

St Bernadette's Catholic Primary School



New National Curriculum and
Assessment without Levels.

Information for Parents

Changes

- The New Curriculum began in 2014.
- Assessment without levels came into effect in September 2014.
- In May this year Year 2 (Elm) and Year 6 (Sycamore) were the final pupils to receive a level (ie Level 1, 2, 3, 4, 5 & 6) as a judgement at the end of KS1 and KS2.

Main changes to National Curriculum English

- This is characterised by an increased emphasis on the technical aspects of language as well as the creative aspects.
- English is set out year by year in Key Stage 1 and two-yearly in Key Stage 2.
- Specific content is given for each year group in the areas of spelling and vocabulary, grammar and punctuation.
- These are set out yearly across both key stages.
- The reading of classic children's literature is also an important feature of the new curriculum.

Main changes to core curriculum

Mathematics

- The main areas in the new programme of study for mathematics are called domains. These are number, measurement, geometry, statistics, ratio and proportion and algebra. Using and applying is covered in every domain.
- There is a greater emphasis on formal calculations and arithmetic.
- All children must know Times tables up to 12×12 by Year 4.
- Most of the changes to the mathematics curriculum involve content being brought down to earlier years e.g. Fractions in KS1.

Assessment without levels

- The Department of Education (DfE) believe that the old National Curriculum and the levels system failed to adequately ensure that children had a breadth and depth of knowledge at each national curriculum level.

Assessment at St Bernadette's

- The DfE announced last year that there would no longer be National Curriculum levels and that schools would have to set up their own systems to assess pupils.
- We have spent a long time researching various different methods of assessing pupils. Almost all of the systems used the same format, which was similar to the system used in the Early Years and Foundation Stage.
- The children are assessed against their year expectations at the end of each term and awarded one of the following areas to reflect their current attainment:

Entering

The children begin the year with teacher input/support.

They are at the entering stage of their understanding and application of their year group expectations.

Developing

The children are now developing the skills to complete objectives independently and can apply them (some support maybe needed).

For example, Maths using and applying and English cross curricular work. They give correct answers in formative assessments

Secure

- The children are now secure in their understanding of their year group expectations and can apply the objectives independently.
- Able children have a deep understanding in all areas of their year group expectations. They give correct answers in both formative and summative assessments.
- It is expected that the majority of children will be secure with the majority of the year group expectations by the end of the Summer term.
- Each child may still have a few objectives to meet. These objectives will be given as targets for the beginning of the new school year.

Able children

- Under the levels system children who were exceeding might have moved into the next level.
- The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge of their year group expectations. They need to have more opportunities to develop their using and applying skills within their year group expectations.

Early Years Foundation Stage

The children will be assessed at all times (ie on entry to our school, throughout the year and at the end of the year) in the 17 Early Learning Goals.

The Early Learning Goals (ELG) include Prime Areas of Learning (such as Communication and Language, Physical Development and Personal, Social and Emotional Development) and Specific Areas of Learning (such as Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

At the end of the year the children are assessed in each ELG as;

- **Emerging** – working towards the ELG
- **Expected** – achieving the ELG
- **Exceeding** – working above the ELG

In order to achieve a “Good level of Development” at the end of the year the children must have achieved “at least expected” in the Prime Areas, Literacy and Mathematics.

End of Key Stage 1

- Teacher assessment will remain the most important judgement for Year 2 children. However, children will also sit tests which inform the teacher's judgements.

These internal tests include:

- Reading
- Spelling, grammar and punctuation
- Maths (*show examples*)

End of Key Stage 2

- At the end of Year 6 pupils are expected to be 'secure' in the Year 6 group expectations.
- There will be some pupils who may be above Year 6 and some pupils who are Year 6 entering or developing.
- There may also be a small number of children who are still working at a lower level e.g. Year 5 entering/developing/secure.

Key Stage 2

Year 6 will sit external tests in:

- Reading
- Spelling, Grammar and Punctuation
- Written Arithmetic
- Mathematical fluency, solving problems and reasoning. *(show examples)*

Teacher assessment in Reading, Writing, Maths and Science

Assessment at St Bernadette's

- The biggest difference is how we will talk to you about how your child is progressing during the year.
- In the Autumn term, by early October, the teachers will have had an opportunity to assess how the children are progressing in their year group expectations.
- At the start of each year group, the majority of children will be entering as they are being judged against their Year group statements.

Assessment at St Bernadette's

- By using their professional knowledge and judgement teachers will know what the children can already do and what they think the children can achieve.
- All children will receive challenging targets which give them the opportunity to secure their understanding of their Year group expectations.

Assessment at St Bernadette's

- During the year we will have conversations with you, such as at Parents' Evening, about your child's progress.
- You will be told what targets your child needs to work on to move from entering to developing and secure in their year group expectations.
- At the end of the Autumn and Spring term we will send home a report to inform you of your child's progress and whether they are on-track to meet their year group expectations.
- The End of Year Report will include an assessment (ie entering/developing/secure) of your child's attainment in their year group expectations in English and Mathematics

How can you help?

- Homework
- Reading
- Spelling
- Grammar Rules
- Times tables and division facts
- Written Arithmetic

- See our Website www.st-bernadettes.org.uk for more information.

Thank you for your time

