



Integrated  
Treatment Services  
Client-centred Therapy

# Curriculum and Assessment Reform

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# National Curriculum from September 2014

- Taught in all maintained primary and secondary schools from September 2014
- Year 2 and Year 6 from September 2015
- Does not have to be taught in academies and free schools
- Sets high expectations for what teachers should teach BUT gives them freedom in how to teach
- All schools have the same assessment requirements
- No more levels
- Set high standards for what pupils should be able to achieve at the end of a key stage BUT for schools to decide how to assess against the curriculum
- Performance descriptors for KS 1 and 2 statutory teacher assessment

# Why change? Positives

- It allows flexibility for a school to build their own broad and balanced curriculum to meet the needs of their pupils
- It does not prescribe any particular teaching methodology
- It does not prescribe the amount of time that should be spent on any subject
- Reading and writing developed across all subjects
- There is a very clear structure for teaching spelling and mathematics
- It allows schools to set the curriculum within different models
- It allows schools to develop their own assessment processes including tracking and monitoring progress

# Why change? Concerns

- In recent years teachers have been trained to teach prescribed NC and Literacy and Numeracy Strategy
- Initial Teacher Education will have to be improved to support the creativity and flexibility allowed
- CPD will have to offer targeted support for teachers within schools
- Publishers will produce the “text-books” for each subject
- Programmes of study in KS1 and KS2 are very prescriptive
- Very academic GCSE pathway in KS4
- Lack of clarity around what Ofsted will expect to see
- Teachers already have well developed systems for tracking and monitoring progress – these will have to change if no levels

# National Assessment and Examinations

- Two – year-check undertaken in early years settings
- Short reception baseline at the start of reception
- Phonics check near the end of year 1
- Teacher assessment at end of KS1 – mathematics, reading and writing (GP&S test) informed by scores in externally-set, internally marked tests – teacher assessment speaking and listening and science
- National tests at end of KS2 – mathematics, reading, GP&S plus teacher assessment of writing, reading, mathematics and science
- KS3 teacher assessment only
- KS4 - Progress across a suite of 8 subjects (indicate if pupils have performed better than expected at the end of KS4 considering their starting point - end of KS2) - Implemented from the 2015/16 academic year

# Two year development check

- Early years practitioners must review progress of all children aged between 2 and 3
- All parents should receive a short written summary of their child's development
- Summary must highlight if good progress is being made or that some additional support may be needed or there is a concern that a child may have a developmental delay
- Health visitors also check children's physical developmental milestones
- From 2015 integrated check is proposed
- The integrated review will:
  - Identify the child's progress, strengths and needs at this age
  - Enable appropriate intervention and support for children and their families where progress is less than expected, and
  - Generate information which can be used to plan services and contribute to the inequalities in children's outcomes.

# Baseline Assessment

- From 2016, the reception baseline assessment will be the only measure used to assess the progress of children who enter reception year
- The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year
- Linked to EYFS and KS1 NC English and Maths – no mention of P Scales
- The baseline check will be used to allocate low prior attainment funding to primary and infant schools from 2016
- Can use from September 15
- From September 2016 can only use your reception baseline to key stage 2 results to measure progress
- Approved providers:
  - Centre for Evaluation and Monitoring, Durham University (CEM)
  - Early Excellence
  - National Foundation for Educational Research (NFER)

# Phonics Check

- The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6
- All year 1 pupils in maintained schools, academies and free schools must complete the check
- The phonics check will help teachers identify the children who need extra help so they can receive the support they need to improve their reading skills
- Children will be able to retake the check in year 2
- The check comprises a list of 40 words and non-words which the child will read one-to-one with a teacher
- The Phonics Partnership Grant Programme rolled out from September 2015 – school to school support for phonics teaching



# KS1 assessment

- All the tests at KS1 will be annually updated
- Teachers will continue to mark the tests internally
- No longer have the choice of old papers to use
- New tests will be produced each year
- Unfamiliar content for every cohort
- At both KS1 and KS 2 Scores being given as a scaled score for each subject instead
- 100 will represent 'the expected standard'

# KS1 Assessment - Maths

- Introduction of an arithmetic paper
- First paper will have 25 questions, each worth one mark, requiring use of discrete arithmetic skills ranging from knowledge of number bonds to simple fraction work.
- The second paper (called 'reasoning') will be of the more familiar reasoning-type questions
- Timing is not completely fixed for either paper, but expectation it will be completed within a time-frame

# KS1 Assessment - English

- Reading test similar to previous years
- First paper with questions on each page based on the text from that page
- Second paper with questions drawn from longer texts.
- Rather than selecting children to take the second paper, it is expected that many children will begin it but teachers can choose when to stop a child if the tasks become too challenging for them.
- New addition to KS1 is the grammar, punctuation and spelling test.
- 20-word spelling paper is not new, the structure is now one of 20 separate sentences; the words are likely to be more challenging
- The grammar and punctuation paper is new, most of the questions are short-answer or tick-box types, but there is a clear increase in the expectations relating to grammar, including changing the tense of verbs and identifying word classes in various contexts

# Implications for KS 1 teachers

- Arithmetic is very important as a significant proportion of the marks are gained in this area
- All children will be expected at least to start both reading papers; this may have practical implications for the organisation of the test as much as anything else
- Rather than an overall mark for writing, the test will only focus on the tested elements of spelling, grammar, punctuation and vocabulary, so considerable emphasis will be needed on these areas
- The grammar paper sets clear expectations of knowledge of grammatical terminology
- Teachers may want to use the words-in-sentence type dictation questions for spelling tests in KS1 so that these are familiar to children when they sit the test

# KS 2 Assessment - Maths

- Introduction of an arithmetic paper in lieu of the old mental mathematics test. The questions are all in the form of calculations – there are no words.
- This paper will make up just over one-third of the total available marks, further emphasising the focus on number and calculations in the new curriculum.
- Time is critical in this paper, with 30 minutes to answer the questions; less than one minute per mark.
- The second and third papers will be of the more familiar reasoning-type question
- The sample materials clearly demonstrate a rise in expectations, with even the earliest questions offering some challenge to pupils who might previously have been thought of as working at the “borderline” of level 4
- Calculators cannot be used with any of the papers.

# KS2 Assessment - English

- The reading test will be similar to previous tests
- Pupils will have an hour to read several texts on different themes and topics, and respond to the given questions in a separate booklet
- The new grammar, punctuation and spelling test reflects the significant shifts in expectation in the new National Curriculum
- 20-word spelling test – more challenging words
- Separate test of grammar, punctuation and vocabulary. Demands of the new curriculum are evident in the grammar, punctuation and vocabulary paper, including less-common prefixes, knowledge of terminology of all the main word classes, and being able to differentiate between different types of conjunction, or words used as conjunctions and prepositions

# Scaled scores

- Scaled scores will support test results being reported consistently from one year to the next
- National curriculum tests designed to be as similar as possible year on year, but slight differences in difficulty will occur between years
- Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment
- 100 will always represent the 'national standard'
- Due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year
- The typical characteristics of pupils at the national standard are illustrated by the test performance descriptors

# Scaled scores

- National standard and scale will be set once first tests are taken next summer 2016
- A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly.
- The pupil's raw score will be translated into a scaled score using a conversion table.
- A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education
- Schools will need to include results from the national curriculum tests in their annual reports to parents
- They will need to report the pupil's scaled score and whether or not they met the national standard



# KS4 - GCSE

- A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions
- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills
- There will be new, more demanding content, which has been developed by government and the exam boards
- Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
- Exams can only be split into ‘foundation tier’ and ‘higher tier’ if one exam paper does not give all students the opportunity to show their knowledge and abilities
- Resit opportunities will only be available each November in English language and maths.

# Assessment arrangements – September 2014 and beyond

- Good teachers assess children regularly to inform teaching, provide feedback to pupils and communicate progress to parents
- This government will not prescribe how this is done
- Removal of levels
- Different approaches to capture children and young people learning at each stage
- Complement on-going teacher assessment
- Continue to set minimum requirements (floor standards) – hold schools to account both on the progress they make and how well pupils achieve
- Schools will be required to present a wide range of information about school performance on their website

# Commission on Assessment without Levels

- The Government established a Commission on Assessment Without Levels to collate, quality assure, publish and share best practice in assessment with schools across the country
- Help schools to identify the most effective systems for their pupils and staff.
- Highlight the great work that is already being done in many schools and will help to foster innovation and success in assessment practice more widely.
- The members of the Commission will comprise assessment experts whose combined experience will be invaluable in providing advice and support to both the Government and schools on good assessment practice.
- Report was expected in summer term 2015 but was delayed until Autumn Term

# Review into assessment of pupils with lower attainment

- Review announced in July 2015
- Focused on pupils whose ability falls below the standard required to take national curriculum tests
- Review will consider how best to assess the attainment and progress of this group of pupils so that parents know how their children are doing and schools can be given appropriate credit for the work they do to support their pupils
- Diane Rochford, Executive Headteacher of the John F. Kennedy School in East London will chair group of SEN experts
- Review to be published in December 2015

# Rochford Review: interim recommendations for children working below the standard of National Curriculum Tests

This report provides guidance to schools about how to report statutory assessment outcomes for pupils working below the standard of the national curriculum tests at key stages 1 and 2.

This report:

- follows the same principles as the interim teacher assessment frameworks
- provides an interim solution for reporting outcomes in 2016
- defines interim pre-key stage standards

It is really important that SENCOs read this document as it gives important information about the statements that will need to be used for those pupils who have not completed the relevant programme of study but have reached the chronological age that requires a statutory assessment outcome to be reported.

At KS1 there is one additional standard - Foundations for the expected standard

At KS2 there are three additional standards - Growing development of the expected standard, Early development of the expected standard and Foundations for the expected standard.

The Rochford Review did not have time to consider the P scales in their review prior to Christmas but they will continue to meet in order to consider if the P scales remain fit for purpose in the context of the new national curriculum and will make recommendations later this year.

<https://www.gov.uk/government/publications/rochford-review-interim-recommendations>

# Thank you

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