Welcome!

The new National Curriculum…

What's changed?

This Evening's Aims:

- To understand the changes to the 2014 National Curriculum for Years 1-6.
- To understand how St Winifred's have created our own curriculum.
- To understand Learning Logs.
- To get a flavour of your child's learning in their classroom.

Our Mission Statement

St. Winifred's is a Catholic School which, through a balanced curriculum, endeavours to nurture and teach the Roman Catholic Faith by creating an environment where the Gospel values of love, peace, truth and justice are demonstrated.

The school is concerned with the whole person, with living as well as learning, valuing all members of the school family as well as the diverse and changing world in which we live.

Background

In January 2011, the then Secretary of State for Education, Michael Gove MP, announced a major review of the National Curriculum. The outcome was published in December 2011.

The review panel made the following recommendations:

- That the Department for Education (DfE) learn from approaches to assessment and progression used in other countries with successful education systems.
- That a broader curriculum is required for pupils aged up to 16 in order for them to compete with their peers abroad.
- That the DfE must expect more of pupils in their study of mathematics, English and science, as they do in Singapore and other high performing jurisdictions.
- That the DfE must review the “key stage” structure to improve pace and ambition at key points in pupils’ education.

Developments

- The draft national curriculum was subject to a public consultation between February and April 2013, and a revised version was published and consulted on in July and August 2013.

- The final version of the new national curriculum, taught from September 2014, was published on the 11 September 2013. It is less prescriptive than the pre-2014 curriculum, but contains the essential knowledge that all children should learn.

English

- The new English curriculum has a greater emphasis on spelling, punctuation and grammar, as well as developing vocabulary, right from key stage 1.
- There will be more “rote” learning of poetry and increasingly challenging reading to prepare pupils for secondary school.
- Handwriting forms a large part of the new national curriculum, with fluency and speed expected by the end of year 2, and cursive (joined up) writing by the end of year 3.
- There will be a greater emphasis on spoken English and pupils will learn debating and presenting skills from a young age.

Mathematics

- The new mathematics curriculum involves more rote learning of concepts such as simple and more complicated sums, and mental arithmetic.
- By the end of year 1, pupils will be expected to learn to count up to 100, rather than 20 as in the previous curriculum, and learn number bonds up to 20. They will also learn to read and write numbers up to 20 in digits, and words and fractions.
- Year 2 means more mental mathematics, partitioning of numbers and written problems.
- By the age of 9, children will have learned their times tables up to 12x12, rather than 10x10 by the end of primary school, as was previously the case.
- Calculators will not be introduced until the end of key stage 2 in order to encourage children to work things out in their head and on paper.

Science

- The focus for science in Key Stage 1 and 2 will be scientific knowledge and the language of science.
- Concepts, such as evolution, experimentation, photosynthesis, the water system, electricity and dinosaurs and fossils, will form the core curriculum.
- There will be less emphasis on understanding the nature and methods of science in abstract terms and more emphasis on working and thinking scientifically: KS1 – hands on activities and asking questions. KS2 – making decisions about which type of scientific enquiry is relevant e.g. recording, observing etc. and drawing conclusions using knowledge and understanding.
- There will also be a much stronger prominence given to human health and wellbeing, with topics on healthy eating, diet and exercise and the effects of drugs, alcohol and smoking on the human body.

Design and technology (D&T)

- As an important STEM (Science, Technology Engineering and Maths) subject, far more importance has been given to D&T.
- The aim of the reforms is for your children to become the designers, engineers and innovators of tomorrow.
- Children will be taught a wider range of topics and will be given experience in the use of different design equipment, such as electronics and robotics, to prepare them for the jobs of the future.
- In key stage 2, children will be taught about important D&T events through history, such as the start of the World Wide Web, to give them more knowledge of how technology has shaped the world we live in.

Computing

- Computing replaces Information and Communication Technology (ICT). The Department for Education want children to be ‘computer doers’ not just ‘computer users’.
- Computing is another STEM subject, and so it will be very important for future careers.
- Gone are word processing and databases, now your children will learn, by the end of key stage 1, what an algorithm is, how to create and debug a simple program and how to use technology to create, organise, store, manipulate and retrieve digital content.
- In the new curriculum there is a strong focus on e-safety and what to do if a child has concerns about content or interactions online.

Languages

- In order to prepare pupils for languages at high school and beyond, in an increasingly multi-cultural society, the Department for Education has introduced languages as a statutory requirement in key stage 2.

- A modern or ancient language will be taught from year 3.
- French is taught at St Winifred's from Reception.

- Your children will be immersed in the new language, learning phrases, vocabulary, songs, poems and rhymes.

- By the end of year 6, children will be expected to master the grammar and punctuation of the new language, and will be able to converse, read, present and write in that language.

History and Geography

- History at primary school is focussed on teaching children events in a chronological order. From events in their own life, to events of local and national significance. The history curriculum extends from the achievements of the earliest civilisations on the planet, to Queen Elizabeth's Diamond Jubilee, and everything in between.

- The new approach to geography is concise and sets out the core knowledge that students should acquire. There is no prescribed teaching approach for geography, but there is more emphasis on locational and place knowledge, human and physical processes and skills such as map reading and fieldwork.

- These changes mean more hands-on learning outside the classroom.

Art and Design and Music

- The art and design and music curricula, though largely similar, have been slimmed down to give us more freedom in what and how we teach your children.

- Art and design and music are still as important as they have ever been and the work your children do throughout their time at primary school will lay the foundations for key stage 3 and GCSE.

Physical Education (PE)

- In the new PE curriculum, pupils will develop core movement and the chance to develop a competitive spirit by engaging in both team and individual sports.

- As a school, we aim to offer children the opportunity to be physically active for sustained periods of time on a regular basis in order for them to improve their health and wellbeing.

- Children will be taught to swim in either key stage 1 or key stage 2. At St Winifred's it will be Years 3 and 4.

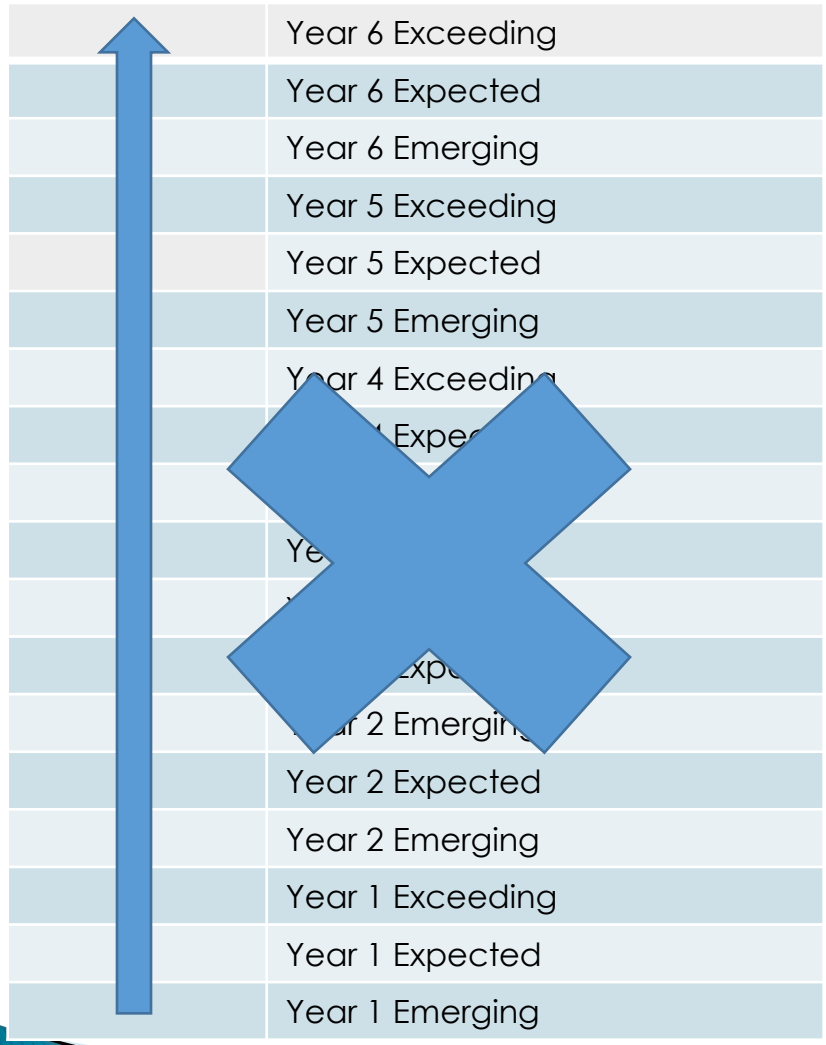
Assessment

- The national curriculum levels will no longer be used to assess attainment at any key stage.

- Assessment strategies are currently in development by the Department for Education and schools around the country but there is an 'expected' standard in each subject per Year group for the children to reach.

- We are able to develop our own assessment strategy as a school, if we so wish, which should give reliable information to you as parents about how your child and the school are performing. This will help us to drive improvement and to ensure that we are keeping up with local and national best practice.

Not a Ladders system



Year 6	Emerging	Expected	Exceeding
Year 5	Emerging	Expected	Exceeding
Year 4	Emerging	Expected	Exceeding
Year 3	Emerging	Expected	Exceeding
Year 2	Emerging	Expected	Exceeding
Year 1	Emerging	Expected	Exceeding

Tracking Progress

How does this process work?

Focus on Year Group Expectations

Year Group Expectations

For each subject it is clearly outlined what has to be met in order for a learner to be 'meeting' the expected standard for their year group.
For example, on the next page is the set of statements that would be expected to be met for a pupil to be deemed to be meeting the Year 1 expectations in ***Mathematics (Number)***

Tracking Progress

Focus on Expectations

emerging

meeting

exceeding

Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of addition and subtraction number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as: 5 = 8 - x
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

Mathematics (Number)
Meeting Expectations for Year 1

If these are not met then they are 'emerging' or 'developing'

If these are met then consider 'exceeding' statements

Tracking Progress
Using the 3 point system

For each subject there will be:

- A comprehensive set of statements which will match what is required to meet the year group expectations in each subject;
- There will be a set of additional statements which will show if a pupil is exceeding expectations.
- There is no need to write a set of emerging or developing statements because if they are not meeting the expectation they are emerging or developing.

Emerging	Meeting	Exceeding
• Pupils are here if they are not meeting the expectation for their year group	• Pupils are here if they have been assessed to be meeting all the expected statements	• Pupils are here if they been assessed as meeting all the exceeding statements

Tracking Progress
Using the 9 point system

It is, therefore, envisaged that there will be a 3 or a 9-point scale for each aspect within each core subject.
The 9 points can be associated with each position according to the pupils' response to the statements
Pupils will positioned accordingly and points can be awarded as seen below:

Assessed position	Emerging (Stage A)	Emerging (Stage B)	Emerging (Stage C)	Expected	Expected (advanced)	Expected (higher)	Exceeding	Exceeding (advanced)	Exceeding (higher)
Points allocation	1	2	3	4	5	6	7	8	9

Emerging Expected Exceeding

A quick guide to the 9-point system

Start Here

Year 1 Expectations: Number	Mathematics (Number) Meeting Expectations for Year 1
• Count reliably to 100	
• Count on and back in 1s, 2s, 5s, and 10s from any given number to 100	
• Write all numbers in words to 20	
• Say the number that is one more or one less than a number to 100	
• Recall all pairs of addition and subtraction number bonds to 20	
• Add and subtract 1-digit and 2-digit numbers to 20, including zero	
• Know the signs (+); (-) and (=)	
• Solve a missing number problem, such as: 5 = 8 - x	
• Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays	
• Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays	

Check if all the 'meeting' expectations have been met

If no

Ask:
Are they meeting at least 75% of the 'meeting' expectations?
If so then they are at **3**
Are they meeting between 50 and 75% of the 'meeting expectation?
If so, then they are at **2**
Are they meeting fewer than 50% of the expectations?
If so, then they are at **1**

If yes

Year 1 Exceeding Expectations: Spoken Language
• Justify answers, arguments and opinions when challenged
• Give well-structured descriptions, explanations and narratives for different purposes
• Express personal feelings when involved in discussions
• Participate keenly in discussions and debates
• Retell known story, remembering detail and adding own point of view
• Change events (usually endings) in a familiar story when asked to do so
• Consider the views of everyone in a collaborative talk situation
• Use appropriate language to ensure listener knows when something happened
• Understand consequences of what is said to others
• Summarise the outcome of collaborative talk

Ask:
Do they meet the 'exceeding' expectations?

If yes

Ask:
Check if they qualify to be a 7, 8 or 9 according to the criteria which is:
Meeting exceeding statements but making occasional mistake then they are a **7**;
Meeting with confidence then they are a **8**
Showing signs of giftedness then they are **9**

If no

Ask:
Do they meet at least 50% of the 'exceeding' statements?
If so then they are **6;**
If not, ask if they are very confident with the meeting expectations?
If so then they are **5**
If not and they are making the occasional error, then they are a **4**

Assessment: Meeting Year 5 Expectations

Year 5 Expectations: Number

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, eg, 0.47 = 47/100
- Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- Write percentages as a fraction with denominator hundred, and as a decimal fraction
- Compare and add fractions whose denominators are all multiples of the same number
- Multiply and divide numbers mentally drawing upon known facts up to 12 x 12
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Round decimals with 2dp to the nearest whole number and to 1decimal place
- Recognise and use square numbers and cube numbers and the notation for squared (^{2}) and cubed (^{3})
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents

Year 5 Expectations: Measurement, Geometry and Statistics

- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles
- Draw given angles and measure them in degrees (°)
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2)
- Solve comparison, sum and difference problems using information presented in a line graph

Assessment: Exceeding Year 5 Expectations

Year 5 Exceeding Expectations:
• Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects
• Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method
• Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating
• Link working across zero for positive and negative numbers to work time between BC and AD in history
• Recognise the symbol for square root (√) and work out square roots for numbers up to 100
• Calculate number problems algebraically, eg, 2x – 3 = 5
• Use knowledge of measurement to create plans of areas around school, such as classroom , field, outside play area, etc.
• Relate imperial measures still used regularly in our society to their metric equivalents, eg, miles to Km and lbs to Kg
• Use a range of timetables to work out journey times on a fictional journey around the world, eg, how long would it take to reach the rainforests in the Amazon
• Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables

Assessment in our curriculum

Being a speaker

Being a reader

Being a writer

Being a mathematician

Being a scientist

Being an historian

Being a geographer

Being an artist

Being a designer

Being a musician

Being a sports person

Being a computer user

Being an international speaker

Key Assessment Criteria: *Being an historian*

A year 1 historian	A year 2 historian	A year 3 historian
• I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can explain how I have changed since I was born. • I can explain how some people have helped us to have better lives. • I can ask and answer questions about old and new objects. • I can spot old and new things in a picture. • I can explain what an object from the past might have been used for.	• I can use words and phrases like: before, after, past, present, then and now. • I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence.	• I can describe events from the past using dates when things happened. • I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened. • I can explain some of the times when Britain has been invaded. • I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.

Key Assessment Criteria: *Being an historian*

A year 4 historian	A year 5 historian	A year 6 historian
• I can plot events on a timeline using centuries. • I can use my mathematical skills to round up time differences into centuries and decades. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can research two versions of an event and explain how they differ. • I can research what it was like for children in a given period of history and present my findings to an audience.	• I can draw a timeline with different historical periods showing key historical events or lives of significant people. • I can compare two or more historical periods; explaining things which changed and things which stayed the same. • I can explain how Parliament affects decision making in England. • I can explain how our locality has changed over time. • I can test out a hypothesis in order to answer questions. • I can describe how crime and punishment has changed over a period of time.	• I can place features of historical events and people from the past societies and periods in a chronological framework. • I can summarise the main events from a period of history, explaining the order of events and what happened. • I can summarise how Britain has had a major influence on the world. • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • I can identify and explain differences, similarities and changes between different periods of history. • I can identify and explain propaganda. • I can describe a key event from Britain's past using a range of evidence from different sources. • I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

St Winifred's Staff

In our school, teaching is recognised as a vocation, an answer to God's call to service. They are fantastic and have worked extremely hard to create an exciting curriculum for your children. Thank you!

My staff are: VERY PUNCHY!
Vocational
Exemplary
Reflective
Yes people
Passionate
(have a sense of) Urgency
Noble
Creative
(have a sense of) Humour
Yes people