

Assessing in the New Curriculum

West Lodge Primary School



Reason for Assessment Workshop

The introduction of the new assessment framework in line with the new curriculum

Purpose of Assessment Workshop

1. Help parents understand how their children are assessed in school and why.
2. Share the key curriculum changes in Literacy and Maths.



West Lodge Primary School

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West End Lane, Pinner, Middlesex, HA5 1A

westlodge.harrow.sch.uk

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Assessing in the New Curriculum June



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New Primary Curriculum

		2013-14	2014-15	2015-16
Year 1	Core			
	Foundation			
Year 2	Core			
	Foundation			
Year 3	Core			
	Foundation			
Year 4	Core			
	Foundation			
Year 5	Core			
	Foundation			
Year 6	Core			
	Foundation			

 2000 PoS statutory

 2014 PoS Statutory

 No statutory PoS

What is the National Curriculum?

The National Curriculum defines the programmes of study for key subjects in maintained/ state primary and secondary schools in England.

Fundamentally, it sets out what your child is supposed to learn and when.

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, with some of the most best practice from schools in England.

Implementing the New Curriculum at West Lodge

- * Opportunity
- * Summer 2014 – New curriculum maps
Year 4 trial new objectives
- * Autumn 2014 – New assessment procedures
- * On-going journey

Curriculum Aims

At West Lodge our curriculum aims to:

- * Help our pupils to become independent, enquiring and collaborative learners.
- * Develop happy, motivated life-long learners equipped for the future.
- * Nurture healthy, caring and respectful individuals.
- * Create thinking individuals, with values, who make a positive contribution to the world.
- * Provide challenge, enabling children to reach their full potential.
- * Be inclusive and diverse allowing a range of opportunities for children to find their element.
- * Help children develop a growth mindset, a love of challenge and create an environment where children embrace risk.



**There is a brilliant
child locked inside
every student!**

Two Quotes that underpin our Curriculum

There is a brilliant child locked inside every student.

(Our curriculum must provide a range of opportunities to meet the varied needs of all learners and give every child the best possible chance of finding their 'element')

Education is not the filling of a pail, but the lighting of a fire.

(Our curriculum must spark the love of learning – ignite the fire so that children become active learners and embark on a lifelong journey of learning)

West Lodge Curriculum Drivers

Community

Spiritual & Moral

Enquiry

Environment

New Primary Curriculum for Mathematics

Aims:

- Fluency in the fundamentals
- Reason mathematically
- Solve problems

New Expectations

- * Current Year 6 objective (Old Curriculum)
I can order a set of fractions by establishing a common denominator.
- * Current Year 5 objective (New Curriculum)
I can add and subtract fractions by establishing a common denominator.

New Primary Curriculum for Mathematics

What's out?

- Informal written methods of calculation
- Calculators
- Separate strand for using and applying

What's in?

- Roman numerals (Y3)
- Times tables up to 12×12
- Equivalence between metric and imperial
- Long division and algebra (Y6)
- Financial education has been reinforced, with a renewed emphasis on essential numeracy skills, using money and working with percentages.
- There is a focus on counting beyond whole numbers, eg: decimals, fractions.

What's there less of?

- Emphasis on estimation
- Less work on place value
- Less work on data handling (statistics) but more reference to interpretation of data.

What's there more of?

- More challenging objectives, especially in number
- There is a greater emphasis on the use of large numbers, algebra, ratio and proportion at an earlier age.
- Formal written methods introduced earlier
- More work on fractions

Mastery Over Acceleration

- * With each objective in Maths, children now need to show they understand the:
- * Factual - I know that...
- * Procedural - I know how...
- * Conceptual - I know why...

Multiply whole numbers and decimals by 10, 100 and 1000

Factual - $16 \times 100 = 1600$

$$18 \div 100 = 0.18$$

Procedural – $3.6 \times ? = 360$

$$? \div 1000 = 0.03$$

Conceptual – Khalid says, “I have 300g of sugar. If I add another 0.2 kg that will mean I now have 500g. Explain why Khalid is correct.

New Primary Curriculum for English

General changes

- A new focus on development of vocabulary.
- The reading and recitation of poetry are given increased value.
- Continued importance given to speaking and listening skills.
- 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”.

Key changes

- Phonics teaching to be continued for those who need it.
- Addition of the learning of “classic and modern” poetry, and recitation of poetry.
- “Reading for pleasure” explicitly mentioned
- Specific spelling rules to be taught in prescribed year groups.
- Significantly increased expectations in grammar and punctuation, presented for each year group in detailed appendices.
- Debating and presenting skills gain emphasis.

English in Key Stage 1

Reading:

- Emphasis on reading for pleasure, re-reading books and reading aloud;
- Making inferences from texts
- Increased focus on engaging with and interpreting texts;
- Learning of poetry (including reciting poetry) introduced.

English in Key Stage 1

Writing:

- Increased challenge, including developing “stamina” for writing
- Longer compositions and proof-reading of own writing;
- Increased focus on composition, structure and convention;
- Deeper focus on learning grammar and punctuation;
- Mastering the use of capital letters on all proper nouns;
- Joined writing expected in Year 2.

Spelling:

- Specific spellings, e.g. days of the week, prefixes & suffixes;
- Pupils expected to write sentences dictated by the teacher.

English in Key Stage 2

Reading:

- Read for pleasure;
- Word reading: pupils applying their knowledge to understand the meaning of new words;
- Learning of classic & modern poetry (including reciting poetry) introduced;
- Précising long passages of writing;
- Understanding of reading through formal presentations, such as debate.

English in Key Stage 2

Writing:

- Greatly increased expectations in grammar and punctuation;
- Children have to identify and label complex grammatical concepts, punctuation and spelling rules;
- Expectation that children expertly use and apply the grammar and punctuation concepts in independent writing to create specific effects;
- Evaluate, edit and proof-read own work.

Spelling:

- Statutory lists of words to be learnt in Years 3 - 6;
- Specific spelling rules to be taught.

Mastery Over Acceleration

- * In Literacy, children are expected to produce “quality writing” that has a greater control over their spelling, grammar and punctuation.
- * Children will now spend longer periods of time on a genre. Children will write back to back pieces of extended writing in the same genre to allow children to apply feedback given and to deepen their understanding.
- * Greater emphasis on writing across the curriculum

New Curriculum



Grammar, Punctuation and Spelling

23

Circle the **connective** in the sentence below.

Although the room looked empty, Cara knew she would discover something in there.

1 mark

32

Put one letter in each box to show the **word class**.

noun
A

verb
B

adjective
C

adverb
D

The first singer was clearly the best.

↑ ↑ ↑ ↑

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1 mark

Maths Year 6 Sample Paper

9

Write the missing fraction.



$$\frac{1}{3} + \frac{1}{4} + \boxed{} = 1$$

1 mark

Why Assess?

Knowing how each pupil is performing allows teachers to help individuals improve.

Assessment plays a key role in helping schools to improve outcomes.

This in turn promotes improvement at class level, then at school level.

Types of Assessment

- * Diagnostic
- * Observational
- * Formative
- * Summative

Diagnostic

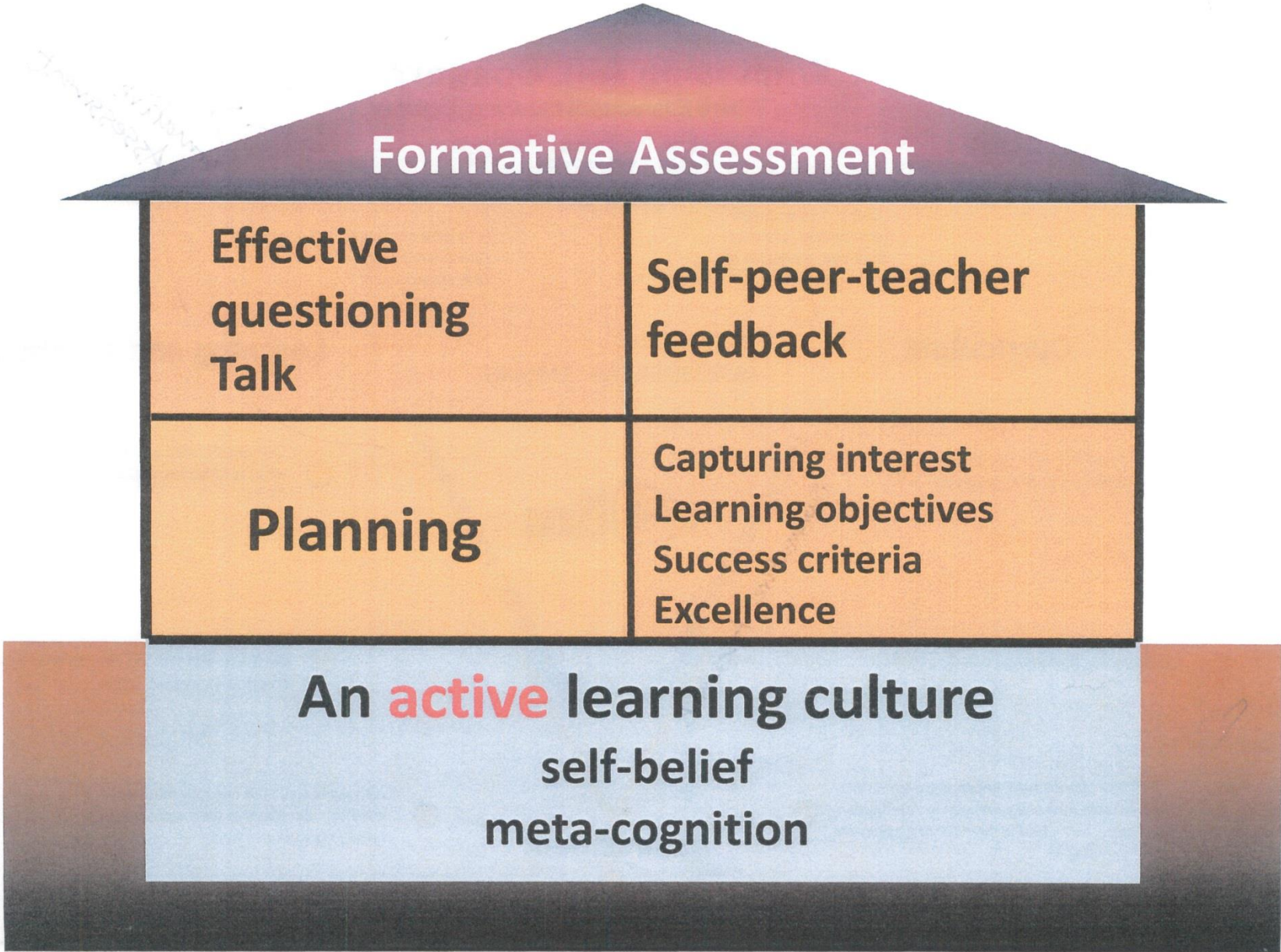
- * **Speechlink**
- * **Educational Psychologist**
- * **Speech and Language Therapist**
- * **Specialists**

Observational

- * Early Years Foundation Stage (Baseline)
- * Learning Journals
- * Lesson Study

Formative

- * **Assessment *for* Learning**
- * **Day to day assessment**
- * **Integrated feedback**
- * **Learning intention and success criteria**
(children are clear about what is to be learned and what success looks like)



Formative Assessment

**Effective
questioning
Talk**

**Self-peer-teacher
feedback**

Planning

**Capturing interest
Learning objectives
Success criteria
Excellence**

An **active learning culture**
self-belief
meta-cognition

Summative

- * **Assessment of Learning**
- * **Pupil Progress Meetings**
- * **KS1 Assessments**
- * **QCA/NfER Tests**
- * **Key Stage 2 SATs**

Formal Assessment in Year 2 - Now

- * Tests support and inform teacher assessment
- * Maths and reading paper
- * Maths, reading, writing, speaking and listening and science are the areas that are teacher assessed and then reported
- * Flexibility – during May and June

Formal Assessment in Year 2 - 2016

- * Tests support and inform teacher assessment
- * Maths Paper
- * Reading Paper
- * Grammar, Punctuation and Spelling Paper
- * Maths, reading, writing, grammar, punctuation & spelling, speaking & listening and science are the areas that are teacher assessed and then reported
- * Flexibility – during May and June

Formal Assessment in Year 6 - Now

ASSESSED BY TESTS (May)

MATHS

**PAPER A
PAPER B
MENTAL
MATHS**

No Calculator Paper

READING

ONE PAPER

GPaS

SPELLING

**GRAMMAR &
PUNCTUATION**

CONTINUOUS ASSESSMENT

WRITING

PREVIOUS EXPECTATIONS: AVERAGE POINT SCORES (APS) & LEVELS

APS	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41
NC level	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6		

Academic Expectations For All

- Key Stage 1 (Years 1 and 2): Expectation between 5 and 6 APS each year
- Key Stage 2 (Years 3,4,5,6) : Expectation 4 APS each year

14 APS – Expected

16 APS – Good

Formal Assessment in Year 6 - 2016

ASSESSED BY TESTS (May)

MATHS

PAPER 1–
Arithmetic

PAPER 2 –
Reasoning

PAPER 3 -
Reasoning

READING

ONE PAPER

GPaS

**GRAMMAR &
PUNCTUATION**

SPELLING

No separate L6 Paper in any subject

CONTINUOUS ASSESSMENT

WRITING

End of Key Stage Tests will not result in a NC Level

- * An age standardised score
- * 100 = expected
- * > 100 = better than expected
- * < 100 = working towards expected

Our New Model of Assessment

- * Our new model of assessment uses the new Year Group Expectations from the National Curriculum.
- * NAHT Key Performance Indicators

multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

C

FY

FZ

GA

GB

GC

GD

GE

GF

GG

GH

GI

GJ

GK

GL

GM

GN

GO

GP

GQ

GR

Year group

BAND FIVE

Area

Number

Focus

Number and place value

Calculations

read, write, order

Determine the value

count forwards or

interpret negative

round any number

solve number problems

read Roman numerals

add and subtract

add and subtract

use rounding to check

solve addition and

identify multiples

know and use the

establish whether

multiply numbers

multiply and divide

divide numbers and

multiply and divide

recognise and use

solve problems in

N1
K

N3
K

N2

N5
K

N4

N6

N3

C2
K

C1
K

C3

C4

C5
K

C5

C5

C7

C6

C7

C6

C5

C6
K

2

2

2

2

2

2	2	2	2	2		2	2	2	2		2			2			2	
2	2	2	2	2			2	2			2		2		2		2	
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West Lodge Primary School Reading Assessment

Level / Book Band	Level Descriptor	Date
<u>Band 5</u>	Works out the pronunciation of homophones, using the context of the sentence	
	Maintains fluency and accuracy when reading complex sentences, with subordinate clauses	
	Responds to more sophisticated punctuation	
	Discusses complex narrative plots	
	Summarises the main ideas drawn from more than one paragraph	
	Recognises different points of view	
	Discusses moods, feelings and attitudes using inference	
	Draws information from different parts of the text to infer meaning	
	Uses language features of a range of non-fiction text-types to support understanding	
	Identifies and comments on expressive, figurative and descriptive language to create effect in poetry and other forms of fictional writing	
	Identifies and describes the styles of individual writers and poets	
	Recognises ways in which <u>writers</u> present issues and points of view in fiction and non-fiction texts - 'He has only mentioned the bad points about air travel.'	
	Talks about the author's techniques for describing characters, settings and actions	
	Talks about themes in a story and recognise thematic links with other texts	
	Participates in discussion about books, building on my own and others' ideas and challenging views courteously	
	Understands that texts reflect the time and culture in which they were written - <i>'Hound of the Baskervilles would have been very scary for Victorian readers.'</i>	
	Compares the openings of a particular novel with the beginnings of other novels read recently	

	Spelling	Organisation	Purpose	Vocabulary	Grammar & Punctuation	Handwriting
Band 5	I can spell words with silent letters e.g. knowledge, knives [][][] I can spell words with the endings -cious and -tious [][][] I know and use the 'I before e' rule following a c [][][]	I can use devices, such as connectives, within a paragraph for cohesion, e.g./ <i>Firstly, in addition, furthermore</i> [][][] My paragraph structure is controlled to shape a story e.g. 5 paragraph structure involving a build-up, conflict and resolution [][][] I can use shifts in time and place to shape a story and guide the reader through the text: e.g. <i>by introducing a new section to draw attention to the main event</i> [][][] I can ensure the consistent and correct use of tense throughout a piece of writing [][][]	I can include some significant interaction between characters through actions, description, and character responses. Character developments helps to move the story forward [][][] In my writing, characterisation is evident, through direct and reported speech [][][] In my writing, the setting is used to create mood [][][] I can write in a given style successfully by referring to the 'Tricks of the Trade' [][][] I can identify and address the reader [][][]	I can choose words for deliberate effect – stationary rather than stopped [][][] My vocabulary choices are more thoughtful – using a thesaurus to extend range of words used [][][]	I can proof-read for spelling and punctuation errors [][][] I can use a colon to introduce a list [][][] I can use relative clauses beginning with: who, which, where, when, whose and that [][][] I can use commas to clarify meaning or avoid ambiguity [][][]	I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters [][][] I can choose the writing implement that is best suited for a task. [][][]
Band 4	I can spell all of the Year 3 & 4 word list [][][] I can use the possessive apostrophe correctly in all situations [][][] I can use the prefixes j-, re-, sub-, inter-, anti-, auto- [][][] I can use the suffixes – ly, -ation, -ous [][][]	In narrative, I can use paragraphs for a change in action, setting and time [][][] In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion [][][] My paragraphs have relevant openings [][][]	My writing suggests insights into character development through describing how characters look, react, talk and behave, rather than by telling the reader [][][] I can consider the needs of the reader and provide background information in my writing [][][] I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident [][][]	I can choose words and phrases that both engage the reader and support the purpose – these may still be 'well known' to the writer from other text examples, or class lists, etc. [][][] I can include details to add interest, to persuade ('obviously') or to direct ('imperative verbs') [][][]	I can use commas after fronted adverbials [][][] I can use and punctuate direct speech [][][] I can write in Standard English forms for verb inflections (e.g. we were instead of we was) [][][]	I can use diagonal and horizontal strokes that are needed to join letters [][][] I understand which letters, when adjacent to one another, are best left un-joined [][][]
Autumn Term Assessment		Spring Term Assessment		Summer Term Assessment		

	Spelling	Organisation
Band 5	I can spell words with silent letters e.g knowledge, knives I can spell words with the endings -cious and -tious I know and use the 'I before e' rule following a c	I can use devices, such as connectives, within a paragraph for cohesion, e/g/ <i>Firstly, in addition, furthermore</i> My paragraph structure is controlled to shape a story e.g. <i>5 paragraph structure involving a build-up, conflict and resolution</i> I can use shifts in time and place to shape a story and guide the reader through the text: e.g. <i>by introducing a new section to draw attention to the main event</i> I can ensure the consistent and correct use of tense throughout a piece of writing
Band 4	I can spell all of the Year 3 & 4 word list I can use the possessive apostrophe correctly in all situations I can use the prefixes il-, re-, sub-, inter-, anti-, auto- I can use the suffixes -ly, -ation, -ous	In narrative, I can use paragraphs for a change in action, setting and time In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion My paragraphs have relevant openings

In Summary

2014 National Curriculum

The new curriculum has been described as setting a 'higher bar' for primary school children, therefore helping to improve standards. This means that much of the content of the English and Maths curriculum is now being taught a year earlier e.g. adding fractions used to be taught in Year 6 but is now taught in Year 5.

In Summary

Assessment in the New Curriculum

The government has now dropped the use of National Curriculum levels, and schools have been empowered to create their own measure of pupils' attainment. Each year group has clearly identified Year Group Expectations in the new National Curriculum which all pupils have been working towards.

What it will look like in reports

Pupils' achievement against the year group expectations will be shown as:

- * Working Towards National Expectation
 - * Working Within National Expectation
 - * Exceeding National Expectation
- * *Reminder to focus on content not the label – growth mindset*

Effect on Years 1, 3, 4 and 5
Bar already raised in EYFS



West Lodge Primary School

Progress Report

Name:	Class:	Date: July 2015
Attendance: %	Unauthorised Absence: 0	Times late: 0

L= Limited	*= Satisfactory	**= Good	***= Outstanding
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Literacy Reading	Effort: ***	Attainment: Working Towards National Expectation
Target for improvement:		

Literacy Writing	Effort: ***	Attainment: Working Within National Expectation
Target for improvement:		

Literacy Speaking and Listening

Mathematics	Effort: ***	Attainment: Exceeding National Expectation
Target for improvement:		

Local Review - Vanguard

“West Lodge is in the vanguard of schools with regard to the introduction of new arrangements for assessment – a summary of the first term’s pupil tracking data for Years 1, 3 and 4 was shared with the HSIP team.”

Nasim Butt HSIP Adviser and Lead Inspector for Ofsted

Ofqual

“Any new assessment system will take approximately three years to fully embed and produce meaningful and accurate data.”

Assessment is not meant to be used as a measure of your child's ability at school but as a means to improve their ability to learn: to help them acquire knowledge, deepen understanding and develop skills.

