



## National curriculum and assessment from September 2014: information for schools

### New national curriculum

The new [national curriculum](#) will be taught in all maintained primary and secondary schools from September 2014.

Schools are now preparing to implement the new curriculum and, since most of the current curriculum has now been disappplied, some schools are already using this freedom to adopt the new programmes of study early.

### Key stage 4 English, mathematics and science

The key stage 4 English, mathematics and science programmes of study will be published alongside the new GCSEs in these subjects. English and mathematics will be published by the end of July 2014 for teaching from September 2015. Science will be published by the end of 2014 with first teaching from September 2016.

### Pupils in years 2 and 6 of primary schools

Pupils entering years 2 and 6 in September 2014 will continue to be taught the current programmes of study for primary English, maths and science in the 2014 to 2015 academic year, to allow for statutory end-of-key-stage assessments in summer 2015.

### Implementing the new curriculum: resources for schools

There are a range of resources available to support schools implement the new national curriculum.

- The National College has produced an [online tool](#) to help schools to review and develop their curriculum.
- TES Connect has a [national curriculum section](#) with a wealth of free materials. There are resources to support teachers to plan for change across the curriculum and practical hints and tips on how to implement the new programmes of study in each subject.
- Our expert groups, set up to provide support to teachers implementing the new curriculum, have developed [guidance](#) across all subjects.
- Commercial publishers are bringing a wide range of new materials to the market for the new curriculum. The trade bodies for the sector are [BESA](#) and the [Publishers' Association](#).
- The Arts Council England has developed a [central database](#) housing materials to inspire creative teaching across the sciences, languages and humanities as well as for dance, art and design, music and PE.

- The Teacher Development Trust have produced a [Good CPD guide](#) which includes CPD for the new curriculum.

## Mathematics and science teaching

- The National Centre for the Excellence in the Teaching of Mathematics (NCETM) has developed [resources](#) to help teachers deliver the new curriculum.
- We are launching 30 [Maths Hubs](#), coordinated by the NCETM, to support schools with all aspects of maths teaching and with a specific focus on implementing the new curriculum.
- The National STEM centre have produced new materials to support the teaching of [primary](#) and [secondary](#) mathematics, and guidance on the [primary](#) and [secondary](#) science programmes of study, as well as on [practical science](#).

## English teaching

- The National Literacy Trust have produced a [curriculum review and planning tool](#) which highlights good practice to deliver the English curriculum.

## Computing teaching

- A [master computer teachers' network](#) is being developed across the country.
- BCS Academy of Computing has a [programme](#) to help primary school teachers, with no prior experience of computer science, get ready for the computing curriculum.
- Computing at School, in association with Naace and other partners, have published [resources](#) including a guide for primary school teachers.

## Design and technology teaching

- DATA, the Design and Technology Association, in partnership with others, have developed a range of [resources](#) including an annotated programme of study, providing advice and explanatory notes on implementation.

## Language teaching

- The Association for Language Learning has pulled together [resources](#) to support language teaching for pupils aged 7 to 14.

## Assessment reform

As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.

The programmes of study within the new [National Curriculum](#) (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables

schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

## Key changes to national curriculum tests and assessments:

The national curriculum tests and teacher assessment at the end of key stages 1 and 2 will be reported in levels for the last time in summer 2015, as pupils in Year 2 and Year 6 that year will not have been taught the new national curriculum.

The first new key stage 1 and key stage 2 tests in English, mathematics and science, based on the new national curriculum, will be sat by pupils for the first time in the summer of 2016. See here for the [Timetable for primary national curriculum changes](#).

The test frameworks for these new tests can be found here: [Test framework](#) and sample questions can be found here: [2016 sample materials](#).

From the academic year 2015-16, we will move from an absolute measure of progress (i.e. two levels of progress required between KS1 and KS2) to a relative measure. At the same time, KS2 test outcomes will be reported as a scaled score, where the expected score is 100. Pupil progress will be determined in relation to the average progress made by pupils with the same baseline (i.e. the same KS1 average point score). For example, if a pupil had an APS of 19 at KS1, we will calculate the average scaled score in the KS2 tests for all pupils with an APS of 19 and see whether the pupil in question achieved a higher or lower scaled score than that average. The exact methodology of how this will be reported is still to be determined.

New performance descriptors will be published (in draft) in autumn 2014 which will inform statutory teacher assessment at the end of key stage 1 and 2 in summer 2016. Final versions will be published by September 2015.

## Support for schools

It is for schools to determine how best to assess their pupils between these statutory end of key stage assessments. To support schools, the following is available:

- model assessment systems through our Assessment Innovation Fund, see [award winning schools](#), to help schools as they develop their approaches to assessing progress against the new curriculum.
- example materials from these schools can be found on the TES website and are available free of charge, for schools to download and use, see [assessment without levels](#). Materials will become available over the next few months and we will upload resources as we receive them
- useful [blogs](#) on how schools are planning new assessment systems.
- [Podcasts](#) where you can hear why the removal of levels will have a positive impact on schools and pupils, also see [podcast 2](#).
- We have consulted on, and published a set of [core principles](#) in discussion with head teachers and assessment experts that should underpin any approach to assessment. Schools may wish to use the principles as a guide although they are not statutory, and do not prescribe a national system for schools' ongoing assessment.

## Assessment Innovation Fund schools

Durrington High School, West Sussex	<a href="#">Durrington High School</a>
Frank Wise School, Banbury	<a href="#">Frank Wise School</a>
Hillyfield Primary Academy, Walthamstow	<a href="#">Hillyfield Academy</a>
Sirius Academy, Hull	<a href="#">Sirius Academy</a>
Swiss Cottage School, Camden	<a href="#">Swiss Cottage</a>
Trinity Academy, Halifax	<a href="#">Trinity Academy</a>
Westminster Academy, London	<a href="#">Westminster Academy</a>
West Exe Technology College, Exeter	<a href="#">West Exe Technology College</a>

## Information from Ofsted

Ofsted do not have any predetermined view as to what specific assessment system a school should use. Inspectors' main interest will be whether the approach adopted by a school is effective. They will be looking to see that it provides accurate information showing the progress pupils are making. The information should be meaningful for pupils, parents and governors.

[Ofsted](#) recently wrote to all schools informing them how inspection in 2014/15 and beyond will take account of the removal of national curriculum levels.

## Qualification reform

We are also reforming GCSEs and A levels to match the best education systems in the world. More information on these reforms is available on [Ofqual's website](#).

## What will happen when?

We will continue to publish materials for schools to use on the TES website over the coming months.

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