

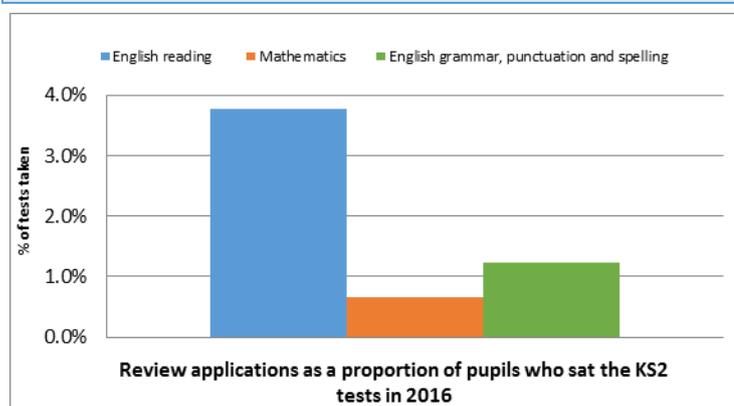


SFR 53/2016, 03 November 2016

New key stage 2 assessments and revised review process in 2016

In 2016 the new national curriculum, which was introduced in 2014, was assessed by a new suite of tests. The outcomes of the new key stage 2 (KS2) tests were reported using scaled scores, not levels, as had been used previously. Pupils were assessed according to whether they had met the expected standard, a scaled score of 100, in the tests. As in previous years, a reviews service was made available to schools if they believed there was a discrepancy between how a question had been marked and the published mark scheme. Revised criteria for determining whether a marking review was successful¹ were introduced to reflect the new test outcomes. This release presents outcomes of reviews according to the revised criteria.

Review applications received for under 2% of total tests taken



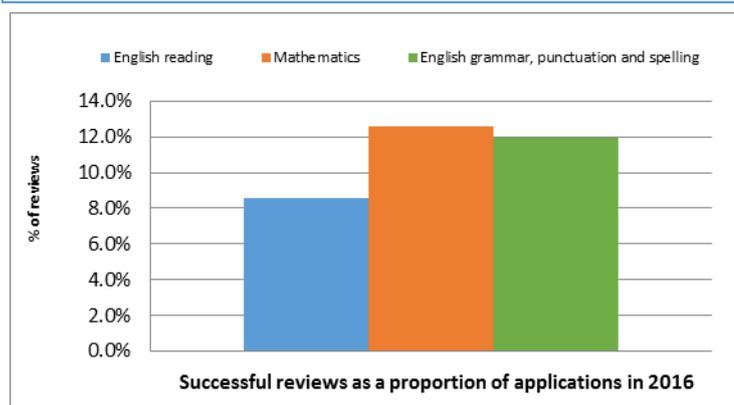
In 2016, review applications were made for 1.9% of total tests taken at KS2.

The highest proportion of review applications was made for English reading - 3.8% of the total tests taken. This is in line with trends seen in recent years.

The mathematics test had the fewest review applications, 0.7% of tests taken. Review applications were made for 1.2% of the English grammar, punctuation and spelling tests taken.

Source: Provisional 2016 KS2 reviews outcomes data

Fewer than 10% of applications resulted in a successful review



Overall, 9.8% of review applications resulted in a successful review in 2016.

The highest change was in the mathematics test, where 12.6% of applications resulted in a different outcome.

12.0% of English grammar, punctuation and spelling and 8.6% of English reading review applications also resulted in an outcome change.

Overall, this means that successful reviews applied to just 0.2% of tests taken in 2016.

Source: Provisional 2016 KS2 reviews outcomes data

¹ A marking review was defined as successful if it corrected the discrepancy between the original marking and the mark scheme and resulted in a change that led to: the pupil achieving the expected standard, the pupil not meeting the expected standard, or a change of 3 or more marks to the raw score.

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About this release

This statistical first release (SFR) provides provisional information on the outcomes of clerical reviews and reviews of marking for the 2016 key stage 2 (KS2) national curriculum tests at a national level.

In this publication

The following tables are available in Excel format on the [Key stage 2 statistics collection website](#):

Table 1 Number of key stage 2 tests taken (2012-2016)

Table 2 Data sets for key stage 2 tests (2012-2016)

Table 3 Number of schools requesting reviews for key stage 2 tests (2012-2016)

Table 4 Number of reviews requested, key stage 2 tests (2012-2016)

Table 5 Number of successful review applications, key stage 2 tests (2016)

Table 6 Number of changes to achievement of national standard after review application, key stage 2 tests (2016)

The accompanying Quality and Methodology information document provides information on the data sources, their coverage and quality, and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at DataAndSystems.STA@education.gov.uk.

1. Introduction

This report provides provisional information on the outcomes of clerical reviews and reviews of marking for the 2016 key stage 2 (KS2) national curriculum tests. In previous years, reviews of marking were called individual reviews.

This report is published by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE). STA is responsible for developing and delivering statutory assessments and tests from early years to the end of KS2.

2016 was the first year that pupils in year 6 were tested against the new national curriculum, which was introduced in September 2014. A new suite of KS2 tests in mathematics, English reading and English grammar, punctuation and spelling were introduced to assess the new curriculum. The outcomes of the new tests were reported using scaled scores, not levels, as had been used previously. Pupils were assessed according to whether they had met the expected standard, a scaled score of 100, in the tests.

Results for the KS2 tests were returned to schools on Tuesday 5 July 2016. Schools were able to apply for reviews from Tuesday 5 July until midnight on Friday 15 July 2016.

Schools were advised that they could request a marking review of the tests if they believed there was a discrepancy between how a question had been marked and the published mark scheme. With the introduction of scaled scores and the new expected standard, the criteria for a successful review were updated for the 2016 KS2 tests. A review was defined as successful if it corrected a discrepancy between the original marking and the mark scheme and resulted in a change that led to:

- the pupil achieving the expected standard
- the pupil not achieving the expected standard, or
- a change of 3 or more marks to the raw score

Schools could also apply for a review if they believed that there had been a clerical error in the marking process, for example, if marks on a paper had been incorrectly added up, if a test script had been matched to the wrong pupil, or if there was an error on the attendance register that needed to be corrected.

For more information see the Quality and Methodology information document.

The changes to the criteria for a successful marking review provided schools with more opportunities to apply for a review than in previous years. Under the previous levels system, schools were advised to apply for a review only if it would change the level that a pupil would be awarded. The new criteria, specifically that a change of 3 or more marks to the raw score would count as a successful review, opened up the opportunities for schools to apply across the range of attainment, irrespective of whether the adjusted mark affected whether the pupil met the expected standard or not.

2016 also saw the introduction of new progress measures between key stage 1 (KS1) and KS2 which used the scaled scores awarded to pupils. Schools may have been further encouraged to apply for reviews to ensure pupils were awarded as high a scaled score as possible, to best demonstrate how much progress they had made.

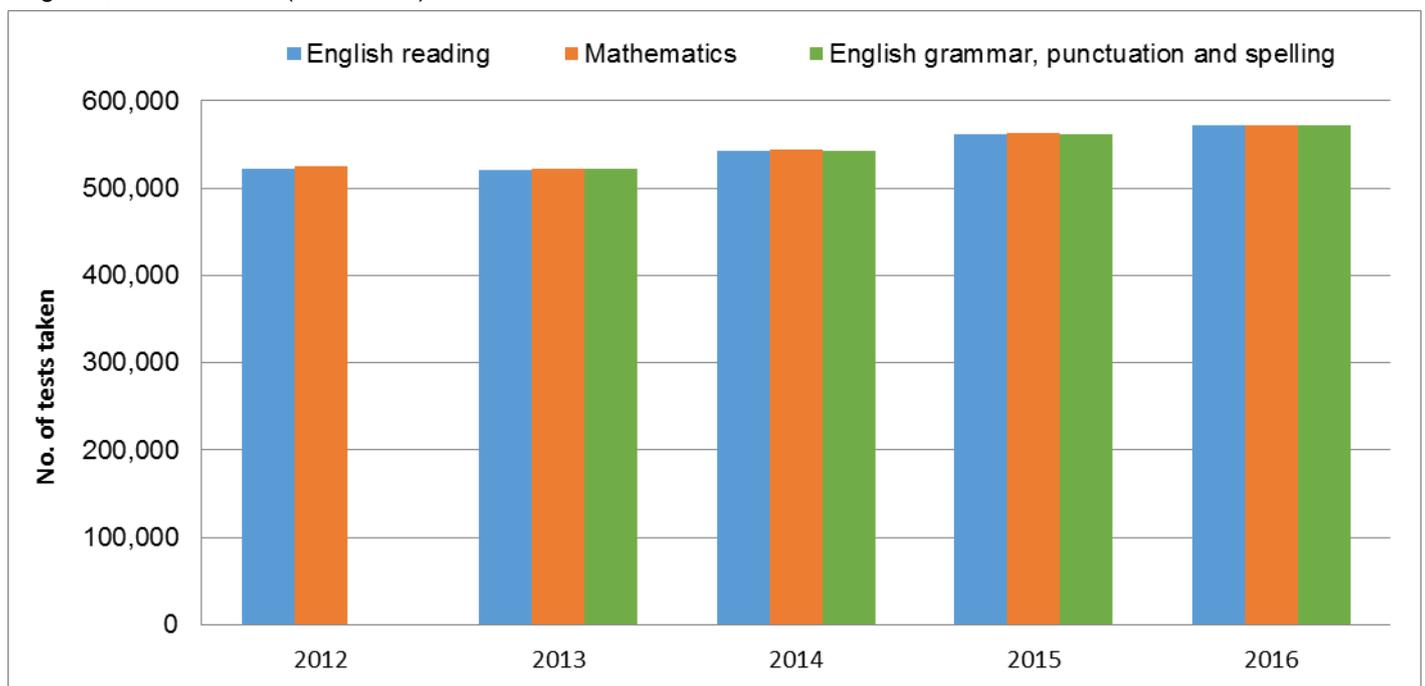
2. Number of tests taken at key stage 2 (Figure 1)

The number of KS2 tests taken varies year-on-year due to school-entry decisions. Other variances may be due to:

- fluctuations in the population
- take up of the tests by independent schools
- absenteeism
- the rate at which pupils make progress and complete the relevant programme of study

Figure 1 shows the 2012 to 2016 numbers of tests taken for English reading, English grammar, punctuation and spelling, and mathematics. The English grammar, punctuation and spelling test was first introduced in 2013.

Figure 1: Number of tests taken for key stage 2
England, 2012 to 2016 (all schools)



Source: Provisional 2016 KS2 reviews outcomes data

Population of interest

The population of interest for each of the tests includes all schools in England with pupils participating in the relevant KS2 tests. Also included are a small number of Service Children's Education schools that are located overseas and have pupils eligible for the tests.

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

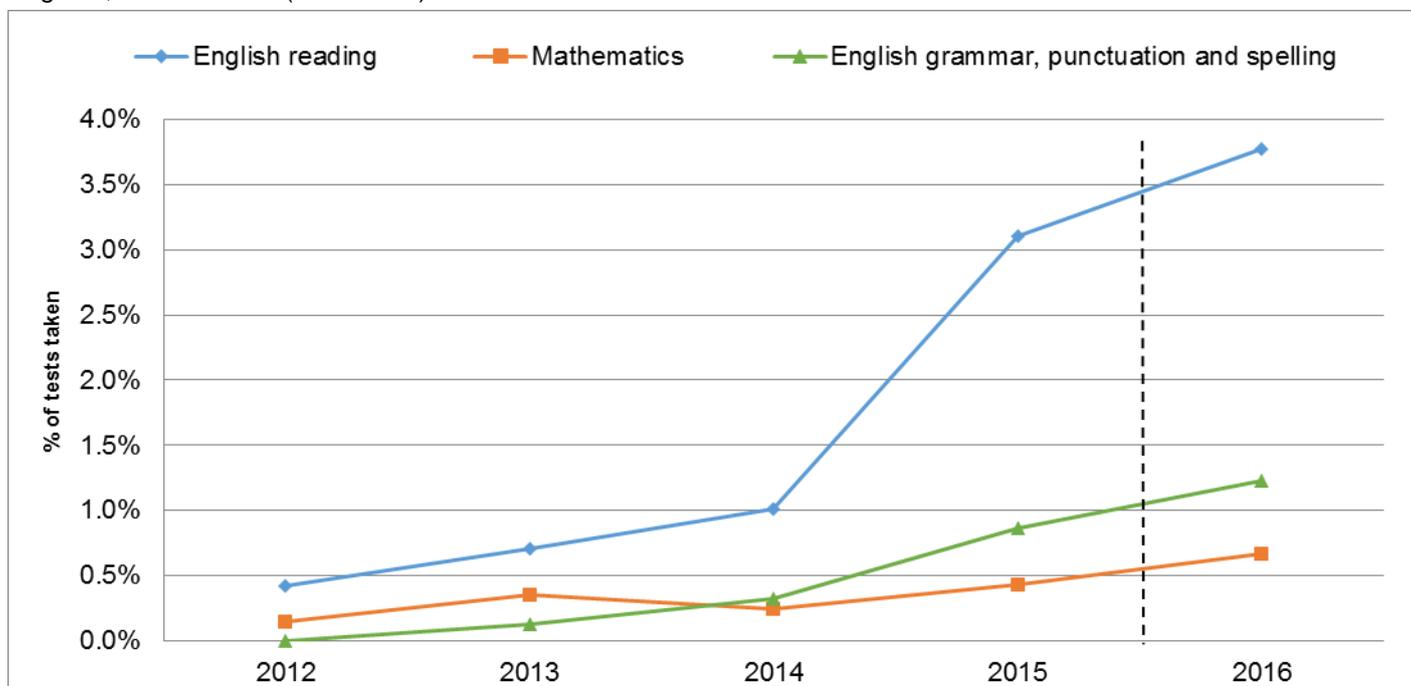
- absent
- working below the standard of the test
- working at the standard of the tests but unable to access them, for example because of a disability

The number of tests taken will differ slightly from figures published in the 'National curriculum assessments: key stage 2, 2016 report' ([SFR39/2016](#)) due to pending maladministration cases at the time of publication and the inclusion of data for pupils who did not complete the key stage for all subjects in the same year.

3. Review applications (Figures 2 & 3, Table A)

Figure 2 shows that the percentage of tests taken for which review applications were made increased across all subjects in 2016. This may be due to the changes to the tests and increased opportunities for reviews described in the introduction (section 1). More information on comparability over time can be found in section 5.

Figure 2: Percentage of tests taken with review applications
England, 2012 to 2016 (all schools)



Source: Provisional 2016 KS2 reviews outcomes data

There was an increase in the number of review applications for all subjects in 2016. The vast majority of applications were for marking reviews. A very small number of clerical reviews were submitted due to test scripts being assigned to the wrong pupil. Table A shows the breakdown of applications by type and subject.

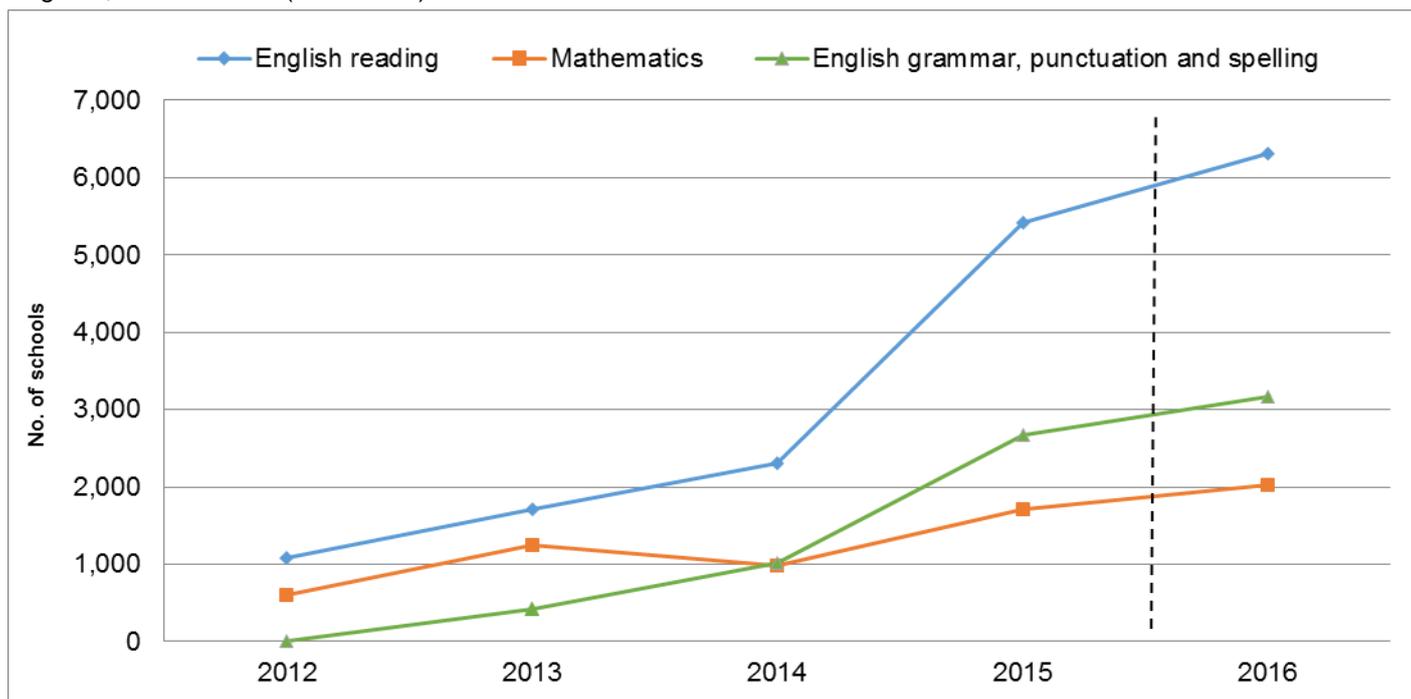
Table A: Number of review applications by type and subject
England, 2016 (all schools)

	English reading	Mathematics	English grammar, punctuation and spelling
Marking	21,587	3,827	7,020
Clerical	2	1	2

Source: Provisional 2016 KS2 reviews outcomes data

Figure 3 shows the number of schools requesting review applications increased across all subjects. As previously detailed in the introduction (section 1), the changes to the criteria for a successful marking review provided schools with more opportunities to apply for a review than in previous years.

Figure 3: Number of schools requesting reviews for key stage 2 tests
 England, 2012 to 2016 (all schools)



Source: Provisional 2016 KS2 reviews outcomes data

4. Outcomes of reviews (Figure 4 and Tables B - C)

The criteria for a successful review changed in 2016 due to the introduction of the new expected standard and the removal of levels. As a result, figures for 2016 are not comparable to those from earlier years.

Overall, 9.8% of reviews were successful in 2016 (meaning that they resulted in a change to whether a pupil achieved the expected standard or not, or a change of 3 or more marks to the raw score). The percentage of successful reviews was highest in mathematics, at 12.6%, and lowest for English reading, at 8.6%.

For context, Table B shows the 2012 to 2016 figures for the percentage of successful review applications in mathematics, English reading and English grammar, punctuation and spelling. More information on comparability over time can be found in section 5.

Table B: Percentage of successful² review applications
 England, 2012 to 2016 (all schools)

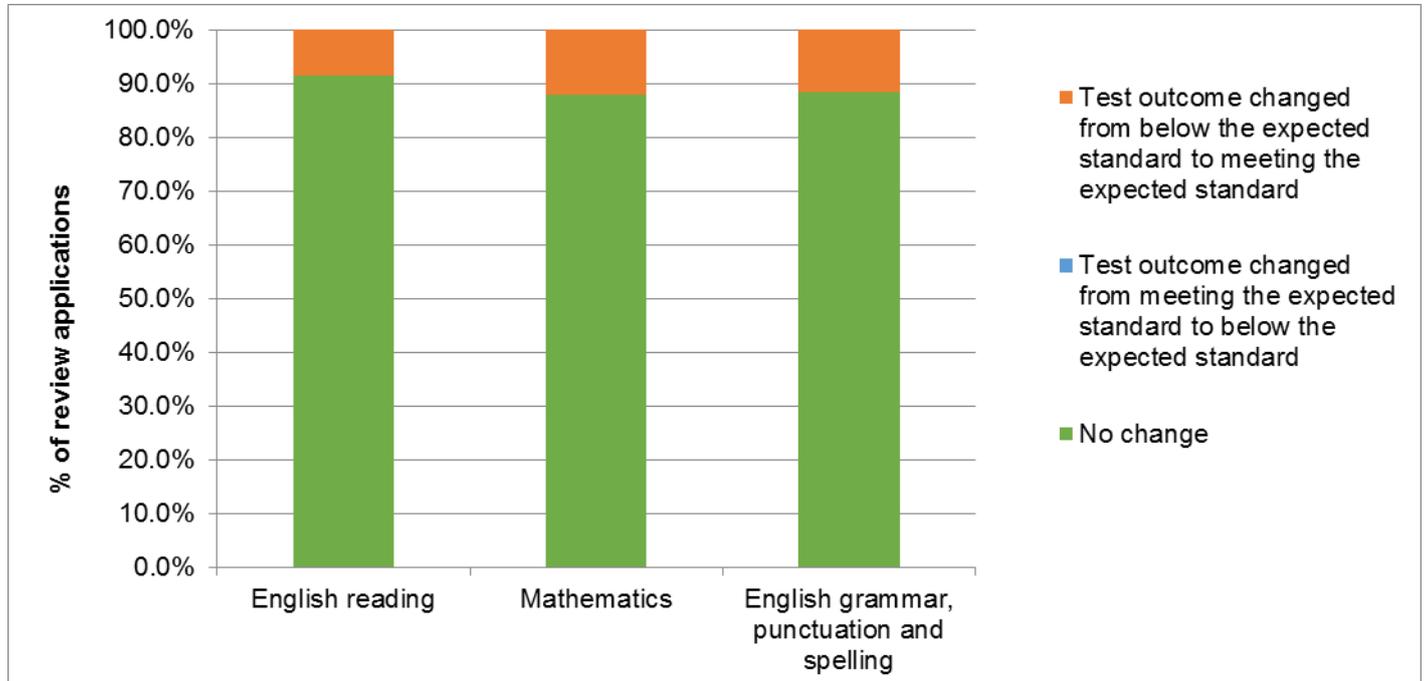
	English reading	Mathematics	English grammar, punctuation and spelling
2012	32.0%	49.1%	-
2013	24.2%	21.2%	30.2%
2014	18.5%	36.1%	26.8%
2015	16.8%	32.4%	14.7%
2016	8.6%	12.6%	12.0%

Source: Provisional 2016 KS2 reviews outcomes data

² Between 2012 and 2015 a successful review was one that resulted in a level change. From 2016 the definition of a successful review is one that results in a change of outcome (for example, achieved or not achieved the national standard), a change in total raw marks of 3 or more, or a clerical review for example to correct the mis-matching of test scripts to pupils.

Figure 4 shows that the majority of review applications resulted in no change to the test outcome - 91.6% for English reading, 87.9% for mathematics and 88.5% for English grammar, punctuation and spelling. Of those that did change, 8.3% of English reading applications changed from below the standard to achieving the standard, as did 12.0% for mathematics and 11.6% for English grammar, punctuation and spelling. Approximately 0.04% of applications in total resulted in a change from achieving the expected standard to not achieving the expected standard following a review.

Figure 4: Percentage of review outcomes for key stage 2 tests
England, 2016 (all schools)



Source: Provisional 2016 KS2 reviews outcomes data

Table C shows that the number of successful reviews as a percentage of the tests taken is fairly consistent across the years, with very slight fluctuations in English reading.

Table C: Proportion of KS2 tests with a successful review
England, 2012 to 2016 (all schools)

	English reading	Mathematics	English grammar, punctuation and spelling
2012	0.1%	0.1%	-
2013	0.2%	0.1%	0.0%
2014	0.2%	0.1%	0.1%
2015	0.5%	0.1%	0.1%
2016	0.3%	0.1%	0.1%

Source: Provisional 2016 KS2 reviews outcomes data

5. Comparability over time

Valid comparisons between the 2016 statistics and previous years are difficult to make because the introduction of scaled scores has led to a change in the criteria for a successful review.

As detailed in the introduction (section 1), the changes to the criteria for a successful marking review provided schools with more opportunities to apply for a review than in previous years. Under the previous levels system, schools were advised to apply for a review only if it would change the level that a pupil would be awarded. The new criteria, specifically that a change of 3 or more marks to the raw score would count as a successful review, opened up the opportunities for schools to apply across the range of attainment, irrespective of whether the adjusted mark affected whether the pupil met the expected standard or not.

2016 also saw the introduction of new progress measures between KS1 and KS2, which used the scaled scores awarded to pupils. Schools may have been further encouraged to apply for reviews to ensure pupils were awarded as high a scaled score as possible, to best demonstrate how much progress they had made.

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 due to:

- the changing nature of the reviews services offered
- the population of pupils sitting the tests
- varying factors influencing application decisions made by schools

6. Background and context

The KS2 reviews service is managed by STA's marking supplier. All schools applied for a review of marking through the NCA tools website.

As in 2015, the full suite of 2016 KS2 national curriculum tests were marked onscreen except for modified and unscannable test scripts. There were 3,689 modified tests and 30,294 unscannable test scripts in 2016.

The figures in this report are produced from the data feed provided by STA's marking supplier on Thursday 1 September 2016. Data is provisional because a small number of maladministration investigations are outstanding. Further review applications may be received following any release of results to these schools. In addition, STA's marking supplier has received 3 process inquiry applications (referred to as process reviews in previous years). The outcomes of these reviews will not be released until November 2016, and are not incorporated in the data.

Further details are available in the Quality and Methodology information document.

7. Accompanying tables

The following tables are available in Excel format on the [key stage 2 statistics collection website](#):

National tables

- Table 1 Number of key stage 2 tests taken (2012-2016)
- Table 2 Data sets for key stage 2 tests (2012-2016)
- Table 3 Number of schools requesting reviews for key stage 2 tests (2012-2016)
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- Table 6 Number of changes to achievement of national standard after review application, key stage 2 tests (2016)

When reviewing the tables, please note that:

- **We preserve confidentiality**
The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
- **We round numbers**
Because of rounding, totals in text and in tables may not always equal the sum of their component parts. Similarly, differences quoted in text may not always be the same as differences shown in tables.
- **There are exclusions to the data**
For 2012 to 2016 any test papers annulled due to maladministration that also had a review application have been excluded from the review application figures.
- **There have been significant changes this year**
See Comparability over time in section 5 of this document for more information.

8. Further information

Previously published figures: SFR42/2015 [Key Stage 2 national curriculum review outcomes, 2015](#)
SFR39/2016 [National curriculum assessments: key stage 2, 2016 \(provisional\)](#)

9. National statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

10. Technical information

A Quality and Methodology information document accompanies this SFR and is available on the [Key stage 2 statistics collection website](#). This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

11. Get in touch

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download: [National curriculum assessments at key stage 2](#)

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