New National Curriculum and Assessment

Six Steps to Success for Assessing and Tracking Pupils’ Progress
Kent Schools: Introductory Guidance 2014-15

Introduction

From September 2014, Kent Local Authority will be offering schools a comprehensive resource to support planning and assessment for both English and mathematics in the Primary school. This will complement the Science scheme already in use in many of our schools. It will include a wider range of materials than in this introductory guidance.

The new National Curriculum Programmes of Study are designed to raise expectations and improve pupil outcomes. The government has made it clear that future assessment of pupil performance will set a higher bar, with an aspirational aim that 85% of pupils will, over time, achieve the new expected standard by the end of Primary school. The new floor standard will be based on the progress made by pupils from Reception to the end of Year 6. A school will fall below the floor only if pupils make less than expected progress and fewer than 85% of them achieve the new expected standard. In order to achieve such a shift in expectation, some schools will need to do things differently. Planning and assessment will take on a new look, as the majority of the class learn and progress together at ‘broadly the same pace’.

The new Reception baseline measure is likely to be a short, teacher administered, age-appropriate assessment conducted in the first few weeks of a child starting school. It will be the only measure to assess attainment and track progress against for children who start Reception in September 2016 and beyond. From September 2016, teachers will no longer be required to carry out and submit data on the Early Years Foundation Stage Profile. Schools will also be required to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve as they move through the school.

Six Steps to Success for Tracking Pupil Progress

We have designed 6 steps to help schools to track pupils’ progress within year groups and over time. This booklet links to materials on KLZ where further in-depth guidance can be found. Against each of the steps in this booklet, a page number is given which will help to cross reference to the document Approaches to the Introduction of the New Primary Curriculum 2014 for Kent Schools: Introductory Guidance July 2014 - Part One. (In the text below this guidance will be referred to as Part 1 page no.)

Linked guidance can be found on the Literacy Toolkit and Mathematics Toolkit on KLZ:
http://www.kelsi.org.uk/curriculum_and_pupil_learning/curriculum.aspx
July 2014 - Part One

Kent has worked together with schools to agree a set of Assessment Principles which are:

- Assessment, both summative and formative, is at the heart of effective teaching and learning.
- Assessment of attainment and progress will be accurate, regular, consistent, reliable and free from bias.
- Assessment will draw on evidence that indicates what a child can do independently and consistently, to provide a complete picture of strengths and areas for improvement alongside achievement over time.
- Assessment will be used to set high expectations for all pupils against the in-year and end of key stage expectations, to celebrate achievement, and to inform children, families and teachers of next steps in learning.
- Reliability of teacher assessment will be achieved and evidenced through rigorous moderation, in schools and between schools, and discussion with teachers who can give a ‘rounded’ picture of the children’s attainment and progress.
- Analysis of assessment information and tracking of individual pupils’ progress will be used to improve the quality of teaching and of learning.
- Assessment outcomes will give reliable and clear information to parents and carers about how their child, and their child’s school, is performing at regular intervals.
The following materials are available on KLZ for both Maths and English and are **free** to Kent Schools.

Link: [http://www.kelsi.org.uk/curriculum_and_pupil_learning/curriculum.aspx](http://www.kelsi.org.uk/curriculum_and_pupil_learning/curriculum.aspx)

**English**
- English Approaches to the Introduction of new National Curriculum 2014
- English Approaches Content
- English Approaches Outlines of Programmes of Study
- English Approaches Progression Guidance
- English Approaches Planning Model
- English Approaches Supporting the Subject Leaders
- English Approaches Assessment Model
- English Approaches Into the Future

**Mathematics**
- How to use Approaches to the Primary Mathematics National Curriculum 2014
- Outline of the new Mathematics Curriculum 2014
- Mathematics Approaches contents 2014
- Mathematics Planning Guidance 2014
- Mathematics Progression guidance 2014
- Mathematics Approaches Supporting the Subject Leaders 2014
- Mathematics Approaches Assessment Model 2014
Samples for performance descriptors can be found in Part 1 pages 26-39. These samples are designed to support schools in identifying pupils’ understanding in a given area.

Partial Example of materials that can be found on EduKent

<table>
<thead>
<tr>
<th>composition</th>
<th>Expected Standard Year 1 (Similar to 1A – 2C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• writes phrases or simple statements, using recognisable words to communicate ideas</td>
<td>• attempts to write appropriately to the task</td>
</tr>
<tr>
<td>sentences</td>
<td>• can sequence a few sentences or sentence-like structures</td>
</tr>
<tr>
<td>• often uses ‘and’ to link ideas together</td>
<td>• idea of a sentence is growing; may be some use of capital letter and full stop, occasionally accurately</td>
</tr>
<tr>
<td>• uses capital letters for names, days of week and personal pronoun</td>
<td>• experiments with use of question mark and exclamation mark</td>
</tr>
</tbody>
</table>

Please note that for schools expecting an Ofsted inspection in the coming year, guidance on inspectors’ use of assessment information during inspections in 2014/15 (June 2014) states that in evaluating the accuracy of assessment, inspectors will consider ‘how well schools adopt the best practice of working together to moderate assessment.’ (Part 1 p4) Schools are advised to keep all existing assessment data.

**Tracking pupil progress during the period of transition**

It must be emphasised that the tables below do not represent a comparison of ‘like for like’ with current NC levels. Understanding of current National Curriculum levels does not neatly equate to the statements of knowledge and skills as set down in the new Programmes of Study. It cannot be assumed that, if a child is working at a specific NC level, he or she is also able to master the content of the comparative PoS statements. However, there is some alignment and some process of comparison is possible in order for pupil progress to be tracked through the Primary school, during this time of transition.
Different schools will conduct their assessment reviews at different times of the year. These Class Tracking Grids (Doc A.1) can be adapted to suit those selected times of review. A short sample of these grids is shown below from Year 1.

Information from these grids can then be converted into percentages and entered on the Tracking Overview (Doc A.2) as information for school managers and governors. Eventually, there is an expectation that **85%** of pupils will be working at, or exceeding, the expected standard in each year.

Tracking sheets (A.1 and A.2) show in–year progress within the school’s curriculum for pupils in a particular year group. The number point system Kent has created with EiS will allow schools to show each individual child’s attainment and progress, even for those exceptional pupils working outside their relevant programme of study. Note: the new curriculum is about a broadening and deepening of pupils' understanding and knowledge within their year group. In time, schools will gain confidence with new approaches to forming assessments without levels. Once this has been achieved, mention of National Curriculum levels and sub-levels within this document can be removed (currently in brackets within each column).

**Remember that all data insertion and analysis is dependent upon accurate and effective judgements, based on robust evidence.**
Working with colleagues in EiSKent and Management Information, we have developed a number point data system which will allow individual pupil progress to be tracked, co-ordinating with the grids which provide class and year group overviews.

**A New Assessment Recording Framework for SIMS Assessment Manager**

EiSKent has developed a new assessment tracking data system for use in SIMS Assessment Manager, using a 6 point range which children move through as they master the curriculum. These progressive steps will allow schools to input teacher assessments and monitor progress. In order to avoid confusion with previous terminology, these points will be referred to as ‘bands’.

Data can be entered in a subject marksheet for each year group or class and can be used for data capture 3, 4, 5 or 6 times a year, depending on the requirement of the school. The default set of resources developed are for tracking attainment and progress six times a year, i.e. Autumn Early, Autumn, Spring Early, Spring, Summer Early and Summer. A baseline assessment will need to be entered in each year, in order to measure termly-year-to-date progress from this baseline assessment.

Those schools using SIMS as their Management Information System will quickly be able to filter information, to view data for their more vulnerable groups of children, for example: Pupil Premium, Non Pupil Premium, Free Schools Meals, Non Free School Meals, SEN, Non SEN, EAL, Summer Born, CiC etc.

This system of measuring attainment and progress is a summative assessment tool only and is designed to assist schools with self-evaluation, the monitoring of pupil progress over time and to inform discussions with Ofsted.

Progress can be viewed in year and across Key Stages, thus enabling schools to look at pupils with a low starting point and whether they are achieving in line with expected performance measures and if they are ‘narrowing the gap’ for vulnerable pupil groups.

**Data only has to be entered once in marksheet and can be used many times for tracking and monitoring.**
Template Marksheets are available for Reading, Writing, Maths, Science and SPAG.

Formulae columns will show whether pupils are:

- On Track for National Expectations
- Working within the Programme of Study
- Making Expected Progress

Using this system will allow schools to quickly determine:

- The % of pupils working at or above age-related National expectation
- The % of pupils on track to achieve age-related National expectation
- The % of pupils working below, emerging, expected and exceeding the standards in the programme of study
- The % of pupils making and exceeding expected progress
- The average number of steps of progress made by a cohort or group.
Looking at the criteria for a particular subject area, a teacher would then decide which one of the following descriptors is the ‘best fit’ judgement for a pupil:

<table>
<thead>
<tr>
<th>Below</th>
<th>Emerging Low</th>
<th>Emerging Secure</th>
<th>Expected Low</th>
<th>Expected Secure</th>
<th>Exceeding Low</th>
<th>Exceeding Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working below age-related programme of study</td>
<td>Emerging towards the expected age-related standard</td>
<td></td>
<td>Achieving the expected age-related standard</td>
<td></td>
<td>Exceeding the age-related standard</td>
<td></td>
</tr>
</tbody>
</table>

(Where this occurs during the Autumn term, pupils may well be ‘on track’ to achieve or exceed ‘expected’ later in the year.)

**NB:** Children achieving the ‘Expected’ Level at the end of any academic year are ready to start the age-related Programme of Study for the following Year and therefore are likely to be tracked through the Exceeding bands of the previous year group in the Autumn Term, Emerging bands in the Spring and Expected bands in the Summer if they have made at least expected progress. This is similar to the way we currently work; for example a child in Year 1 achieving a 1b at the end of Year 1 would start the Year 2 curriculum in September but would still work through a 1a into a Level 2 in the Autumn Term.
<table>
<thead>
<tr>
<th>EYFS</th>
<th>Y1 Emerging</th>
<th>Y1 Expected</th>
<th>Y1 Exceeding</th>
<th>Y2 Emerging</th>
<th>Y2 Expected</th>
<th>Y2 Exceeding</th>
<th>Y3 Emerging</th>
<th>Y3 Expected</th>
<th>Y3 Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Which translates into the following numerical bands

1 2 3 3.5 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

<table>
<thead>
<tr>
<th>Y4 Emerging</th>
<th>Y4 Expected</th>
<th>Y4 Exceeding</th>
<th>Y5 Emerging</th>
<th>Y5 Expected</th>
<th>Y5 Exceeding</th>
<th>Y6 Emerging</th>
<th>Y6 Expected</th>
<th>Y6 Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which translates into the following numerical steps

22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

**Expected progress is 6 steps per year - 12 steps over KS1 and 24 steps over KS2**

**Band 6 would be the Age Related Expectation for Year 1, Band 12 would be the Age Related Expectation for Year 2**

<table>
<thead>
<tr>
<th>(KS1)</th>
<th>(1,2,3)- EYFS</th>
<th>3.5/4/5</th>
<th>6/7</th>
<th>8/9</th>
<th>10/11</th>
<th>12/13</th>
<th>14/15</th>
<th>(16/17)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**typical range of Y1 attainment**

<table>
<thead>
<tr>
<th>(Lower KS2)</th>
<th>(14/15)</th>
<th>16/17</th>
<th>18/19</th>
<th>20/21</th>
<th>22/23</th>
<th>24/25</th>
<th>26/27</th>
<th>(28/29)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pupils working at Band 36 would be expected to succeed in achieving the ‘secondary ready’ performance score in the external KS2 tests.

Children working well below their age-related phase can be assessed using the previous phase e.g. a child in Year 3 might be working at bands 14/15.

Children working well above their age-related phase can be assessed using the next phase e.g. a child in Year 3 might be working at bands 22/23.

Children working below point 3.5 could be assessed using either their EY Summer outcomes (e.g. 3, 2 or 1) or P-Scales (P4 to P8).

This system allows schools to record above average attainers using the Exceeding bands; this would be based on the needs and best interests of the child.

**NB** the Exceeding bands are only appropriate for pupils who are attaining above age-related expectation

If for example, a Year 4 child achieved the expected band of 24/25 at the end of Year 4, the next band would be 26/27 during the Autumn terms when they move into Year 5. Moving onto band 28/29 by Spring and band 30/31 by Summer, thus making expected progress of 6 points from the end of the previous Summer.
1. The first data entry column allows schools to enter a baseline assessment for the beginning of the year. Schools can copy the EY column and paste into the baseline, amending as necessary.
2. The first formula column (EOY Target Exp +6) is an expected end of year target: i.e. in Y1 it is the baseline assessment + 6 bands. For other year groups, it will be the previous year’s summer assessment + 6 bands.
3. The second column (Maths EOY Target) is for schools to copy the computer generated EOY target into and adjust as necessary.
4. The next column allows school to enter an Autumn Early assessment.
5. Subsequent formula columns will show whether pupils are On Track, Above or Below the required band to meet National Expectations – i.e. bands 6/7 by the end of Year 1 and bands 36/37 by the end of Year 6.
6. The colour coded columns show whether pupils are Emerging, Expected, Exceeding or Below the Programme of Study.
7. The progress AutEarly from BL (in year) looks at the Y1 Baseline Assessment and shows steps of progress on a termly basis – looking back at the Y1 Baseline Assessment.
8. All Marksheets can be filtered to look at vulnerable groups.

National Expectation is that pupils would be on band 6 by the end of Year 1 and band 12 by the end of Year 2, etc.
Tracking Grids display the results entered in marksheets, but show the children’s names grouped together in respect of the results attained. Data only has to be entered once in marksheets in SIMS and can be used many times for tracking and monitoring.
The sample tracking grid above, from Assessment Manager, is showing the % of results Below, On or Above Target. The tracking grids can be filtered to look at vulnerable groups and their % of results. Target columns can be adjusted as appropriate.

In addition to the SIMS Assessment Manager resources, sample grids are available on KLZ purely to support transition to measuring pupil’s progress in the new N.C. from the previous sub-levels (Part 1 pages 7-15). However, it is recommended that all tracking grids are generated electronically from Assessment Manager once the new marksheets have been set up in SIMS.

(Partial) Class Tracking Grid Example (A.1)

<table>
<thead>
<tr>
<th>Entry to Year 1</th>
<th>emerging</th>
<th>expected</th>
<th>exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry from EYFS: number at</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry from EYFS: % at</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Below PoS</th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>(1C)</td>
<td>(1A)</td>
<td>(2C)</td>
</tr>
<tr>
<td>High</td>
<td>(1B)</td>
<td>(2B)</td>
<td>(2A+)</td>
</tr>
</tbody>
</table>

Pupils are tracked according to their gained knowledge and understanding within their particular curriculum year group.
Summary level information can also be generated automatically using a Group Analysis grid from SIMS Assessment Manager. In the autumn and spring these would show the proportions of pupils by year group who are either Below, On Track or Above, and in summer would show proportions at Emerging, Expected or Exceeding. Again, these can be filtered by pupil group.
The sample data capture overview below, for leaders, can be found on KLZ in Part 1 page 16, and shows how the information could be presented in those schools that have yet to implement the new SIMS Assessment Manager template marksheets.

**Tracking Overview (A.2)**

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th></th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Below</td>
<td>On Track</td>
<td>Above</td>
</tr>
<tr>
<td>Year R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>3%</td>
<td>12%</td>
<td>85%</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Following termly assessments, information from the class tracking sheet (A.1) is converted into a % and added to this Tracking Overview. Eventually, there is an aspiration that at least 85% of pupils will be in the grey boxes. Pupils ‘On Track’ in the autumn will not yet be working at the ‘expected’ standard (green columns in Doc A.1) because they will not yet have covered much of the core knowledge, skills or understanding from the relevant programme of study. The ‘On Track’ column in the autumn therefore equates to ‘emerging’ in Doc A.1.

*Pupils who are working well below the programme of study for their year group (and might be assessed using P levels) are shown in the column marked with an asterisk. Tracking sheets (A.1 and A.2) will show in–year progress.*
Assessment in the New National Curriculum Courses

To support this work we are offering a range of further training and information sharing events during the Autumn Term. In addition Senior Improvement Advisers will be discussing the approach at regular District Heads meetings. Please book places at CPD online. kentcpdonline.org.uk

Assessment in the New National Curriculum – Writing and Mathematics

- 11th Nov, 9 am – 12 pm, Hadlow Manor, SCH 14/1128
- 12th Nov, 9 am – 12 pm, St Julian’s Club, SCH 14/1130
- 13th Nov, 9 am – 12 pm, Kent Invicta Chamber of Commerce, SCH 14/1134
- 18th Nov, 9 am – 12 pm, SELT Leadership Centre, SCH 14/1137
- 19th Nov, 9 am to 12 pm, Best Western Plus Dover Marina Hotel & Spa, SCH 14/1139
- 20th Nov, 9 am – 12 pm, Inn on the Lake, SCH 14/1138

Assessment in the New National Curriculum – Reading and Science

- 21st Apr, 9 am – 12 pm, Devere Village Hotel Maidstone. SCH 15/067
- 22nd Apr, 9 am – 12 pm, Salomons Tunbridge Wells, SCH 15/277
- 23rd Apr, 9 am – 12 pm, Singleton Environmental Centre, SCH 15/100
- 24th Apr, 9 am – 12 pm, Woodside Centre (TBC), SCH 15/099
- 27th Apr, 9 am – 12 pm, St Augustine’s Ltd, SCH 15/106
- 28th Apr, 9 am – 12 pm, Inn on the Lake, SCH 15/108
For further information please contact forename.surname@kent.gov.uk:

Katherine Atkinson  Performance & Information Manager
Margo Barraclough  IA – Assessment & Moderation
Penelope Bill  IA – Literacy
Penny Bowles  SIA - North
Alison Floyd  EY Adviser - East
Tel German  SIA - West
Rachel Gough  SIA – West
Sharon Greenhead  Senior IS Support Officer (SIMS)
Linda Pickles  SIA - East
Jayne True  SIA – Curriculum, Teaching & Learning
Fiona Wainde  SIA – South
Joanne Winkler  SIA – Commissioning, Training & Development