



The Chris Quigley Essentials Curriculum

In September 2014, the Government introduced a new National Curriculum, with a great deal of fresh content and ambitious expectations of learning. It is designed to provide children with the essential knowledge, skills and understanding that they require as citizens of Great Britain.

Moreover, the curriculum has not provided statutory requirements expected in each year group. Instead, it has provided two standards: knowledge to be acquired by the end of Key Stage 1 and knowledge to be acquired by the end of Key Stage Two. Partially, this is due to the idea that learning is accumulative and requires time. Also, that children do not all learn at the same pace, and that some require longer than others before they are secure with certain skills and concepts.

The manner in which schools assess learning has also changed dramatically. Levels have been removed and will not be replaced. Partially this is due to a shift in perception about levels:

1. That levels have encouraged schools to race children through the curriculum, moving on too quickly to ideas in the next 'level' . As a result, children have developed a shallow understanding of the concepts and skills taught.
2. Children are levelled according to the 'best fit' – thus children may not have completely understood key concepts, or may have even missed some out.
3. Levels given on test papers are taken from an average and might not truly reflect a child's capabilities.
4. Best international practice does not use levels. Rather focus is placed upon learning less concepts in a greater depth.

As a result, although the content has been stipulated by the Government and Statutory Assessments will continue to be prescribed, schools are free to assess the skills acquired in each subject, at each stage of learning, in whatever manner they deem appropriate.

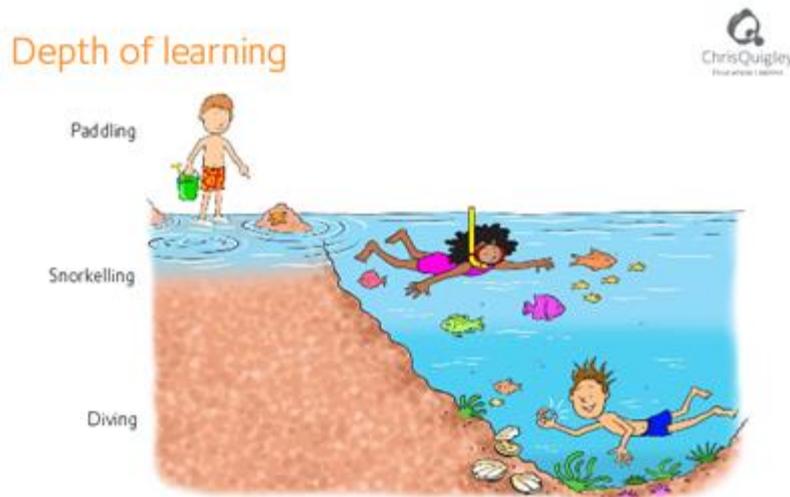
At The Meadows, we have chosen to follow the Chris Quigley Essentials Curriculum which sets out essential coverage, learning objectives and standards which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development.

One of the primary reasons why we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning.





In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly, when they have not truly mastered it. Such thinking is encapsulated in the scenario below:



At The Meadows, we want to challenge our children to become independent, well-rounded individuals who take ownership of their learning and become deep thinkers. We do not want them to have to swim across the water above, rather we want them to be diving for pearls of wisdom and learning through discovery – a key skill expected from children who achieve high levels in their GCSEs at High School.

Moreover, we want our children to be able to apply their knowledge and skills set in a range of contexts within school and real life.

How will our children be assessed?

From September 2015, we will be using depths of learning in order to assess your child's learning. We will assess their progress in each subject, including personal development, by reviewing the depth of their understanding.

All learning will be grouped into three milestones. Throughout Y1 and Y2, children will be assessed on the concepts contained in Milestone 1. During Y3 and Y4, all children will be assessed on the concepts contained in milestone 2. Finally, in Y5 and Y6 all children will be assessed on milestone 3. N.B. Children in Reception will continue to be assessed against the Early Learning Goals.





During each term, we will continuously assess the depth of your child's understanding within that milestone – whether it is basic, advancing or deep. Each milestone will have 6 assessment points: Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, Deep 2.

These points are not a mere label about a child: basic is not less able than deep. Rather, they allow us to determine each child's level of understanding of a concept in the curriculum.



All children begin each milestone at the 'basic' level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the 'basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone.



After children are able to demonstrate this ability on multiple occasions, they move to the 'advancing' stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically they are able to: explain, classify, infer meaning, make predictions, interpret summarise and apply their skills to solve problems.



Finally some children may reach the 'deep' level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove.





At deep level 2, Children will have 'mastered' all skills and concepts taught.

It is important to note, however, that only some children will reach this level of understanding during the course of their learning journey.

How will I know if my child is making progress?

All children will be expected to make good progress from their starting point. If a child leaves Reception at the 'emerging' stage, and they make good progress they will leave Milestone 1 (at the end of Y2) at 'basic 2' which means working towards national expectation. However at the end of Milestone 2 and 3, they will be expected to leave at 'advancing 1', slightly below national expectations.

EYFS	Milestone 	Milestone 	Milestone 
Emerging	Basic 2	Advancing 1	Advancing 1

Alternatively, if a child left Reception at the 'expected' stage, they should leave Milestone 1, 2 and 3 at 'advancing 2' which means that they are working at national expectations.

EYFS	Milestone 	Milestone 	Milestone 
Expected	Advancing 2	Advancing 2	Advancing 2

However, if a child left Reception at the 'exceeding' stage, they should leave Milestone 1, 2 and 3 at either 'deep 1' or 'deep 2'.

EYFS	Milestone 	Milestone 	Milestone 
Exceeding	Deep 1/2	Deep 1/2	Deep 1/2





How will I be made aware of my child's progress?

Each term you will be sent a report regarding your child's progress, particularly in Writing, Reading, and Mathematics. It will contain your child's depth of progress as well as the targets that they need to work on during the course of the following term.

All levels will be generated through the result of summative assessment (regular tests taken at the end of a unit of work) and well as formative assessment, done at the point of learning.

Furthermore, you will also be provided with your child's standardised term score in Reading and Mathematics.

What is a standardised test?

Standardised tests are based on key areas of the curriculum and test the knowledge that each child has acquired against the criteria of a subject's programme of study. Furthermore they:

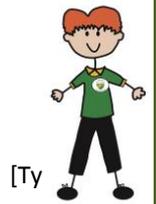
1. Provide quantifiable evidence of a children progress.
2. Allow us to compare a child against their peers of the same age both locally, nationally and internationally.
3. Allow us to take into consideration a child's actual age when measuring progress.
4. Help us to measure small increments of progress.

Each term you be provided with your child's age related score so that you are able to see where they are working in relation to their age. They will also be provided with a 'scaled score' (more information regarding this will be provided during the SATs section of the guide).

How else will I find out if my child is working to national expectations?

Reception

In Reception, from September 2015 a new baseline assessment will be introduced. This will be administered in schools in the first term of Reception to that we can assess the children's starting point in order to chart their progress during the course of the year as well as their progress throughout their time at The Meadows. The assessment will take the form of a range of practical tasks as well as observations of the children. This evidence will then be used by the teacher to form a judgement.





End of Year 1

In the summer term of year one, your child will be tested on their phonological knowledge (phonics). This is a national test, completed one to one, which allows us to identify the progress your child has made as well as to identify and gaps within their understanding.

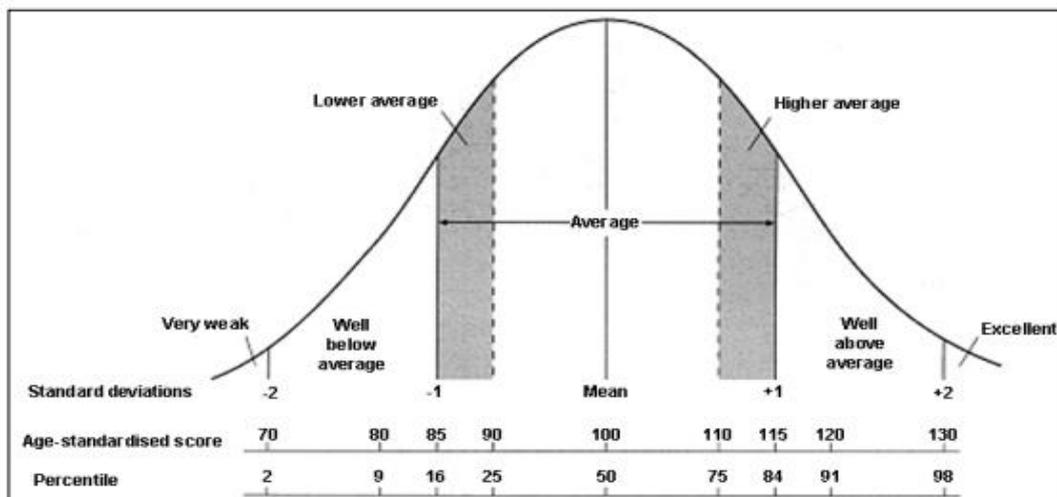
End of Key Stage 1

Children in Y2 will participate in their SATs. SATs stands for ‘Standard Assessment Tests.’ They are also now known as ‘End of Key Stage Assessments,’ or ‘Statutory Assessments.’ These tests are based upon the new curriculum (September 2014) and will allow us to identify whether your child is working at national expectations. They will also allow us to identify the progress your child has made during their time at The Meadows so far. As in previous years, the tests will externally set but internally marked by the class teacher. The children will be tested on their:



Their writing will be assessed internally – there will be no external paper set for this.

The tests above will provide students with a scaled score rather than a level, since they have been removed. Each pupil will be required to attain a scaled score of 100 or more in the tests.





This score will allow us to compare our children against others nationally. Furthermore, it will allow us to identify their depth of understanding, as well as any gaps in understanding.

The scaled score will also correlate with our own internal standardised scores thus verifying our judgements.

End of Key Stage 2

At the end of Y6, the children will complete their SATs in order to assess how 'secondary ready' they are. Their SATs will be externally set and externally marked, unlike the KS1 SATs. The children will be tested on their:



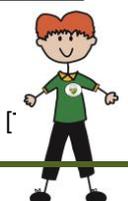
As with the KS1 SATs, their writing will be assessed internally – there will be no external paper set for this. Children in Y6 will also receive a scaled score, allowing us to identify whether they are 'secondary ready'.

More information can be found on the 'Class 4' section of our website.

Where can we find out more?

If you would like to find out more information regarding the concepts covered at The Meadows in each subject at each milestone, or for further information regarding assessment at The Meadows, please look at our school website themeadowsprimary.co.uk. Here you will also find a copy of our Maths Milestones as well as Writing Wishes for each Milestone.

Further queries will be addressed at our 'Assessment at The Meadows' parent sessions which will be held on Tuesday 15th September at 9:30am or Monday 21st September at 3:30pm (free child care will be available after school for the duration of the session).



The Meadows

Primary School



Learning by caring and sharing

