



Worlebury St Paul's Church of England V.A Primary School

Changes for all maintained state schools from September 2014

1. Curriculum 2014

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The structure of the National Curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ¹		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

All schools are also required to teach religious education at all key stages.

2. Assessment reform

- 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.

New assessments will reflect the more challenging national curriculum and the government 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.
- There will be 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.
- 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.
- Children in Years Two and Six will be assessed against the current curriculum in the academic year 2014-2015. This will be the last year for this as the following year children will be assessed against Curriculum 2014.

3. Special Educational Needs and Disability Code of Practice: 0 to 25 years. September 2014.

This document replaces the SEN Code of Practice 2001 and the intention that there are three years to implement all of the changes.

From 1 September 2014 transitional arrangements will be in place to support the changeover from the current system to the new system in a phased and ordered way. These arrangements will set out the elements of the Education Act 1996, the SEN Code of Practice (2001) and Section 139A Learning Difficulty Assessments Statutory Guidance (2013) which will remain in force during the transition period. The provisions in the Children and Families Act 2014 relating to those in youth custody (and described in Chapter 10) will not come into force until April 2015.

Changes from the SEN Code of Practice 2001

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).

- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.