



Primary Phase

Curriculum development steps to meet the requirements of the New Curriculum 2014

MATHEMATICS

- All teachers have received training on the changes to the curriculum
- Planning files are being used which contain half termly overviews, planning documents, progression of skills grids from yr1 to yr6. These files are to help teachers to plan the new curriculum effectively.
- The calculations policy has been adjusted to meet the requirements of the new curriculum and training has been given to all teachers and support staff on how to use it effectively and accurately
- Staff training has been delivered on problem solving, reasoning and using and applying
- Specific resources have been bought to help teachers deliver effective learning and teaching in problem solving and reasoning
- The integration of NUMICON as an essential teaching tool continues in key stage 1
- Coordinators carried out scrutiny of planning to see how effectively teachers are using the new curriculum- targeted help given where needed
- New assessment tool to be used to track progress and attainment against the new curriculum
- There will be continued monitoring by coordinators and SMT through the Quality Assurance cycle
- The development of a non-negotiable list of models and images for each year group

LITERACY

- All teachers have received training on the changes to the curriculum
- Planning files are being used which Long term and medium term overviews. These plans have links to grammar and spelling expectations for children in each year group. Links are being made to CLICK where possible. These files are to help teachers to plan the new curriculum effectively.
- Text and genre overviews produced to ensure effective and appropriate progression across year groups.
- Staff training has been used to evaluate changes and impact on planning - new planning format devised as a group. Opportunities given to identify where any shift in expectation or changes to grammar/spelling would impact upon medium term planning.

- Coordinator to carry out scrutiny of planning to see how effectively teachers are using the new curriculum- targeted help to be given where needed
- New assessment tool to be used to track progress and attainment against the new curriculum
- There will be continued monitoring by coordinators and SMT through the Quality Assurance cycle

FOUNDATION SUBJECTS- CLICK

- Training for teaching staff has been delivered on the key changes in the foundation curriculum
- Long and medium term plans have all been revised in the light of the changes in the new curriculum
- Key stage 1 and 2 to use progressive skills milestones to track children's progress in history geography science art DT and computing
- Coordinators have ensured all key vocabulary has been highlighted for their subjects in each year group
- Coordinators given budget to purchase any new resources needed to address changes
- Co coordinators assessing impact of new curriculum through their own QA of their individual subject and to feed back to curriculum managers
- Curriculum managers lead the QA of the curriculum as a whole and ensure a strong emphasis is put on the inclusion of mathematics and literacy skills in the planning

ASSESSMENT

- Current system updated to adopt changes to use of NC level as sublevels
- SMT trained in use of system -planned staff training sessions to familiarise staff to changes
- Current use of APP to support points progress and sublevel attainment recording to continue - training sessions and 'case study' examples completed by Leaders will be used as part of transition onto 'new' assessment procedure
- NC levels, APS and sublevels will change to 'NC steps' - children will be assessed against curriculum statements, relevant to NC year and recorded as :
beginning, beginning plus, working within, working within plus, secure and secure plus. 6 steps within each NC year would be expected progress.
- Statements will be highlighted (for each NC assessed area) and a professional best fit judgement made by staff on the progress and attainment for each child,
- Pupil Progress meetings and analysis of progress will use a variety of evidence to support professional judgements - formal monitoring, book and planning scrutiny and evidence gathered from moderation activities.