

A Canonbury Guide to the New Curriculum: Assessment

2015-16

Welcome to...

CANONBURY
PRIMARY SCHOOL

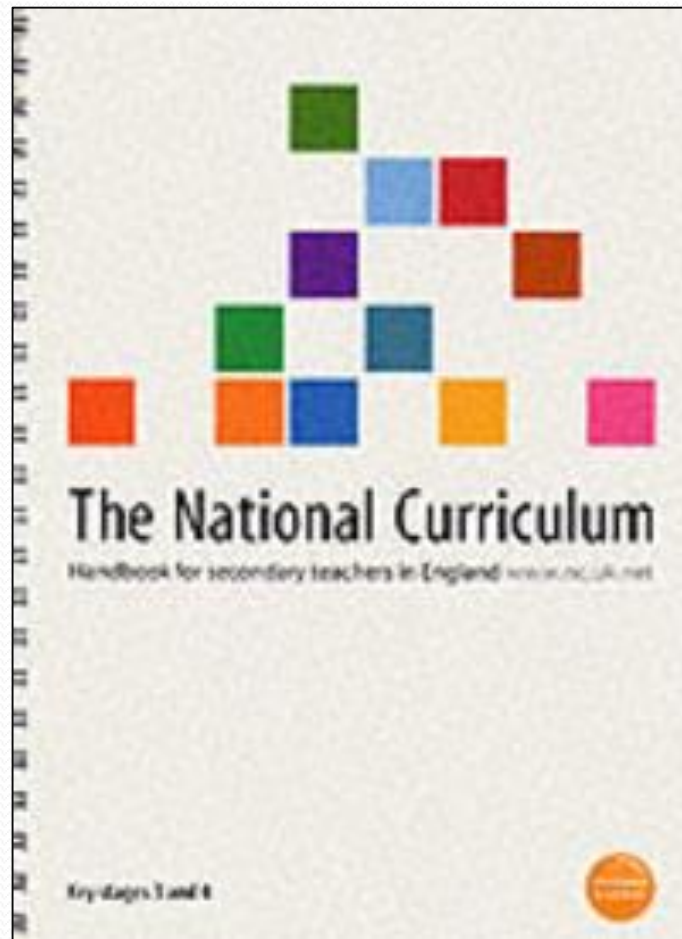


What is a national curriculum?

- A national curriculum sets out the body of knowledge, skills and understanding that a society wishes to pass on to its children and young people.



The old National Curriculum 2000



The new National Curriculum 2014



The national curriculum in England

Framework document

July 2013

Why did they review the national curriculum?

- “Our review will examine the best school systems in the world and give us a world-class curriculum that will help teachers, parents and children **know what children should learn at what age.**”
- Michael Gove 2011

How do I know what they should be learning?

- All objectives can be found in the handouts.

 **EES** *Steps*

Steps

Band 1 - English Writing

Spelling, Handwriting, Composition,
Vocabulary, Grammar & Punctuation



Name _____

Class _____

 Target Tracker

Version 1.0

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Spelling

I can spell words containing each of the letter sounds I have been taught.

I can spell common exception words.

I can spell the days of the week.

I can name the letters of the alphabet in order.

I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

I know the plural rule and can use -s and -es in the right place.

I can add un- to the start of a word to make a different word.

I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

I can use simple spelling rules.

I can write the correct spellings in simple sentences I hear my teacher say.

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can write lower-case letters in the correct direction, starting and finishing in the right place.

I can write capital letters.

I can write numbers 0-9.

I can see which letters belong to which handwriting 'families'.

Composition

I can write sentences by saying out loud what I am going to write about.

I can say my sentence out loud before I write it.

I can join my sentences together to make a story.

I can read my sentence and check that it makes sense.

I can talk about my writing with my teacher or children in my class.

I can read my sentence out loud so that children in my class can hear and understand me.

Vocabulary, Grammar & Punctuation

I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.

I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.

I can show you how un- added to the beginning of a word can change its meaning.

I can put words together to make sentences.

I can use joining words like 'and'.

I can write a short story using sentences.

I can use spaces between words.

I can use capital letters, full stops, question marks and exclamation marks at the end of sentences.

I can use capital letters for names, places, the days of the week and the word 'I'.

I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Is the new curriculum more challenging?

- The new curriculum is more challenging!
- Your child may find it noticeably harder.
- For example in Year 6 they are now expected to understand Roman Numerals and Algebra!



The Old Levelling System:

Level	
6	
5a	
5b	
5c	
4a	
4b	Year 6
4c	Year 5
3a	Year 4
3b	
3c	Year 3
2a	
2b	Year 2
2c	
1a	
1b	Year 1
1c	

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Level 1b/a

Level 2a-c

Level 2a-3b

Level 3

Level 3b-4c

Level 4

New Curriculum Timeline

2014-15 – Year of Transition

- **Sept 2014** – New curriculum was introduced to Y1, Y3, Y4 and Y5. Not Year 2 or Year 6

Children at Canonbury were still assessed using the old system of levelling.

- **End of year**: Y2 and Y6 still assessed using the 2000 curriculum levels.

• 2015-16 – New Curriculum for all

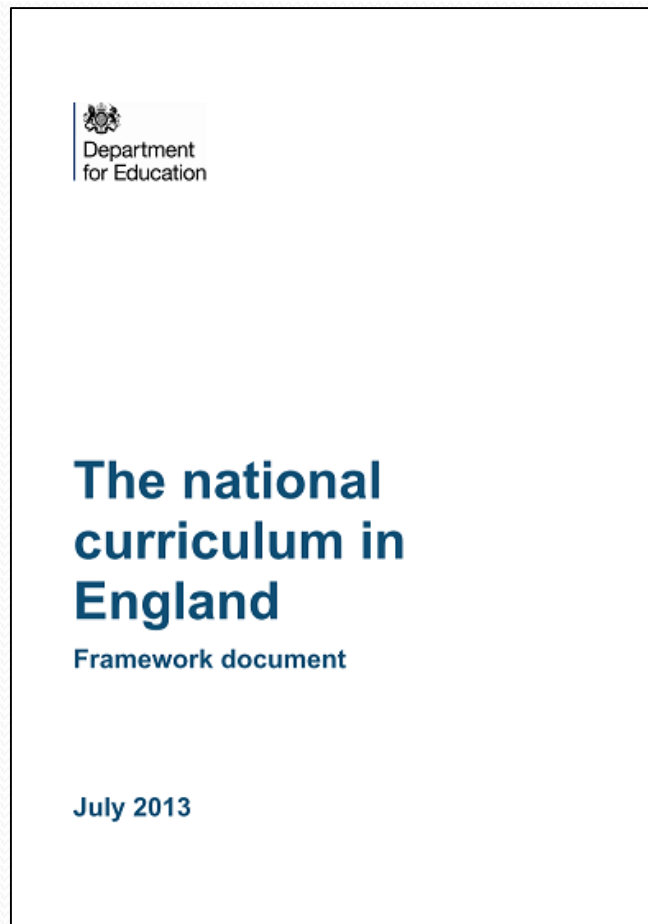
- **Sept 2015**– New curriculum now taught to Y1-6.

All children to be assessed using the new assessment system.

- **End of year**: Y2 and Y6 to be assessed using the new system.

What does this mean for your child?

- Every child in each year group is taught from an age appropriate set of objectives.



Life without levels

- The new assessment has meant a change in vocabulary.
- Lots of schools have had to decide on how they will present assessment to parents



What does this mean for your child?

- Every child is now assessed within a certain band that links to what they have been taught:

Year 1 = Band 1

Year 2 = Band 2

Year 3 = Band 3

Year 4 = Band 4

Year 5 = Band 5

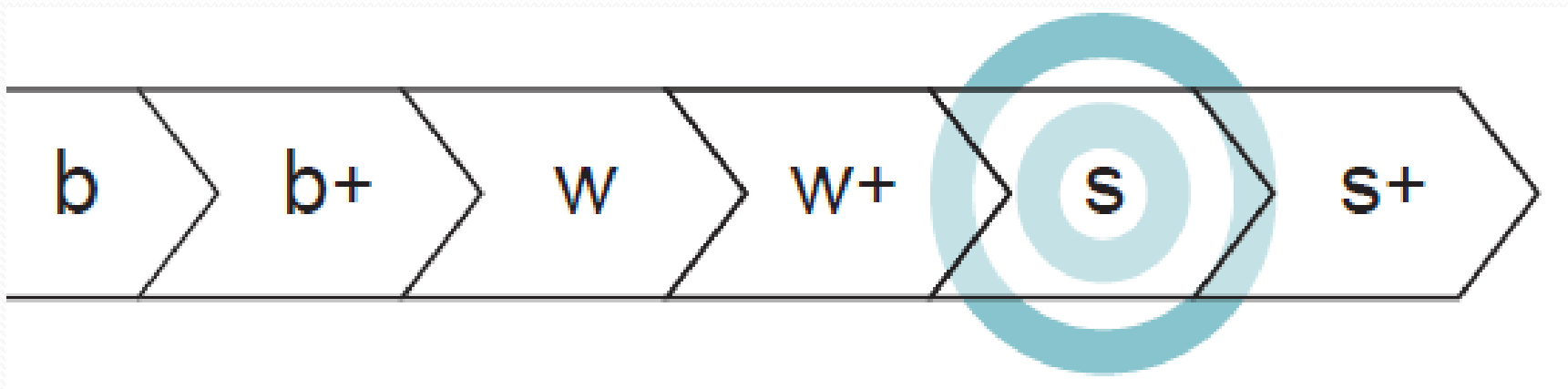
Year 6 = Band 6

- If your child is working significantly below the expected age band, they will be assessed within a lower band.

What does this mean for your child?

- Each band is broken up into 6 stages

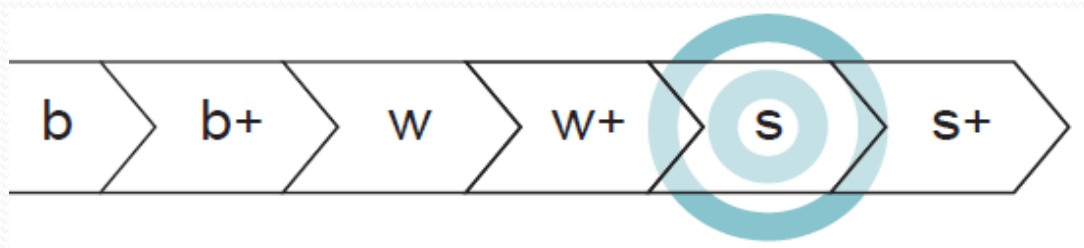
b	b+	w	w+	s	s +
beginning	beginning+	working within	working within +	secure	secure+



- The end of year target is **SECURE**

What does this mean for your child?

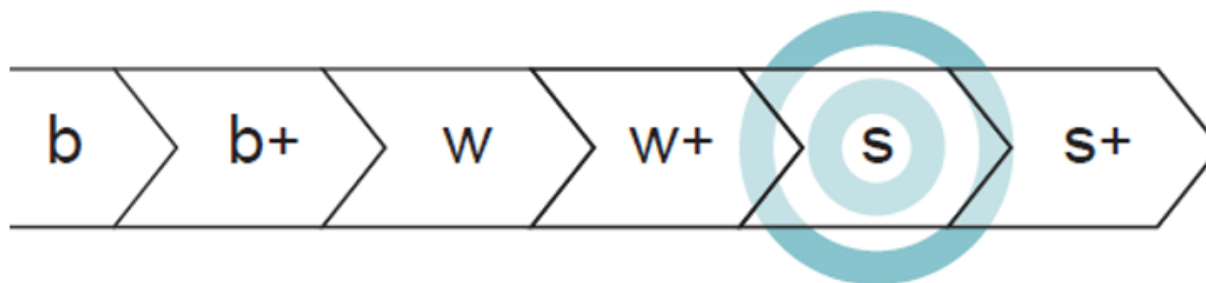
- Every year the children start within the new band
- End of Y1 Target = Band 1 Secure
- End of Y2 Target = Band 2 Secure
- End of Y3 Target = Band 3 Secure
- End of Y4 Target = Band 4 Secure
- End of Y5 Target = Band 5 Secure
- End of Y6 Target = Band 6 Secure



What does this mean for your child?

- When your child starts a new year group, they start learning through the new objectives for the year group.
- At the start of the new year, everyone starts at BEGINNING (b).
- When they start in a new year group their new assessments will be within the new band.
- If a child ends band 4 as SECURE, they will initially start Year 5 at the beginning of band 5.
- Throughout the year we will be reviewing this new system.

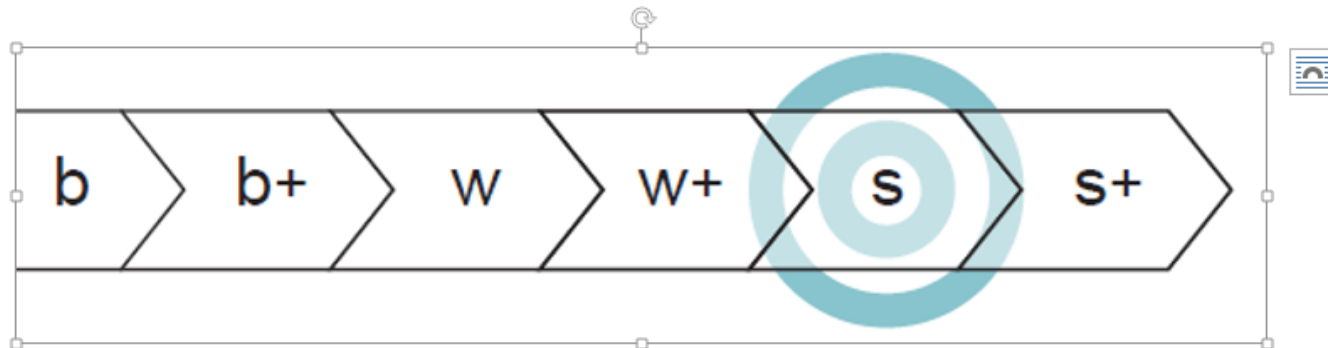
A Canonbury Guide to the New Assessment System – YEAR 5



b	b+	w	w+	s	s +
beginning	beginning+	working within	working within +	secure	secure+

<u>Year 5/Band 5</u>	Significantly below age expectation	Below age expectation	Age expectation	Exceeding age expectation
Autumn Term – Parent Consultation 1	Assessed within lower Band 1, 2, 3 or 4	b	b+	W, W+, S, S+
Spring Term – Parent Consultation 2		b, b+, w	w+	S, S+
End of Year – School Report		b, b+, w, w+	s	S+

A Canonbury Guide to the New Assessment System – YEAR 6



b	b+	w	w+	s	s +
beginning	beginning+	working within	working within +	secure	secure+

<u>Year 6/Band 6</u>	Significantly below age expectation	Below age expectation	Age expectation	Exceeding age expectation
Autumn Term – Parent Consultation 1	Assessed within Band 1, 2, 3, 4 or 5	b	b+	W, W+, S, S+
Spring Term – Parent Consultation 2		b, b+, w	w+	S, S+
End of Year – School Report		b, b+, w, w+	s	S+

What is S+?

- Children who are s+ are still working within their age band.
- However...

...they are secure in all of the relevant objectives and they have mastered using and applying them in a range of different contexts.

What is S+?

- Children who are s+ are still working within their age band.
- However, they are secure in all of the relevant objectives and they have mastered using and applying them in a range of different contexts.

E.g. Problem solving using money, capacity, time etc.

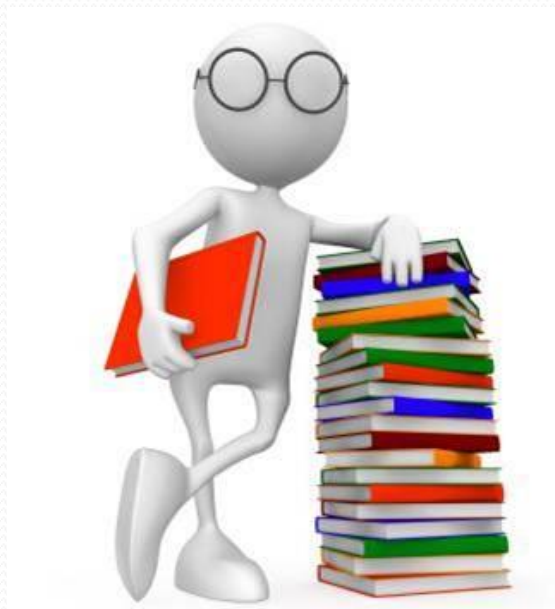
or...

being able to write a full range of text types in any given context.

What is S+?

“The essential idea behind mastery (s+) is that all children need a deep understanding of their learning.”

National Centre for Excellence in the Teaching of Mathematics



Are children limited to their band?

- What happens if a child reaches s+ early in the year?
- Some children may achieve ALL the objectives in Reading, Writing or Maths, and MASTER them in a range of different contexts. This may be achieved early in the year.
- Should this happen... the year group team and SLT would meet for a pupil progress review to discuss whether they are ready for the band above.

How will their teacher know how your child is doing?

- Teachers continuously assess all children throughout the year.
- They use a range of different methods to assess Reading, Writing and Mathematics.
- They will use questioning, children's work and testing when appropriate.

How do I know if the assessments are accurate?

- We have closely followed national guidelines
- Teachers work together to make assessment judgements.
- Teachers also work with the Senior Leadership Team.
- Teachers have been comparing books with other Islington schools (Future Zone Consortium) to ensure that assessments are accurate.

When will my child be formally assessed? Early Years and Year 1

- Early Years are assessed Early Learning Goals at the end of Reception.
- Year 1: Phonics Screening at the end of Y1.

When will my child be formally assessed?

- End of Key Stage 1:

Children will be formally assessed in...

- Mathematics – Arithmetic and Reasoning – Tests
- Reading – Test
- English, Grammar, Punctuation and Spelling – Test
- Writing – Teacher Assessment

When will my child be formally assessed?

- End of Key Stage 2:

Children will be formally assessed in...

- Mathematics – Arithmetic and Reasoning – Tests
- Reading – Test
- English, Grammar, Punctuation and Spelling – Tests
- Writing – Teacher Assessment

When will my child be formally assessed?

- There will be a meeting for Year 2 and Year 6 parents in the new year to explain the end of year assessment further.

How will I know how my child is doing?

- Although assessment is ongoing, you will receive an assessment update three times a year:
 1. Autumn Parents' Evening
 2. Spring Parent's Evening
 3. End of Year Report

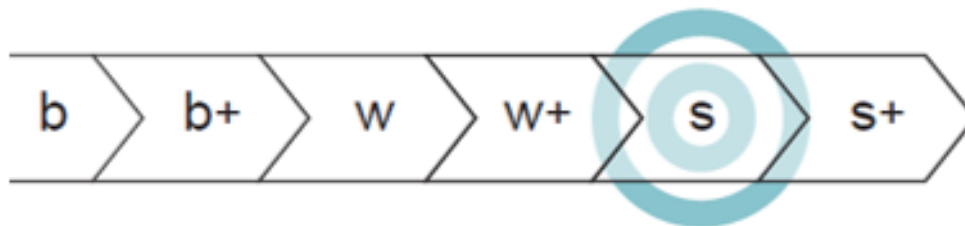
How will I know how my child is doing?

- Your child's teacher will share with you their current autumn term assessment and the prediction for the end of the year assessment.
- Your child will reach this target if they make expected progress
- But... your child also could make accelerated progress and exceed it!
- Or... they could also make less than expected progress and not achieve it.

How is this child doing?



Autumn Term Assessment – YEAR 5



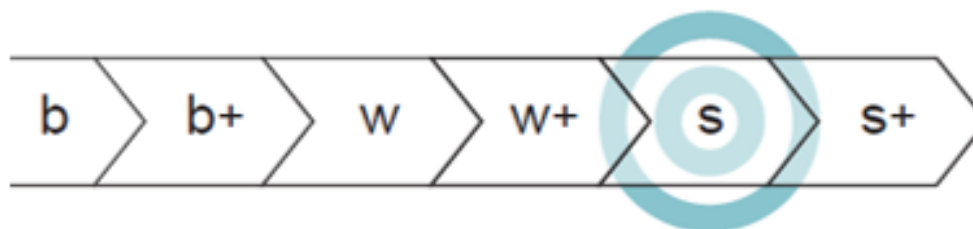
Name: Child B	Class: Y5	Date: 1.12.15
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Subject	Autumn Term Assessment	End of Year Prediction
Reading	b+	S
Writing	b+	S
Maths	b+	S

How is this child doing?



Autumn Term Assessment - YEAR 5



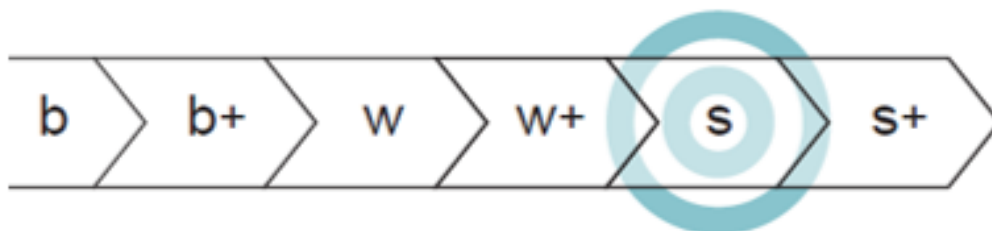
Name: Child C	Class: Y5	Date: 1.12.15
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Subject	Autumn Term Assessment	End of Year Prediction
Reading	W	S+
Writing	W	S+
Maths	S	S+

How is this child doing?



Autumn Term Assessment - YEAR 5



Name: Child A	Class: Y5	Date: 1.12.15
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Subject	Autumn Term Assessment	End of Year Prediction
Reading	b	w
Writing	b	b+
Maths	w	S+

Thank you for coming!

A graphic featuring the words 'thank you!' in a playful, overlapping font. The letters are in various colors: green, blue, yellow, red, and orange. The word 'thank' is on top, 'you!' is below it, and the letters are interwoven. The entire graphic is set against a white background with a light gray dotted pattern.

thank
you!