

Changes to statutory reporting for pupils working below the standard on the National Curriculum

Rochford Review: interim recommendations <http://preview.tinyurl.com/jghjwn7>

This report provides guidance to schools about how to report statutory assessment outcomes for pupils working below the standard of the national curriculum tests at key stages 1 and 2.

The review of statutory assessment arrangements for pupils working below the standard of national curriculum tests was chaired by Diane Rochford (Special School Headteacher) and published 11th Dec 2015. The review was established to consider the best way to ensure that attainment and progress is measured for pupils who will be working below the standard of the national curriculum tests and the interim teacher assessment frameworks when they have reached the appropriate chronological age. Many of these pupils have SEN; others may be experiencing significant disadvantage or living in challenging circumstances or may be new arrivals to the country with undeveloped language skills. **Those with the most severe and complex needs will have their outcomes reported using the P Scales.** Schools have been told that these arrangements will stay in place for 2015 to 2016..

The panel began by looking at what would be **expected for a pupil to be judged to be working at P8** and then the same for **the interim end of KS1 standards**. They then aimed to **develop additional standards to bridge the gap for reading, writing and maths** that were aligned with the interim frameworks for teacher assessment, published in September 2015 for use in Summer 2016. These new additional standards will be referred to as **Interim Pre-Key Stage Standards**. There is **one Interim Pre-Key Stage Standard at KS1 and three Interim Pre-Key Stage Standards at KS2**; each one containing a number of positive “**pupil can**” statements. At KS2 some of the statements are based on KS1 curriculum.

Interim Pre-KS1 Standards for English reading, writing and mathematics:

- Foundations for the expected standard (PKF)

Interim Pre-KS2 Standards English reading, writing and mathematics:

- Growing development of the expected standard (PKG)
- Early development of the expected standard (PKE)
- Foundations for the expected standard (PKF)

The interim solution developed by the review **is only to be used to report a statutory assessment outcome for specified pupils at the end of a key stage**. It is not a curriculum and should not be used to guide teaching. The review also contains two tables to help schools identify the right means of statutory assessment for all pupils at the end of KS1 and 2 that clarifies when pupils should sit national curriculum tests and when the **Interim Pre-KS Standards** created by the review should apply

Pre-key stage 1: pupils working below the test standard: Interim teacher assessment framework

<http://preview.tinyurl.com/jshtuax>

The Interim Pre-KS1 standard is called **Foundations for the expected standard (PKF)** and is to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 1 programme of study in English reading, writing and/or maths. If a school decides not to enter a pupil for the tests, or if a teacher does not have evidence that a pupil consistently meets all the statements in the 'working towards' standard in the interim framework for teacher assessment, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales. The standard contains a number of 'pupil can' statements. **To demonstrate that pupils have met this standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard.** This Interim Pre-Key Stage Standard is for the 2015 to 2016 academic year only.

KS1 teacher assessment – possible outcomes				
Michael Tidd				
	Reading	Writing	Maths	Science
Higher attaining	Working at greater depth within the expected standard (GDS)	Working at greater depth within the expected standard (GDS)	Working at greater depth within the expected standard (GDS)	Working at the expected standard (EXS)
Expected attainment	Working at the expected standard (EXS)	Working at the expected standard (EXS)	Working at the expected standard (EXS)	
Lower attaining	Working towards the expected standard (WTS)	Working towards the expected standard (WTS)	Working towards the expected standard (WTS)	Has not met the expected standard (HNM)
	Foundations for the expected standard (PKF)	Foundations for the expected standard (PKF)	Foundations for the expected standard (PKF)	
	Below the standard of the pre-key stage (BLW)	Below the standard of the pre-key stage (BLW)	Below the standard of the pre-key stage (BLW)	
Pupils with SEND	P Scales: P4, P5, P6, P7, P8	P Scales: P4, P5, P6, P7, P8	P Scales by strand: P4, P5, P6, P7, P8	
	P Scales for English: P1i, P1ii, P2i, P2ii, P3i, P3ii		P Scales for Maths: P1i, P1ii, P2i, P2ii, P3i, P3ii	

Interim Pre-KS1 standard for English reading

Foundations for the expected standard

The pupil can:

- respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- blend the sounds for all letters of the alphabet into words¹
- sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)
- answer literal questions about a familiar book that is read to them.

Interim Pre-KS1 standard for English writing

N.B. Where pupils have a physical disability that prevents them from being able to write, the statement(s) relating to handwriting can be excluded from the teacher assessment.

Foundations for the expected standard

The pupil can:

- write the correct letter in response to hearing each sound of the alphabet
- segment spoken words³ into sounds and write the letters corresponding to those sounds
- form most lower-case letters in the correct direction, starting and finishing in the right place
- use spacing between words with support from the teacher (e.g. to remind the pupil to do this)
- compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).

Interim Pre-KS1 standard for maths

N.B Where pupils have a physical disability that prevents them from being able to write, the statement(s) relating to writing numerals can be excluded from the teacher assessment

Foundations for the expected standard

- The pupil can demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).
- The pupil can count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20).
- The pupil can read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to.
- The pupil can use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3 + 2, 4 + 1, 5 + 0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$ and $5 - 3 = 2$ and $5 - 2 = 3$).

- The pupil can solve problems involving the addition and subtraction of single digit numbers up to 10.
- The pupil can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).

Pre-key stage 2: pupils working below the test standard: Interim teacher assessment framework

<http://preview.tinyurl.com/ztb6y4x>

KS2 teacher assessment – possible outcomes				
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	Reading	Writing	Maths	Science
Higher attaining	Working at the expected standard (EXS)	Working at greater depth within the expected standard (GDS)	Working at the expected standard (EXS)	*Working at the expected standard (EXS)
Expected attainment		Working at the expected standard (EXS)		
Lower attaining	Has not met the expected standard (HNM)	Working towards the expected standard (WTS)	Has not met the expected standard (HNM)	Has not met the expected standard (HNM)
	Growing development of the expected standard (PKG)	Growing development of the expected standard (PKG)	Growing development of the expected standard (PKG)	
	Early development of the expected standard (PKE)	Early development of the expected standard (PKE)	Early development of the expected standard (PKE)	
	Foundations for the expected standard (PKF)	Foundations for the expected standard (PKF)	Foundations for the expected standard (PKF)	
	Below the standard of the pre-key stage (BLW)	Below the standard of the pre-key stage (BLW)	Below the standard of the pre-key stage (BLW)	
Pupils with SEND	P Scales: P4, P5, P6, P7, P8	P Scales: P4, P5, P6, P7, P8	P Scales by strand: P4, P5, P6, P7, P8	
	P Scales for English: P1i, P1ii, P2i, P2ii, P3i, P3ii		P1i, P1ii, P2i, P2ii, P3i, P3ii	

To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard and the preceding standards

Interim Pre-KS2 standards for English reading

Foundations for the expected standard in reading:

The pupil can:

- respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- blend the sounds for all letters of the alphabet into words
- sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)
- answer literal questions about a familiar book that is read to them.

Early development of the expected standard in reading:

The pupil can:

- read accurately words that contain the common graphemes for all 40+ phonemes* by blending the sounds if necessary
- read many common exception words (e.g. including the, said, could and some). In a book closely matched to the GPCs as above, the pupil can:
 - read aloud many words quickly and accurately without the need for overt sounding and blending
 - sound out many unfamiliar words accurately. In discussion with the teacher, the pupil can:
 - answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them

Growing development of the expected standard in reading:

The pupil can:

- read accurately most words of two or more syllables
- read most common exception words.

In books that are appropriate for the pupil's developmental stage, and with an age-appropriate content, the pupil can:

- read words accurately and fluently, without the need for overt sounding and blending. In a familiar book that they can already read accurately and fluently, the pupil can:
 - make some inferences on the basis of what is being said and done.

Interim Pre-KS2 standards for English writing

N.B Where pupils have a physical disability that prevents them from being able to write, the statement(s) relating to handwriting can be excluded from the teacher assessment

Foundations for the expected standard in writing:

The pupil can:

- write the correct letter in response to hearing each sound of the alphabet
- segment spoken words³ into sounds and write the letters corresponding to those sounds
- form most lower-case letters in the correct direction, starting and finishing in the right place

- use spacing between words with support from the teacher (e.g. to remind pupil to do this)
- compose a short sentence and communicate it orally, or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).

Early development of the expected standard in writing:

The pupil can:

- write sentences, after discussion with the teacher:
- demarcating some sentences with capital letters and full stops correctly
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words
- forming lower-case letters of the correct size relative to one another in most of their writing.

Growing development of the expected standard in writing:

The pupil can:

- write thematically linked sentences, with meaning, after discussion with the teacher:
- demarcating most sentences with capital letters and full stops and with some correct use of question marks and exclamation marks
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words
- spelling some words with contracted forms* e.g. I'm, don't.

Interim Pre-KS2 standards for maths

N.B. Where pupils have a physical disability that prevents them from being able to write, the statement(s) relating to writing numerals can be excluded from the teacher assessment.

Foundations for the expected standard in maths

The pupil can:

- demonstrate an understanding of place value of 10s and 1s in a two digit number using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).
- count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20).
- read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of add, subtract and equal to.
- use number bonds from 1 to 5 (e.g. partitioning the number 5 as $0+5$, $1+4$, $2+3$, $3+2$, $4+1$, $5+0$; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. $3+2=5$, therefore $2+3=5$ and $5-3=2$ and $5-2=3$).

- solve problems involving the addition and subtraction of single digit numbers up to 10.
- put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).

Early development of the expected standard in maths:

The pupil can

- partition and combine numbers using apparatus if required (e.g. partition 76 into tens and ones [7 tens and 6 ones]; combine 6 tens and 4 ones [64]).
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) and recall the multiples of 10 below and above any given 2 digit number (e.g. can say that for 67, the multiples are 60 and 70).
- use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + 9$; $15 = 6 + 9$).
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$). They can demonstrate their method using concrete apparatus or pictorial representations.
- recall doubles and halves to total 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9) and divide simple shapes into halves and quarters.
- use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways).
- recognise and name a selection of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Growing development of the expected standard in maths

The pupil can:

- count in twos, fives and tens from 0 up to 100, identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place.
- work out calculations involving two 2 digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc.).
- solve complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- solve word problems that involve more than one step (e.g. "Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?").
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (e.g. measure using a ruler).
- identify simple properties of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

References:

Performance descriptors

KS1

- 2016 National Curriculum Assessments. KS1: Interim teacher assessment frameworks at the end of key stage 1 September 2015 <http://preview.tinyurl.com/nfl7f5j>
- Pre-key stage 1: pupils working below the test standard: Interim teacher assessment framework <http://preview.tinyurl.com/jshtuax>

KS2

- 2016 National Curriculum Assessments. KS2 Interim teacher assessment frameworks at the end of key stage 2 <http://preview.tinyurl.com/j3gl64w>
- Pre-key stage 2: pupils working below the test standard: Interim teacher assessment framework <http://preview.tinyurl.com/ztb6y4x>

Further information

Michael's Tidd's information on the Schools Week website

<http://preview.tinyurl.com/hcwrt6>

Performance - P Scales: Attainment targets for pupils with SEN (2014)

This document specifies performance attainment targets (P scales) and performance descriptors for pupils aged 5-16 with SEND who cannot access the national curriculum. These apply to key stages 1, 2 and 3. In key stage 4, the P scales and performance descriptors can be used as non-statutory guidelines. P scales 1 to 3 outline the range of general performance that pupils with learning difficulties might characteristically demonstrate. For instance, pupils working at P1i are judged to be functioning at the level of a 0-2 month child; P3ii suggests a 15 mth developmental age whilst P4-P8 measure developmental stages between 16 mth to 5 years.

<http://preview.tinyurl.com/k6zx6go>