

Reforms to Primary Assessment and Accountability

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Why were levels removed?

- **Levels were designed for the old national curriculum**
- **They had unintended consequences for pedagogy**
- **Teaching became guided by level descriptors rather than the curriculum**
- **Levels encouraged pace over consolidation**
- **They led to disproportionate focus on pupils just below the boundaries**
- **The best fit model confused their meaning**
- **This led to inconsistency in their application and confusion in their interpretation**
- **They had only been intended for statutory assessment, but came to dominate classroom assessment too**



The Purpose of Assessment

Statutory Assessment

To hold schools to account for the work they do with their pupils.
To measure both attainment and progress to demonstrate schools' effectiveness.

Formative Classroom Assessment

To inform teaching and learning. Used diagnostically to evaluate knowledge and understanding, identify gaps and misconceptions and inform lesson planning accordingly.

The means of statutory assessment are determined by the Department. The means of formative assessment are determined by the school in line with curriculum freedoms.



Life after levels

Statutory Assessment

- **KS1 and KS2 new national curriculum tests with outcomes in the form of scaled scores**
- **Teacher assessment at KS1 and KS2 using the interim framework for teacher assessment**
- **Phonics screening check**

Classroom Assessment

- **Determined by the school in line with their curriculum**
- **Optional reception baseline**



Reforms to Accountability

- **New floor standard**
- **New way of measuring progress**
- **New coasting schools measure**
- **Changes to Ofsted's expectations of classroom assessment**



Key Messages of Accountability Reform

- **Strong accountability means high expectations for attainment at primary, so that all pupils leave ready to make a successful start in secondary school**
- **But it also means celebrating schools doing well with disadvantaged intakes and challenging those not doing enough with high attaining intakes.**
- **New fairer way of measuring progress at school level, comparing pupils with similar starting points**



Scaled scores

- Tests at the end of KS1 and at the end of KS2 will report in scaled scores
- The expected standard will always be set at 100
- The standard will be set by the profession – expert panels are involved in the development of all tests created by STA
- Raw scores in the test will be converted to a scaled score
- Pupils with 100 or more will have met the expected standard Pupils who score below 100 will not have met the standard
- Anchor items will link the tests from one year to the next to ensure expected standards are consistent



Interim Framework for Teacher Assessment

- For English reading, writing and mathematics at KS1 and for writing at KS2, there are 3 standards:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard
- For English reading and mathematics at KS 2 and for science, there is one standard (working at the expected standard)
- Each of the 3 standards within the framework contains a number of ‘pupil can’ statements
- teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s).



Reception Baseline

To enable progress to be measured from when a cohort of children start school

- A teacher-administered, age-appropriate assessment conducted in the first half-term of a child starting in reception.
- The reception baseline will measure progress from the start of school to the end of KS2
- We will conduct a comparability study in autumn 2015



Assessment freedoms

- At the end of key stages there will be an expected standard set. Between these points it is for schools to decide how best to assess their pupils in a way that best suits their needs.
- Schools will be expected to select an assessment approach which:
 - Aligns well with their curriculum
 - Sets out what pupils are expected to know, understand and do, and when
 - Explains pupils' progress and attainment to parents
 - Can be used to set aspirational targets and wherever possible supports pupils to reach the expected standards



What does the Commission report say?

- Explains the purposes of assessment and principles to support schools in developing effective systems of assessment
- Explains how assessment without levels can better serve the needs of pupils and teachers.
- Provides guidance to help schools create assessment policies
- Clarifies the role that assessment without levels will play in the Ofsted inspection process.
- Provides examples of what good practice looks like
- Provides advice on how ITT and CPD can support assessment without levels.
- Provides advice to the Government on ensuring that appropriate provision is made for pupils with SEN.



Expert Review of Pupils Working Below the Standard of the National Curriculum Tests

- Advise on a solution for statutory assessment of pupils working below the standard of national curriculum tests;
- Consider how P-Scales fit with the wider approach to assessment and advise on whether they need to be revised in light of the new national curriculum;
- Consider the impact of assessment and qualification reform at key stage 4 to ensure continuity and consistency with any proposed changes to assessment of lower-attaining pupils at KS1-3;
- Consider the wider implications of any recommendations they make, including any professional development needs that might arise.



What does this mean for schools?

- Last year's Y2 and Y6 were the last cohorts to be assessed on the old national curriculum & receive an end of Key Stage 'level'
- Schools should have begun selecting or developing and implementing an approach to assessment which aligns with their curriculum
- Most schools will have selected a baseline assessment for use from September



Accountability reforms: floor standard

The new accountability system reflects the raised expectations of primary schools and recognises the excellent work they do.

- In 2016, a school will be below the floor standard if:
 - Fewer than 65% of pupils achieve the expected standard and
 - Pupils fail to make sufficient progress in any of reading, writing and mathematics.
- A school below the floor is a reason for significant concern which the LA or RSC would investigate. Ofsted may also inspect the school earlier.



Accountability reforms: school progress measure

- Progress will now be a value-added measure rather than an ‘expected levels of progress’ measure.
- A pupil’s KS2 score is measured against the average KS2 score for pupils nationally having the same prior attainment.
- KS1 baseline is worked out by creating a combined score of all teacher assessment outcomes.
- Until 2020, the KS1 APS is calculated in the same way but using levels.
- A school’s progress score will be calculated as the mean average of its pupils’ progress scores, so it will show whether overall pupils make above or below average progress compared to similar pupils in other schools.



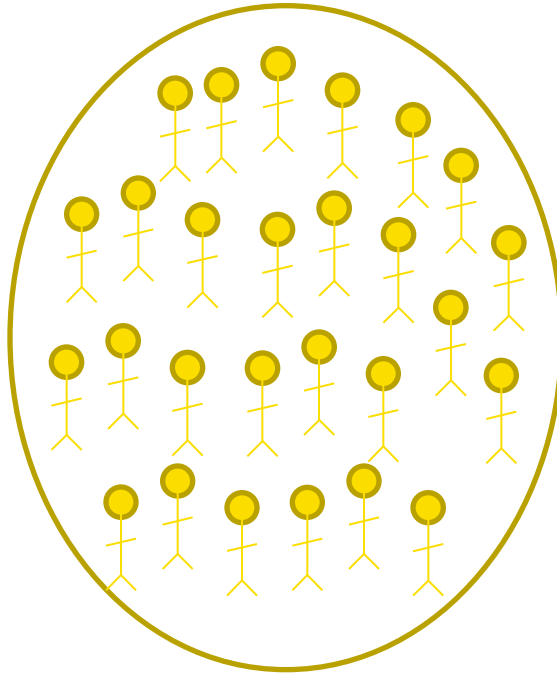
Progress measure how does it work?

Stage 1:

This is Chris



All other pupils nationally with average score at KS1 of 18.0



Back to Chris



Chris' results are

- KS1 APS = 18.0
- KS2 reading score = 117

- He got 1 point more than the average for those with similar starting points = +1

All these pupils' KS2 scores are added together and divided by the number of pupils in the group = average (national mean) reading score is 116



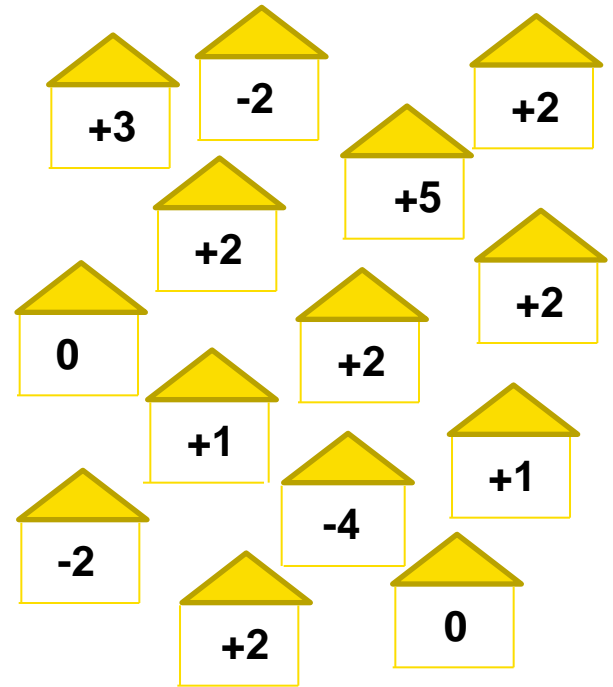
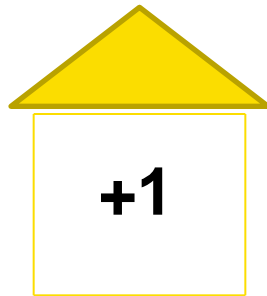
Progress measure how does it work?

Stage 2:

Chris now brings his **+1** progress score with him



We put Chris back with his Y6 peers in his school



- We add all the Y6 progress scores together and
- divide by the number of pupils to give mean score
- = schools progress score – of, say, **+1**
- So pupils in Chris' school made slightly more progress than those with similar starting points in other schools

- Parents can now compare schools to see where pupils with similar starting points make more or less progress
- Govt will set the definition of sufficient progress once tests have been taken (e.g. a school should have a score of at least -3 below or above).



Other forms of accountability

As now, there will continue to be other accountability measures for primary schools beyond the floor standard

- Performance tables: headline measures will be:
 - Average progress made by pupils in reading, writing and mathematics
 - Percentage of pupils achieving the expected standard in reading, writing and maths at end of Key Stage 2
 - Average score of pupils in their Key Stage 2 assessments
 - Percentage of pupils who achieve a high score in all areas at the end of key stage 2
- Inspection – new short inspections for good schools



New approach to coasting schools

- Floor standard identifies those schools that are failing to provide an acceptable level of performance in any one year
- The Government is also committed to identifying those schools where pupils do not fulfil their potential
- Education and Adoption Bill (2015) - new category of schools
- Subject to passage of the Bill, in 2016 a school will be in this category if it is below these levels in all three of these years.
 - 2014 – fewer than 85% of pupils achieve L4+ and pupils failed to make expected progress, and
 - 2015 – fewer than 85% of pupils achieve L4+ and pupils failed to make expected progress, and
 - 2016 – fewer than 85% of pupils achieve the new higher expected standard and pupils fail to make sufficient progress.



What does this mean for schools?

- While the floor standard remains at 65%, schools will need to aim for at least 65% to achieve the higher national standard
- Schools will need to ensure they take steps to ensure all pupils are making good progress, not just those at the thresholds (as VA is a relative measure there will be no 'target' for progress)



**Thank you.
Any Questions?**



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