will represent a child who has 'met' their end of Year 6 expectations.
We will talk further about standardised scores later.

New Curriculum Assessment Terminology:

- To what degree a child has performed against end of year group expectations, as outlined in the New National Curriculum, will be reported as follows:
 - **Working Below** - The pupil has not yet met objectives set within their year group. It also means that there may be elements of the previous year group still to gain complete confidence in.
 - **Working Towards** - The pupil is developing confidence and learning is focussed on the criteria for their year group. It also means that less than 85% of the set objectives have been confidently achieved.
 - **Meeting** - The pupil shows accuracy and confidence in 85% or more of the criteria for their year group. There may be a focus on gaining thorough confidence in some minimal elements but the broad expectations have been met.
 - **Deepening** - The pupil has shown skilled ability; work produced shows age-related objectives have been exceeded and the child is working at a deeper level of understanding and application.

Tracking Grids:

- We will continue to use tracking grids to monitor each child's progress in Reading, Writing and Maths throughout their primary education.

Subject: _____ Year: _____ Academic Year: 2015-2016 Class Teacher: _____

	BELOW	WORKING TOWARDS	MEETING	DEEPENING	GIFTED
Summer Yr					
Spring					
Summer Yr					

Shows end of previous year achievement

Will record end of current year achievement.

English Assessment: Reading

- Teacher judgement will be used to make key assessment point (end of Autumn, Spring and Summer term) judgements as to each child's reading ability.
- Judgements will be made as to how 'secure' each child is against year group expectations set out in the 'Reading Curriculum Programme of Study'.
- To support teacher judgements, the Academy is also using Progression in Reading Assessment (PiRA) analysis materials.

PiRA Assessment: Reading

- PiRA Assessments are termly tests that give a standardised score, calculated using the point in the year the test is given and each child's individual raw score.
- The scores attained can be used to give each child a 'reading age' that allows teachers to track reading progress term by term.
- PiRA papers accompany excellent 'diagnostic' resources that support teachers in the identification of each child's strengths and weaknesses - informing teaching and planning by highlighting areas where children may need more support - these are communicated at parents evenings.

English Assessment: Writing

- Teacher judgement will be used to make key assessment point (end of Autumn, Spring and Summer term) judgements as to each child's writing ability.
- **There is no longer an end of Key Stage 1 or 2 statutory writing assessment.**
- Judgement about whether or not a child has met the end of year expectations for their year group will be made by the class teacher, using children's writing from across the curriculum - not just in English lessons!
- All pieces of independent writing will be used to make a judgement; there will not be one exemplar piece.
- Schools will be externally moderated to validate teacher judgements and ensure they are accurate.

English Assessment:

Year 1 - Autumn term			
Sentence structure / Grammar / Punctuation (SSGP) / Use of punctuation: five that ch str x ist achieve in order to be deemed to be 's' with year group expectations.			
	Working Towards	Meeting (56 objectives required to meet expectations inc all SSGP)	Deepening
Sentence structure / Grammar	Usually uses simple sentence structures Sentence structure is often repeated	Write simple sentences Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs To write simple compound sentences using and	Use a mixture of simple and compound (using and) sentences independently
Punctuation	Is mostly separate words with spaces Some evidence of using capital letter and Fullstop to demarcate a sentence and for the personal pronoun I (although this may not be consistent)	Is separate words with spaces Beginning to use capital letters and Fullstops to demarcate some sentences To begin to use question marks and exclamation marks to demarcate sentences Is consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)	Words are separable with spaces independently To begin to use capital letters and Fullstops to demarcate some sentences independently To begin to use question marks and exclamation marks to demarcate sentences Is consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names) independently
Text structure and organisation	Some evidence of simple structure e.g. consecutive events Attempts to retell elements from familiar stories or write own simple story ideas Writing communicates meaning without mediation Orally plans sentences before they are written Starting to check writing makes sense through discussion with an adult or peer	Sentences planned orally before they are written Sequences sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)	Sentences planned orally before they are written Sequences sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)

Effective use of vocabulary	check writing makes sense Use of punctuation: five that ch str x ist Begin to use punctuation, language to start writing a story Mostly draws on characteristics of spoken language rather than written language Usually shows some awareness of the purpose of the writing	makes sense by rereading and makes simple changes where suggested Uses vocabulary which is appropriate to the subject matter Some use of adjectives for description Writing refers to the context of task	uses and begins to make changes independently Uses vocabulary which is appropriate to the subject matter independently Some use of adjectives for description independently
Spelling	Most words contain the previously taught phonemes GPCs, common exception words are spelt accurately (in line with NC appendix I)	Most words contain the previously taught phonemes GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding -ing, -ed, -er and -er where there is no needed in the spelling of the root word (see NC appendix I)	Beginning to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix I)
Handwriting	Letters are usually clearly shaped and correctly orientated Mostly writes with spaces between words	Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistent in orientation and size) Holds a pencil comfortably and correctly Form capital letters and digits 0-9 Understand which letters belong to the handwriting families and practise these.	Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistent in orientation and size) with more consistency Holds a pencil comfortably and correctly Form capital letters and digits 0-9 Understand which letters belong to the handwriting families and practise these.

The weight in 'writing ability' lies within sentence structure, spelling, grammar, and punctuation (SSGP). As such we have set a benchmark of 85% of all Year Group objectives, including all SSGP, to have been 'achieved' in order for the child to be assessed as 'secure' within their year group expectations. This is the same 'floor-level' as the government have advised.

Maths Assessment:

- Teacher judgement will be used to make key assessment point (end of Autumn, Spring and Summer term) judgements as to each child's mathematical ability.
- Judgements will be made as to how secure each child is against year group expectations set out in the 'Maths Curriculum Programme of Study'.
- To support teacher judgements, the Academy is also using Progression in Understanding of Maths Assessment (PUMA) analysis materials.

PUMA Assessment: Maths

- PUMA Assessments are termly tests that give a standardised score calculated using the point in the year the test is given and each child's individual raw score.
- The standardised scores attained can be used to identify how each child has performed against their year group expectations, and it supports teachers in 'grouping' children according to their maths development needs.
- PUMA can also give each child a 'maths age' that allows teachers to track progress term by term. This is also very useful in helping teachers show smaller increments of progress.
- PUMA papers accompany excellent 'diagnostic' resources that support teachers in the identification of each child's maths strengths and weaknesses - informing teaching and planning by highlighting areas where children may need more support.

Assessment in the foundation subjects:

- Subjects other than English, Maths and Science are known as Foundation Subjects.

The Academy uses tracking grids for each phase of study, for each subject.

Objectives are taken directly from the National Curriculum to ensure both coverage and progression. Tracking grids are passed to subsequent year groups (including new teachers) so progress can continue to be monitored.

Assessment in the Early Years Foundation Stage (EYFS)

- The EYFS curriculum and assessment has not changed.
- It is still based on the seven areas of learning;
 - Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development
 - English
 - Maths
 - Understanding the World
 - Expressive Art and Design
- These are then split into 17 strands

Assessment in the Early Years Foundation Stage (EYFS)

- 30 - 50 months
 - 40 - 60 months
- Assessed on an; Emerging, Developing, Secure basis
- Early Learning Goals - When met assessed on an ELG+ or ELG ++ basis.
 - New Baseline Assessment introduced in September 2015 - Tapestry; classroom based observations.
 - End of term assessments take on a 'whole child' view, pulling together all types of evidence and observations to make an accurate judgement.

Statutory Testing: Key Stage 1

- English - Reading Paper 1: Combined reading prompt and answer booklet - 30 minutes
- English - Reading Paper 2: Reading booklet and reading answer booklet - 40 minutes

Both papers place a greater emphasis on the comprehension elements of reading.

- English - Grammar, punctuation and spelling (SPaG) Paper 1: Spelling - 15 minutes
- English - Grammar, punctuation and spelling (SPaG) Paper 2: Questions - 20 minutes
- Mathematics Paper 1: Arithmetic - 20 minutes
- Mathematics Paper 2: Reasoning - 35 minutes

All tests will not have STRICT time limits; teacher discretion is advised.

SPaG was cancelled for Summer 2016 due to a Governmental leak!

Statutory Testing: Key Stage 2

- English - Reading: Reading booklet (containing 3 texts) and associated answer booklet - 1 hour

Paper places a greater emphasis on the understanding of fictional texts and the comprehension elements of reading.

- English - Grammar, punctuation and spelling (SPaG) - Paper 1: short answer questions - 45 minutes
- English - Grammar, punctuation and spelling (SPaG) - Paper 2: spelling - 15 minutes
- Mathematics Paper 1: Arithmetic - 30 minutes
The questions will cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each, and long divisions and long multiplications worth 2 marks each.
- Mathematics Paper 2: Reasoning - 40 minutes
- Mathematics Paper 3: Reasoning - 40 minutes

Standardised Scores:

- Standardised scores are used to decide whether or not children have met their end of year expectations at the end of Key Stages 1 and 2.
- Standardised scores will be calculated using each child's raw score within a given test paper, compared to the raw scores of all children nationwide.
- The Government have communicated that a standardised score of '100' will identify a child as having met the 'expected standard' for their age.
- Lower end points (below 100) and upper end points (beyond 100) have been set for 2016 and communicated to schools to help them with their 'in house' benchmarking arrangements.

In-depth scaled scores per subject

Maths

Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	80
8	81
9	82
10	82
11	83
12	84
13	84
14	85
15	86
16	86
17	87
18	87
19	88
20	88
21	88
22	89
23	89
24	90

Mathematics	
Raw score	Scaled score
25	90
26	90
27	91
28	91
29	91
30	92
31	92
32	92
33	93
34	93
35	93
36	94
37	94
38	94
39	94
40	95
41	95
42	95
43	96
44	96
45	96
46	96
47	97
48	97
49	97

Mathematics	
Raw score	Scaled score
50	97
51	97
52	98
53	98
54	98
55	98
56	99
57	99
58	99
59	99
60	100
61	100
62	100
63	100
64	100
65	101
66	101
67	101
68	101
69	101
70	102
71	102
72	102
73	102
74	103

Reading

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	82
5	83
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	93
15	94
16	95

English reading	
Raw score	Scaled score
17	96
18	97
19	98
20	99
21	100
22	100
23	101
24	102
25	103
26	104
27	104
28	105
29	106
30	107
31	108
32	109
33	109

English reading	
Raw score	Scaled score
34	110
35	111
36	112
37	113
38	114
39	115
40	116
41	117
42	118
43	119
44	120
45	120
46	120
47	120
48	120
49	120
50	120

This is equivalent to 42% correct

This is equivalent to 55% correct

Spelling, punctuation and grammar

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	81
9	82
10	83
11	84
12	85
13	85
14	86
15	86
16	87
17	88
18	88
19	89
20	89
21	90
22	90
23	91

English grammar, punctuation and spelling	
Raw score	Scaled score
24	91
25	92
26	92
27	93
28	93
29	93
30	94
31	94
32	95
33	95
34	96
35	96
36	96
37	97
38	97
39	98
40	98
41	99
42	99
43	100
44	100
45	100
46	101
47	101

English grammar, punctuation and spelling	
Raw score	Scaled score
48	102
49	102
50	103
51	103
52	104
53	104
54	105
55	106
56	106
57	107
58	108
59	108
60	109
61	110
62	111
63	112
64	113
65	114
66	116
67	117
68	119
69	120
70	120

This is equivalent to 61% correct

Reporting to Parents: Annual Reports

- Foundation Subjects - End of year reports communicate each child's effort and general progress in relation to their foundation subject work. We also outline the content they have learnt about across the year.
- They are not given a categorised judgement to denote whether or not they have met end of year expectations.
- For English (reading and writing) and Maths, parents are told to what extent their child has worked within the set year group expectations using the terminology:
 - Working below
 - Working towards
 - Meeting
 - Deepening

Reporting to Parents:

It is really important for parents to understand that the expectations of the New National Curriculum are much higher at the end of each year group than under the previous curriculum.

For example, pupils going through National Testing in the next couple of years may still have gaps in their understanding. Therefore, they may have not reached the 'expected' outcomes for their year group', as they have only completed a small number of years of the New National Curriculum.

There is also a focus on children being able to explore the curriculum in more depth and being able to apply their learning in a range of contexts before moving on. This is the concept of **MASTERY**.

As a result, it is likely that not many children will be judged as 'deepening' because of the raised subject content expectations.

Questions:



Thank you very much for coming.