

Information for Parents.

The Curriculum

In 2014, a new curriculum was introduced which, as of September 2015, is being taught in all year groups (Years 1 to 6). The new curriculum has higher expectations of the children in various subjects. It is certainly the case that in some areas, the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics, there is now much greater focus on the skills of arithmetic and also working with fractions. In science, a new unit of work on evolution is introduced for year 6, which would have previously been studied in secondary school. In English lessons, there will now be more attention paid to the study of grammar and spelling. The school has looked closely at the new requirements and worked hard to produce a new two year rolling programme of study. A copy of this is available to view on the school website. A termly summary will also be sent home with the children and is also on the school website.

The Early Years Foundation Stage (EYFS) is the statutory framework published in 2012 by the Department of Education that sets the standards for the development, learning and care of children from birth to five.

Assessment

The progress and attainment of pupils has, for many years, been measured in levels. In summer 2016, the National Curriculum Tests for Years 2 and 6 will be reported as a scaled score, with the score of 100 representing the expected level for each age group. The Government has left it up to individual schools to decide how to measure progress in the intervening years.

As a school, we have decided to adopt a system produced by Target Tracker, (Essex County Council) that measure children progress in "Steps". Each year group's curriculum requirements have been divided into 6 steps. These steps are:

B (working towards) B+ (working towards plus)
W (working within) W+ (working within plus)
S (secure) S+ (secure plus)

For example, for English and maths, expected progress might be:

Autumn term to be working at B or B+
Spring term to be working at W or W+

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Summer to be working at S or S+

For all other areas for the curriculum, as a unit is covered, your child will be assessed from B to S+. For example, in a science unit, studied over half a term, your child might move from B to S, within that half term. When another unit is studied in science, they may have different assessment, because their knowledge may be stronger in certain units.

When a child is assessed at S+, they will continue to within their year group's curriculum, but at a greater depth (known as mastery), rather than be accelerated to the next year group. This will ensure a deep and thorough understanding of the curriculum content.

In addition to the requirements of the EYFS the DfE have created the opportunity for schools to use a summative 'Baseline Assessment'. This takes place when children begin in Reception and is used to establish a starting point to measure progress, inform accountability and provide a strong predictor of KS1 and KS2 attainment.

Woodham Walter has adopted The Early Excellence Baseline Assessment (EExBA-R), along with The Blackwater Consortium, of which we are a member.

Through observation, children are continually assessed against the 17 Early Learning Goals. At the end of the year most children achieve what is known as the 'expected' level. For those children who are working towards that level, it is referred to as 'emerging' and for those who have surpassed this level, it is known as 'exceeding'.

Reporting to Parents

At the end of each term or at a parent's evening, report cards will be updated and shared with parents. This will match the content of what your child will be learning that year. (2015 to 2016 is year A and 2016 to 2017 will be year B). Photocopies of the report cards will be given to you following the meeting and the completed original, showing termly progress, will be given at the end of the year.

At the end of each term parents and carers of Foundation Stage children, will receive a mini report which will show how much progress children have made from their starting point (baseline).