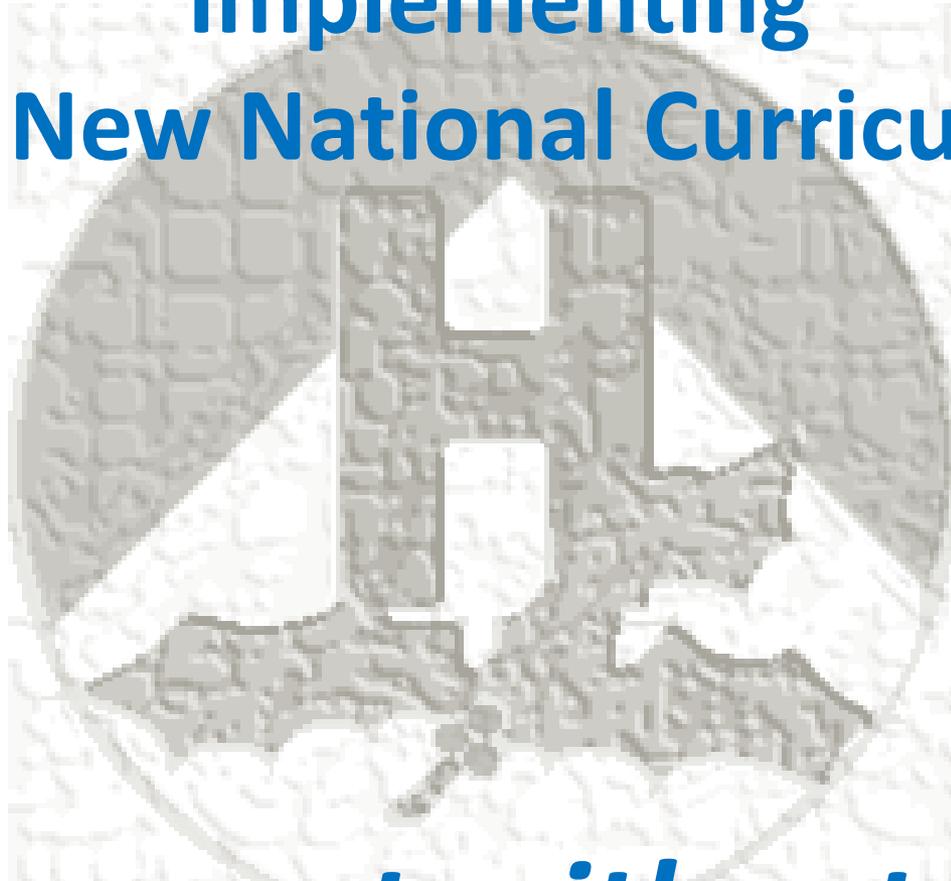


Implementing the New National Curriculum:



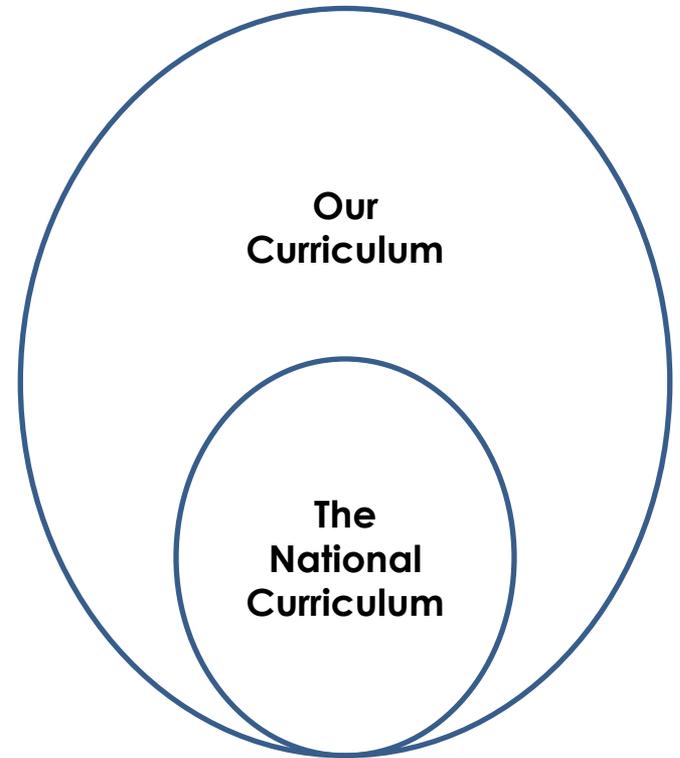
Assessment without levels

Aims:

- Provide a review /update of the introduction of the National Curriculum 2014 for years 1 to 6 (not EYFS)
- Introduce our Principles of Assessment and plans for assessment arrangements “after levels”
- Describe the ways in which children are assessed
- Familiarise you with the language we will be using to express progress and attainment and how this will be communicated to you as parents

What is the curriculum?

- As a staff team, we discussed the place of the NC in our school.
- Whilst the NC is statutory, it is not the total offer.
- We have thought about what is right for our children in our context.



‘The sum total of all learning and experiences that influence development and progress.’

Key themes linked to implementation of the new National Curriculum

- The combination of **strong leadership** and **high quality teaching** is critical to success.
- Articulate and embed **high expectations**.
- The freedom to develop more **innovative & effective approaches to learning**.
- Government want to embed a sense of **ambition and love of learning** for its own sake.
- Schools need to be **ambitious for all children**; regardless of background.
- The curriculum should maintain both **breadth and balance**.
- Each school should **develop its own curriculum** to achieve the above aspirations.

A great curriculum.....

1. Is underpinned by aims, values and purpose.
2. Develops the whole person - knowledge, skills, understanding and attitudes.
3. Is broad, balanced and has clear progression in subject knowledge and skills.
4. Is filled with rich first-hand purposeful experiences.
5. Is flexible and responsive to individual needs and interests.
6. Embeds the principle of sustainability.
7. Has an eye on the future and the needs of future citizens.
8. Encourages the use of environments and expertise beyond the classroom.
9. Makes meaningful links between areas of knowledge across the curriculum and the major issues of our time.
10. Has a local, national and international dimension.



“Equipped for Life”

Skills

(aptitudes, competencies)

Problem-solver/enquiry skills

Collaborative/co-operative

Critical & lateral thinkers

Good communicators

Good listeners

Literate, numerate, ICT/Digital learner

Analytical

Enterprising

Leadership

Attitudes

(approaches, mindset)

Positive, ‘can do’ attitude

Creative

Flexible, can adapt to change

Independent

Self-motivated

Risk-taker

Open minded

Reflective

Enthusiastic

Curious

Thirst for knowledge

Qualities

(dispositions, character)

Resilient

Determined/able to persevere

Resourceful

Empathetic

Sense of humour

Confident

Self-aware

Common sense

Supportive

Thoughtful

Show initiative

Values

(Standards, ethics)

Respectful – incl. courtesy, consideration, understanding of difference, inclusive, Fairness etc.

Honest

Generous

Kind

Patient

Thoughtful/mindful

Values statement

Our curriculum will support Hollymount pupils to be:

- *Respectful*
- *Resilient*
- *Confident, independent learners*
- *Enthusiastic and curious*
- *Creative problem-solvers*
- *Sociable and collaborative*

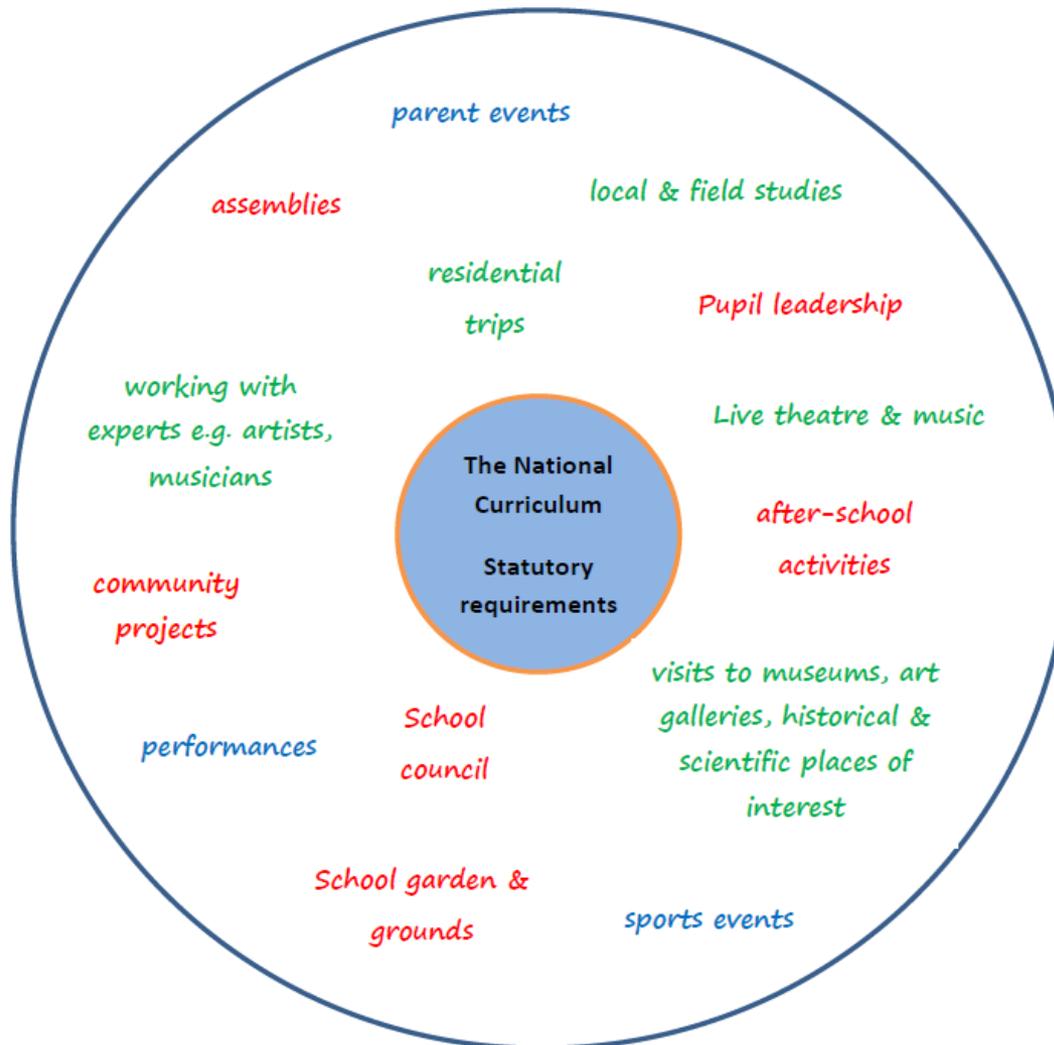
Curriculum Aims:

Our curriculum is based on the principles of a *World Class Curriculum* (The Curriculum Foundation).

It encompasses the National Curriculum 2014 and roots it in our own locality and context to meet the needs of learners at Hollymount. It aims to:

- *Make learning real, exciting and inspirational*
- *Develop the whole person*
- *Excite imaginations and fire curiosity*
- *Raise aspirations and widen horizons*
- *Equip our pupils with the skills to succeed as 21st century citizens*

The curriculum at Hollymount is “the sum total of all learning and experiences that influence development and progress”:



Timetable for the primary national curriculum changes: 2014 – 2015

Key stage & year		Core subjects (En, Ma, Sc)	Foundation subjects	NC Tests
KS1	Y1	New NC	New NC	No changes – national tests & reporting arrangements reflect current NC
	Y2	Current NC	New NC	
KS2	Y3	New NC	New NC	
	Y4	New NC	New NC	
	Y5	New NC	New NC	
	Y6	Current NC	New NC	

Timetable for the primary national curriculum changes: 2015 – 2016

Key stage & year		Core subjects (En, Ma, Sc)	Foundation subjects	NC Tests
KS1	Y1	New NC	New NC	National tests & reporting arrangements will reflect the new NC
	Y2	New NC	New NC	
KS2	Y3	New NC	New NC	
	Y4	New NC	New NC	
	Y5	New NC	New NC	
	Y6	New NC	New NC	



Department
for Education

What are the expectations and intentions?

Aims

- to ensure that the new National Curriculum embodies rigour and **high standards** and creates coherence in what is taught in schools
- to ensure that all children are taught the **essential knowledge** in the key subject disciplines
- beyond that core, **to allow teachers greater freedom** to use their professionalism and expertise to help all children realise their potential.

More information about the NC available on our website:

<http://www.hollymount.org>

Assessment arrangements

- The current system of levels & level descriptors has now been removed.

'We agreed that levels have become too abstract, do not give parents meaningful information about how their child is performing, nor give pupils information about how to improve.' (DFE)

- Schools are responsible for developing their own approaches to formative assessment.
- The government will prescribe statutory summary assessment.

(NC levels should be abolished).. not because they were a bad idea, but the way they were being used was getting in the way of the children learning



Dylan William
Emeritus Professor of Educational Assessment, IOE

We should be asking:

“ What do I need to do to make sure this child ready for Year 4 ?”

Not

“ What level of achievement should we have as a target?”

New National Curriculum 2014

- No longer uses a system of numbered 'levels' to describe children's attainment.
- Maths and English objectives are linked to a year group.
- Curriculum is designed to enrich pupils' learning by developing a greater breadth of skills and knowledge, so that they are confident to apply their skills to different areas of the curriculum - known as 'mastery', (rather than focus on moving to the 'next level').
- Curriculum is more challenging.

Assessment Principles*

Working with our local cluster of schools, we agreed the principles and means of our assessment practice to ensure it provides us with meaningful and understandable assessment information so that:

- pupils are able to develop in their learning;
- parents can support children with their learning;
- Teachers can focus their planning for teaching and learning.

***separate handout**

Formative assessment

....is ongoing assessment that informs teacher instruction and provides pupils with feedback on a daily basis.

In practice:

- Observations
- Questions
- Discussions
- Choice and challenge
- Marking of work/written feedback
- Verbal Feedback (VF)
- Whiteboards
- Talk partners
- Self and peer assessment (traffic lights, thumbs, effort grades)
- One line summaries of learning linked to 'success criteria'
- Children's own reflections

The language we will use..... (descriptions of Year Group Expectations)

Working below	Working towards	Working at	Working above	Working beyond
Not yet secure in these skills	Evidence of being secure in a few of the aspects	Secure in many aspects	Almost all of the aspects secure	All aspects secure, now going 'deeper and broader'

HfL Assessment Criteria for Phase A (based on curriculum expectations for Year 2)

Writing across a range of texts - Composition

<p>Sentence structure and punctuation</p> <ul style="list-style-type: none"> writes simple sentences with complete grammatical accuracy uses sentences with different forms: statement, question, exclamation, command expands sentences using co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) and subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) uses expanded noun phrases to describe and specify e.g. <i>the blue butterfly</i> uses the present and past tenses correctly and consistently including the progressive form (<i>past progressive: he was running; present progressive: she is drumming</i>) shows some variation in sentence openings (<i>not always opening with the subject</i>) uses appropriate adjectives and adverbs to give essential information e.g. <i>'plain flour' rather than 'flour' or 'fluffy, white flour'</i> uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) independently monitors own writing for sense, proofreading and editing previously-taught aspects, e.g. <i>spelling, punctuation, sentence structure etc</i> 	<p>Text organisation</p> <ul style="list-style-type: none"> plans or says out loud what they are going to write about re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end describes characters and includes some dialogue assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type writes simple information texts incorporating labelled pictures and diagrams creates an alphabetically ordered text re-reads to check that their writing makes sense and that tenses are consistent evaluates their writing with the teacher and other pupils selects appropriate words and phrases to describe details of first hand experiences and can justify their choices writes own calligrams (single words and shape poems)
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Uses the grammatical terminology to talk about their writing:
 noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma

Effect on audience

- writes stories in the style of a traditional tale, uses typical settings, characters and events
- writes familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest
- uses phrases drawn from story language to add interest, e.g. *she couldn't believe her eyes*
- explores characters' feelings and situations in stories, using role play and oral rehearsal
- suggests viewpoint with brief comments or questions on actions or situations
- establishes basic purpose of a text (e.g. *main features of story, report*), uses some features of the given form maintaining consistency in purpose and tense
- in poetry, experiments with alliteration to create humorous and surprising combinations; makes adventurous word choices to describe closely observed experiences

Writing across a range of texts - Transcription

<p>Handwriting</p> <ul style="list-style-type: none"> forms lower-case letters of the correct orientation and size relative to one another has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters uses spacing between words that reflects the size of the letters starts writing at the middle or top of letters and leaves the end ready to join later, e.g. with a flick, sometimes joining 	<p>Spelling</p> <ul style="list-style-type: none"> spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each spelling spells common exception words (according to programme used) spells more words with contracted forms where the apostrophe represents an omitted letter or letters uses the possessive apostrophe (singular) e.g. <i>the girl's book</i> knows the difference in meaning between taught homophones and near-homophones e.g. <i>there/their/they're</i>, <i>quite/quiet</i> adds suffixes to spell longer words, including <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i> applies spelling rules and guidance, as listed in English Appendix 1 writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far knows independently to use reading to check and support spelling begins to use simple dictionaries and, with support, thesauruses
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Summative Assessment

- Maths – mini-topic assessments
- Some form of annual standardised test for Years 1 to 6 – GPS, Reading and Maths
- External: KS1 and KS2 SATs (new format based on a scaled score – more information for parents in spring term)
- External: Year 1 and 2 Phonics Check

Local School Cluster work

- Moderation relating to year group expectations
- Work exemplification
- Consistency of language
- Professional development
- Ensuring that we are not working in isolation

Reporting to Parents

- Parent Consultation meetings in autumn and spring
- Annual reports – summer term
(new format in 2016 to reflect the changes in language)

A little bit about *INSPIRED*/Growth Mindset

- A 'Growth Mindset' is a phrase coined by Carol Dweck, professor of psychology at Stanford University, after 40 years of research into learning styles and attitudes. Through her research Prof. Dweck identified personality traits which lead to success and resilience which she refers to as 'growth mindset' beliefs. Contrasting traits are referred to as 'fixed mindset' beliefs. A person with a growth mindset believes that intelligence is cultivated through persistent learning whilst a fixed mindset person believes that intelligence is a fixed trait.
- Through research across all age-groups and cross-sections of society, Prof. Dweck found that roughly 40% of people will fall into either category although, importantly, these outlooks can be moulded by external factors such as praise and feedback.

What characterises a growth mindset?

Mindset	Fixed	Growth
Your belief:	Intelligence or talent are fixed traits	Intelligence is cultivated through learning
Your priority:	Look smart at all costs	Become smarter through learning
You feel smart:	Achieving easy, low effort successes and outperforming others	Engaging fully with new tasks, exerting effort, stretching and applying new skills
You avoid:	Effort, difficulty, setbacks, higher-performing peers	Easy, previously-mastered tasks

How does this work at Hollymount?

*I Independence /
Interdependence*

N Not giving up

S Self-motivated

P Positive attitude

I Inspired by challenge

R Risk taking

E Enthusiastic

D Developing

Not yet.....

Praising the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement...this process praise creates kids who are hardy and resilient.

The “Not yet” part helps them to understand they’re on a learning curve....on a path into the future.

Dr Carol S. Dweck



Any questions?

