

About the British National Curriculum

The National Curriculum for England applies to UK pupils of compulsory school age. It is organised on the basis of key stages. It can be adapted for use in overseas schools, as in our case at EABIS and many other British Curriculum schools abroad.

NAME OF STAGE	YEAR GROUPS	AGE OF STUDENTS
Foundation Stage	FS1 (Nur) - FS2 (Rec)	3—5
Key Stage 1	Year 1 - Year 2	5—7
Key Stage 2	Year 3—Year 6	7—11
Key Stage 3	Year 7—Year 9	11—14
Key Stage 4	Year 10—Year 11	14—16

The structure of the National Curriculum

For each subject and for each key stage, programmes of study set out what pupils should be taught, and attainment targets set out the expected standards of pupils' performance. Schools organise their school curriculum to include the programmes of study, this is where schools are able to adapt the curriculum to suit the needs of their pupils, whether in the UK or abroad.

Attainment targets and level descriptions

An attainment target sets out the 'knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each key stage'. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils' performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications (such as the GCSE) are the main means of assessing attainment in National Curriculum subjects.

Range of levels within which the majority of UK pupils are expected to work		Expected attainment for the majority of UK pupils at the end of the key stage	
Key Stage 1	1 - 3	At age 7	2
Key Stage 2	2 - 5	At age 11	4
Key Stage 3	3 - 7	At age 14	5/6

Using level descriptions - Assessing attainment at the end of a key stage

In deciding on a pupil's level of attainment at the end of a key stage, teachers judge which description best fits the pupil's performance. When doing so, each description is to be considered alongside descriptions for adjacent levels.

The level descriptions are not designed to assess individual pieces of work. They list aspects of attainment, based on the programmes of study, which teachers need to assess to build up a picture of a pupil's performance over time in a range of contexts.

Children studying in England & at EABISC are expected to complete National Curriculum Tests (SATs) at the end of Key Stage 2, and teacher assessed tasks at the end of Key Stage 1 which allow schools to monitor the levels of attainment of their pupils.

Key Stage 1 tasks involve a range of written, oral and practical tasks in English and maths. Key Stage 2 tests involve written tasks covering English, maths and science. At the end of both Key Stages, the teacher's own assessment of a child's level of attainment is very important, and is combined with test/ task results before a final level is awarded.

Assessment and Reporting

Student attainment is assessed through continual assessment, rather than mid year / end of year exams. The class teachers assess progress through observation of students, discussion and oral presentations as well as a variety of written assessments covering writing, reading, maths and science.

Your child's report will indicate the teacher assessment levels (TCA) **and** the levels achieved in the tests (represented by NC on the report)

Y6 SAT scores are reported in straight levels e.g. Level 4, therefore, all Y6 reports will have both TCA level and NC level on them. The optional SATs (Y3-5) and TCA levels are reported in subcategories (3c, 3b, 3a, 4c).

The written comments on the report are based on the level descriptions. Details of level descriptions can be found on www.ncaction.org.uk

Other requirements

Promoting skills across the National Curriculum

At all key stages, pupils learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific (painting in art and design), some are common to several subjects (enquiry skills in science, history and geography).

Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning.

Pupils can be encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

Key skills

Six skill areas are described as key skills because they help learners to improve their learning and performance in education, work and life. These key skills are embedded in the National Curriculum.

Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Skills in reading and writing include the ability to read fluently a range of literary and non-fiction texts and to reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing. Opportunities for developing this key skill are provided through English in particular and through pupils' use of language across the curriculum.

Application of number

The key skill of application of number includes developing a range of mental calculation skills and the ability to apply them within a variety of contexts. Skills include developing the understanding and use of mathematical language related to numbers and calculations in order to process data, solve increasingly complex problems and explain the reasoning used. Pupils need to be able to apply calculation skills and the understanding of number to problems in other National Curriculum subjects and to real-life situations. Opportunities for developing this key skill are provided explicitly in mathematics.

Information technology

The key skill of information technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes.

Working with others

The key skill of working with others includes the ability to contribute to small-group and whole-class discussion, and to work with others to meet a challenge. If pupils are to work with others they must develop social skills and a growing awareness and understanding of others' needs.

Improving own learning and performance

The key skill of improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying ways to improve their learning and performance.

Problem solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life.

Thinking skills

By using thinking skills pupils can focus on 'knowing how' as well as 'knowing what' - learning how to learn. The following thinking skills complement the key skills and are embedded in the National Curriculum.

Information-processing skills

These enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

Reasoning skills

These enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Enquiry skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative thinking skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

Education for sustainable development

Education for sustainable development enables pupils to develop the knowledge, skills, understanding and values to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future. There are opportunities for pupils to develop their understanding of sustainable development within the school curriculum, in particular in their work in geography and science.

Building on the early learning goals

From September 2000, the term 'foundation stage' has been used to describe the phase of education from a child's third birthday to the end of the reception year (called FS1 and FS2). The early learning goals set out what most children are expected to achieve by the end of the foundation stage. They are organised as six areas of learning: personal, social and emotional development; language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.