



*“Small Schools, big hearts –
Encouraging outstanding learning.”*


NEW CURRICULUM 2014

NEW CURRICULUM 2014


“The most effective way to manage change is to create it.”



NEW CURRICULUM 2014


- ▶ In September 2014 the primary school curriculum was changed.
 - ▶ The main aim being to raise standards
 - ▶ The Government believe that it has been designed to produce productive, creative and well educated students.
 - ▶ All maintained schools will have to follow the new curriculum but Academies and Free Schools are exempt – we have chosen to adopt it as a framework for our curriculum.
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NEW CURRICULUM 2014

- ▶ The new curriculum is intended to be more challenging
 - ▶ The content is slimmer than the previous curriculum
 - ▶ It focuses on essential core subject knowledge and skills such as essay writing and computer programming
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NEW CURRICULUM 2014

KEY FACTS ABOUT THE NEW CURRICULUM

- ▶ Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.
 - ▶ By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.
 - ▶ The new National Curriculum identifies what to teach but not how to teach.
 - ▶ The new National Curriculum does not have levels of attainment, but expectations at each banding.
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NEW CURRICULUM 2014

KEY FACTS ABOUT THE NEW CURRICULUM

- ▶ “Literacy” title has been replaced by ‘English’.
- ▶ ‘ICT’ title is replaced by ‘Computing’
- ▶ No PSHE or RE contained within the Curriculum 2014 (but still to be taught). We use the Oxfordshire RE syllabus which is a question led approach and our own PSHE programme which fits the needs of our pupils.
- ▶ An Act of Daily Worship is expected in all schools.

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KEY FACTS ABOUT THE NEW CURRICULUM

- ▶ In Maths there will be a greater emphasis on arithmetic, and the promotion of efficient written methods of long multiplication and division. There will also be a more demanding content in fractions, decimals and percentages.
- ▶ In Science there is a stronger focus on the importance of scientific knowledge and language and a greater emphasis on the core scientific concepts underpinning pupils' understanding. For the first time primary aged children will learn about evolution and inheritance.
- ▶ The English programmes of study will embody higher standards of literacy. Pupils will be expected to develop a stronger command of the written and spoken word. Through the teaching of phonics pupils will be helped to read fluently.


NEW CURRICULUM 2014

KEY FACTS ABOUT THE NEW CURRICULUM

- ▶ The study of languages is compulsory in Key Stage 2.
- ▶ The current ICT curriculum is replaced with a new computing curriculum with a much greater emphasis on computational thinking and practical programming skills.
- ▶ It is essential to distinguish between the statutory National Curriculum and the whole school curriculum. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.
- ▶ In other subjects and key stages there is a greater amount of time and flexibility for schools and teachers to design their curriculum and lessons by focusing only on the essential knowledge to be taught in each subject.

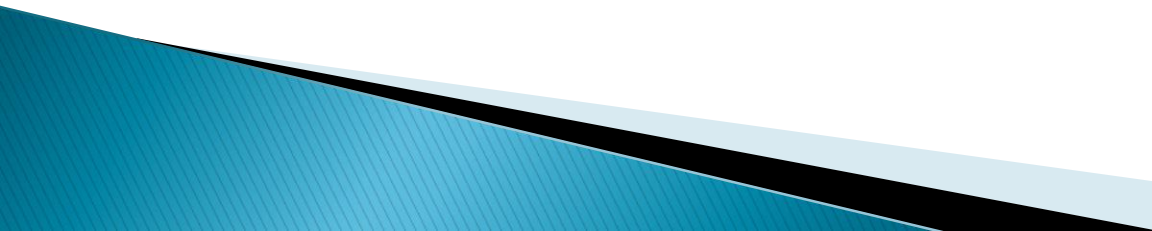
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WHAT ARE THE MAIN CHANGES?

- ▶ The new curriculum has basically been divided across the three phases in primary schools i.e. Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The EYFS curriculum is outlined separately.
 - ▶ There are no specific times during each phase where topics have to be taught nor how long it should take. This is left to the discretion of individual schools and teachers as it is dependent on how quickly children grasp the specific area being taught.
 - ▶ In terms of the content that now has to be taught there are also changes.
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CHANGES IN ENGLISH

- ▶ **Literacy**” will now be referred to as **‘English’**.
 - ▶ Key Stage 2 (KS2) is now set out two-yearly.
 - ▶ The new curriculum specifies only what should be taught, not how it should be taught.
 - ▶ It is more knowledge based; meaning its focus is on knowing facts—we will **STILL** be developing skills and understanding of text types and effects on audiences.
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CHANGES IN ENGLISH

Spoken English (was called Speaking & Listening)

- ▶ Is not age-differentiated. The programme of study covers the whole of the primary age range.
- ▶ Drama (has been reinstated)–pupils are required to gain knowledge, skills and understanding associated with the artistic practice of drama. (1)
- ▶ Children are to be taught debating and presenting skills

Handwriting (not currently assessed under the national curriculum).
However...

- ▶ it is expected to be fluent, legible and speedy. (2) Handwriting lessons on Fridays plus extras with the Nelson scheme.
- ▶ Pupils need to know when to use capital letters, ascenders descenders and develop a clear, neat style as soon as possible.

CHANGES IN ENGLISH -Reading

Reading will be more heavily reliant on “word” level using:

- ▶ phonetic knowledge,
- ▶ learning contractions (I’ m, we’ll)
- ▶ building on spelling patterns
- ▶ by KS2 it’s about developing and applying this knowledge and considering the effects created by the author for specific reasons.

- ▶ Taking an AT per term as a focus – starting with AT1 which is all about decoding words.
- ▶ Focus on reading across the Academy. All children to read 6 times a week to earn a bead on their string.

Comprehension

KS1

- ▶ understanding of different types of texts (poetry/fiction, non-fiction)
- ▶ Reciting / discussion- being developed by our Talk For Writing approach.
- ▶ Developing a wider range-quality text /vocab

Lower KS2

- ▶ emphasis on developing performance-understanding of intonation, tone volume, action
- ▶ Inference / retrieving / presenting

Upper KS2

- ▶ making recommendations and predictions / reciting by heart (poetry) / summarising use of language
- ▶ Challenging and justifying views


CHANGES IN ENGLISH – Writing

With a stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (3)

- ▶ Spelling is still taught in families. Many have been moved down a year – suffixes to year 2 not year 3 ! These are taught in daily spelling lessons at 9.00.
- ▶ List of words that must be taught in year 1/2, 3/4 and 5/6. Taught through our Word Of The Day.
- ▶ There are more objectives covering the various stages in the writing process. Emphasis on planning / drafting / evaluating and revising texts.
- ▶ Composition–checking writing makes sense / re–reading work / reading it aloud / editing and evaluating work.
- ▶ Stamina for writing by year – longer passages, detailed punctuation.
- ▶ Using the correct grammar – taught in Friday SPAG lessons as well as where the objectives fit within teachers lessons and reading sessions.
- ▶ Knowledge of sentence construction types is increasingly important– joining clauses punctuating sentences (. Capitals ! ?–now in year 1)

Mathematics programme of study

Main aims of the programme:

- Quick recall of mental mathematics facts
 - Reasoning
 - Problem solving
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Structure of the programme

Structured with the following sections:

- Number
 - number and place value
 - addition and subtraction
 - multiplication and division
 - fractions
- Measures
- Geometry
- Statistics
- Algebra (main emphasis in year 6)
- Ratio & Proportion (main emphasis in year 6)
- Problem solving is integrated within each of the strands.

Main focus areas and changes in the mathematics programme of study

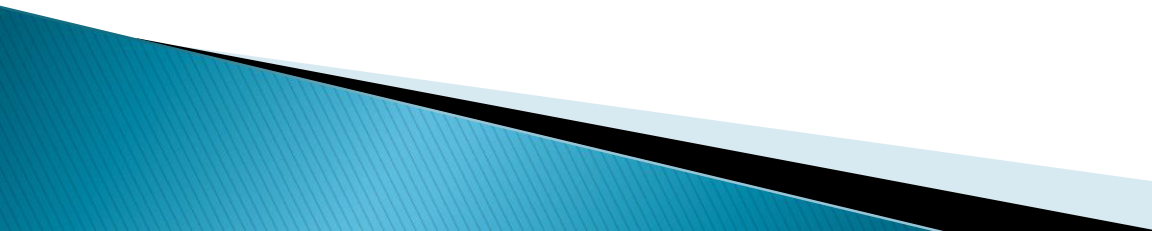
- ▶ Overall higher expectation at an earlier age: year 1 will be expected to learn to count up to 100 (*compared to 20 under the current curriculum*) and learn number bonds to 20 (*currently up to 10*)
- ▶ Emphasis on fractions from an earlier stage: simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)
- ▶ Increased emphasis on algebra at year 6.

Changes and focus areas continued

- ▶ Emphasis on mathematical vocabulary – children should be able to spell the words as well as read and understand them.
- ▶ Mental maths facts: By the end of year 4, children will be expected to know times tables up to 12×12 (*currently 10×10 by the end of primary school*).
- ▶ Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.

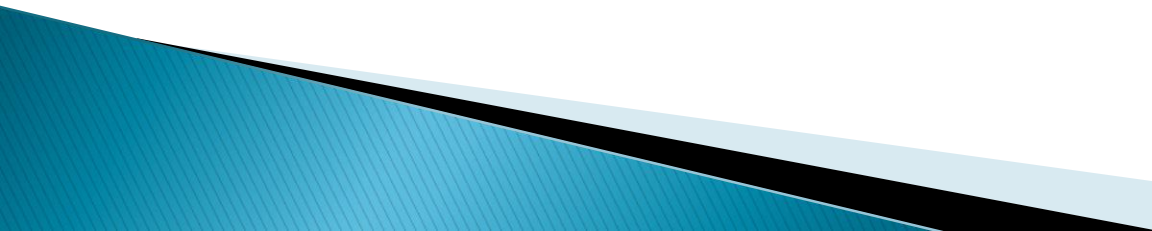
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CHANGES IN SCIENCE

- ▶ Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms
 - ▶ Evolution will be taught in primary schools for the first time
 - ▶ Non-core subjects like caring for animals will be replaced by topics like the human circulatory system
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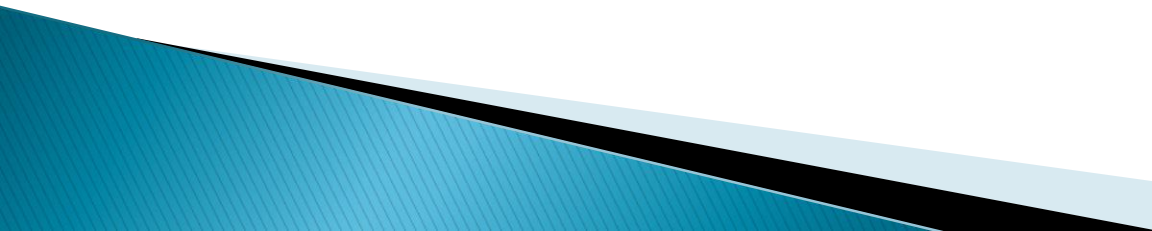
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CHANGES IN DESIGN TECHNOLOGY

- ▶ Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future
 - ▶ More sophisticated use of design equipment such as electronics and robotics
 - ▶ In KS2, children will learn about how key events and individuals in design and technology have shaped the world
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CHANGES IN ICT... now called COMPUTING

- ▶ Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs
 - ▶ From the age of five, children will learn to write and test simple programs and to organise, store and retrieve data, using programmes such as Kodables, Pivot and Scratch
 - ▶ From seven, they will be taught to understand computer networks, including the internet
 - ▶ Internet safety – currently only taught from 11–16 (although already taught here) will be taught in primary schools
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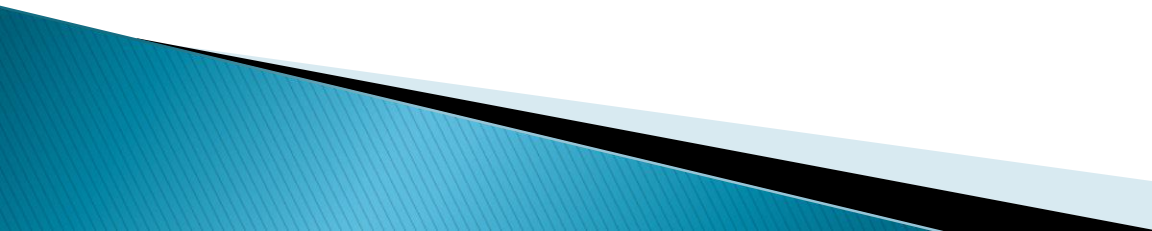
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CHANGES IN HISTORY and GEOGRAPHY

- ▶ There is a greater emphasis on teaching historical and geographical facts and knowledge, as well as skills
 - ▶ History is to be taught chronologically from the beginning of Key Stage 1
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CHANGES IN LANGUAGE

- ▶ A modern foreign language or ancient language (Latin or Greek) is mandatory in KS2
 - ▶ Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language
 - ▶ We have chosen French as our language and teach it from age 4-11years. We use a scheme called La Jolie Ronde to offer structure and progression.
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SATS TESTS

- ▶ The Department for Education is currently in the process of reforming KS2 tests, but details have not yet been published.
- ▶ End of Key Stage 1 testing (at Year 2) has been left much as it was with external tests that are internally marked and moderated but with the addition of a new Grammar, Spelling and Punctuation Test.
- ▶ There has, as yet, been no specific mention of whether the Year 1 Phonics Test will remain.
- ▶ There will be some form of assessment either when children first join the school in Early Years Foundation Stage (EYFS) or at the end of the first year but this has not yet been decided.
- ▶ This is being changed so that the DfE has some way of measuring progress of children from the start of their primary education to the end.


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SATS TESTS

- ▶ Depending on your child's year group in September 2014 their progress will be calculated based on any testing or assessments that they have already had.
 - ▶ It will not be until 2022 that the whole school will be being assessed in the same way.
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INTERNAL TESTING IN SCHOOL

- ▶ National Curriculum Levels e.g Level 2, Level 4b etc. will cease to exist.
 - ▶ There has been no nationally agreed new system yet.
 - ▶ Therefore, at this point in time, schools are able to choose their own arrangements, although they will still have to track progress and attainment and report it to parents
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HOW MIGHT WE ASSESS OUR CHILDREN'S ATTAINMENT AND PROGRESS?

- ▶ The tracking of every child's progress is ongoing both in lessons and through teacher assessments and testing.
 - ▶ For the most part this will not change as we need to assess what our children understand in order to plan our lessons on a daily and weekly basis.
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HOW MIGHT WE ASSESS OUR CHILDREN'S ATTAINMENT AND PROGRESS?

- ▶ The way in which Teacher Assessments and tests are carried out will definitely need to change with the removal of Levels.
- ▶ At the moment when we undertake Teacher Assessments we use APP Grids (Assessing Pupil Progress) which subdivides the knowledge and skills learnt into levels.
- ▶ We will continue to Teacher Assess but will assess against the areas that have to be taught across a Phase e.g. Key Stage 1, Lower Key Stage 2, Upper Key Stage 2.

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HOW MIGHT WE ASSESS OUR CHILDREN'S ATTAINMENT AND PROGRESS?

- ▶ With regards to testing we will not be able to use any of our current tests in maths or reading as these were developed for the 'old' curriculum and will not include the relevant areas that have been taught for testing.
 - ▶ At this point in time we are waiting for further information on what Key Stage 2 SATs will look like as we would prefer to use similar tests if possible (although this will be costly).
 - ▶ While we make this decision it is likely that we will undertake additional Teacher Assessments which will be moderated for accuracy.
 - ▶ We are also looking into standardised tests produced by the NFER which will be released later this term.
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HOW MIGHT WE ASSESS OUR CHILDREN'S ATTAINMENT AND PROGRESS?

- ▶ All data that comes from either testing or Teacher Assessments is then analysed
- ▶ This is how we can then report your child's current level and progress to you.
- ▶ We currently use the Oxfordshire Pupil Tracker to support us with this and the LA are developing a system which will work with the new outcome descriptors.
- ▶ The Academy are keen for all the schools to have the same way of assessing so that parents understand the difference between schools and so that we can compare the standards and attainment across schools.

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HOW MIGHT WE ASSESS OUR CHILDREN'S ATTAINMENT AND PROGRESS?

- ▶ As yet we have no information as to how attainment will be reported. It is likely to be along the lines of a statement as to whether a child is either:


Working below the expected level

Working at the expected level

Working above the expected level

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AND FINALLY....

- ▶ Obviously this is a time of change for children, teachers and parents. It is not the first time (nor likely to be the last) that the curriculum has been radically changed.
 - ▶ As we go through this year we will keep you updated so that as parents you have a clear picture of what, when and how your child will learn.
 - ▶ As a school we have decided that we will focus on ensuring that we incorporate the changes in such a way that our children will continue to thrive and progress not only academically but spiritually, morally and socially too.
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ANY QUESTIONS?

