



Department
for Education

Key stage 1 to key stage 2 progress measures 2015

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Summary

The 2015 primary school performance tables will show:

- The percentage of pupils making 'expected progress' in reading between the end of key stage 1 and the end of key stage 2;
- The percentage of pupils included in the reading progress measure (coverage);
- The percentage of pupils making 'expected progress' in writing between the end of key stage 1 and the end of key stage 2;
- The percentage of pupils included in the writing progress measure (coverage);
- The percentage of pupils making 'expected progress' between the end of key stage 1 and the end of key stage 2; and
- The percentage of pupils included in the mathematics progress measure (coverage).

In addition to presenting these measures for each school's end of key stage 2 cohort, progress measures will be shown for various pupil groups at the end of key stage 2 including boys; girls; disadvantaged pupils compared with 'others'; pupils with low/middle/high prior attainment; pupils with English as an additional language; and pupils who have been in the school throughout years 5 and 6.

What do we mean by 'expected progress'

The government sets a minimum expectation of the rate of progress that all pupils should make during a key stage, regardless of their starting point. The majority of children are expected to leave key stage 1 (age 7), working at least at level 2. During key stage 2, pupils are expected to make at least two levels' progress, with the majority achieving at least level 4 by age 11. So, for example, pupils entering key stage 2 at level 3 should progress to at least level 5; while those entering at level 1 should progress to at least level 3. These are minimum expectations and opportunities exist for schools to provide greater stretch for more able children, with the introduction of the level 6 tests for 11 year olds.

Inclusion in the progress measures

Pupils are included in the progress measures if they are at the end of key stage 2 in all of reading, writing and mathematics. More specifically, if they have taken tests in both reading and mathematics, have a teacher assessment in writing and at least one of those assessments was in the current year; or they have been marked as working below the level of the tests (B), Absent (A) or working at the level of the tests but unable to access them (T).

As with all other indicators in the performance tables, pupils discounted as recently arrived from overseas are excluded from the progress measures at school and LA level but included at national level.

Pupils with lost test results (X) are normally excluded from school and LA attainment indicators in the performance tables but included at national level. However, they are included in progress measures at all levels using their teacher assessment to replace the test level.

Most pupils who don't have key stage 1 results are excluded from the progress measures since we are not able to determine how much progress they have made. However, pupils with no key stage 1 attainment who achieved level W, 1 or 6 at the end of key stage 2 will be included.

Methodology

In order to calculate progress between the end of key stage 1 and the end of key stage 2, we need to know the pupil's attainment at the end of key stage 1 and the end of key stage 2.

Key stage 1 attainment

At the end of key stage 1, pupils are assessed in reading, writing, speaking and listening, mathematics and science. In reading, writing and mathematics, pupils can be awarded W (working towards level 1), level 1, 2C, 2B, 2A, 3 or 4. A small number of pupils may also have A (pupil was absent for a large part of the year) or D (disapplied from the national curriculum). In speaking and listening and science, pupils can be awarded W, level 1, 2, 3 or 4, A or D. All pupils who were in a state-funded school in England at the end of key stage 1 should have key stage 1 teacher assessments.

The starting point for each progress measure is the key stage 1 teacher assessment in the relevant subject. This is converted to a numerical level so that the number of levels of progress can be calculated. W is converted to level 0 and 2C, 2B and 2A are all converted to level 2.

Key stage 2 attainment

At the end of key stage 2, pupils take tests in reading, mathematics and grammar, punctuation and spelling, and are given a writing level based on teacher assessment. Pupils also have teacher assessments in English, reading, mathematics and science.

In the key stage 2 tests, pupils can achieve level 3, 4, 5 or 6. Pupils who are believed to be working below level 3 should not be entered for the tests and will be given a test level B (below the level of the test). A small number of pupils who take the tests do not achieve enough marks to be awarded a level 3. In mathematics, these pupils will be awarded either a compensatory level 2 (if they score one or two marks below that required for a level 3) or N (not awarded a level). Compensatory levels 2s are not awarded in reading and grammar, punctuation and spelling so they will all have an N. It is also possible for pupils to be given the following levels – A (absent for one or more of the papers in that subject), M (result missing), T (working at the level of the tests but unable to access them), X (one or more of the pupil’s papers in that subject was lost before marking), S (pending maladministration investigation) or Q (maladministration).

In the key stage 2 teacher assessments, pupils can be awarded W (working towards level 1), level 1, 2, 3, 4, 5 or 6. A small number of pupils may also have A (pupil was absent for a large part of the year) or D (disapplied from the national curriculum). There are also a small number of pupils who have a teacher assessment of F (will take that subject in the future) or P (took that subject in the past). However, if the pupils have been entered for the test in the current year then they should not have a teacher assessment of F or P for that subject so any such values that do occur are treated in the same way as a missing teacher assessment.

The reading and mathematics progress measures use a pupil’s key stage 2 test results if they are level 3, 4, 5 or 6 but use the teacher assessment in all other cases. The key stage 2 level used for the progress measures is illustrated in the following table.

		KS2 test result		
		B, N or 2	A, M, Q, S, T, X or blank	3, 4, 5 or 6
KS2 teacher assessment	W	0	0	Use test result
	1, 2	Use TA	Use TA	Use test result
	3, 4 or 5	Level 2	Use TA	Use test result
	6	Level 2	Level 5	Use test result
	A, D, F or P	Use TA	Use TA	Use test result
	Missing or blank	See paragraph 15	See paragraph 15	Use test result

Table 1: The key stage 2 levels used for the progress measure

Pupils with key stage 2 test results other than levels 3, 4, 5 or 6 who have a missing or blank teacher assessment are included in the progress measures as schools are required to submit teacher assessment for every pupil. In the table below, such pupils are included in the 'Any non-numeric level' column and are deemed to have not made expected progress.

The writing progress measure only uses the writing teacher assessment. As for reading and mathematics, any pupils with a missing teacher assessment are included as not having made expected progress.

Combining key stage 1 and key stage 2 attainment

Once key stage 1 and key stage 2 attainment has been calculated, the number of levels of progress made is calculated using the formula: key stage 2 level minus key stage 1 level.

All pupils with level 6 (including those with no key stage 1 results) are treated as having made two levels of progress since they have achieved the highest level possible. Similarly, all pupils with W or level 1 at the end of key stage 2 (including those with no key stage 1 results) will be treated as not having made two levels of progress.

Any pupils who have a non-numerical key stage 2 result after combining the test and teacher assessment using the above method are treated as not having made expected progress.

The following table shows how levels at key stage 1 are mapped to those at key stage 2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least two levels of progress. Where a pupil is shown as "not included", this means that we don't include them in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they have made.

		KS2 level (combined test and teacher assessment for reading and maths, teacher assessment for writing)							
		Any non-numeric level	0	1	2	3	4	5	6
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Table 2: How levels at key stage 1 are mapped to key stage 2 to determine if a pupil will be included in the progress measure

The above table shows how levels at key stage 1 are mapped to those at key stage 2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least two levels of progress. Where a pupil is shown as “not included”, this means that we don’t include them in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they have made.



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