



Marine Park First School



A Parent/Carer Guide to Curriculum and Assessment

National Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. It promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. It comprises both the core and foundation subjects:

Core subjects:

- English
- Mathematics
- Science

Foundation subjects:

- Art and Design
- Computing
- Design and Technology
- Languages
- Geography
- History
- Music
- Physical Education
- Languages (KS2)

The national curriculum is however, just one element in the education of every child. There is also time and space in the school year to range beyond the national curriculum specifications, for teachers to develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. In line with all state schools we also make provision for a daily act of collective worship and include Religious Education and Personal, Social and Health Education (PSHE). Pupils in Marine Park also enjoy taking part in Philosophy for Children lessons.

The National Curriculum changes 2014

A new National Curriculum was introduced in September 2014. The main aim was to raise standards by slimming down the content in some areas, focusing on essential core subject knowledge and skills and raising expectations. In some subjects much of the primary core curriculum is significantly more challenging than in the past.

Our Curriculum Plans

At Marine Park, we have revised our curriculum plans to ensure they meet the National Curriculum 2014 expectations.

We are confident that we have a high quality curriculum which provides challenge and enjoyment, breadth, progression, depth, personalization, choice, coherence and relevance and enables pupils to reach very high standards, preparing them well for their next stage of learning.

Medium and short terms plans are adapted regularly to meet the needs of each class and to take advantage of local circumstances and opportunities.

Follow this link to see our detailed year group [Curriculum Plans](#) and half term [Parent Information Sheets](#) for more information.



Age Related Expectations

The national curriculum sets out in its 'Programmes of Study', the content of what is to be taught in each subject.

By the end of each key stage, pupils are expected to know, apply and understand the skills and knowledge set out in the relevant programme of study. We call these **Age Related Expectations**.

Follow this link to see the [National Curriculum Programmes of Study](#)

....and our [Age Related Expectation Information Leaflets for English, Maths and Science](#).



How do we know that your child is on track with their learning?

Assessing each child against year group expectations

In order to measure attainment and progress as pupils travel from Year 1 to Year 4 in our school, they are tracked against the Age Related Expectations for their year group. We use the term **band** for each year group (e.g. Band 1 = Year 1). Each band has approx. 20-40 statements/expectations per subject. Judgements are based on teacher assessment and are recorded using the terminology:

- **Beginning (B)** to work within the expected range of attainment for his/her age band
- **Working within (W)** the expected range of attainment for his/her age but not yet secure
- **Secure (S)** - the end of year expectations have broadly been met

In our internal tracking systems, we are also able to further break down each step to inform our teaching and target setting. The extra steps is denoted with a '+’.

For pupils to be working at **Age Related Expectation** they would need to reach the **W+ to S (Working Within +/ Secure)** step at the end of the appropriate year.

Wherever a child begins their learning at the start of the school year we would expect them to make small, steady steps of progress each term, for example moving from a 1B in the Autumn of Y1 to a 1S by the end of the year, demonstrating security with the year group expectations.

Year	Autumn	Spring	Summer
1	1 Beginning/Beginning+ (1B/B+)	1 Beginning +/Working Within (1B+/W+)	1 Working Within+/ Secure (1W+/S)
2	2 Beginning/Beginning+ (2B/B+)	2 Beginning +/Working Within + (2B+/W+)	At the end of Y2 pupils are assessed against a set of Performance Descriptors following Statutory National Tests and Teacher Assessment in key subjects
3	3 Beginning/Beginning+ (3B/B+)	3 Beginning +/Working Within + (3B+/W+)	3 Working Within+/ Secure (3W+/S)
4	4 Beginning/Beginning+ (4B/B+)	4 Beginning +/Working Within + (4B+/W+)	4 Working Within+/ Secure (4W+/S)

Secure + (S+) allows us to identify pupils who will

Early Years

Children in Reception at the end of the Early Years Foundation Stage are assessed against the 'Early Years Outcomes.' By the end of Reception we would expect that a child would reach the 'Early Learning Goals.'

Systematic observations of each child's interests and learning styles are used to judge progress and plan the next steps in learning.

Learning Journey books are an important link between school and home to capture snap shots of the children's progress and engagement in learning at both school and home. We are keen to share information from all the adults who work, understand and help care for your child. This may include out of school club, wrap around care but most importantly parents and carers. The aim is to provide a holistic picture where everyone involved with a child contributes their story about the growth and development made.

In the final term of Reception class, the EYFS Profile will be completed for each pupil. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Y1. The profile will reflect on-going observations; all relevant records held by the school and discussions with parents and carers and other adults.

Parents will know whether their child is:

- Meeting 'Expected' standard
- 'Emerging' into this or is
- 'Exceeding'





How do we make ongoing assessment judgements?

Assessment is an on-going process – it forms part of our day to day interaction with the children. We assess children to find out what they already know, what they have understood from a lesson and what we need to teach them next.

Learning is assessed in a variety of ways including:

- By observing pupils at work and in their interactions with others
- By talking to them about their learning
- By listening to pupils read and checking on their understanding
- By making judgements about how well they have achieved the learning intentions in their day to day written work
- By designing specific tasks at the beginning of a unit to find out what pupils already know e.g. 'Cold Writing'/pre-assessment tasks and end of unit of work tasks to find out what they have understood and if they can apply their skills and knowledge e.g. 'Hot Writing' /post-assessment tasks
- Setting specific tests e.g. spellings and times tables; maths and reading comprehension tests.

Our Tracking System

Schools now have to develop their own assessment systems to enable teachers to regularly check what pupils have learned and whether they are on track to meet the end of year or end of key stage expectations outlined in the programmes of study.

We use a tracking tool called **'Target Tracker'** which is used by thousands of schools across the country.

Using Target Tracker's extensive nationwide database, we are also able to compare our pupil attainment and progress with that of over a million pupils nationally, giving us confidence in our own accountability measures.

Involving the children in Assessment For/Of Learning

Children are very much part of the day to day assessment for learning process.

There are broad areas of practice that teachers use to help pupils make best progress:

A focus on Learning

- Ensuring that pupils know exactly what they are meant to be learning and how to be successful is a key part of every lesson. Teachers and teaching assistants share the learning intentions for all pieces of work in clear and meaningful language that is appropriate for the age of the children so that they clearly understand what they are learning and what is expected of them.

Effective Questioning

Teachers use questioning strategies that involve more pupils and that lead to deeper learning. As well as questions with a right/wrong answer, teachers ask open-ended questions which encourage children to think hard, then give them time to time to seek better answers, by asking for example: 'Can you tell me more?' 'Can you think of another reason?' 'Would that be true in every case?' 'Can you add to what James said?' Responses are often used to develop understanding, aiming for thoughtful improvement, rather than getting it right first time; to think in different ways and make connections.

Helping one another learn

- Collaborative learning opportunities are planned for pupils to share knowledge and skills with one another. Children are given opportunities in lessons to discuss and reflect on problem-solving and reasoning strategies, comparing and evaluating their approaches and learning with one another. We often use an approach which the children call 'Think, Pair, Share.'

Formative Feedback

- Teachers provide feedback to pupils that identifies their successes and importantly their next steps for improvement. Often this feedback is oral, given while pupils are engaged in a task, so that it is instant and accessible to all. In pupil books, teachers will also highlight the learning objectives and sometimes give written feedback which children respond to, for example challenges are given in Maths which we refer to as a 'Now Try This' NTT challenge and spelling prompts 'Now Spell This' NSS are given in Literacy. Pupils also respond to 'purple polishing pen' challenges making written improvements to their English work.

Scaffolding Reflection

- Pupils are also encouraged to regularly review and reflect on their own performance and that of their peers. Using self-assessment and self-evaluation to develop awareness of personal strengths helps children become more self-directed so they are less dependent on an adult to tell them how successful they have been. They show greater independence and are more able to set themselves goals. This is a key skill for life. Feedback from class members also contributes to pupils' confidence in giving and receiving praise and criticism.



Y1 Phonics Test

The **Y1 National Phonics Screening Check** is usually held in the second or third week in June.

The test is a short, simple screening check to make sure that pupils have grasped fundamental phonics skills. It comprises a list of 40 words and 'pseudo-words' or 'nonsense words', which a child reads one-

Y2 SATS

KS1 Y2 Statutory Assessment

New statutory assessment arrangements were introduced and used for the first time in the 2015-2016 academic year. These included changes to the National Curriculum tests for English Reading and Mathematics at the end of key stage 1. There are no major changes this year. Tests are held during May.

In addition to the Reading and Maths tests, Y2 teachers will also make 'teacher assessment' judgements in reading, writing, maths and science.

Teachers base their assessment judgement on a broad range of written, practical and oral evidence from across the curriculum for each pupil as well as the test outcomes. To support robust and accurate judgements, Y2 staff use the national Interim Frameworks which have been developed to define the standard at which pupils are expected to be working.

Judgements in English and Maths must be reported as:

- Working at greater depth within the expected standard
- Working at the expected standard
- Working towards the expected standard

Judgements in Science are reported as

- Working at the expected standard
- Has not met the expected standard

For the small minority of pupils, who for a range of reasons are not yet 'working towards the expected standard,' judgements are based on the Interim Pre-key stage standards and P scales. Outcomes for these pupils are reported as

- Foundations for the expected standard
- Below the standard of the pre-key stage
- Working at P scales

If you would like to see samples of these tests then please follow this link <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-1-past-papers>

Transferring Attainment Information to the next class and to Middle Schools

At the end of the summer term, class teachers from your child's current class and their receiving class meet to share information about how secure each pupil is against their end of year curriculum expectations.

At the end of the summer term, our Y4 teachers meet with the Y5 Middle School staff of the receiving school to share information about how secure pupils are against the Y4 curriculum expectations.



Quality Assurance

To ensure consistency of assessment judgements, our staff regularly engage in a programme of internal moderation of pupils' work across the three classes in each year group, across year groups within the school, across our local EY cluster and across a wider group of North Tyneside schools. We also regularly moderate across the North Tyneside schools that also use 'Target Tracker' as their system of assessment;

We are very fortunate that both our Early Years and Key Stage 1 Coordinators have benefitted from additional training over the last two years, in their roles as North Tyneside LA EY/KS1 Moderators, supporting other schools in their statutory assessment processes.



What can I do to help my child?

There is so much that parents can do to help children in their learning at school. For example:

- Talk to your child about their learning – your interest means a lot
- Encourage them to be inquisitive and ask lots of questions
- Support them to complete homework every week
- Encourage your child to 'have a go' especially when they are uncertain
- Praise and reward their efforts as much as you would reward their performance
- When your child gets stuck, don't give them the answer straight away – encourage them to find different ways to solve problems
- Listen to them