

## Ten Minute Read

In December 2015, the Rochford Review published a set of interim pre-key stage standards for the statutory assessment of those pupils who are not assessed using P scales but are working below the standard of the national curriculum tests. These were first used in the 2015 to 2016 academic year, and were retained for the 2016 to 2017 academic year. The Rochford Review's report was published in October 2016 and a consultation held which closed in June 2017.

The response clarifies that those pupils who are currently assessed using P scales, but who are engaged in subject-specific learning are broadly working at P4 to P8. Pupils described as not engaged in subject specific learning are broadly working at P1 to P4. P4 is the entry level for subject specific learning.

**The response offers some further context about why P Scales are to be replaced.**

The Government agrees with the Rochford Review that P scales are no longer fit for purpose. As they are based on the old national curriculum, they do not support pupils to progress onto the new national curriculum. In addition, they replicate the old system of levels, which over time came to dominate teaching, and prioritised pace over consolidation.

The interim pre-key stage standards are better aligned with the national curriculum and sit directly below the mainstream teacher assessment frameworks, meaning that there is a clear route of progression to national curriculum assessments.

**The Government will remove the requirement to assess pupils engaged in subject-specific learning using P scales from the 2018 to 2019 academic year onwards;** teachers should continue to assess these pupils using P scales in the 2017 to 2018 academic year, while they take forward the necessary changes to legislation.

**The Government will therefore accept the recommendation that the interim pre-key stage standards are made permanent and extended to cover all pupils engaged in subject-specific learning.** To give schools adequate time to prepare for these changes, this recommendation will take effect from the 2018 to 2019 academic year onwards.

To align directly with the teacher assessment frameworks, Government have also published revised interim pre-key stage standards in writing, for use in the 2017 to 2018 academic year. However, only pupils that are working at the standard that is currently assessed using the interim pre-key stage standards should be assessed using these pre-key stage standards in 2017 to 2018. Pupils who are currently assessed using P scales but are engaged in subject-specific learning (broadly those currently working at P4 to P8), should only be assessed using the pre-key stage standards from the 2018 to 2019 year onwards.

**The pre-key stage standards will remain interim for a further year whilst they are reviewed.**

This review will also encompass the two additional standards that were proposed by the Review in their final report ('emerging' and 'entry') to ensure that the standards can cover all pupils engaged in subject-specific learning. These additional standards will be introduced from the 2018 to 2019 academic year onwards. Following the review, government will publish final pre-key stage standards, including these additional standards, for use for all pupils who are engaged in subject-specific learning but not working at the standard of national curriculum tests, from the 2018 to 2019 academic year.

**Government will produce a suite of supporting exemplification materials to be used alongside the final pre-key stage standards from the 2018 to 2019 academic year onwards.** These materials should provide further clarity regarding what a pupil must demonstrate in order to be working at a particular standard.

The response sets out the Government intention to pilot a peer-to-peer approach to moderation in the 2017 to 2018 academic year, in local clusters and external moderation.

**Future statutory assessment arrangements for pupils currently assessed using P scales:**

|  | <b>2017/18</b>  | <b>2018/19</b>                | <b>2019/20</b>   |
|--|---|-------------------------------|--|
| <b>Statutory assessment of pupils not engaged in subject-specific learning formerly P1-P3</b>    | P scales  | P scales                      | (Subject to recommendations being accepted following the pilot): assessment against the 7 areas of engagement for cognition and learning |
| <b>Statutory assessment of pupils engaged in subject-specific learning formerly broadly P4-8</b> | P scales  | Final pre-key stage standards | Final Pre-key stage standards  |
| <b>If below test but above P8</b>  | Interim Pre-key Stage Standards<br><br>(Note changes to interim standards for <b>writing</b> for 17/18) | Final Pre-key Stage Standards | Final Pre-key stage standards  |

Statutory assessment of pupils not engaged in subject-specific learning should primarily focus on the 7 areas of cognition and learning. (The 7 areas described in the original review recommendations).

Government are very clear that the focus of statutory assessment on cognition and learning should not undermine provision in any other areas of need set out by the SEND code of practice.

**Government will therefore pilot the Review’s recommended approach to assessing pupils not engaged in subject specific learning in the 2017 to 2018 academic year, before taking any final decisions on whether to implement this approach on a statutory basis.** This will mean that, if accepted following the pilot, changes would take effect from the 2019 to 2020 academic year onwards, following amendment to the relevant legislation. In the meantime, schools should continue to assess pupils not engaged in subject-specific learning using the P scales (broadly P1 to P4).

The pilot will also explore what support schools require to be able to assess pupils against the 7 areas, so that the department is in a position to provide effective support to schools to adopt this approach, should it be introduced.

Government will take a final decision on whether or not to accept the Review's recommended approach to assessing these pupils following this pilot.

Following this pilot, Government will also determine what, if any, assessment data will be collected by the department for pupils not engaged in subject specific learning.

Schools would have to be able to evidence attainment and progress for pupils not engaged in subject specific learning through discussion, including with parents, governors, local authorities, Ofsted and regional schools commissioners.

There would be no expectation that performance and pupil-tracking information should be presented in a particular format.

This will only take effect from the 2019 to 2020 academic year onwards. For 2017 to 2018 and 2018 to 2019 academic years, schools should continue to report outcomes using P scales (broadly P1 to P4) for pupils not engaged in subject specific learning.

The Government have made a commitment to strengthening the quality and content of **ITT programmes**.

In July 2016 the new framework of core content for ITT was published. Standard 5 within this framework details how to 'adapt teaching to respond to the strengths and needs of all pupils'.

To build on this work, key stakeholders including the Universities' Council for the Education of Teachers (UCET) and the National Association of School-based Teacher training (NASBTT) are developing more detailed 'toolkits'.

The government are working with SEND organisations to develop specific SEND resources for teacher training in line with the new framework.

**Government will explore the training materials and additional support that could be offered to schools to help teachers to have a greater understanding of assessing pupils working below the standard of national curriculum tests.**

The teaching profession will drive its own improvements in practice.

Government believe that the approach to the assessment of pupils working below the standard of national curriculum tests set out in this document will work to reduce the burdens placed on teachers and schools.

As part of the pilot on assessing pupils against the 7 areas of engagement for cognition and learning, Government will consider how schools can best be supported to move to this model.

In terms of pupils engaged in subject-specific learning, Government believe that the simplified pre-key stage standards will reduce burdens in terms of the evidence that teachers have to collect about each pupil.

To further support schools to assess pupils against the pre-key stage standards, Government will produce supporting exemplification materials. This will aim to reduce burdens by providing further clarity on what a pupil must demonstrate in order to be working at a particular standard.

Government agree that further work should be done to consider the best way to support schools to assess pupils with **English as an additional language (EAL)** who are working below the standard of national curriculum tests.

The statutory assessment and reporting arrangements (ARA) set out the process to be followed if a pupil's limited ability to communicate in English means that he or she is unable to access the test and should not take them. Government plan to update this statutory assessment guidance to provide further information on assessing pupils with EAL.

Education Endowment Foundation (EEF), The Bell Foundation and Philanthropy Unbound are working together to fund trials of different approaches to raising the attainment of pupils classed as having EAL and who are from socio-economically disadvantaged backgrounds. All of the projects will be rigorously evaluated by EEF-appointed independent evaluators and evaluation reports will be published from spring 2018 onwards.