New Curriculum and Assessment Overview
New Primary Curriculum

- The New National Curriculum became statutory for all children from September 2014, with the exception of English, Maths and Science in Years 2 and 6, which became statutory from September 2015.
- Summer 2016 will be the first year that Years 2 and 6 will be tested on the New Curriculum.
- Expectations have been raised. The New Curriculum is more rigorous and expectations are much higher for every year group.
Why have the Government said the National Curriculum needed to change?

• To raise standards.
• UK are falling behind other countries particularly in Mathematics.
• Research has shown the need to cover fewer aspects in greater depth and breadth. This also allows teachers more freedom to tailor the subjects to the needs of the class.
• Previous curriculum was very content heavy. Research has shown the need to return to teaching the basics and essential knowledge in key subjects.
Which subjects make up the New Curriculum?

- English
- Maths
- Computing
- Physical Education
- Religious Education
- PSHE
- Modern Foreign Languages
- Design Technology
## What are the core subjects?

### English
- Spoken Language
- Writing
- Reading
- Spelling, vocabulary, punctuation and grammar.

### Mathematics
- Number and place value
- Addition, subtraction, multiplication, division
- Fractions
- Measurement
- Geometry
- Statistics.

### Science
- **KS1**: working scientifically, plants, animals, Living things and their habitats, including humans, materials and seasonal changes.
- **KS2**: working scientifically, plants, animals (including humans), rocks, light, forces and magnets, states of matter, electricity, properties and changes of materials, earth and space, forces, evolution and inheritance.
English

Some of the main changes...

• Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example use of commas and apostrophes will now be taught in KS1)

• Emphasis on reading more widely, for pleasure.

• **Handwriting** - is expected to be fluent, legible and joined by the end of year 2.

• **Spoken English** has a greater emphasis, with children to be taught debating, recitation and presenting skills.

• Strengthen the teaching of phonics - more pupils should read fluently.
Mathematics
Some of the main changes...

• New Curriculum goes beyond the previous curriculum with higher expectations for each year group.
• A need to keep all key maths basics, such as number bonds/facts and times tables, “on the boil”
• Emphasis on calculating and problem solving with fractions and decimals and less on statistics (was data handling)
• Calculators are no longer used in the KS2 SATs. There is an increased emphasis on mental fluency and the use of efficient written methods in the four mathematical operations.
Science

Some of the main changes...

• Scientific enquiry is now called working scientifically and consists of a greater range of investigative activities.
• Greater emphasis on correct scientific vocabulary.
• More on identifying and naming living things, (animals and plants) especially in KS1.
• Seasonal changes including day length comes into Year 1.
• New topics- digestive system and evolution and inheritance now in KS2.
• New Science tests for KS2.(Pilot schools)
What do the staff feel that the curriculum should be?

• Fun
• Diverse
• Inclusive
• Relevant to all children
• Engaging and exciting
• Broad and balanced
• Creative- enabling different and varied opportunities, experiential learning linked to real life
• Use of the locality, visits and visitors
• Keep up to date with developments in ICT(ipads)
Assessment

Assessments
New Curriculum= New Assessment

• Levels are no more
• We are using Lancashire’s new assessment called KLIPS (Key Learning Indicators in Performance)
• Assessment system is used to ensure coverage of objectives, check that children understand what they have been taught and that they are on track to meet age related expectations.
At the end of each year group the government require schools to report on whether your child is working below national standards, at national standards or working at national standards with greater depth.
What are KLIPS?

• KLIPS- Key Learning Indicators of performance
• KLIPS are a Lancashire based assessment system
• They are used to assess children’s progress in all curriculum areas.
• The underlined statements are objectives that children have to achieve for their age group.
• Completed by the person who knows your child best...Their class teacher
# Example of KLIPS

## English

### Key Learning Indicators of Performance in Reading: Year 2

<table>
<thead>
<tr>
<th>Word Reading</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>As above and:</td>
<td>As above and:</td>
</tr>
<tr>
<td>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</td>
<td>- Developing pleasure in reading and motivation to read</td>
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<tr>
<td>- Re-read books to build up fluency and confidence in word reading.</td>
<td>- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</td>
</tr>
<tr>
<td>- Read frequently encountered words quickly and accurately without overt sounding and blending.</td>
<td>- Orally retell a wider range of stories, fairy tales and traditional tales.</td>
</tr>
<tr>
<td>- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</td>
<td>- Sequence and discuss the main events in stories and recounts.</td>
</tr>
<tr>
<td>- Read accurately words of two or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</td>
<td>- Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</td>
</tr>
<tr>
<td>- Read longer and less familiar texts independently.</td>
<td>- Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</td>
</tr>
<tr>
<td>- Apply phonics knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</td>
<td>- Learn and recite a range of poems using appropriate intonation.</td>
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<tr>
<td>- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</td>
<td>- Make personal reading choices and explain reasons for choices.</td>
</tr>
<tr>
<td>- Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -en, -est, -y.</td>
<td>- Understanding books which they can read themselves and those which are read to them</td>
</tr>
<tr>
<td>- Read further common exception words, noting tricky parts (see below).</td>
<td>- Identify, discuss and collect favourite words and phrases.</td>
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</tbody>
</table>

- Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
- Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
- Uses tone and intonation when reading aloud.
- Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
- Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hamlet was clever when he put stones in his pocket because...
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?
- Make predictions, based on what has been read so far.
- Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.
- Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.

### Participating in discussion

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Make contributions in whole class and group discussion.
- Consider other points of view.
- Listen and respond to contributions from others.
## Mathematics

### Key Learning Indicators of Performance: Year 6

<table>
<thead>
<tr>
<th>Number – number and place value</th>
<th>Number – addition and subtraction</th>
<th>Number – multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count forwards or backwards in steps of integers, decimals, powers of 10.</td>
<td>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</td>
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</tr>
<tr>
<td>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</td>
<td>Select a mental strategy appropriate for the numbers in the calculation.</td>
<td>Identify common factors, common multiples and prime numbers.</td>
</tr>
<tr>
<td>Identify the value of each digit to three decimal places.</td>
<td>Recall and use addition and subtraction facts for 1 (with decimals to two decimal places).</td>
<td>Use partitioning to double or halve any number.</td>
</tr>
<tr>
<td>Identify, represent and estimate numbers using the number line.</td>
<td>Perform mental calculations including with mixed operations and large numbers and decimals.</td>
<td>Perform mental calculations, including with mixed operations and large numbers.</td>
</tr>
<tr>
<td>Order and compare numbers including integers, decimals and negative numbers.</td>
<td>Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).</td>
<td>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</td>
</tr>
<tr>
<td>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number.</td>
<td>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</td>
<td>Multiply one-digit numbers with up to two decimal places by whole numbers.</td>
</tr>
<tr>
<td>Round any whole number to a required degree of accuracy.</td>
<td>Use knowledge of the order of operations to carry out calculations.</td>
<td>Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</td>
</tr>
<tr>
<td>Round decimals with three decimal places to the nearest whole number or one or two decimal places.</td>
<td>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</td>
<td>Use written division methods in cases where the answer has up to two decimal places.</td>
</tr>
<tr>
<td>Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</td>
<td>Solve problems involving all four operations, including those with missing numbers.</td>
<td>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</td>
</tr>
<tr>
<td>Use negative numbers in context, and calculate intervals across zero.</td>
<td></td>
<td>Use knowledge of the order of operations to carry out calculations.</td>
</tr>
<tr>
<td>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.</td>
<td></td>
<td>Solve problems involving all four operations, including those with missing numbers.</td>
</tr>
</tbody>
</table>
Pupil Progress Meetings

• Your child is constantly being assessed so that we are aware of their next steps.

• Teachers will keep a record of children’s understanding against these expectations.

• Teachers will make a judgement when a child has achieved an expectation.

• Differentiation is vitally important and teachers ensure that all children are working at the level they need to make progress.
How will we report back to parents?

• October - Parents Evening
• February - Mid Year progress report
• March – Parents Evening
• July – End of Year report informing you whether or not your child has achieved expected age related expectations
Our New System

• Pupils are assessed against the KLIPs.
• The New Curriculum ensures that pupils learn in greater depth and are given opportunities to apply their learning in a wide variety of situations to ensure breadth of learning.
• They are not accelerated through levels, instead they develop a deeper understanding and an ability to apply this understanding across other subjects and in a variety of challenging ways.
• At the beginning of each year they face the challenge of a new set of Year group expectations.
SATs Information

What are the SATs?

• Statutory Assessment Tests
• In English, Mathematics and Science*
• They assess the children’s learning throughout the Key Stage.

Who do they affect?

• All children at the end of Key Stage 1 (year 2) and the end of Key Stage 2 (year 6)
Does every child take the tests?

• If any child is working below National Standards in a subject, teachers may take the decision not to enter that child for the test. This decision is made in consultation with parents.

• At KS1 children working below the National Standards will be given prepared tasks to do.
When do the tests take place?

• 2016 is the first year that the new curriculum will be assessed.
• The outcomes will no longer be reported as levels as in previous years.
• At KS2 Scale scores will be used instead. (100 being average)
• There will be a set of tests for each subject. The tests will include questions for all ability levels, so there will be no higher level tests as in previous years.
• The mental maths test has been replaced by an arithmetic test.
Key Stage 1

• At KS1 there will be tests in Reading, Mathematics and Grammar, Punctuation and Spelling.
• All children will sit all tests (unless they do not meet National Standards).
• They can be carried out at any time during the month of May.
• We believe they will not be timed (there has been talk of timings being introduced)
# Key Stage 2 Dates

<table>
<thead>
<tr>
<th>Monday 9&lt;sup&gt;th&lt;/sup&gt; May</th>
<th>Tuesday 10&lt;sup&gt;th&lt;/sup&gt; May</th>
<th>Wednesday 11&lt;sup&gt;th&lt;/sup&gt; May</th>
<th>Thursday 12&lt;sup&gt;th&lt;/sup&gt; May</th>
<th>Friday 13&lt;sup&gt;th&lt;/sup&gt; May</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Reading Test</td>
<td>English Grammar, Punctuation and Spelling Test</td>
<td>Paper 1 Arithmetic Test</td>
<td>Paper 3 Maths Reasoning Test</td>
<td>No Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper 2 Maths Reasoning Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Test

• KS1 will be given a booklet with a fictional text and a non fiction text. There will be a paragraph at the top of each page and questions relating to it underneath.

• All children will then be given the opportunity to do a second reading paper where they will text booklet is separate to the question booklet.

• There will be literal, inferential and deductive questions.
Reading Test KS2

• The English Reading Test will have a greater emphasis on fictional texts, with greater emphasis on the comprehension elements of the new curriculum (inference and deduction)

• The test consists of a reading booklet and a separate answer booklet.

• They will a total of 1 hour to read the 3 texts in the reading booklet and answer the questions. There will be a mixture of genres. The least demanding of the texts will come first with the following texts increasing in difficulty.
English Grammar, Punctuation and Spelling Tests

• At KS1 the children will work through questions examining their knowledge of verbs, nouns, adjectives, adverbs, punctuation, types of sentences, contractions

• Some will be multiple choice, some written.

• There will be a separate spelling test, testing spelling rules taught throughout the year. This consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.
Key Stage 2

• Paper 1: Questions consist of a single test paper. They will have 45 minutes to complete the test.

• Paper 2: Spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Pupils will have approximately 15 minutes to complete the test, but it is not strictly timed.
Mathematics

• KS1 Maths will be a mixture of arithmetic questions and problem solving questions where children will be expected to apply their mathematical knowledge to different situations.

• KS2 Paper 1: Arithmetic. This assesses basic mathematical calculations and will require fast recall of number facts (number bonds and all multiplication tables) There will be 36 questions and pupils will have a total of 30 minutes to answer them.

• There will be + - x /. There will also be questions involving long division and multiplication, fractions and percentages.
Mathematics

• Papers 2 and 3: Pupils will have 40 minutes per paper to answer the questions. These will involve reasoning and problem solving.
• No calculators will be allowed for any test.
• In some answers, where pupils will need to show their method of working out, squared grids are provided.
Who marks the papers?

• At KS1 the papers are marked by the class teacher and then checked by another teacher. 50% of schools will be moderated by an external moderator from the authority.

• At KS2 all papers are collected and sent off to external markers from outside the borough.
How are the papers marked?

• At KS1 questions will be awarded 1, 2 or 3 marks. The correct answers will be added up and a raw score given. Then at the beginning of June a marking threshold will be sent to schools to convert the raw scores into:
  • Below National Standard
  • At National Standard
  • At National Standard with greater depth
Key Stage 2

• For KS2 tests a scaled score of 100 will always represent the ‘expected standard’
• A pupil’s scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test. The pupil’s raw score will be translated into a scaled score using a conversion table.
• For the 2016 tests, the Standards Testing Agency (STA) will publish test results in early July. Each child will receive:
  • A raw score
  • A scaled score
  • Confirmation of whether or not they attained the expected standard.
What if my child is unable to sit the test?

• It is important that all children are able to sit the tests.
• Pupils who miss any part of a test will not be awarded a score for that test.
• Teacher Assessment judgements must be entered for all pupils.
When do we receive the results?

• We will check the scores in school and any queries will be followed up.
• Data will then be inputted into school systems.
• You will receive the results with your child’s end of year report in July.
How can we help at home?

• Listen to your children read regularly, at least 3 times a week. (even at year 6) provide opportunities for children to deduce and infer meaning when discussing the texts, as well as retrieving information.

• Encourage children to think about the vocabulary they use and the correct grammar when speaking and writing. (not they was or I were!)

• Practise working within time limits when doing homework etc. (KS2)

• Practise spellings and complete all homework.
How can we help at home?

• Practise quick calculations and recall of number facts in their head.
• KS1 number bonds to 20, 2x, 5x, 10x and 3x tables
• KS2 number bonds and all times tables including 12x12.
• Encourage your child to show their working out for written homework tasks.
• Get children to predict the approximate answer before they work it out.
• Encourage them to check their answers using inverse operations.
Most Importantly

• We want every child to do their very best in all areas of the curriculum and want then to feel confident about any assessments that they undertake.

• At KS1 we do not call them tests, we call them quizzes.

• All children need plenty of sleep and rest and a good breakfast. (please do not organise sleepovers etc for the weekend before and the week of the tests. The children will not be at their best!)
Thank you for your support
Safe journey home!