

Assessment in the revised National Curriculum

Primary reforms

Summary of reforms

New assessments will reflect the more challenging national curriculum. Specifically we will:

- introduce more challenging tests that will report a precise 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;**
- improve the moderation regime to ensure that teacher assessments are more consistent.

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 (**roughly 4b**) by the end of primary school. Over time we expect more and more schools to achieve this standard;
- introduce a new floor standard, which will be based on the progress made by pupils from reception to the end of primary school. This will be underpinned by a new assessment in reception that will capture the school's starting point from which progress will be measured. A school will fall below the floor only if pupils make poor progress and fewer than 85% of them achieve the new 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.

Secondary reforms

Key stage 4 (GCSE) and key stage 5 (A level) qualifications

To make sure school leavers are better prepared for life after school, we will:

- [reform GCSEs](#) so they provide a strong foundation for further academic and vocational study
- increase the involvement of universities in the design and development of more rigorous A levels
- encourage more 16- to 18-year-olds to take up mathematics and science subjects

Assessment: what we know so far

Primary

- Levels to be abolished
- the existing statutory two-year-old progress check undertaken in early years settings
- a short reception baseline that will sit within the assessments that teachers make of children during reception
- a phonics check near the end of year 1
- 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.
- New floor standards

Secondary

- KS3 Levels to be abolished

GCSE

- Reforms to GCSE grading – 1-9
- Terminal exam only for most subjects
- Progress 8 from 2016
- Attainment 8 from 2016

Reforms to A Level

- Limits on non-exam assessment (max 20%)
- Terminal exam
- Decoupling of AS and A2

Assessment

what we don't (fully) know yet

- How performance at KS1 and 2 will be graded or described
- How target-setting will be managed – what does “sufficient progress” mean?
- How progress will be / can be measured in-year and year-on-year now levels have been abolished
- How RoL & FFT will change

DfE Accountability Factsheet: March 2014

- 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.**
- Many schools already have good assessment systems in place and may choose to continue using these systems, provided they suit the new national curriculum. We have launched an Assessment Innovation Fund to enable assessment methods developed by schools and expert organisations to be scaled up into easy-to-use packages for other schools to use. **We will publish model assessment systems, case studies, and examples of 'what good looks like' in relation to the new programmes of study throughout 2014.**
- We are continuing to work with the National Association of Head Teachers (NAHT) to support schools in the development and implementation of this new approach. The NAHT recently published the report from its 'Commission on Assessment' (available on its website).
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300743/NC_assessment_accountability_qualifications_factsheet_Mar_2014_010414_.pdf

Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

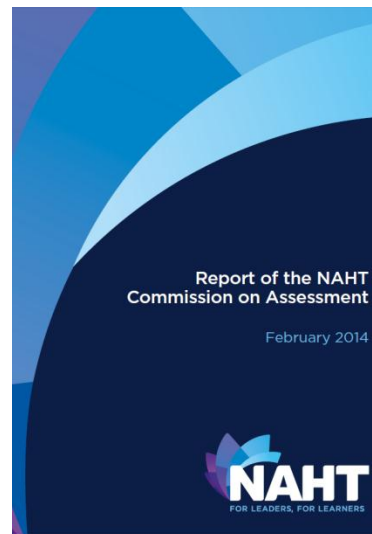
- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

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<http://www.naht.org.uk/welcome/news-and-media/key-topics/assessment/t/profession-takes-lead-on-assessment-after-the-end-of-levels/>

NAHT report offers advice about how schools might manage assessment in the short and medium term

Finally, as September approaches,

Don't panic.

There will be a mixed economy in most schools as they see current pupils through the final years of the old system and engage with the new curriculum. Schools are advised to evolve new structures, rather than try to cope with a barren landscape devoid of the old.]

Describing performance : KS2

Guidance for test developers

KS1 & KS2 R,W, GPS Ma

Includes technical specification, cognitive domain – and indications of question types

<https://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks>

Key Stage 2

Performance descriptors describe the typical characteristics of children whose performance in the key stage 2 tests is at the threshold of the expected standard – i.e. the minimum standard

Children who achieve the expected standard in the tests have demonstrated sufficient knowledge to be regarded as **'secondary ready'** / well placed to succeed in the next phase of their education studied the full key stage 2 programme of study in English / maths

New GCSE

- From September 2015 new GCSEs in English language, English literature and maths available to be taught in schools and colleges.
- New GCSEs in other subjects introduced from 2016
- New GCSEs remain accessible to the same proportion of pupils currently sitting GCSEs at the end of key stage 4.

For the regulatory aspects of the new GCSEs, Ofqual has introduced:

- a new grading scale that uses the numbers 1 to 9, with 9 being the top grade
- end of the course assessment , no modules
- exams as default method of assessment, except where they cannot provide valid assessment of the skills required
- new rules on tiering for subjects where untiered papers do not allow all students to demonstrate their knowledge and skills, or will not stretch the most able - mathematics will be tiered; English language and English literature will not be tiered

Progress 8

- New secondary school accountability system begins in 2016.
- 2 new measures, Attainment 8 and Progress 8.

Progress 8

- captures progress from end of primary school to the end of key stage 4 (KS4).
- a type of value added measure: pupils' results at end KS4 are compared to the actual achievements of other pupils with the same (KS2) prior attainment.
- Progress 8 will be used as the floor standard measure.

Attainment 8

Based on performance in 8 subjects – Attainment 8

4 ELEMENTS

1. double weighted **mathematics** containing the point score of the pupil's EBacc mathematics qualification;
2. **English**, based on highest point score in a pupil's EBacc **English language** or **English literature** qualification - **double weighted** provided a pupil has taken both qualifications. In 2016 combined English qualification can be included and double weighted.
3. three highest point scores from any of the following: science, computer science, history and geography, and languages **EBacc** qualifications.
4. three highest point scores in any three **other** subjects, including English language or literature (if not counted above), further EBacc qualifications, other GCSEs, or any other approved, high value academic or vocational qualifications.

Progress 8: point scores

- From 2016, the point score scale for the Progress 8 measures in 2016 will change from the current 16-58 scale to a 1-8 point scale, where 1 is equivalent to a Grade G GCSE and an increase in one point represents an increase of one GCSE grade up to 8, which is equivalent to an A* GCSE.
- The new point scores for different types of qualifications can be found in **Annex A**.
- If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero for that empty slot.

Progress 8 point scores		
GCSE GRADE	CURRENT	PROGRESS 8
G	16	1
F	22	2
E	28	3
D	34	4
C	40	5
B	46	6
A	52	7
A*	58	8

Calculating Attainment 8 score

Table 1: Key stage 4 results for Gillian

ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	✗	6
Qa4	GCSE additional science	B	6	✓	EBacc	✗	6
Qa5	GCSE art	C	5	✓	Other	✗	5
Qa6	GCSE core science	A	7	✓	EBacc	✗	7
Qa7	GCSE French	C	5	✓	Other	✗	5
Qa8	GCSE Spanish	B	6	✓	EBacc	✗	6
Qa9	GCSE religious studies	D	4	✗			

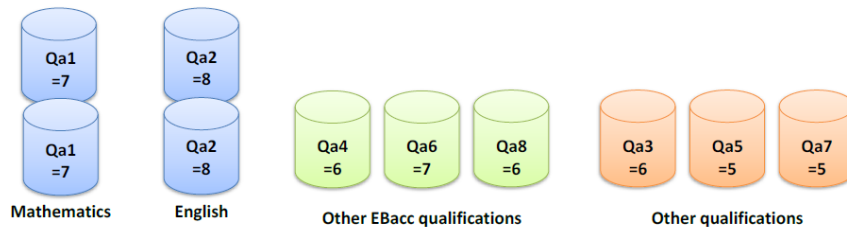
Calculating Attainment 8 score

$$\begin{aligned}
 & (Qa1+ Qa1)+ (QA2+ QA2- \text{ has taken Eng Lit}) + QA4 + Qa6 + Qa8 + Qa3 + \\
 & Qa5 + Qa7 \\
 & = (7 + 7) + (8+8) + 6 + 7 + 6 + 6 + 5 + 5 \\
 & = 65
 \end{aligned}$$

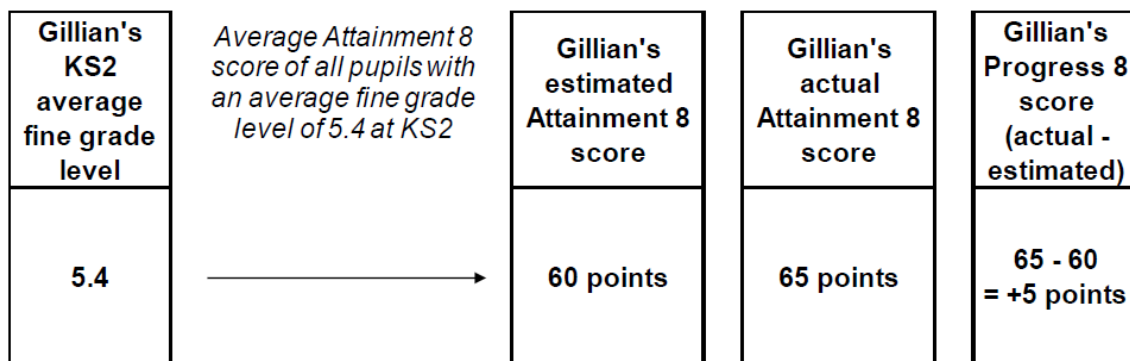
Average grade

Divide Attainment 8 score by 10 = 6.5
between GCSE Grades A and B

Referring to the IDs of qualifications above, the following illustrates the calculation of the Attainment 8 score for Gillian:

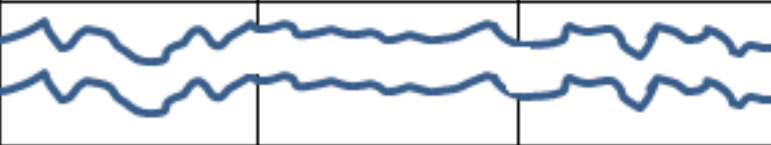


Pupil Progress 8



Gillian has achieved an average of half a grade better per subject than other pupils with the same prior attainment

School Progress 8

Pupil #	Pupil name	VA score
1	Gillian	+0.5
2	Lindsay	-0.2
		
142	Hardip	+1.1
Sum	All	+36.5

The school's Progress 8 score is therefore $36.5/142 = 0.257$ rounded to one decimal place in performance tables school has a published Progress 8 score of +0.3.

Progress 8

Next Steps

We will provide schools with provisional Attainment 8 and Progress 8 data based on 2014 results to give an indication of how they are currently performing on these measures.

Schools will also have the opportunity to opt-in to use the Progress 8 measure one year early in 2015. We will explain how schools can do this in the Summer term of 2013/14.

Platitude
corner



*Si fractum non sit
noli id reficere*



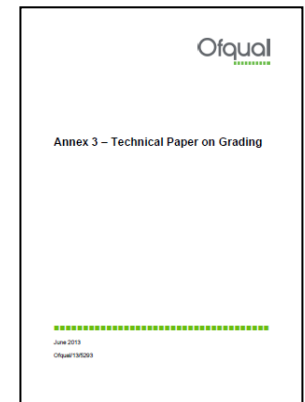
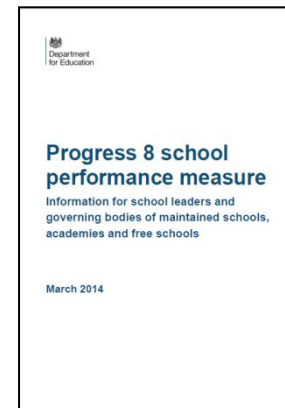
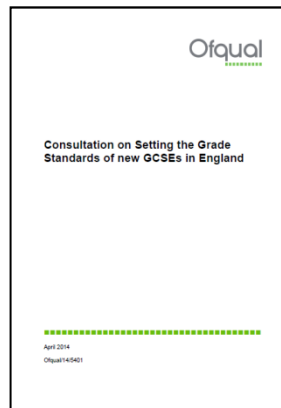
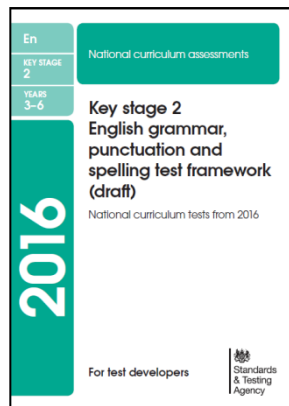
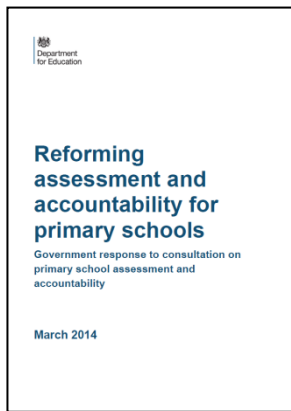
The best way to eat an
elephant is one piece at
a time

Schools have effective
approaches to assessment .

There is no need to abandon
systems which work and
which are well understood.

Teachers will have to adapt
practice to accommodate
the new programmes of
study.

This will take time



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary_Accountability_and_Assessment_Consultation_Response.pdf

<https://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks>

<http://comment.ofqual.gov.uk/setting-the-grade-standards-of-new-gcse-april-2014/>

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

We intend to publish the final programmes of study for English and mathematics by the end of the current school year so that schools have a year to prepare to teach them to year 10 pupils from September 2015.