

“It’s not like when I was at school!”

Changes to the reporting of Writing in Term 2 Reports

Susan Walter
Head of Primary
21st March 2016

5 things to remember!

1. Mastery
2. Things are harder now
3. Starting with English
4. Curriculum Levels are going
5. Term 3. New curriculum. Fully shared

Desired Outcomes

Explain and talk through the impact of:

- Recent changes to the UK National Curriculum
- How this impacts on us at DBIS
- What we are trialing in English, particularly in Writing
- New assessment processes being used
- How the reports for Writing will change
- Direct you to further information

There have been many changes...

- 1986 - The GCSE is introduced for teaching, replacing O-levels and CSEs.
- 1988 - The Education Reform Act ushers in the national curriculum; national SATS testing at seven, 11 and 14; Ofsted
- 1998 - Introduction of Literacy Hour and the National Year of Reading.
- 2001 - New AS levels are introduced as a result of Curriculum 2000.
- 2013 - The new National Curriculum is published.
- 2015 - The new National Curriculum is mandatory for all state maintained schools in England.
- 2016 - DBIS started to review the Primary Curriculum
- 2017 - DBIS started to review assessment and reporting of the new curriculum

Why have changes been made to the UK curriculum?

- To raise standards.
- To focus on essential core subject knowledge and skills.

So what has happened?

In September 2015 the National Curriculum '14 became statutory for all maintained/ state primary schools in England

NC '14 set out what children are supposed to learn and when.

As we base the DBIS Curriculum on the standards from the UK National Curriculum, we have taken this opportunity to start to review our curriculum in line with these changes to ensure that our children continue to have access to the highest quality learning opportunities.

What has changed as a result of NC'14?

Reading, Writing and Maths remain at the centre of the curriculum.

There is a noticeable focus on 'higher expectations' across subjects, and the new primary curriculum is significantly more demanding than in the past. For example, in English, there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curricula.

Your child's progress at school was previously measured using Levels between 1 and 6. Because the curriculum has changed these levels are no longer used.

4 reasons curriculum levels have been removed

Understanding why national curriculum levels were removed is central to the way that we teach the curriculum and assess pupil progress. In fact, the four main reasons for their removal means changing the whole way that we view pupil progress.

1. To remove the undue emphasis on pace over understanding

(The first was an undue emphasis on pace. The rate of progress, or how fast pupils moved through the levels, had become more important than pupils' understanding of the curriculum. The whole notion of progress had become about speed. This put intense pressure on schools to move pupils on, even if they did not fully understand the key concepts from the curriculum. This also led to a rather bizarre situation where, despite having a national expectation, it became expected that pupils exceeded the national expectation.)

Why have curriculum levels been removed?

Understanding why national curriculum levels were removed is central to the way that we teach the curriculum and assess pupil progress. In fact, the four main reasons for their removal means changing the whole way that we view pupil progress.

2. The unsuitability of using "best fit" descriptors

(The second was the unsuitability of using "best fit" descriptors. A best fit is not always a secure fit and, coupled with the problem of undue pace through the levels, many pupils were moved on because they best fitted a descriptor but may have had major gaps in their understanding.)

Why have curriculum levels been removed?

Understanding why national curriculum levels were removed is central to the way that we teach the curriculum and assess pupil progress. In fact, the four main reasons for their removal means changing the whole way that we view pupil progress.

3. The inaccuracy of determining levels by average marks on a test

(The third reason was the problem with determining levels by average marks on a test. A high number of marks could be gained from, for example, Level 2 questions and some from Level 4 questions, and yet, when averaged out, a pupil may have been awarded Level 3. The pupil wasn't really a Level 3 but the marks may have declared them so.)

Why have curriculum levels been removed?

Understanding why national curriculum levels were removed is central to the way that we teach the curriculum and assess pupil progress. In fact, the four main reasons for their removal means changing the whole way that we view pupil progress.

- Other successful curriculums (e.g. Finland, Hong Kong and Singapore) never needed levels to measure progress or attainment

(The fourth was that jurisdictions that have high international rankings have never used a system of levels. Instead, assessment is based on "depth of understanding" or "mastery" of all of the key concepts of the curriculum.)

So how does this affect DBIS?

Our DBIS curriculum is a standards based curriculum which contains a series of expectations about what children should know, understand and be able to do by set points in their primary education.

We have taken the opportunity over the last year to review our English curriculum and ensure we are matching the greater levels of rigor and expectation of NC'14.

We are currently developing a new system of assessment to measure your child's attainment and progress in Writing and this will now be shared on your child's next report.

How will it be different?

We will be using a new scale of Standards 1 to 6, to assess attainment achievement in writing.

Each standard represents the expected average attainment in each year group. For example Standard 2 equates to the taught curriculum in Year 2 for the majority of children at that age.

Attainment will in most cases be measured against the appropriate year group standard and be reported using the differentiated terms:

BEGINNING, DEVELOPING and MASTERING

What will you see?

Now:

- Different things in different classes
- Term 1 Big Award for Writing and Term 2 Big Award for Writing to look at progress
- Criterion scale used to measure attainment for reporting

Next:

- A newly revised, more demanding DBIS Primary Curriculum in Reading, Writing and Maths
- A Standards based assessment programme for reporting attainment and progress based on mastery rather than acceleration
- Transparency in terms of what students are learning and when across all curriculum subjects
- Parent Meeting in Term 3 to share these changes in full

So what is happening now
with writing?

Curriculum Map for Writing

- *Used by teachers for planning and formative assessment for learning.*
- *Written as 'I can' statements.*
- *Shared with children in a much more direct way and without damping down expectation of their understanding.*
- *What can the children do today, and what do they need to do more of, or be introduced to tomorrow? What are the next steps in learning for each individual child?*
- *Based on research of many other successful schools, and written to reflect the needs our children here at DBIS*
- *Written to ensure the heightened expectations for attainment are clearly adopted and supported. E.g. less poetry and more focus on inference and deduction in reading.*
- *Shared with parents in advance so that you are clear of what your children will be learning and when.*

	Handwriting & Transcription	Grammar, Vocabulary & Punctuation	Spoken Language	Grammatical Terminology
Handwriting	I can select a handwriting style appropriate to the task, choosing the appropriate writing implement.	Sentence I can use the passive verbs to affect the presentation of information in a sentence. (The pen was picked up by Emily. Rather than: Emily picked up the pen.)	I can listen and respond appropriately to adults and my peers	I understand and know how to use the following words when I talk about my writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
		I can use question tags for informal writing, 'He's your friend, isn't he?' or the use of subjunctive forms such as 'If I were to walk in...' or 'Were they to walk in...' in formal speech or writing.	I can ask relevant questions to extend my understanding and knowledge	
		I can consistently use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations.	I can use relevant strategies to build my vocabulary	
		I can use the perfect form of verbs to mark relationships of time and cause (the action has happened at an unspecified time before now e.g. Men have landed on The Moon.).	I can articulate and justify answers, arguments and opinions	
		I can use expanded noun phrases. E.g. The girl = The tall girl	I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	
		I can use adverbs to indicate degrees of possibility i.e. perhaps and surely.	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	
		I can use modal verbs. E.g. Can/could, may/might and will/would.	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	

Criterion Scale

- *We use the Criterion Scale, a system designed by Ross Wilson, which we have adapted to suit the needs of our learners and our revised curriculum.*
- *This scale shows us how well children are applying their learning, how they are demonstrating their mastery of it. And this is what will be reported on your child's report this term.*

Standard 6

Standard 6 Developing and above is the expectation for mastery in writing for mainstream primary children by the end of Year 6.

Essential entry level to Standard 6 (Year 5 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (98% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. It should be a striking piece of writing that is similar to that of an adult, with confident and established features, although content and stimulus may be more age appropriate (10 to 14). This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.



Here are some of the requirements at Standard 6.

Listed in an approximate hierarchy:

1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)	
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc. (3 Examples of level 5/6 punctuation)	
4	Can write neatly, legibly and accurately and fluently, in a joined style. (98% accurate)	
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.	
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs (all correct), sub and side headings, addendum, footnote, contents etcetera.	
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences. (3 of each)	
8	Can use clauses confidently and appropriately for audience and purpose. (80% accurate)	
9	Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come. (1 Example)	
10	Can group items for effect, before or after the verb.	

Let us focus on number 3, and look at where it comes from in the curriculum map.

Listed in an approximate hierarchy:

1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)	
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc. (3 Examples of level 5/6 punctuation)	
4	Can write neatly, legibly and accurately and fluently, in a joined style. (98% accurate)	
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.	
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs (all correct), sub and side headings, addendum, footnote, contents etcetera.	
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences. (3 of each)	
8	Can use clauses confidently and appropriately for audience and purpose. (80% accurate)	

Curriculum Map extract (for formative assessment, target setting and next steps planning)

Criterion scale (for summative assessment - how the child is applying their knowledge and skills in their independent writing)

Can use the **full range** of punctuation, almost always accurately and precisely, including for subdivision, effect, listening, direct speech, parenthesis etc. (3 examples of Standard 5/6 punctuation)

Punctuation	I can use semi-colons, colons or dashes to mark boundaries between independent clauses. E.g. It's raining; I'm fed up.
	I can use colons to introduce lists.
	I can use semi-colons within lists.
	I can use bullet points to list information.
	I can use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark).
	I can use brackets, dashes and commas to add extra information. (i.e. Two comma trick).
	I can use commas and hyphens to clarify meaning or avoid ambiguity.

How is the assessment made?

(Once we have read the entire piece of writing, we go back through the scale and highlight evidence found to show mastery in each area. We then look at the total number of criteria met and this gives us the summative level which is what we will report to you).

17	Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.	
18	Can use creative and varied sentence structure and length when appropriate, intermingling with simple structures for effect (2 Examples)	
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.	
20	Can use pertinent and precise detail as appropriate.	

B = Beginning | **D = Developing** | **M = Mastering** | **AP = Assessment Point**
Assessment: 6-B = 6 – 10 | **6-D = 11-17** | **6-M = 18 - 20.**

Where can I go for more information?

- PTCs next week - details for sign-up are already on the Parent Portal
- Moodle Link can be found on the Parent Portal
- Term 3 Parent Meeting

5 things to remember!

So what were they?

5 things to remember!

1. Mastery
2. Things are harder now
3. Starting with English
4. Curriculum Levels are going
5. Term 3. New curriculum. Fully shared

I hope you have a better understanding now of:

- Recent changes to the UK National Curriculum
- How this impacts on us at DBIS
- What we are trialing in English, particularly in Writing
- New assessment processes being used
- How the reports for Writing will change
- Direct you to further information

THANK YOU!

...and please do remember to sign up for your Parent Teacher Conference next week. The link has been shared on the Parent Portal.