

The New Curriculum

Rationale



[National Curriculum: Tim Oates on assessment - YouTube](https://www.youtube.com/watch?v=-q5vrBXFpm0)

www.youtube.com/watch?v=-q5vrBXFpm0

New Direction

- A 'mastery' curriculum
- Broader understanding
- Key concepts, knowledge, skills
- No levels
- More on-going assessment (formative) rather than reliant on 'fixed' end of term assessment (summative)

A 'Mastery' Curriculum

- The 2014 national curriculum has been designed to raise standards with the aim that the large majority of pupils will achieve **mastery** of each subject.
- The expectation is that the majority of pupils will move through **yearly** programmes of study at broadly the same pace. When to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.
- Pupils who grasp concepts rapidly should be **challenged** through rich and sophisticated learning objectives within the **yearly** programmes of study. Those pupils who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

New Curriculum for Literacy

‘Heightened Expectations’

- “2 year Milestones” strategy enables children to consolidate a set of skills thoroughly before being “enriched”. This prevents gaps from forming later on.
- Secretarial skills to be consolidated in Years 3 and 4
- Understand the role of word types and sentence structure to make appropriate decisions to add impact

This builds a solid platform for them to then become more accomplished authors in Years 5 and 6

- Focus is on impact on the reader
- Being able to choose a specific style to suit the occasion

A Year 4 example...

End of year expectations

- Being able to identify different text types and their features easily, so they can replicate them
- Being able to write a well-balanced and well-structured narrative confidently
- Use of paragraphs now secure
- Starting to be able to “play” with sentence structure and length to make an impact
- This means a secure understanding of grammar
- Basic punctuation is completely secure and higher level punctuation introduced.
- Huge emphasis on being able to critically reflect on their own writing, without being prompted. The concept of drafting and re-drafting is becoming more secure.
- Spellings are also more demanding

How do we enable the children to reach these heightened expectations?

- Referring to all these objectives in every lesson
- Discrete grammar sessions as well as implicitly taught in each English lesson
- Use of phonics to fill those gaps
- Follow a new progression:
 - Enjoying (immersion, drama, practical)
 - Creating (drafting, shared writing)
 - Celebrating (impact on audience)
- Whole-school emphasis on editing, re-drafting
- Use of creative curriculum to create meaningful links
- **Children own their progress**

New Curriculum for Maths

Heightened Expectations

- “2 year Milestones” strategy enables children to consolidate a set of skills thoroughly before being “enriched”. This prevents gaps from forming later on.
- Principal focus in years 3 and 4 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.
- Principal focus in years 5 and 6 is to ensure that pupils extend this understanding of the number system looking to make connections between topics, e.g. multiplication and division, fractions, decimals, percentages and ratio.
- Within all milestones, children should be reading, spelling and pronouncing mathematical vocabulary correctly.

New Curriculum for Maths

Heightened Expectations

The new national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics.
- **Reason mathematically** by following a line of enquiry, developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying maths to a series of routine or non routine problems by breaking them down into simpler steps.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Pupils will be assessed on their understanding and readiness to progress to the next stage. Those who are sufficiently fluent with earlier material should consolidate their understanding through additional practice- depth and breadth, before moving on.

How do we enable the children to reach these heightened expectations?

- Introducing and referring to relevant objectives in daily lessons.
- Children own their progress.
- Greater emphasis on the application of skills and understanding through 'breadth and depth' activities.
- Setting in maths, in place for a number of years already, allows a narrowing of the ability that teaching is aimed at.
- Within sets, differentiation as part of daily lessons caters for both reinforcement of key skills and concepts as well as extension.