

Statutory Assessment 2016: April Update

Getting it Right - Key Stage 1 and 2 Teacher Assessment

- **Assessments must be made using the statutory interim teacher assessment frameworks.**
- The interim teacher assessment frameworks require teachers to check pupil's use (in their independent work) of some of the content from the Key Stage 1 or 2 National Curriculum Programmes of Study.
- Each of the standards within the interim frameworks contains a number of 'pupil can' statements. **To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard** and be confident that they meet all the statements in the preceding standard(s).
- The LA has provided check lists in a format which schools may find useful in completing their statutory assessments. <http://www.schools.norfolk.gov.uk/Professionallearning/Teaching-and-learning/Assessment/index.htm>. It is for schools to decide how they will check and record statutory assessments.
- There is no requirement that a pupil meets all the statements in any single piece of work.
- The amount of evidence a teacher requires to evidence a statement will vary depending on the complexity of the statement and the pupil's responses. The amount of evidence required will be defined by how much the teacher needs to reach their judgement. For some statements a single piece of evidence will be sufficient, others will require more.
- Some of the statements in the interim frameworks contain qualifiers (some, many and most):
 - **Some** - the skill / knowledge is starting to be acquired, and is demonstrated **correctly on occasion**, but is **not consistent or frequent**
 - **Many** – the statement is demonstrated **more often**, but there may still be **regular errors**
 - **Most** - the statement is **generally met** with only **occasional errors**
- Schools should not base their curriculum on the interim teacher assessment frameworks, and it is not necessary to do so as the framework statements are drawn from the National Curriculum Programmes of Study. However, schools must plan where pupils will have a good opportunity to demonstrate the criteria met, and may need to adjust their curriculum to give pupils the best opportunity to demonstrate they meet the criteria.
- We strongly recommend that schools begin assessing pupils against the interim frameworks now, and to avoid confusion do not use any in-school assessment criteria. By assessing pupils now, teachers can plan opportunities for pupils to meet any missing statements.
- If schools finalise and submit their data by the 24th June, we will check the submission and return a summary of the submission to the school for checking before the final deadline on the 30th June.

Teacher Assessment of Writing (KS1 and 2)

- The assessment of writing is made from everyday examples of pupil's independent writing from teaching and learning activities across the curriculum.
- The scope for assessment is very different to that under the previous national curriculum where three separate elements were assessed: composition and effect, text structure and organisation and, grammar, punctuation and spelling. The emphasis is now on the use of grammar punctuation and spelling in writing (exclusively so at KS1). This has significant implications for the evidence required to meet the new standards.
- DfE have provided clarification on evidence for writing that is allowed as 'working independently'
 - If writing evidence has been redrafted by the pupil, this is acceptable as independent work. The redrafted work may be in response to self, peer, or group evaluation, or after feedback from the teacher.
 - Pupils can also independently use classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites.
 - It would not be independent if the element being assessed was copied or paraphrased from a given model or scaffold, or where the teacher has directed the pupil to change specific words or punctuation.
 - <https://www.gov.uk/government/publications/clarification-key-stage-1-and-2-teacher-assessment-and-moderation-guidance>
- You should only expect to see statements met, where it is appropriate to do so. In writing, it would not be good practice to encourage pupils to add inappropriate features which do not improve the piece of writing. Some features (e.g. exclamation sentences, semi-colons etc.) may be seen very infrequently, as the pupil may choose not to use them in their writing. Other features (e.g. full stops, using tenses correctly) would be seen in any piece of writing.
- Key Stage 1: Exclamation Sentences –
 - The format is a phrase with 'what' or 'how' followed by a subject + verb + any other element, typically demarcated by an exclamation mark
 - "What big teeth you have!" is an exclamation sentence.
 - How amazing! – is not a sentence (no verb)
 - How amazing is that! – is not an exclamation (grammatically this is a question)
 - That was amazing! – is not an exclamation as it doesn't start with what or how

All of the above could be accurate use of exclamation marks – which are not exclusively used in exclamation sentences.

Handwriting:

- To be awarded 'working towards' or 'working at expected' standards, pupils do not need to demonstrate joined up handwriting.
- Pupils with a physical disability which prevents them from meeting the handwriting standards can be awarded 'working at greater depth' without meeting the handwriting standards.
- To be awarded 'working at greater depth' at the end of key stage 1 - pupils must demonstrate joined up handwriting, using the diagonal and horizontal strokes needed to join letters in most of their writing, as well as all of the statements relating to handwriting in the preceding standards.
- To be awarded 'working at greater depth' at the end of key stage 2 - pupils must write maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Guidance on Spelling:

- The use of qualifiers (most, many, some) in the spelling statements refers to the **accuracy of spelling in the words the pupil chooses to use**, not in how many words from the Programmes of Study appendices a pupil spells correctly. For example, "spelling most words correctly* (years 5 and 6)" means that in their writing – where pupils have used the spellings taught in years 5 and 6 - they are usually correct, with only occasional errors.
- As the assessment is of the pupils as writers, the use of dictionaries, thesauruses and word banks by pupils should be encouraged and is considered independent work. Pupils can also ask for spellings.
- Where pupils make use of electronic aids (including word processors), which correct spellings for pupils, teachers will need to ensure they have assessed the accuracy of pupil's spelling without these aids.
- Spelling tests are not good evidence for writing teacher assessment as the spelling is not assessed in the context of writing for a purpose.

Key Stage 1 Tests

- The Key Stage 1 tests are a source of evidence for the Teacher Assessment judgement. The test outcome should not be reported as the Teacher Assessment judgement.
- The test administration requirements are much tighter than in previous years. Detailed guidance is available: <https://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag>
- All pupils who are working at the standard of the key stage, so are assessed using the interim teacher assessment frameworks, should sit the tests. Schools should consider using access arrangements for pupils with disabilities or additional needs- <https://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements>. In rare cases, where pupils are working at the standard of the key stage, but not be able to access the tests, then they can be assessed using the interim frameworks for teacher assessment without sitting the test.

Statutory Moderation of Key Stage 1 Reading, Writing and Mathematics and Key Stage 2 Writing

- Moderators will check that there is evidence (including that given verbally by the class teacher) that the pupil demonstrates attainment of all the 'pupil can' statements within the standard they have been awarded.
- Moderators will not review evidence of preceding standards, but teachers must be confident that they have been met.
- There is no requirement to use the local authority assessment checklists. It is a statutory requirement to assess pupils against the 'pupil can' statements from the interim teacher assessment frameworks. Where teachers have not assessed pupils against the 'pupil can statements' it will not be possible to validate a school's judgements.
- Teachers must bring marked test papers for KS1
- The only preparation required for LA moderation is to ensure that teacher assessment is accurate and evidenced through internal moderation.
- At Key Stage 1, we will moderate 10% of pupils (at least 3) for reading, writing and mathematics who represent the ability range across the cohort. Where possible we will moderate different pupils for each subject.
- At Key Stage 2, we will moderate 15% of pupils (at least 5) for writing.
- In order to select pupils for moderation, we will ask schools to submit data to indicate if pupils are:
 - **Below** the Key Stage standards (these will not be selected the moderation sample)
 - **Low** attaining – securing the "Working Towards" statements
 - **Middle** attaining – securing the "Expected Standard" statements
 - **High** attaining – securing the "Greater Depth" statements
- We will use the "Low / Middle / High" attainment bands to select pupils for moderation.
- Prior to moderation, schools must have begun to assess pupils, and have made and should have internally moderated interim judgements against the interim frameworks.
- It is not necessary to have finalised the assessments as the moderation is before the teacher assessment deadline.
- Schools will be informed of the pupils selected the day before moderation. If the pupil selection is not appropriate, schools need to contact Julia Ildiens or Elizabeth Philpot on XXXXXX, for example we would recommend schools contact us where:
 - The pupils selected do not include pupils assessed at all three standards
 - The selection includes a pupil who has poor attendance or who is new to school, so the evidence base is less secure than is typical
- We will only moderate pupils assessed using the interim teacher assessment frameworks; we will not moderate achievement within the Pre-Key Stage frameworks.

Key Stage 2 Tests

- Detailed guidance on all aspects of test administration is available:
<https://www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests>
- All pupils who are working at the standard of the key stage, should sit the tests. Only those pupils who cannot access the test or who would not be able to answer the easiest questions should not be entered. Schools should consider using access arrangements for pupils with disabilities or additional needs.

Key Stage 2 Results and Accountability

- Tests results will be returned to schools in July as scaled scores. Schools will know if pupils have met the expected standard of 100.
- To be above the floor standard, either:
 - 65% of pupils achieve the expected standard on the reading and mathematics tests, and in writing teacher assessment; or
 - The value added of pupils represents “sufficient” average progress in each of reading, writing and mathematics.
- Sufficient progress will be calculated from Value Added Scores in each subject. A score of 0 for Value Added means that pupils have (on average) made the same amount of progress as pupils with the same starting points. Sufficient progress will be a score, determined by DfE, below 0. A school will have made insufficient progress if their value added score in any subject is below the sufficient progress score and is statistically significantly below average (sig-).
- Because the expected standard is higher than the previous level 4 standard, it is very likely that more schools will be below the 65% attainment threshold than in previous years, so the progress that pupils make will determine if many schools are above or below floor standards.