



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 disapplied, 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 [on-line 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 have 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

The government response to the Primary Assessment and Accountability Consultation was published on 27 March 2014.

New assessments will reflect the more challenging national curriculum. Specifically we will:

- introduce more challenging tests that will report a scaled score at the end of the key stages rather than a level;
- make detailed performance descriptors available to inform teacher assessment at the end of key stage 1 and key stage 2. These will be directly linked to the content of the new curriculum; and
- improve the moderation regime to ensure that teacher assessments are more consistent.

We will have national assessments at key points in children's primary education. These have two aims – to provide standard information to parents and to give a picture of school performance.

There will be different approaches to assessment through a child's education and development, using the most appropriate approach for capturing children's learning at each stage and to complement on-going teacher assessment:

- the existing statutory two-year-old progress check undertaken in early years settings
- a short reception baseline that will sit within the assessments that teachers make of children during reception
- a phonics check near the end of year 1
- a teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science
- national tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.

More information is available [here](#).

Assessment levels have now been removed and will not be replaced. Schools have the freedom to develop their own means of assessing pupils' progress towards end of key stage expectations.

Many schools already have good assessment systems in place and may choose to continue using these systems, provided they suit the new national curriculum. We have launched an Assessment Innovation Fund to enable assessment methods developed by schools and expert organisations to be scaled up into easy-to-use packages for other schools to use. We will publish model assessment systems, case studies, and examples of 'what good looks like' in relation to the new programmes of study throughout 2014.

We are continuing to work with the National Association of Head Teachers (NAHT) to support schools in the development and implementation of this new approach. The NAHT recently published the report from its 'Commission on Assessment' (available on its [website](#)).

Accountability reform

The new Progress 8 measure will be the main indicator of school secondary performance from 2016 and will inform the subjects schools start to teach from September 2014. The Progress 8 measure supports the policy aim to encourage schools to offer a broad and balanced curriculum with an academic core which still meets the needs of all pupils. Schools will be held accountable for pupils' progress in a suite of 8 qualifications: English, mathematics, three EBacc subjects and then an "open" group of subjects which includes EBacc subjects not already counted in the specific EBacc slots and other high-value academic, arts and vocational qualifications

Further information about how the Progress 8 measure will be calculated in 2016 is available [here](#).

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?

The important dates for curriculum, assessment, accountability and qualifications reform are on our [need to know timeline](#). A [timeline for the primary school changes](#) is also available.

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