



Autumn Term
Parent Forum 2015

**Understanding Attainment
and Achievement within
the New National
Curriculum**

Why the Change?

Levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study.

Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level.

Challenging curriculum with higher expectations.

More challenging tests that will report a precise scaled score at the end of key stages rather than a level.

More detailed performance descriptors available to inform teacher assessment at the end of KS1 and 2 – linked directly to new curriculum.

Improve the moderation regime to ensure that teacher assessments are more consistent.

85% of pupils to be secondary ready (previously 4b) across all three areas (looking ahead to 5 good GCSE passes).

Challenges of Reforms

Choice for schools on what systems that they use to assess – we use *ESSEX TARGET TRACKER*.

Greater freedoms in choice of curriculum content but there are many elements of the new national curriculum that are statutory.

Only need to report to parents against end of year expectations but we will continue to provide an Interim Report to provide information about your child's progress.

Your child is expected to Master the curriculum (Mastery learning' is a specific approach in which learning is broken down into discrete units and presented in logical order).

What it looks like for the children

More Creative Curriculum – new interesting topics.

Greater opportunities for on-going feedback through teacher, self and peer assessment.

Higher expectations – more challenging targets.

Higher expectations in quality of handwriting and presentation.

What it looks like for teachers

More Creative Curriculum – new interesting topics.

On going formative assessment that informs weekly planning and enables the teacher to know that the child is on track to meet age related expectation at the end of the year.

Use of summative assessment and standardised testing

On-going moderation both internally and externally.

Higher expectations – more challenging targets.

Higher expectations in promoting quality of handwriting and presentation.

End of Year Expectations...

At the end of each year as in previous years each child should reach the age related expectation for their year group as always indicated on the interim reports.

This will be reported on the Interim Report in the following way:

- *Working above expectation - 4*
- *Working at upper age related expectation - 3*
- *Working within age related expectation - 2*
- *Working below expectation - 1*

Reporting to Parents

Parent consultation evenings twice a year in the Autumn and Summer Term for Year 1 – Year 6 whereas Reception consultations are held each term.

Continuous and on-going formative assessment of each pupil resulting in Teacher Assessments at the end of each term

Interim Report sent out at the end of the Autumn and Summer Term.

Interim Report

Example of Interim Report to be sent out this term.

Assessment within new curriculum does not correlate with old curriculum.
Please don't compare.

All pupils will be expected to make four steps of progress (within the school tracking system) each year to achieve age related expectation.

Maintain good communications with parents to provide appropriate information in relation to attainment and achievement.

How should I use this report to support my child at home?

Our requests!

Please be patient!

Sharing Age Related Expectations with children.

Supporting and completing Home Learning especially with the higher expectations.

Trust us!!!