

## CHANGES TO THE PRIMARY SCHOOL CURRICULUM

The impact on TCKs

### CURRICULUM CHANGES:

- Curriculum Content
  - General
  - Science
  - Values
  - English
  - Maths
- Assessment
- SATS

### CURRICULUM CONTENT

- More freedom to deliver curriculum eg through topic based themes.
- Change in structure -
  - lower KS2 (years 3 and 4)
  - Upper KS2 (years 5 and 6)
- List of subjects to be taught had changed,
  - eg non European history unit
  - Details of all curriculum can be found at: [www.gov.uk](http://www.gov.uk) search for programme of study.
- Impact for TCKs

### SCIENCE

- Greater focus on scientific enquiry.
- Physics is taught across KS2, including:
  - behaviour of light
  - properties of sound
  - movement of the planets.
- TCKs -
  - UK curriculum science is a core subject
  - may need to catch up, especially if under an American Curriculum, expectation that they have covered a lot of science in primary school.
  - Basis of science for KS3.

### SCIENCE CONT.

- KS2 (year 6) new unit on the origins of life called '*Evolution and Inheritance*'.
- Statutory requirements are:
  - Pupils should be taught to:
    - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
    - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
    - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### SCIENCE CONT.

- TCKs.
  - This was always taught in KS3, so it is less that it is new, and more that it has gone from secondary school to primary school.
- Details can be found at:
  - website: [www.gov.uk](http://www.gov.uk)
  - National Curriculum science programme of study KS 1 and 2.

## VALUES

Ofsted:

'ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain'.

The government define these values as:

- ◉ Democracy
- ◉ Rule of law
- ◉ Individual liberty
- ◉ Mutual respect
- ◉ Tolerance of those of different faiths

## VALUES EXAMPLE:

- ◉ Bought in educational package
  - 'Values Based Education' by Dr Neil Hawkes
    - Each value runs for about 3-4 weeks
    - Values included so far:
      - Love, joy, peace, kindness, friendship, tolerance, perseverance, appreciation, respect, happiness, hope, courage, unity, co-operation.
- ◉ If you have influence in a school, the website is:
  - ◉ [www.valuesbasededucation.com](http://www.valuesbasededucation.com)

## ENGLISH

- ◉ New emphasis on: grammar, poetry memorisation, spelling and classic texts.
- ◉ Statutory spelling lists for each year.
- ◉ Level has been raised. Higher expectations for each year.
  - Example, in year 3 (age 7-8) should cover:
    - ◉ Introduction to inverted commas to punctuate direct speech
    - ◉ Use of the present perfect form of verbs instead of the simple past (e.g., *He has gone out to play* contrasted with *He went out to play*)
- ◉ And learn these grammar terms and concepts: (statutory requirements)
 

Adverb	Subordinate clause
Preposition	Direct speech
Conjunction	Consonant
Word family	Letter
Prefix	Vowel
Clause	Inverted commas (or 'speech marks')

◉ Complete lists for each year can be found at:  
 ◉ [www.gov.uk](http://www.gov.uk) search for English Programme of Study KS1 and 2

## TCK IMPACT

- ◉ Depends on where they are coming from.
- ◉ Will be expected to know the English grammar and its terminology.
- ◉ Statutory spelling lists
- ◉ KS3 builds on KS1 and 2.
- ◉ Issue for UK parents if they weren't taught this themselves.

## MATHS

- ◉ Again, level has been raised.
- ◉ Basic arithmetic grasped earlier,
  - eg all times tables up to 12 x 12 by end of year 4. (used to be year 5)
- ◉ Fractions introduced from year 1
- ◉ Year 5 fractions including decimals and percentages
- ◉ Algebra in year 6 (used to be KS3)
  - ◉ [www.gov.uk](http://www.gov.uk)
- ◉ TCKs - ensuring they have covered the same.

## ASSESSMENT

- ◉ Old system - National Curriculum Levels
  - Eg level 3a or level 4c
- ◉ New System - there isn't one!
  - Every school finds its own way of assessing.
- ◉ Emphasis is on mastery.
  - Depth and width rather than moving on.
  - consolidation
  - Chilli challenges

- Level expected has gone up
- Old system - year 2 - every child aimed for level 2, if you got level 3 you were in the brighter group.
- New system, the new equivalent every child should get is nearer to the old level 3.
- Year 6 - every pupil expected to get level 4, new standard is nearer level 5.

### AGE RELATED EXPECTATION (ARE)

- ARE are NC expectations for each age
- All children are expected to be working to the goals for that year
- Brighter pupils are encouraged to go deeper, and less bright pupils are expected to 'catch up'
- Assess in relation to ARE:
  - Emerging, developing, secure
  - Below, within, beyond
  - Towards, at, exceeding.

### TCK IMPACT

- Hard to assess where your child is against the peer group as there is no standard to rate against. (although can use ARE)
- It can be hard for a parent to see where their child is objectively from the schools assessment.
- It requires the parent to understand a whole new system for each school.
- It is very hard to compare schools with each other.
- Hard for one school to understand the report from another school.

### SATS - (STANDARD ASSESSMENT TESTS)

- Taken at end of year 2 and year 6, ie at end of KS1 and KS2.
- At year 2 they are a combination of teacher assessment and tests, and are marked internally.
- At KS2 they are tests and marked externally.
- Tests are taken in reading (comprehension), spelling, punctuation and grammar, maths
- In both KS1 and KS2 there are also teacher assessments in: speaking and listening, writing and science.

### FROM DEPT. OF ED WEBSITE:

#### 1. Setting a higher bar

- We want to see all children leaving primary school with a good standard of reading, writing and maths. Previous expectations for children were too low. The new assessment and accountability system - which marks the end of key stages - has been designed to reflect a new, more challenging national curriculum which sets high expectations for every child, setting them up to succeed at secondary school and beyond.
- We should not downplay the scale of these changes because they have been vital to raising standards

- **5. A new floor standard which sets high expectations for all**
- We want to see every child reach their full potential, no matter what their starting point. ....from 2016 primary schools will be held to account for both the progress and attainment of their pupils. This is to allow better recognition of schools doing well with a challenging intake, and to challenge those with a high-attaining intake that are not doing enough to stretch the most able.
- These reforms include:
  - new headline attainment and progress performance measures
  - a new floor standard
- Schools will be above the floor standard if 65% or more of their pupils reach the expected standard in all of reading, writing and maths or if the school has a sufficient progress score in all 3 subjects.

### MARKING THE SATS

- New tests aim for a score of 100. Below 100 and you have not achieved the expected standard, 100 or above and you have.
- Range is 80-120 (130?)
- New standard is high. Many schools are not going to get the 65%.

### WHAT IS IN THE TEST?

- Level is high for all subjects.
- The English is very heavy on SPaG.
- In the writing assessment there is also a requirement for neat joined up hand writing. There are no marks for imagination, content or creativity.
- Some grammar terminology seems to have been invented or Americanised for the new curriculum (fronted adverbial clauses, determiners, past progressive verbs and so on).

### SATS AND SEN

- Huge implications for children with special needs.
- Any child with dyslexia or dyspraxia will be heavily penalised by the test's requirements to be neat and the emphasis on spelling.
- Schools are expected to get ALL children to the required level regardless of special needs.
- EAL - if a child arrives after Sept 1<sup>st</sup> year 5, you do not have to include them in your statistics, as they are EAL.

### IMPACT FOR TCKS

- Year 6 is a tough year. A lot of pressure to get to this standard, a lot of practice
- Returning in middle of year 6 can be quite tough academically, in addition to the transition they are going through anyway.
- Parents who are doing Home ed with a view to coming back to secondary school - should check what the new requirements are.
- If your child has been taught in a non English language system, do bring evidence of that, as that will help the school. (classed as EAL)