Reforms to Assessment and Accountability

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Case for Change

- A new National Curriculum meant we needed to re-visit end of key stage assessment – a nationally prescribed system of ‘levels’ is not consistent with the approaches to curriculum freedoms.

- 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.
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
Assessment

- At Key Stage 1 – teacher assessment informed by tests

- At Key Stage 2 – tests in reading, maths and Grammar, Punctuation and Spelling. Teacher assessment of writing, reading, mathematics and science

- Test outcomes will be in the form of scaled scores rather than levels
New Floor Standards

Raised expectations to recognise the excellent work of primary schools

- 85% of children should achieve the new expected standard by 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

Schools are required to publish information on their websites for parents
Progress measure

- The progress measure will now be a value-added measure rather than an ‘expected levels of progress’ measure.

- Initial baseline for the progress measure is KS1 average point score.

- In time, the baseline for the progress measure will become the reception baseline.
An illustration for 2016

- At KS1, Chris received:
  - Level 2b in writing (15 points);
  - Level 2a in reading (17 points); and
  - Level 2c in mathematics (13 points).
- Chris’ KS1 average point score is 15 points.
- Chris scored 117 in the KS2 reading test.
- If the average score of a pupil who had a KS1 APS of 15 points was 116, Chris’ reading progress score would be +1.
Reception Baseline

• An age-appropriate assessment conducted in the first few weeks of a child starting school.

• Schools can choose from a range of approved baselines.

• Starting point for measuring progress from September 2016 and beyond.

• From September 2016, schools 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.

Schools will be required to publish a suite of indicators of performance on their website in a standard format.
Performance measures

- the average progress made by pupils in reading, writing and mathematics;
- the percentage of pupils achieving the national 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.
Commission on assessment without levels

The commission will

- support primary and secondary schools with the transition to assessment without levels, ensuring they have information to make informed choices and identifying and sharing good practice in assessment.

- highlight the great work that is already being done in many schools to foster innovation and success in assessment practice more widely.
Thank you.
Any Questions?