

# Changes to the National Curriculum and Assessment

How this will impact on your child at Ditton Infant School.

# What is the National Curriculum Anyway?

The National Curriculum defines the programmes of study for key subjects in maintained/ state primary and secondary schools in England – it does not include RE.

Fundamentally, it sets out what your child is supposed to learn and when, but does not tell a school how to teach.

At Ditton we follow the KS1 (Key Stage 1) National Curriculum in Years 1 and 2 and the Early Years Foundation Stage Curriculum in Year R.

The current Government's view was that the old curriculum wasn't sufficiently challenging.

The new curriculum has been developed partly by comparing England's curriculum to those in other countries. It combines the best elements of what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, with some of the most best practice from schools in England.

# At a glance changes

- ❑ Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics.
- ❑ Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.
- ❑ There is a heavy emphasis on the use of phonics in the early teaching of reading when children start school.
- ❑ By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- ❑ All schools are also required to set out their school curriculum for English, Mathematics and Science on a year-by-year basis and make this information available online.

# At a glance changes - assessment

- ❑ National curriculum levels will be removed and not replaced in all year groups by 2016.
- ❑ Instead the new NC Programme of Study sets out what pupils should be taught by the end of each key stage.
- ❑ There will be no prescribed system for ongoing assessment and reporting. Schools will create or choose their own.
- ❑ There will be baseline testing when children within the first 6 weeks of children entering school.
- ❑ SATs at KS1 and KS2 will continue, but will be more demanding. The new versions will be used from summer 2016.

# English

- ◆ A new focus on development of vocabulary and spelling skills with specific spelling rules to be taught in specific year groups.
- ◆ The reading and recitation of poetry are given increased value.
- ◆ Phonics teaching has heavy emphasis in both key stages. Reading comprehension is explicitly mentioned separately to phonics.
- ◆ Change of emphasis in the teaching of writing, from a range of genres to “quality writing”.
- ◆ “Reading for pleasure” explicitly mentioned
- ◆ Significantly increased expectations in grammar and punctuation, presented for each year group in detailed appendices eg. commas and apostrophes use will be taught to 6 year olds
- ◆ Debating and presenting skills gain emphasis.

# Maths

- ◆ The curriculum has clear expectations around learning written methods of calculation as well as mental methods.
- ◆ There is an earlier and more challenging requirement for learning about fractions eg.  $\frac{1}{2}$  and  $\frac{1}{4}$  now introduced at age 5
- ◆ Maths facts should be learnt by heart eg. I know  $4+2=6$  so I also know that  $6-4 = 2$
- ◆ By the end of Year 1 children will be expected to count up to 100. Five year olds will also need to learn number bonds up to 20 eg.  $13+7=20$ ,  $20-7 = 13$
- ◆ There are earlier and more challenging requirements for multiplication tables (by 9 children need to know up to  $12 \times 12$ ).

# Science

- ◆ Greater emphasis on working scientifically, which is defined as what children do to answer scientific questions about the world around them.
- ◆ Six year olds now learn about animal habitats and food chains
- ◆ Increased focus on outdoor learning across the curriculum.
- ◆ Earlier requirements to identify and name a variety of common animals and a greater emphasis on plants, including trees particularly within the school environment/locality.

# Other curriculum areas

## **History –**

British history is emphasised  
Children learn about significant individuals  
From the past who have contributed to national  
achievements eg. Elizabeth I

**Geography** – there is a greater  
Emphasis on geographical facts  
including locating  
countries and cities on a map

**PE** – emphasis on fundamental  
Movement skills and engaging in  
Competitive and co-operative  
physical activities to improve health

**Music** – performing, listening to and  
reviewing live music

## **Computing (previously ICT) -**

Emphasises coding and  
programming rather than  
using programs. Internet  
Safety is a high focus

## **Design and Technology**

The new curriculum focuses on  
Designing, making and evaluating.  
Children use mechanisms in their  
Design projects and learn to prepare  
Food (with an emphasis on healthy  
Eating).

# Ditton Infant School Curriculum

Every state funded school must offer a curriculum which is broad and balanced and which;

- Promotes spiritual, moral, social and cultural development
- Prepares pupils for the opportunities, responsibilities and experiences of later life.
- The National Curriculum is the minimum that should be taught. At Ditton Infant School we have devised a curriculum which is constantly under review and which brings together academic learning with personal, social, emotional, spiritual and cultural development. These are taught under the umbrella of an overarching connectors, so that pupils can see how their learning is relevant and useful.

# Connected Curriculum in KS1

- \* Our Curriculum Map clearly shows how we have planned for the 'matters, skills and processes' to be taught from the Programme of Study for each National Curriculum subject and in each year group.
- \* We have grouped subjects that have obvious links and work well together in termly units within each year group 'connector'. Subjects are taught discretely when this is most appropriate.
- \* Teachers' planning enables children to apply their learning from across the curriculum in relevant contexts.

# Connected Curriculum in KS1

- \* Ditton Infant School's curriculum aims to provide breadth and balance whilst focusing on the core learning in English, Maths and Science.
- \* Our curriculum consists of the National Curriculum, the Kent Agreed Syllabus for RE, Philosophy for Children and additional curriculum provision and enrichment eg. Clubs, visits, visitors, community links.

# Assessment KS1

- \* The new National Curriculum places age related expectations at 8 months ahead of the previous National Curriculum at every point. Attainment will be measured against age related expectations.
  - A child working below age related expectations will not yet be secure in the end of year expectations.
  - A child working at age related expectations will be secure in the majority of the end of year expectations, including all core expectations.
  - A child working above age related expectations is secure in almost all / all of the end of year expectations and is able to apply their knowledge and skills confidently.
- \* From next year KS1 SATS will be based on the new National Curriculum and will cover Maths and English, including spelling, punctuation and grammar.

# Parental Partnership KS1

- \* Contact books
- \* Termly Newsletters
- \* Weekly homework letter
- \* Class assemblies
- \* Curriculum specific meetings
- \* Parents' evenings
- \* Tell a story Tuesday
- \* Walk in Wednesday

# Assessment in Reception

In Reception we have several methods of assessment;

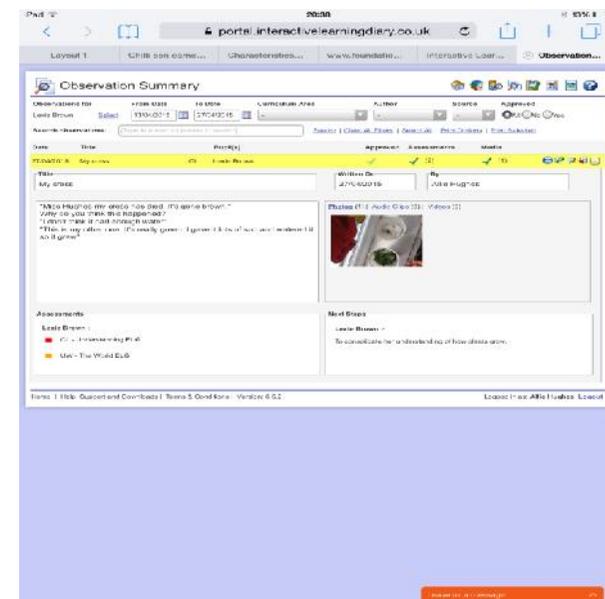
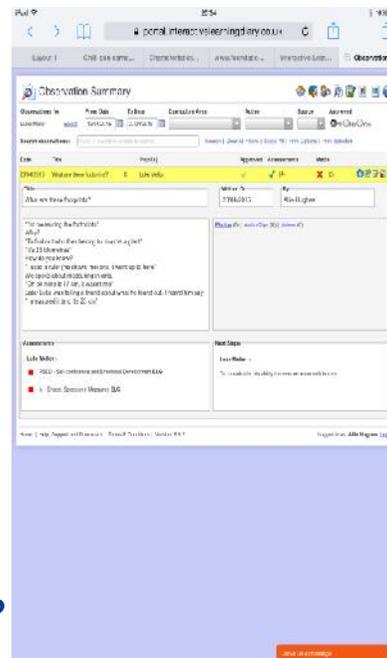
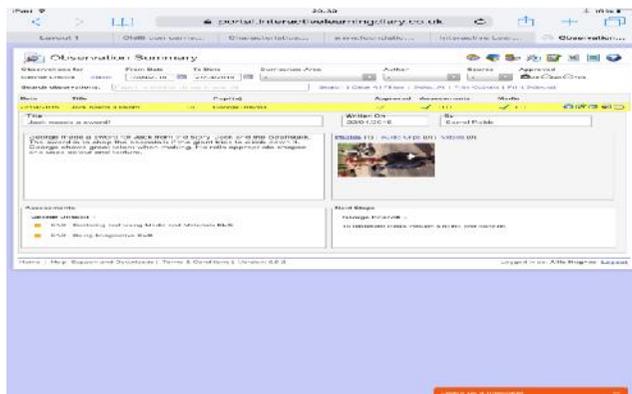
1. Teacher notes
  - \* Discussions between teacher and learning assistants
  - \* Notes on plans to help plan for the next day.
2. Learning Journeys
  - \* Examples of children's work, especially writing.
  - \* Work chosen by children or teachers to share with parents.
3. Interactive Learning Diary (ILD)
  - \* We observe the children in challenge time and look for new learning and skills that are being consolidated.

# Parental Partnership In EYFS

At Ditton we believe parental partnership is key in supporting children to develop and make great progress.

The ILD Portal (Interactive Learning Diary)

- \* This is an online portal that allows us to observe, assess and plan for your child's next steps.
- \* Why are we using it?
- \* What does it look like?



- \* How can you get involved?

# Changes to National Assessment

	2014/15	2015/16
EY Age 5 / Rec	2-3 Progress Check EYFS Profile	2-3 Progress Check [EYFS Profile] <b>New early baseline</b>
KS1 Age 7 / Y2	Phonics Screening Check (Y1/2) TA in Rdg / Wtg / Ma (informed by test/task and externally moderated) S&L and Sc	Phonics Screening Check (Y1/2) <b>TA in Rdg / Wtg / Ma</b> (informed by <b>tests</b> and externally moderated) and Sc New SPAG paper as part of writing test

# Sharing Progress Information KS1

- \* At Parents' Evenings we will be very clear about whether your child is
  - On track to make good progress (6 steps)
  - On track to achieve the age related expectations
  - We will provide 'next steps' information so that you can support learning at home.

In the end of year report we will tell you whether your child is working below, at or above age related expectations.