

2011 National Curriculum assessments review outcomes (provisional)

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**Standards and
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Introduction

This report provides provisional information on the outcomes of the reviews of marking for the 2011 Key Stage 2 National Curriculum tests.

The Secretary of State announced on 5 November 2010 that a new executive agency was to be established within the Department for Education, accountable to him for the secure delivery of statutory assessment and reporting arrangements.

The Standards and Testing Agency (STA) was launched on 1 October 2011 and responsibility for the relevant functions has now passed from the Qualifications and Curriculum Development Agency (QCDA). STA has responsibility for the development and delivery of all statutory assessments at key stages 1, 2 and 3 and the Early Years Foundation Stage Profile. This report is published by the Standards and Testing Agency.

The figures in this report are produced from the data feed provided by the test operations agency on 25 October 2011 and later passed to the Department for Education. The information in this report is provisional and subject to the outcomes of a small number of outstanding marking and process review applications.

Valid comparisons between 2011 statistics and previous years are difficult to make due to a number of factors. These include:

- changes to the reviews services offered to schools for National Curriculum tests in 2010;
- a reduction in the number of National Curriculum tests administered in 2010 due to industrial action;
- the use of single level tests in mathematics in some schools for accountability purposes in 2010; and
- changes to the arrangements for the assessment of science at the end of Key Stage 2 from 2010.

Reviews

A review is when a pupil's test script is checked to ensure that the original application of the mark scheme was appropriate and that no clerical errors were made. A request for a review should be considered when, in the opinion of school staff, a pupil has been awarded a National Curriculum level above or below the level that their work is entitled to, according to the published mark scheme.

2011 National Curriculum test review services

Following feedback from schools and local authorities, a number of changes were made to the reviews services for the 2010 National Curriculum test cycle in order to help simplify the reviews process for schools. The two review services available to schools in 2010 remained available in 2011. Schools had the choice of the following review applications:

- clerical review; and
- individual pupil review.

The key changes to the 2010 reviews services included the discontinuation of the group review service and change to the individual review service to be a whole test script review. This was to help simplify the services offered and to prevent the risk of inappropriate selection of this service by schools. Feedback suggested that Key Stage 2 schools were often better served by applying for individual pupil reviews for a number of well selected pupils, rather than a group review.

Prior to 2010, an individual pupil review required schools to identify specific questions where they felt the mark scheme had either been incorrectly or inconsistently applied. The review marker would review the questions indicated by the school against the mark scheme but did not review the entire test script.

From 2010, an individual pupil review service involved a review of marking of the entire test script (at component level for English) to check that the published mark scheme was applied to the agreed national standard throughout the test script. The review marker reviewed the mark awarded for each item, question or writing strand against the mark scheme to confirm it was correctly applied. In 2011, in response to feedback from schools following the 2010 reviews process, schools were provided with the option which allowed them to highlight any specific item, question or writing strand they wished to bring to the review markers attention. The entire pupil script continued to be reviewed but this change provided schools with the opportunity to highlight specific concerns.

An individual pupil review also includes a clerical check of the addition of marks on all test scripts submitted for review. Where an individual pupil review request is not successful because the application of the mark scheme by the original marker is deemed appropriate but a clerical error is detected, the review is reported as a clerical review and not an individual pupil review.

In 2011, reviews continued to be available at component level for Key Stage 2 English; reviews could be requested for English reading and/or English writing or a different type of review could be requested for each component. For example, a school could request a clerical review for English reading as well as an individual review for the same pupil's English writing test. Historically, review outcomes have been reported against the subject overall (in this case English) and reviews such as these are coded as 'mixed' in the tables 2008-2011 to reflect a 'mix' of review types. In 2011, review outcomes data is also provided at component level (English reading and English writing) for Key Stage 2 English. Component level data for English is also provided for 2010 review outcomes in Appendix A.

Schools that participated in the 2011 Key Stage 2 National Curriculum tests received their marked test scripts and pupil results by the published deadline of Tuesday 5 July 2011. The deadline for requesting a review was Friday 15 July 2011. The system of collecting the national data differed from the 2010 approach, but the method for returning results to schools was aligned with 2010. In 2011, individual markers transferred the component scores from marked pupil test scripts to online mark sheets. In 2009 and 2010, paper mark sheets had been completed by markers and subsequently sent for data capture and all mark sheet data was double keyed with anomalies highlighted for resolution. In 2011 and 2010, once the component scores had been captured, the aggregation of component scores and level setting was completed automatically by computer.

In 2011 in line with 2010, mark sheets were not returned to schools. Instead, schools received marked test scripts on or by Tuesday 5 July 2011, and the official results were published on the Pupil results section of the NCA tools website on Tuesday 5 July 2011. This process reduces the risk of schools submitting review applications before the release of the official results.

Details on the 2011 National Curriculum test reviews process can be found in the 2011 key stage 2 Reviews guidance for schools on the Department's website at https://orderline.education.gov.uk/gempdf/1445950677/QCDA-11-5448p_2011_Key_stage_2_Reviews_guidance_for_schools.pdf.

Review fees and process reviews

Schools were informed that they would be charged for any review applications that did not result in a change to the test level reported (at subject level, or at component level for National Curriculum tests in English). The 2011 National Curriculum review fees remained unchanged from 2010 at £5 for a clerical review and £9 for an individual pupil review.

A school could request a process review if they were not satisfied that the correct procedures had been followed in the conduct of the marking review. The outcome of a process review is final and there is no right of appeal. The outcomes of 2011 National Curriculum test process review applications will be returned to schools in November 2011. The data presented in this provisional report does not include the outcomes of this small number of process review applications.

Comparability

In 2010, due to industrial action, 4,005 of the 15,515 maintained schools expected to administer the National Curriculum tests did not do so. Therefore, the population of schools from which review applications was submitted was 74.2 per cent of the expected national cohort of schools. Furthermore that year, Year 6 pupils in 225 schools who were participating in the single level test pilot, did not sit a National Curriculum test in mathematics but did sit National Curriculum tests in English. This reduced the National Curriculum test mathematics cohort from which review applications could have been received, in comparison to 2011. Both changes reduced the total national cohort for 2010, making comparisons to 2011 difficult.

In addition, the nature of the review services offered in 2010 differed to 2009, making year-on-year comparisons difficult. The group review service was no longer offered and the individual pupil review service was widened to include a review of the pupil's entire test script. Changes to the nature of the reviews application process in 2011, allowing schools the option to highlight specific concerns about the marking of their test scripts, also slightly altered the nature of the review services offered.

Arrangements for the assessment of science at the end of Key Stage 2 in 2011 were unchanged from 2010. Selected schools administered the 2011 science sampling test to all pupils within their cohort working at level 3 or above. The purpose of this sample, selected to be nationally representative, was for the Department to monitor the proportion of pupils attaining level 4 and above. Individual pupil results were returned to schools in 2011. Pupil results were provided for schools' own information and were not used for accountability or reporting purposes. As a result, a reviews service was not offered.

Since 2008, the marking process differed slightly each year, which makes direct comparisons with previous years difficult. The 'borderlining' process, whereby pupils up to three marks below a level threshold had their test script reviewed by their original marker, was removed in 2008.

STA does not believe that the number of review applications received, or the outcomes of reviews of marking, can be used to draw conclusions about the quality of marking in any year. This is due to the changing nature of the reviews services offered, the population of pupils' sitting the tests and application decisions made by schools.

Key figures for 2011

In 2011, 1,063,680 National Curriculum tests in English and mathematics were marked. Review applications were received for 35,359 National Curriculum tests in mathematics and English, representing 3.3 per cent of the total number of National Curriculum test scripts that were marked.

A total of 3,443 National Curriculum tests received an overall subject level change (to a higher or lower level) as a result of a review application, representing 0.3 per cent of the total number of National Curriculum test scripts. 9.7 per cent of review requests resulted in a level change. The following tables show a breakdown of the figures for each test.

Table 1: 2011 National Curriculum tests in English – review requests and outcomes

Key stage 2 English #	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	554	999	24	308
		0.2%	2.4%	30.8%
Individual pupil review	5,206	32,992	585	1,883
		6.2%	1.8%	5.7%
Mixed review*	56	66	0	28
		0.0%	0.0%	42.4%

Table 2: 2011 National Curriculum tests in mathematics – review requests and outcomes

Key stage 2 mathematics	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	208	237	7	191
		0.0%	3.0%	80.6%
Individual pupil review	797	1,065	1	416
		0.2%	0.1%	39.1%

Key to tables:

† The percentage figures given in the 'Reviews requested' column use the cohort as the denominator in the calculation.

‡ The percentage figures given in the 'Outcome' columns use the value in the 'Reviews requested' column as the denominator in the calculation.

The total number of English National Curriculum test reviews includes a pupil's English reading and/or writing test script only where both have valid outcomes. If a

reading and writing review application was placed for the same pupil, this would be counted as 1 in the total for English.

* Mixed review indicates where a pupil's English reading and writing tests were both submitted for review, but for different review types (i.e. clerical and individual).

In 2011, there were 531,036 test scripts marked for both English reading and English writing. Component level review applications were received for 7,176 English reading and 29,926 English writing test scripts. This represents 1.4 per cent of the total number of English reading component test scripts and 5.6 per cent of the total number of English writing component test scripts that were marked.

For English reading, a total of 2,047 component level tests received a level change (to a higher or lower level) as a result of a review application, representing 0.4 per cent of the total number of English reading scripts marked. 28.5 per cent of English reading review requests resulted in a level change.

For English writing, a total of 3,211 component level tests received a level change (to a higher or lower level) as a result of a review application, representing 0.6 per cent of the total number of English writing scripts marked. 10.7 per cent of English writing review requests resulted in a level change.

A change to an English reading and/or English writing level outcome may not necessarily lead to a change to the English subject level outcome. In this circumstance the higher or lower level outcome is included in tables 3 and/or 4 but not in table 1. Conversely, a review of English reading and/or English writing may result in no change to either component level outcome but the change to the overall test mark may result in an English subject level change. This is included in table 1.

Table 3: 2011 National Curriculum tests in English reading – review requests and outcomes

Key stage 2 reading	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	371	519	34	274
		0.1%	6.6%	52.8%
Individual pupil review	2,477	6,657	70	1,669
		1.3%	1.1%	25.1%

Table 4: 2011 National Curriculum tests in English writing – review requests and outcomes

Key stage 2 writing	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	269	597	9	252
		0.1%	1.5%	42.2%
Individual pupil review	4,807	29,329	302	2,648
		5.5%	1.0%	9.0%

Key to tables:

† The percentage figures given in the 'Reviews requested' column use the cohort as the denominator in the calculation.

‡ The percentage figures given in the 'Outcome' columns use the value in the 'Reviews requested' column as the denominator in the calculation.

Technical information

Population of interest

The population of interest, or cohort, for each Key Stage 2 subject or component includes all schools in England with pupils participating in the end of Key Stage 2 National Curriculum tests who have a valid test outcome. A valid test outcome is where a pupil has a National Curriculum level 2-5 or an award of 'N' where too few marks are gained for the award of a level. A small number of Service Children's Education schools are also included, which are located overseas and have pupils eligible for the tests.

Pupils are not included if they did not sit the tests because they were:

- absent;
- working below the level of the test; or
- working at the level of the test but unable to access them.

In English, pupils can have a valid test outcome at a component level without having a valid outcome at the subject level. This can be through partial absence, the loss of test scripts or because results have been annulled due to maladministration. Therefore, the population at the component level may be higher than at the subject level. See table 5 for a breakdown of the figures.

Cohort numbers

The calculations of the types of review as a percentage of the cohort given in tables 1 to 4, and tables 8 to 11 are based upon the denominators indicated in table 5, which are a count of pupils with National Curriculum level 2-5 or an award of 'N'. Comparative science data from 2007–2009 is included.

Table 5: Cohort numbers for Key Stage 2 National Curriculum tests 2007–2011

Key Stage 2	English	English reading	English writing	Mathematics	Science
2007	559,523	-	-	563,080	571,024
2008	569,066	-	-	573,508	580,645
2009	554,219	-	-	557,841	564,255
2010	398,601	399,371	399,400	395,622	-
2011	530,385	531,036	531,036	533,295	-

Key to tables

- Not applicable

Pupil numbers for each subject/component for each year may vary for a number of reasons, including:

- take up of the tests by independent schools (National Curriculum tests only);
- school entry decisions (for single level tests in December 2009 and June 2010 only);
- absenteeism;
- rates at which pupils make progress and complete the relevant programmes of study;
- for 2010, schools not participating in the National Curriculum tests due to industrial action; or
- for 2010, schools not participating in the National Curriculum tests in mathematics due to involvement in the single level test pilot.

Please note that in 2007, a standard cohort size of 650,000 was used to calculate the percentage of the cohort that had applied for a review of marking and to calculate the percentage of pupils who had a change of level following a review. From 2008 to 2010 inclusive, QCDA had used actual cohort figures for each year and has since recalculated the 2007 percentages as appropriate. Actual cohort figures have also been used by STA in the 2011 calculations.

Data sets

The data sets used by STA were delivered by the test operations agency for National Curriculum tests, and by the onscreen marking supplier for the December 2009 and June 2010 single level tests. The data sets analysed in this report are the data feeds referenced in tables 6 and 7 below.

Table 6: Data sets for Key Stage 2 National Curriculum tests 2007–2011

Year	Data feed reference	Date the data was provided to QCDA/STA
2007	5	30 January 2008
2008	4k	06 October 2008
2009	6	16 October 2009
2010	6	07 September 2010
2011	6	25 October 2011

Table 7: Data sets for single level tests in December 2009 and June 2010

Year	Data feed reference	Date the data was provided to QCDA
December 2009	6	17 March 2010
June 2010	6	30 September 2010

Reviews upheld

For National Curriculum tests, only reviews where the overall level for the subject or component changed as a consequence of the review are included in the totals for outcomes in tables 1-4, 8-11 and 16.

Any amendments to results outside the reviews process are not counted. This will include, for example, changes recorded by schools as part of the Department's pupil checking and table checking exercises.

Rounding

Any percentages given in this report are given to one decimal place. The rounding convention is as follows: any fractions of 0.05 and above will be rounded up, anything less than 0.05 will be rounded down. For example, 4.483 will be rounded to 4.5, and 4.445 will be rounded to 4.4. As a result of rounding, figures that are less than 0.05 per cent are rounded down and recorded as 0.0 per cent.

Appendix A

Up to 2007, the data published on reviews of marking for National Curriculum tests was based on the test operation agency's management information and not on the data feed provided to the Department . QCDA republished the data from 2007 (using the information provided in the data feed to the Department) in the 2010 reviews report, so that consistent business rules can be applied to all years.

2010 Reviews Data

Table 8: 2010 National Curriculum tests in English – review requests and outcomes

Key stage 2 English #	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	345	545	57	190
		0.1%	10.5%	34.9%
Individual pupil review	3,307 ^α	21,947	318	1,363
		5.5%	1.4%	6.2%
Mixed review*	28	45	2	12
		0.0%	4.4%	26.7%

^α An amendment has been made to the individual pupil review schools total from the 2010 national curriculum assessments review outcomes (provisional) report. This figure has decreased by 4 schools due to reviews that were not accepted as a result of incomplete administration being inappropriately included.

Table 9: 2010 National Curriculum tests in mathematics – review requests and outcomes

Key stage 2 mathematics	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	127	141	3	127
		0.0%	2.1%	90.1%
Individual pupil review	525	760	0	221
		0.2%	0.0%	29.1%

Table 10: 2010 National Curriculum tests in English reading – review requests and outcomes

Key stage 2 English reading	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	201	273	13	155
		0.1%	4.8%	56.8%
Individual pupil review	1,798	5,890	111	931
		1.5%	1.9%	15.8%

Table 11: 2010 National Curriculum tests in English writing – review requests and outcomes

Key stage 2 English writing	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	203	356	75	176
		0.1%	21.1%	49.4%
Individual pupil review	3,062	19,161	122	2,089
		4.8%	0.6%	10.9%

Tables 12 and 13 record the levels achieved at component level for single level tests in English reading and English writing. This is because the single level test assessment model allowed for pupils to be entered for English reading and/or English writing, and at different test levels. Component level results were therefore not aggregated to generate an overall level for English.

Table 12: December 2009 and June 2010 single level tests in English reading – review requests and outcomes

Single level test English reading	Schools	Reviews requested †	Outcome: higher level ‡
Individual pupil review		5	13
			0.2%
			6
			46.2%

Table 13: December 2009 and June 2010 single level tests in English writing – review requests and outcomes

Single level test English writing	Schools	Reviews requested †	Outcome: higher level ‡
Individual pupil review	8	20	12
		0.4%	60.0%

Table 14: December 2009 and June 2010 single level tests in mathematics – reviews and outcomes

Single level test mathematics	Schools	Reviews requested †	Outcome: higher level ‡
Individual pupil review	27	49	13
		0.4%	26.5%

Key to tables

† The percentage figures given in the 'Reviews requested' column use the cohort as the denominator in the calculation

‡ The percentage figures given in the 'Outcome' columns use the value in the 'Reviews requested' column as the denominator in the calculation

The total number of English National Curriculum test reviews includes a pupil's English reading and/or writing test script only where both have valid outcomes. If a reading and writing review application were placed for the same pupil, this would be counted as one in the total for English.

* Mixed review indicates where a pupil's English reading and writing tests were both submitted for review, but for different review types (i.e. clerical and individual).

Table 15: Cohort numbers for single level tests in December 2009 and June 2010

Single level tests	English reading	English writing	Mathematics
December 2009 and June 2010	5,510	5,513	12,056

Single level test review data reported

Data on the December 2009 and June 2010 single level test review applications and outcomes for Year 6 pupils in English reading and English writing are included in tables 12 and 13. Single level test outcomes for English reading and writing were not reported for accountability purposes and, therefore, review data is not reported alongside the figures for 2010.

The data reported for single level tests is inclusive of Year 6 pupils only. However, test entries and review applications were also permitted from pupils in Years 3, 4 and 5 as part of the single level test pilot.

Trends Over time 2007-2009

Table 16: Trends over time 2007 – 2009, National Curriculum tests in English and mathematics

Key Stage 2	2007				2008				2009			
	Schools	Reviews requested†	Outcome: lower level‡	Outcome: higher level‡	Schools	Reviews requested†	Outcome: lower level‡	Outcome: higher level‡	Schools	Reviews requested†	Outcome: lower level‡	Outcome: higher level‡
English												
Clerical review	923	1,460	47	357	431	914	29	209	1,714	3,281	147	946
		0.3%	3.2%	24.5%		0.2%	3.2%	22.9%		0.6%	4.5%	28.8%
Individual pupil review	784	1,456	7	190	4,630	25,150	109	4,103	5,105	27,322	17	2,562
		0.3%	0.5%	13.0%		4.4%	0.4%	16.3%		4.9%	0.1%	9.4%
Group review	12	427	60	36	261	14,781	243	736	73	4,716	113	277
		0.1%	14.1%	8.4%		2.6%	1.6%	5.0%		0.9%	2.4%	5.9%
Group review§	~	~	~	~	~	~	~	~	184	9,989	-	-
		-	-	-		-	-	-		1.8%	-	-
Mixed review*	~	~	~	~	94	296	7	63	347	531	2	98
		-	-	-		0.1%	2.4%	21.3%		0.1%	0.4%	18.5%
Mathematics												
Clerical review	336	430	12	80	262	359	22	235	238	277	5	236
		0.1%	2.8%	18.6%		0.1%	6.1%	65.5%		0.0%	1.8%	85.2%
Individual pupil review	332	373	0	292	1,235	1,720	0	941	956	1,201	0	626
		0.1%	0.0%	78.3%		0.3%	0.0%	54.7%		0.2%	0.0%	52.1%

2011 National Curriculum assessments review outcomes (provisional)

Group review	0	0	0	0	4	126	1	0	1	96	2	1
		-	-	-		0.0%	0.8%	0.0%		0.0%	2.1%	1.0%
Group review§	~	~	~	~	~	~	~	~	0	0	-	-
		-	-	-		-	-	-		-	-	-
Mixed review*	~	~	~	~	2	2	0	1	0	0	0	0
		-	-	-		0.0%	0.0%	50.0%		-	-	-

Key to tables

- Not applicable

~ Not available

† The percentage figures given in the 'Reviews requested' column use the cohort as the denominator in the calculation

‡ The percentage figures given in the 'Outcome' columns use the value in the 'Reviews requested' column as the denominator in the calculation

The total number of English National Curriculum test reviews includes a pupil's reading and/or writing paper. If a reading and writing review application was placed for the same pupil, this would be counted as one in the total for English.

* Mixed review shows where a pupil's English reading and writing tests were both submitted for review, but for different review types.

§ The group reviews, for which the application of the mark scheme by the original marker was deemed to be correct

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Standards and Testing Agency

An executive agency of the
Department for Education