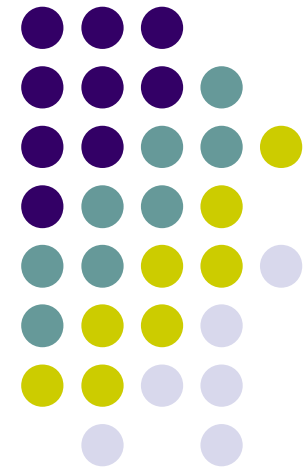


The New Primary National Curriculum

What it means for the children
How this will be reported



The old National Curriculum was a level based curriculum



- The levels were used to benchmark a national expectation at the end of Ks1, Ks 2 and Ks3
- For the end of Ks1 level 2 was the expected standard

This produced an expected learning journey for all children



End of Year	R	1	2	3	4	5	6
AA	7+	1A	3C	3A	4B	5C	5B/A
A	6	1B	2B	3C	3A	4B	4A
BA	5	1C	2C	2A	3B	3A	4C

The curriculum was content driven with an assessment focus on knowledge.

Features of the new Primary Curriculum



- It is not level based.
- It is harder, some key concepts and skills were in higher age groups in the old curriculum.
- Whilst it delivers content its assessment is based on the children's level of understanding and ability to apply their knowledge, this is termed as mastery.
- Expectations for progress are consistent across the key stages.

It is harder



- Elements of the new curriculum have previously been taught in different year groups.
- The impact of this in its first years is significant. Children will have apparent 'gaps' in their learning as they won't have covered the whole curriculum in previous years.
- These gaps will impact on their overall assessment.
- Staff are working hard to form a picture of what the children need to achieve.

The apparent impact on progress and attainment of the new Primary Curriculum



A dip in data ... shows how much a child must catch back up



Many schools have asked why pupils dip on our charts when a teacher begins recording Golden Codes. This is to be expected as it is an outcome of the new curriculum's greater challenge. This drop demonstrates the amount a child needs to now catch up in order to meet the ARE expectations of the DFE. A child is not on track again until they have bridged the gap and re-met their expected learning.

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No levels

Levels have been replaced by the an Age Related Expectation (ARE).

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Expectations	Y1W	Y1M	Y1A	Y2W	Y2M	Y2A	Y3W	Y3M	Y3A	Y4W	Y4M	Y4A	Y5W	Y5M	Y5A	Y6W	Y6M	Y6A
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

Each child's learning journey will be somewhere along this journey. The Easter report will communicate our prediction of where the child will be at the end of the academic year, the end of year report will communicate their actual outcome.



No levels

- Under the previous curriculum the children moved through the levels as the knowledge was gained.
- Within the new curriculum the children are expected to be able to demonstrate a mastery of the curriculum.
- All children will still learn at different rates and the curriculum will reflect this.

The report format



English			
Reading target			
Attitude	1	2	3
Attainment	A	B	C D
Writing target			
Attitude	1	2	3
Attainment	A	B	C D
<p>Attitude; 1- Above expected, 2 – Expected, 3 – Below expected Expected end of year attainment (against year group expectations) A – Mastery B – Achieved, C – Mostly Achieved, D - Working towards</p>			

The report format



Overview	
Current attendance to date % 95%+ is deemed good attendance	
Headteacher comment	
Class teacher	Headteacher
<p>A further explanation of attainment In September 2014 a new Primary National Curriculum was introduced across all schools in England. The new curriculum no longer uses levels to describe a child's attainment; instead it relies on teachers making a judgement as to whether the child has achieved an age related expectation as laid out in the new programmes of study. In this progress report the teachers have reported predicted expectations for the end of year outcomes for the children. This is based on the children continuing to make the progress that has been achieved so far this year. However, in Y2 children's attainment will be judged against the previous National Curriculum. This is the last year when this will happen. Year 2 levels will be reported to parents in the summer term.</p>	





Reception Year

- Assessment for YR is based upon the Early Learning Goals within the Early Years Foundation Stage.
- These are identified as milestones in the development of each child.
- The children have been working towards these since the start of pre school.
- Your child's progress towards the learning goals will be a part of the Spring term report you will receive.

Reception Year



PSED (Personal Social and Emotional Development)								
PSED target								
•								
Current attainment in PSED								
30-50 Months			40-60 Months			Early Learning Goal		
1	2	3	1	2	3	1	2	3
Characteristics of effective learning								

Mathematics								
Mathematics target								
•								
Current attainment in maths								
30-50 Months			40-60 Months			Early Learning Goal		
1	2	3	1	2	3	1	2	3
Literacy								
Literacy target								
•								
Current attainment in literacy								
30-50 Months			40-60 Months			Early Learning Goal		
1	2	3	1	2	3	1	2	3

Questions and feedback

