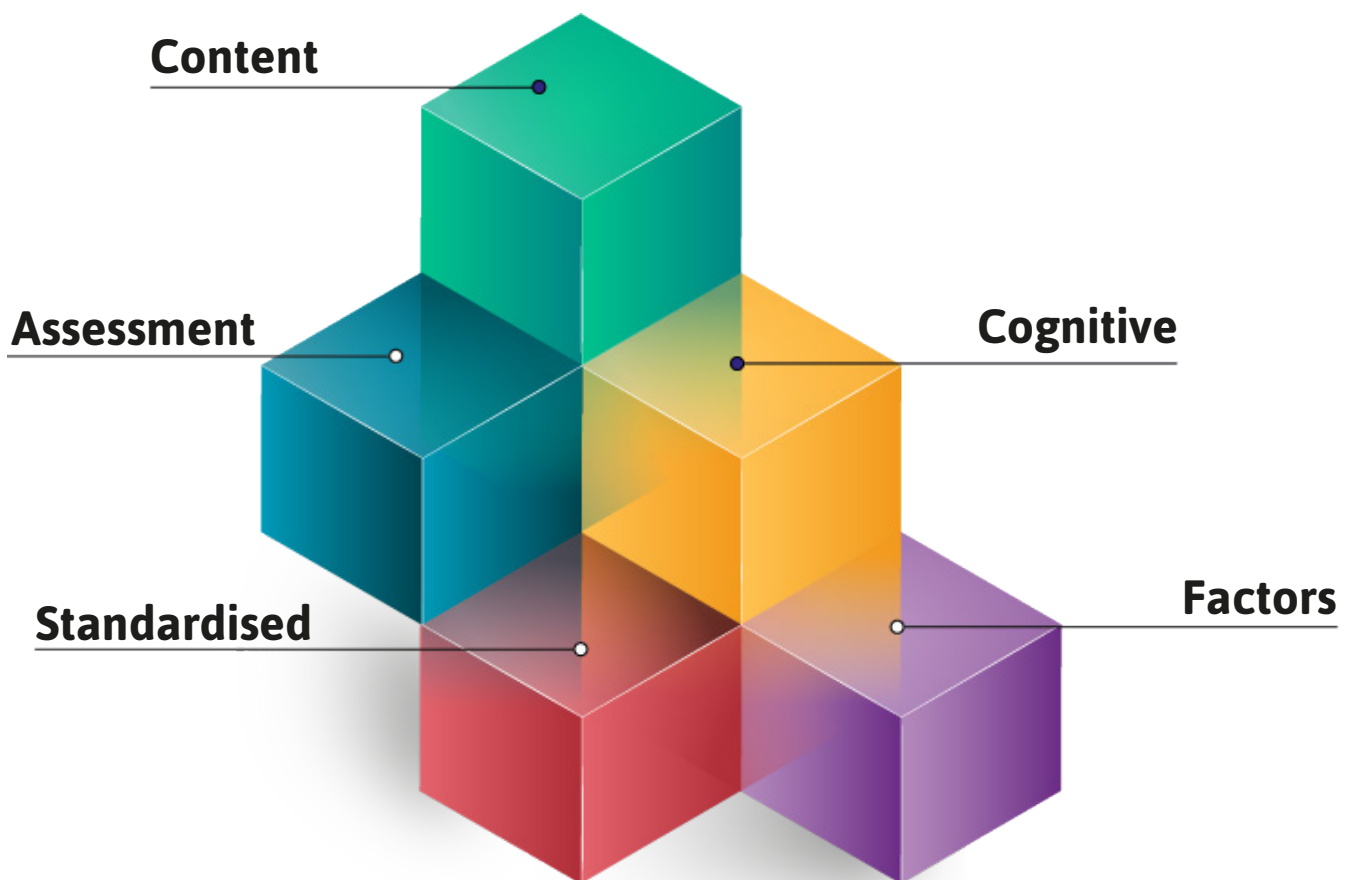


Understanding the Revised Assessment Approaches for 2016 in KS1 and 2

V3 : Updated Feb 2016



The Background

In October 2014 the government outlined its proposals for changes to the 2016 assessment framework for KS1 and KS2. These changes were based on the outcomes of the Bew Report in 2011 which recommended the removal of levels. It proposed that there needed to be at least three key aspects to any changes that would take place. These were that (a) there needed to be expected levels of achievement - a national standard - for all the years in KS1 and 2 and not just end of key stage summaries (b) that the application of the knowledge was as important as the knowledge itself and (c) that there was a need for a more robust system of comparative school and pupil performance.

In September 2015, the government produced their response to the consultation.

Building Blocks

The assessments for 2016 will be built around four 'building blocks': These 'blocks' will be used to develop the tests AND to evidence school performance. So, how will it all work?

Curric Content



The objectives contained in the relevant national curriculum



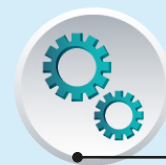
Yr Group Standards

The recently published standards for each year group



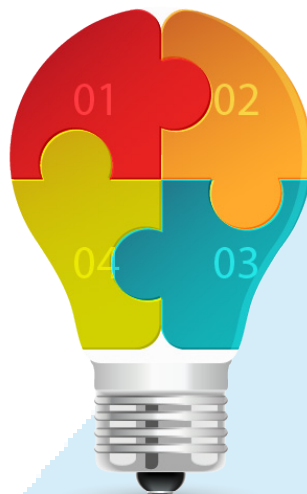
Standardisation

Pupil results will be standardised



Cognitive Aspects

The thinking skills / processes needed to answer the test question



STEP 1

In September 2015 the DfE released a series of documents which outlined (a) the content to be covered in the revised tests (b) how the cognitive elements of learning will need to be assessed (c) that a standardised score approach would be used and that this would include a range of factors, such as gender, term of birth etc.

STEP 2

That the new tests would be developed using all of these building blocks. So, questions answered would produce a score based on not only getting the answer right, but what cognitive skills were required to answer the question. Therefore, the more complex the thinking skills required to answer, the better the mark. This marks a change from simple knowledge recall to testing the application and fluency of the knowledge.

STEP 3

In May 2016 pupils will sit the revised tests. The papers will be marked and scores will be given based on both factual knowledge and the cognitive skills required to get the answer.

**STEP
4**

When all the scores are in they will be scaled using standardisation measures (which are yet to be confirmed). This means that they will examine the 'characteristics' of the results and apply relevant 'factors' to the results.

**STEP
5**

Pupils will get a scaled score for the subjects they have been tested on, using a conversion table created from raw scores and standardisation. These will use the '100' standardised score system. So, pupils achieving 100 or more will be considered as having 'met the expected standard'.

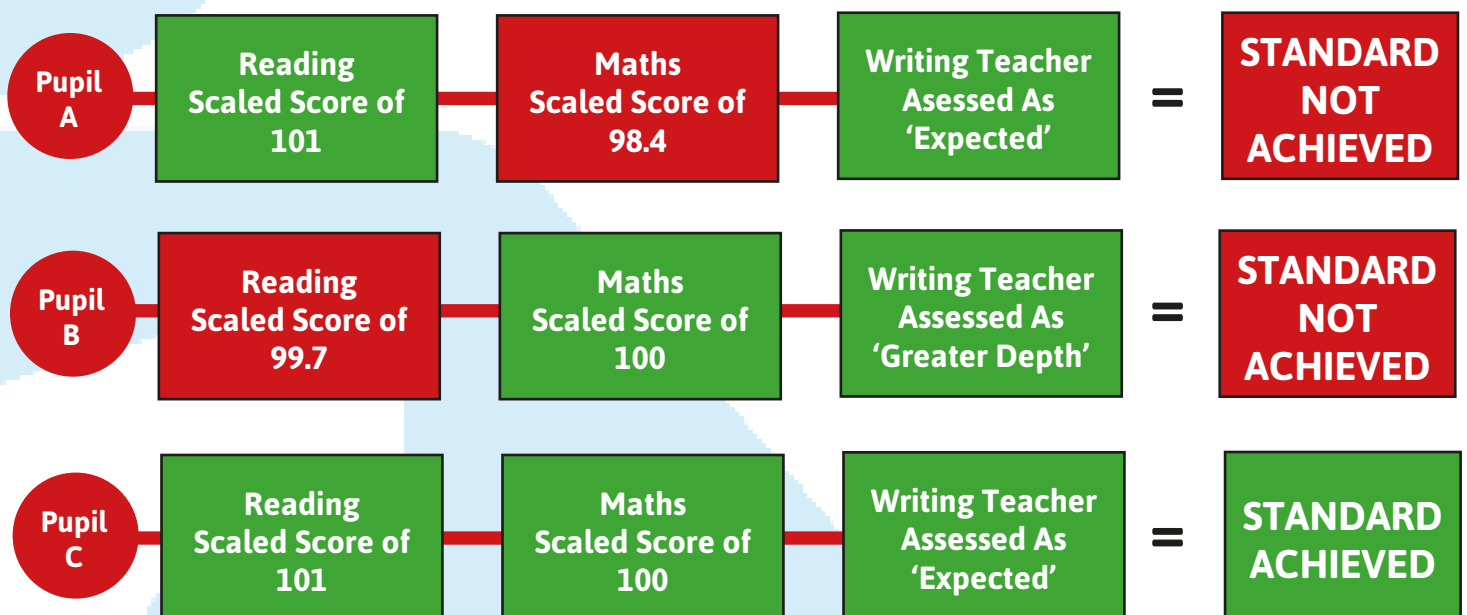
**STEP
6**

Overall school performance will then be assessed based on the number of children below, meeting or exceeding the expected standard.

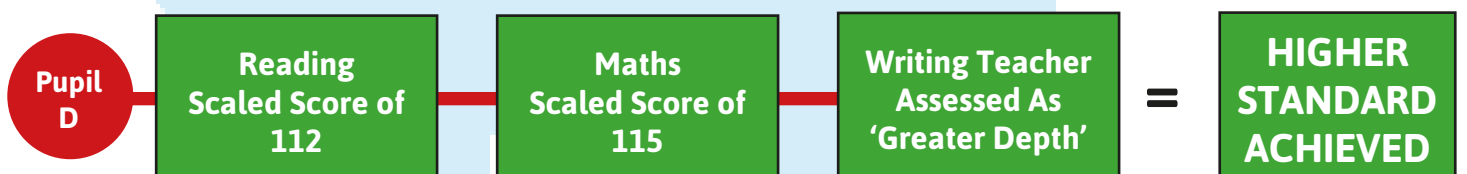
The Agreed Accountability Measures

The range for the scaled scores will be from 80 to 130. For a pupil to have met the expected standard they must have achieved 100 or more in Reading and Maths, plus have achieved at least an expected standard in teacher-assessed writing.

This chart gives some examples ...



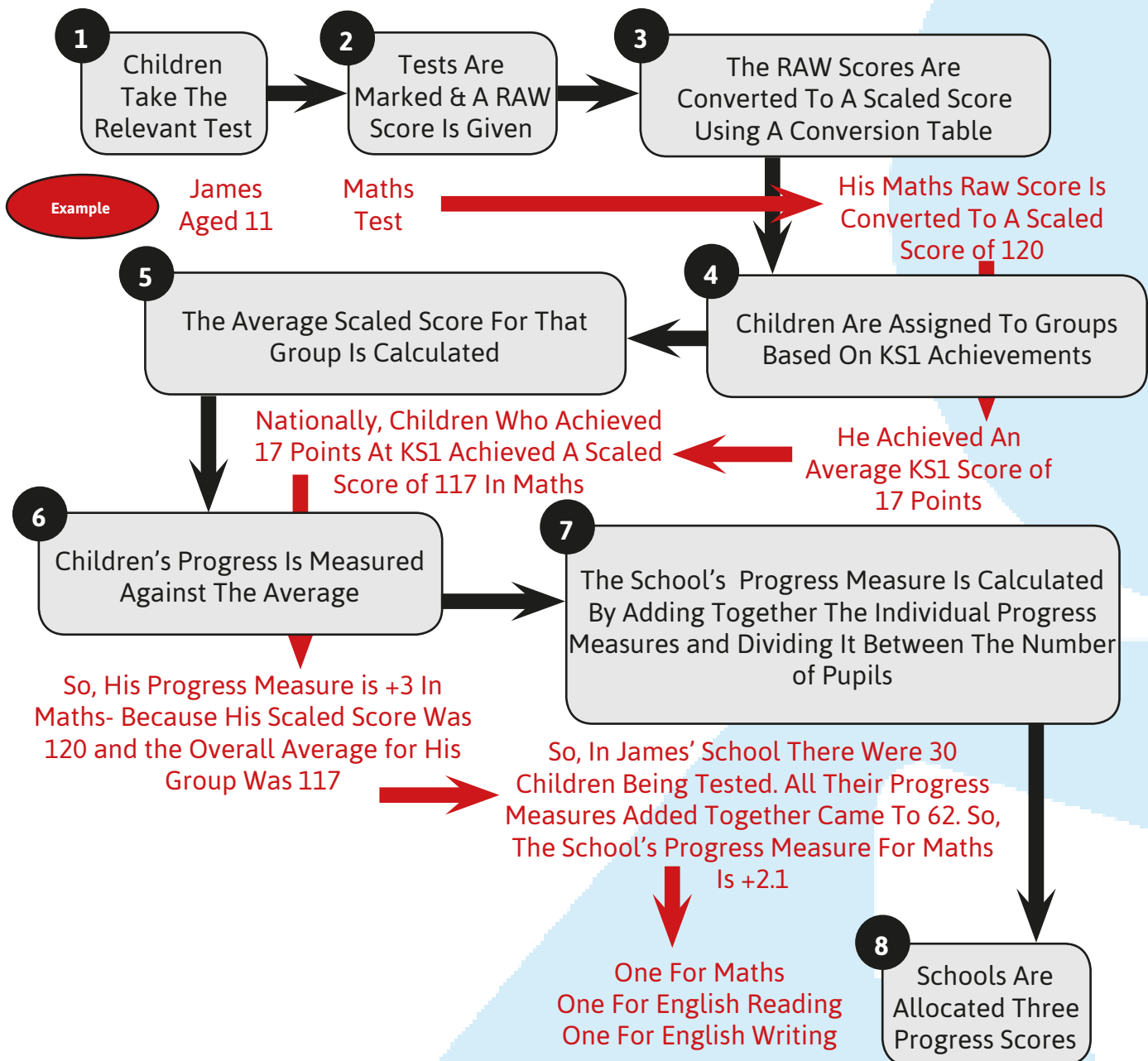
There will also be a new measure - the number of those achieving a 'higher score'. The actual definition of a higher score will not be confirmed until after the tests have been sat in summer 2016. An example of how it **might** look is



Additionally in 2016 a small group of schools (80 in total) will pilot the new '**Multiplication Tests**'. These come into force for all schools in 2017.

Progress Measures

In the past, progress has been measured by using a two-levels of progress indicator. However, as levels are not being used any more, there will now be a revised measure for progress. This will be assessed as follows :



Headline Performance Measure

School performance measures in 2016 will be based upon ...

- Average progress made by pupils in reading, writing and mathematics;
- Percentage of pupils meeting the national standard in reading, writing and mathematics at the end of key stage 2;
- Average score of pupils in their end of key stage 2 assessments; and,
- % of pupils who achieve a high score in all areas at the end of key stage 2.

The 'high score' will not be defined until the first new KS2 tests are sat in summer 2016.

Floor Standards

Schools will be above the floor if pupils make sufficient progress across all of reading, writing and mathematics **or** if more than 65% of them achieve the national standard in reading, writing and mathematics.

Sufficient progress will be calculated using the new value-added measure from KS1 to KS2 as outlined before.

School A : is **above** the floor level



School B : is **above** the floor level



School C : is **below** the floor level



Coasting Schools

Schools defined as 'coasting' will be assessed using three years achievements.

Coasting schools will be defined as any school that in **all three years** :

- achieved less than 85% L4+ in all subjects in 2013/14
- achieved less than 85% L4+ in all subjects in 2014/15
- achieves less than the **medium level*** of schools' scaled scores in 2016 (*yet to be defined)

What Should Be Reported To Parents

Key Stage 1

Reading Teacher Assessment
Writing Teacher Assessment
Maths Teacher Assessment

Year 1 Phonics Test Results
Year 2 Phonics Test Results

Key Stage 2

Reading Teacher Assessment
Writing Teacher Assessment
Maths Teacher Assessment
Reading Scaled Score
Maths Scaled Score
SPAG Score (The Test Result Is Reported But Is NOT Included In the school's Floor Standards Assessment)

Important Footnote

This guide has been written to help schools understand the process and methodology being developed for the 2016 national assessments. The document is based on the DfE information provided in September 2015 and January 2016.

Please remember that this seeks to make sense of the information we have - it does not replace or supercede it. Schools should always make reference to the latest information available on the DfE website.

