

# Question and answer guide to Key Stage 2 teacher assessment arrangements, school year 2009–2010

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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Question and answer guide to Key Stage 2 teacher assessment arrangements, school year 2009–2010

This question and answer guide addresses the most frequently asked questions from schools, local authorities and teacher unions, about the statutory assessment arrangements.

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This guide is designed for use by teachers and local authority advisory staff, in conjunction with the *Statutory assessment arrangements for the school year 2009–2010: Primary* booklet (September 2009).

For queries on the Key Stage 2/3 reporting to parents and national data collection, telephone 029 2082 6014.

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For queries on Key Stage 2/3 assessment arrangements telephone the Department for Children, Education, Lifelong Learning and Skills (DCELLS) assessment helpline on 0800 083 6003.

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Schools will receive separate guidance on national data collection and reporting to parents in the summer term 2010.

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## 1 Understanding the statutory assessment requirements

### What exactly are the statutory requirements for the school year 2009–2010?

For English, Welsh (first language *and* second language), mathematics and science, headteachers must have arrangements in place for:

- school-based standardisation and moderation
- Key Stage 2/3 cluster group moderation
- end of key stage teacher assessment (at attainment target and overall subject level with regard to the school curriculum implemented from September 2008) in summer 2010.

### Where can I find the statutory assessment arrangements?

These are summarised in a DCELLS letter to all headteachers, sent in the first week of September. Full details are given in the *Statutory assessment arrangements for the school year 2009–2010: Primary* booklet, sent to schools in September 2009.

### Are the statutory requirement for the school year 2009–2010 different from previous years?

Teacher assessment must be based on the revised school curriculum (Curriculum 2008). The subject Orders (published Spring 2008) set out the programmes of study. The *Statutory assessment arrangements for the school year 2009/10* booklets summarise the implications for teacher assessment.

Key Stage 2/3 cluster group moderation should include Welsh Second Language (in addition to English, Welsh first language, mathematics and science).

## **2 Implementing the statutory assessment arrangements in my school**

### **What steps has DCELLS taken to ensure the manageability and value of these arrangements for schools?**

The assessment arrangements have been developed in partnership with schools and local authorities.

Identifying examples of learners' work for Key Stage 2/3 cluster group moderations is not an additional requirement. This should be part of the school's internal standardisation and moderation.

### **Which teachers should be involved in the statutory assessment arrangements?**

All teachers who teach the curriculum to learners in Key Stage 2, and/or are assessment coordinators for the key stage.

Teachers and/or coordinators for Key Stage 2/3 cluster groups.

### **At what stages in the school year should the statutory assessment arrangements take place?**

School-based standardisation and moderation should form an integral part of each school's systems and procedures for ensuring high-quality teacher assessment. This work should be part of the whole school year to ensure that each teacher is confident about national standards.

As an integral part of Key Stage 2/3 transition requirements, planning for cluster groups to undertake moderation of learners' work should also be across the school year. It is for individual Key Stage 2/3 cluster groups to decide the timing and frequency of their meetings. Cluster group moderation should only need to take place once during the school year.

### **Do the statutory assessment arrangements require teachers to level individual examples of learners' work?**

No. Statutory assessment is required at the end of the key stage on a 'best-fit' basis – over time and across a range of work. Teachers should, however, be able to recognise characteristics of national curriculum levels within individual pieces of work. They need this both to guide learners on improving and also for internal standardisation and moderation, as well as Key Stage 2/3 cluster group moderation. Please see Section 4 concerning DCELLS guidance for further clarification.

### **Do the statutory assessment arrangements require teachers to make regular assessments of learners' attainment?**

The statutory requirements relate to summative assessments, using level descriptions, that are intended to be made only at the end of each key stage. However, formative (diagnostic) teacher assessment should operate throughout the key stage to monitor each learner's progress and to provide qualitative feedback to learners and their parents. Please see Section 4 concerning DCELLS guidance for further clarification.

### **Who, within a Key Stage 2/3 cluster group, is responsible for confirming teachers' collective understanding of national curriculum standards?**

The cluster group should reach a consensus, based on review of selected examples of the schools' Key Stages 2 and 3 learners' work and referring to national guidance. The group should then ensure that this shared understanding of standards is applied within each of the cluster's schools.

### **How do standardisation and moderation of teacher assessment relate to end of key stage teacher assessment and national data collection (NDC) and reporting?**

The statutory requirements for standardisation and moderation are intended to support and secure teacher assessment. They give confidence that data generated by these assessments are accurate, consistent and aligned with national standards. (DCELLS will provide separate guidance and instructions on national data collection and reporting for the school year 2009–10. For queries on national data collection and reporting, please telephone 029 2082 6014.)

### **What reference will future Estyn inspections make to the statutory assessment arrangements?**

Estyn may request evidence about a school's assessment arrangements.

## **3 How the assessment arrangements relate to the revised school curriculum**

### **How will the revised school curriculum impact on this year's assessment arrangements?**

This year's end of Key Stage 2 assessment must be made against the Curriculum 2008 Orders

## **What planning is being undertaken for teacher assessment in future school years?**

DCELLS' strategic planning and policy development includes focus on future arrangements to support and strengthen teacher assessment. Proposals for the future will be formulated and developed in conjunction with schools, local authorities and teacher unions.

## **4 Making full use of support materials**

### **What guidance is DCELLS providing to support teachers?**

#### ***School Year 2007–2008***

*Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* provides non-statutory guidance on best practice together with case studies from schools and local authorities.

*Making the most of learning: Implementing the revised curriculum* covers learning, teaching and assessment of learning in relation to the revised school curriculum (Curriculum 2008).

#### ***School Year 2008–2009***

Exemplification materials for each subject to support planning for learning, teaching and assessment against Curriculum 2008.

Optional Skills Assessment Materials to support learning, teaching and assessment against the revised school curriculum within Year 5.

#### ***School Year 2009–2010***

During the autumn, an INSET pack to help teachers improve the teaching of writing in Key Stages 2 and 3.

During spring 2010, additional Optical Assessment Materials for use in Year 5. These materials will comprise rich activities that cover developing thinking, communication and number skills.

### **What arrangements has DCELLS made to assist schools to implement the revised arrangements?**

In addition to the statutory and non-statutory guidance provided, two additional INSET days will be available in the school year 2009–2010 (announced in May 2008 via a letter to headteachers). Better Schools Funding in this school year supports the curriculum and assessment arrangements.