

# Reforms to Primary Assessment and Accountability

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**December 2014**



Department  
for Education

# Reformed Assessment and Accountability Framework

The Government is introducing a new accountability system which has high expectations and a focus on the progress made by every child from age 4 to 19.

*“....it is right that schools and colleges would be held accountable for ensuring every child is able to read and write well and has good maths skills. This will mean all young people leave education with the skills needed to compete for apprenticeships, places at leading universities and good jobs, helping to build a stronger economy and a fairer society”*

***Schools Minister David Laws 27<sup>th</sup> March 2014***



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# Case for Change

## Currently schools are held to account for pupils reaching 'level 4' and making expected progress between KS1 and the end of KS2

- A new National Curriculum meant we needed to re-visit end of key stage assessment
- Expectations are too low – fewer than half of pupils who only just reached the current expected standard went on to achieve 5 good GCSEs
- The current measure does not recognise performance before the end of KS1

## We need to distinguish between summative and formative assessment:

- Ongoing assessment is crucial but should be left to schools
- External school accountability is important but must be fair and give weight to progress
- Both summative teacher assessment and external testing are important and should be published



# Assessment

- Formative assessment is vital but is a matter for schools
- External school level accountability is important – and must be fair, must give weight to progress
- Both summative teacher assessment and external testing are important – both should be published
- At Key Stage 1 – teacher assessment informed by tests (performance descriptors been published in draft)
- At Key Stage 2 – tests in reading, maths and Grammar, Punctuation and Spelling. Teacher assessment of writing.
- Test outcomes will be in the form of scaled scores rather than levels



# New Floor Standards

**Our accountability system will reflect the raised expectations of primary schools and recognise the excellent work they do**

We will:

- set a challenging aspiration that 85% of children should achieve the new expected standard by the end of primary school.
- introduce a new floor standard based on pupil progress from reception to the end of primary school. A school will fall below the floor only if pupils make poor progress *and* fewer than 85% achieve the expected standard;
- require schools to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve.



# Reception Baseline

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

- A short, teacher-administered, age-appropriate assessment conducted in the first few weeks of a child starting school.
- We are currently undertaking a study with schools that already use similar assessments to better understand school behaviour and help inform our approach to monitoring.
- STA have published the criteria that baselines need to meet.
- Schools will be able to choose from a range of baselines – a list of suppliers will be available in January 2015.
- The reception baseline will be the way in which progress is measured for children who start reception in September 2016 and beyond.
- From September 2016 the assessment burden will be reduced when teachers are no longer required to carry out and submit data on the Early Years Foundation Stage Profile.



# Other performance measures

**Performance tables will continue to present a wide range of information about primary school performance.**

We will require schools to publish a suite of indicators of performance on their website in a standard format:

- the average progress made by pupils in reading, writing and mathematics;
- the percentage of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2;
- the average score of pupils in their end of key stage 2 assessments; and,
- the percentage of pupils who achieve a high score in all areas at the end of key stage 2.



# 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





# Assessment Innovation Fund

- Launched in December 2013, over 140 schools submitted bids for funding to help them disseminate their models for assessment.
- Eight schools were chosen by an independent panel to receive funding of up to £10,000. These cover primary, secondary and special schools.
- The models of assessment are being added to our blog on assessment on the TES website and the National Curriculum page on gov.uk for schools to use.
- Winning schools are also holding events, workshops and producing materials to share with other schools and teachers.



# Assessment – additional support

- Core principles of assessment were published by DfE to provide guidance to schools designing new systems
- Materials from publishers and other providers
- Blogs, podcasts and case studies from teachers and schools already assessing beyond levels
- Teaching Schools Enquiry led by NCTL published in September and NAHT Assessment Commission Report, including model systems in English and maths, published in August

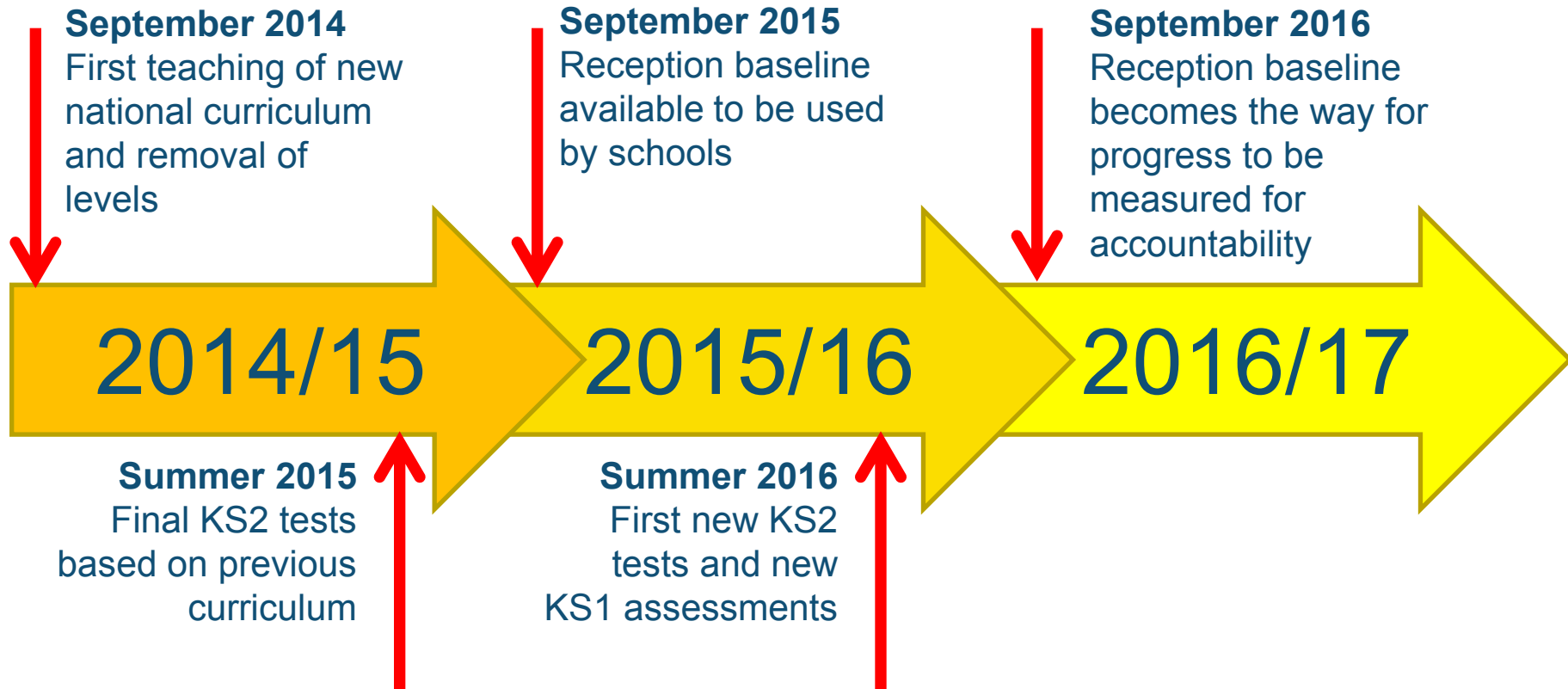


# What does this mean for schools?

- This year's Y2 and Y6 are the last cohorts which will be assessed on the old national curriculum & receive an end of Key Stage 'level'
- Have you selected and begun implementing an approach to assessment which matches your curriculum?
- Have you considered whether you will use a baseline assessment from next September so that progress can be used against the floor standards?



# Looking ahead



**Thank you.  
Any Questions?**



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