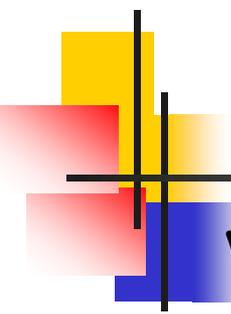


# Curriculum and Assessment

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Monday 28<sup>th</sup> September  
2015



# The Background

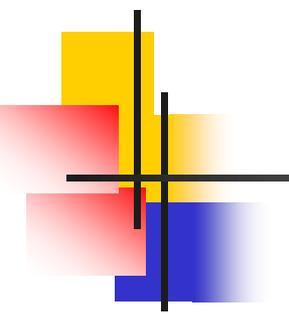
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## Why are there changes?

- England's position in the world and curricula in other countries.
- Preparing children for life in the 21<sup>st</sup> Century.

## What are the changes?

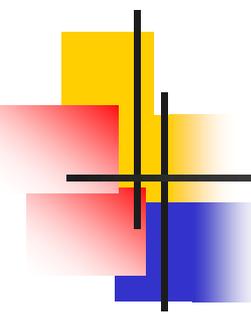
- A revised national curriculum from 2014 for all maintained schools.
- Levels no longer used to assess progress and attainment.
- New baseline for Year R in September 2016.
- Key Stage 1 tests in English Grammar, Punctuation and Spelling, Reading and Mathematics alongside teacher assessments in May 2016.
- Key Stage 2 tests in English Grammar, Punctuation and Spelling, Reading and Mathematics alongside teacher assessments in May 2016.



# Our Curriculum Model

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- Federation Curriculum Model



# A Mastery Curriculum

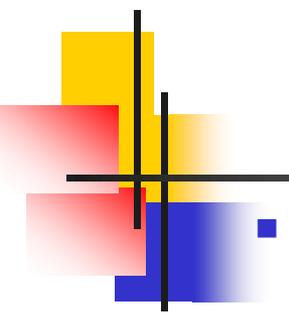
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## What is mastery?

- Deep and sustainable learning.
- Ability to build on something already mastered.
- Ability to apply knowledge, skills and understanding.

## What does the mastery curriculum look like?

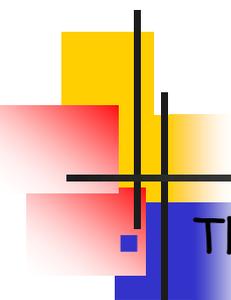
- The expectation is that the majority of pupils will move through the National Curriculum programmes of study at broadly the same pace.
- Decisions about when to progress will be based on the security of pupils' understanding and their readiness to progress to the next stage of learning.
- Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated learning opportunities.
- Pupils who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.



# Key Message

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- The key change that you will notice as parents is that children will no longer be accelerated through curriculum content in English and maths.



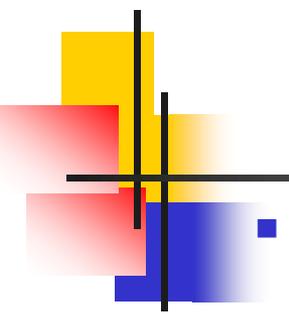
# Assessment

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- The new curriculum has one attainment target:

*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.*

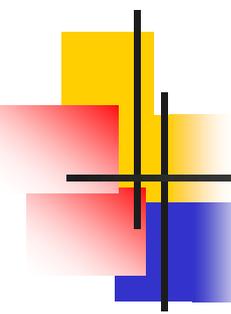
- There are a national set of Key Performance Indicators (KPIs) for reading, writing and maths, which are designed to assess if children are meeting the national expectation at the end of each year. We have adapted these to the context of the Federation.
- Across the Federation, staff will regularly assess the children against these KPIs and use this assessment to inform planning, teaching and intervention programmes - we have always done this, but the difference is the use of KPIs.
- At the end of each year we will identify if a child is:
  - \*working towards age-related expectations,
  - \*working at age-related expectations,
  - \*working above age-related expectations.
- These judgements will be shared with you in your child's annual report.
- Please note - to be working at age related expectations, your child must achieve all the KPIs.
- Due to the principles of the mastery curriculum there will be very few children working above age-related expectations.



# End of Key Stage Assessment

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- Results will look very different at the end of the Key Stage 1 and Key Stage 2 tests 2016 and are likely to make reference to a scaled score. We will keep you informed!
- There will continue to be teacher assessments at the end of Key Stages 1 and 2 in reading, writing, maths and science.
- You will be informed of both your child's test result and teacher assessment at the end of the Key Stage.



# So what have we been doing?

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In order to prepare for the changes, we have:

- undertaken training and development about the principles of a mastery curriculum;
- undertaken training and development about assessing attainment within the mastery curriculum;
- reviewed all curriculum planning;
- developed our assessment processes and procedures, ensuring that we continue with previous best practice to ensure the needs of all children are met;
- explored and developed alternative teaching strategies in order to meet the demands of a mastery curriculum, including flexible pupil groupings.

*All this work continues to develop at a national, local and Federation level.*

Any Questions?

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