

Statement on the interim recommendations of the Rochford Review

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Introduction

The Review of statutory assessment arrangements for pupils working below the standard of national curriculum tests is an independent review chaired by Diane Rochford. The review was established by the Minister for Schools in July 2015 to consider the best way to ensure that pupils who have not completed the relevant key stage programme of study, and are therefore working below the standard of statutory testing arrangements, have the opportunity to demonstrate attainment and progress at primary school.

The [members](#) of the review comprise a broad range of experts in both assessment and working with the pupils who characterise this group, including disadvantaged pupils and those with special educational needs and disabilities. The review includes representatives from the National Network of Parent Carer Forums (NNPCF), Ofqual and Ofsted.

Changes to Assessment for 2016

Following the introduction of the reformed national curriculum and the removal of national curriculum levels, new statutory assessment arrangements have been introduced for the 2015 to 2016 academic year.

These include new national curriculum tests for English reading, English grammar, punctuation and spelling, and mathematics at the end of key stages 1 and 2, and interim frameworks for teacher assessment. The interim frameworks will be used by teachers to meet their statutory obligation to report teacher assessment judgements in English reading, writing and mathematics at the end of both key stages for pupils who have completed the programme of study.

The new national curriculum tests assess the range of ability that the majority of pupils at the end of key stages 1 and 2 are expected to demonstrate. The easiest questions in the tests remain the same standard of difficulty as the easiest questions in the old national curriculum tests. There are, however, some harder questions at the end of the tests to challenge more able pupils and replace the previous level 6 tests.

The outcomes of the new tests will be provided in the form of scaled scores, where a score of 100 represents the standard expected at the end of each key stage.

The interim teacher assessment frameworks also define the standard at which pupils are expected to be working at the end of key stages 1 and 2. Where teacher assessment is used as part of the accountability framework, (ie key stage 1 English reading, writing and mathematics and key stage 2 English writing), the frameworks also define standards for pupils working towards the expected standard and those who are working at greater depth within the expected standard.

Each standard within the frameworks contains a number of 'pupil can' statements. These reflect the core aspects of the national curriculum that pupils are expected to know and understand if they are working at those standards. To demonstrate that pupils have met a standard, teachers need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard and within any preceding standards.

Pupils working below the standard of the assessments

There is a small percentage of the pupil population at key stages 1 and 2 who will not have completed the relevant programme of study when they have reached the appropriate chronological age. As a result, these pupils will be working below the standard of both the national curriculum tests and the interim teacher assessment frameworks.

Many of these pupils have special educational needs and those with the most severe and complex needs have their outcomes reported using the P scales. There is no change to this requirement for 2015 to 2016. Others may be working below the standard of the national curriculum tests for a range of reasons. They may be experiencing significant disadvantage or living in challenging circumstances or may be new arrivals to the country with undeveloped English language skills.

The government is keen that all these pupils have an opportunity to demonstrate what they have achieved at school and that their parents receive meaningful information about how well their children are doing compared to their peers and how much progress they are making over time. It is also important that schools are held to account for ensuring these pupils make progress so that schools receive credit for the good work they do and support can be put in place where improvement is required.

The review was tasked with developing the statutory assessment arrangements for these pupils.

The interim solution for use in 2015 to 2016

The members of the review were keen to ensure that their interim arrangements for pupils working below the standard of national curriculum tests were developed to align with the interim frameworks for teacher assessment that were published in September 2015, for use in summer 2016.

Although P scales were developed to align with the previous national curriculum, schools have been told that these arrangements will stay in place for 2015 to 2016. The review has therefore not made any recommendations about the continued use of P scales for this year. However, the review will consider whether P scales remain fit for purpose in the context of the new national curriculum as part of their longer-term recommendations.

The interim solution developed by the review follows the same principles as the interim teacher assessment frameworks. It creates additional pre-key stage standards for the frameworks which each contain a number of positive 'pupil can' statements. These statements reflect the attainment of pupils who have not yet completed the relevant programme of study but have reached the chronological age that requires a statutory assessment outcome to be reported.

The interim solution is only to be used to report a statutory assessment outcome for specified pupils at the end of a key stage. It is **not a curriculum** and should not be used to guide teaching.

Additional standards

At key stage 1, there is one additional standard and at key stage 2, three additional standards have been created. This is because the range of attainment for pupils aged 11 who have not completed the key stage 2 programme of study is greater than the range of attainment for pupils aged 7 who have not completed the key stage 1 programme of study.

In agreeing the statements for the new additional standards, the review members worked with curriculum advisers to shape their recommendations and also ran engagement sessions with stakeholders, including third sector organisations, unions and parents. This joint working helped ensure that the additional standards allow for continued progression within the primary curriculum.

At key stage 1, the statements within the additional standards reflect those areas of knowledge and understanding that the review has identified as core developmental milestones for progression onto the standards defined by the existing interim frameworks.

At key stage 2, some of the statements in the additional standards are based on those elements of the key stage 1 curriculum that remain relevant for pupils who have not completed the key stage 2 programme of study. They sit alongside some additional

statements which define expectations appropriate for pupils working at that standard and reflect the core knowledge and skills that this group of pupils need to progress.

The review felt strongly about the importance of using appropriate and positive language when referring to pupils working below the standard of national curriculum tests. This was an important consideration in the naming of the additional standards, which will be referred to as **Interim Pre-Key Stage Standards**.

Each standard within the interim pre-key stage standards is named individually in a similar way to the standards in the published interim teacher assessment frameworks. The standards shown in italics below are the published interim teacher assessment framework standards. The standards in bold are the new, interim pre-key stage standards.

Interim Pre-KS1 standards for English reading, English writing and mathematics

- *Working at greater depth at the expected standard*
- *Working at the expected standard*
- *Working towards the expected standard*
- **Foundations for the expected standard**

Interim Pre-KS2 standards English reading, writing and mathematics

- *Working at greater depth at the expected standard (writing only)*
- *Working at the expected standard*
- *Working towards the expected standard (writing only)*
- **Growing development of the expected standard**
- **Early development of the expected standard**
- **Foundations for the expected standard**

Implementation

Figures 1 and 2 have been provided to help schools identify the right means of statutory assessment for all pupils at the end of key stages 1 and 2.

The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements and are available at www.gov.uk/sta. The interim pre-key stage standards may also support teachers in making judgements about whether a pupil should sit the tests.

It is important to note that because the standard of the easiest questions remains the same as on previous tests, we are not expecting any significant increase in the number of pupils not sitting the tests. If pupils are able to answer the easiest questions, they should be entered for the test.

Figures 1 and 2 provide additional clarity on whether any individual pupil should sit national curriculum tests and explain when the additional standards created by the review are likely to be used.

As a simple guideline, if a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the lowest standards in the interim teacher assessment frameworks, the interim pre-key stage standard(s) should be used to provide a statutory assessment outcome for the pupil and any reasonable adjustments which reflect usual classroom practice may remain for teacher assessment.

Figure 1: Clarifies when pupils should sit national curriculum tests and when the interim pre-key stage 1 standards created by the review should apply

Key stage 1	Test	Teacher assessment
Working at standard of tests, and can access tests, including with modification/ access arrangements (eg visually impaired pupils with readers)	Pupils will sit tests in: <ul style="list-style-type: none"> English reading English grammar, punctuation and spelling mathematics Outcomes will be reported as a scaled score to inform teacher assessment	Pupils will be teacher assessed using the interim frameworks for teacher assessment in: <ul style="list-style-type: none"> English reading English writing mathematics science Outcomes will be reported as: BLW, PKF, WTS, EXS, GDS for English reading, English writing and mathematics HNM, EXS for science
Working at standard of tests, but cannot access tests due to SEND, even with modification/ access arrangements	Pupils would not sit the test	Pupils will be teacher assessed using the interim frameworks for teacher assessment in: <ul style="list-style-type: none"> English reading English writing mathematics science Outcomes will be reported as: BLW, PKF, WTS, EXS, GDS for English reading, English writing and mathematics HNM, EXS for science
Working below standard of tests, but above the P scales, including SEND and non-SEND pupils	Pupils would not sit the test	Pupils will be teacher assessed using the interim pre-key stage standards for KS1 in: <ul style="list-style-type: none"> English reading English writing mathematics Outcomes will be reported as: Outcomes will be reported as: BLW, PKF For science, pupils will be reported against the interim framework for teacher assessment and outcomes will be reported as HNM
Working at standard of P scales, with SEND	Pupils would not sit the test	Teacher assessed using P scales in: <ul style="list-style-type: none"> English – reading, writing speaking and listening mathematics – number, using and applying mathematics and shape, space and measures Outcomes will be reported as: English reportable score: P1i, P1ii, P2i, P2ii, P3i, P3ii Reading, writing, speaking, listening reportable score: P4, P5, P6, P7, P8 Mathematics reportable score: P1i, P1ii, P2i, P2ii, P3i, P3ii Number, using and applying mathematics, shape, space and measures reportable score: P4, P5, P6, P7, P8
Pupils whose performance on the national curriculum cannot be established (eg recently arrived from a different education system, or lengthy period of absence)	Pupils would not sit the test	Reported as A – not enough information available to determine teacher assessment

Note: Pupils may be determined to fall into different categories for each subject.

TA outcomes key: BLW – below the standard of the pre-key stage; PKF – pre-key stage foundation; HNM – has not met the expected standard; WTS – working towards the expected standard; EXS – expected standard and GDS – greater depth in the expected standard.

Figure 2: Clarifies when pupils should sit national curriculum tests and when the interim pre-key stage 2 standards created by the review should apply

Key stage 2	Test	Teacher assessment
Working at standard of tests, and can access tests, including with modification/ access arrangements (eg visually impaired pupils with readers)	<p>Pupils will sit tests in:</p> <ul style="list-style-type: none"> English reading English grammar, punctuation and spelling mathematics <p>Outcomes will be reported as a scaled score</p>	<p>Pupils will be teacher assessed using the interim frameworks for teacher assessment in:</p> <ul style="list-style-type: none"> English reading mathematics <p>English writing science</p> <p>Outcomes will be reported as: BLW, PKF, PKE, PKG, WTS, EXS, GDS for English writing BLW, PKF, PKE, PKG, HNM, EXS for English reading and mathematics HNM, EXS for science</p>
Working at standard of tests, but cannot access tests due to SEND, even with modification/ access arrangements	<p>Pupils would not sit the test</p> <p>Entered as a T on attendance register and reported as T</p>	<p>Pupils will be teacher assessed using the interim frameworks for teacher assessment in:</p> <ul style="list-style-type: none"> English reading mathematics <p>English writing science</p> <p>Outcomes will be reported as: BLW, PKF, PKE, PKG, WTS, EXS, GDS for English writing BLW, PKF, PKE, PKG, HNM, EXS for English reading and mathematics HNM, EXS for science</p>
Working below standard of tests, but above the P scales, including SEND and non-SEND pupils	<p>Pupils would not sit the test</p> <p>Entered as a B on attendance register and reported as B</p>	<p>Pupils will be teacher assessed using the interim pre-key stage standards for KS2 in:</p> <ul style="list-style-type: none"> English reading English writing mathematics <p>Outcomes will be reported as: BLW, PKF, PKE, PKG</p> <p>For science, pupils will be reported against the interim framework for teacher assessment and outcomes will be reported as HNM.</p>
Working at standard of P scales, with SEND	<p>Entered as a B on attendance register and reported as B</p>	<p>Teacher assessed using P scales in:</p> <ul style="list-style-type: none"> English – reading, writing speaking and listening mathematics – number, using and applying mathematics and shape, space and measures <p>Outcomes will be reported as: English reportable score: P1i, P1ii, P2i, P2ii, P3i, P3ii Reading, writing, speaking, listening reportable score: P4, P5, P6, P7, P8 Mathematics reportable score: P1i, P1ii, P2i, P2ii, P3i, P3ii Number, using and applying mathematics, shape, space and measures reportable score: P4, P5, P6, P7, P8</p>
Pupils whose performance on the national curriculum cannot be established (eg recently arrived from a different education system, or lengthy period of absence)	<p>Pupils would not sit the test</p>	<p>Reported as A – not enough information available to determine teacher assessment</p>

Note: Pupils may be determined to fall into different categories for each subject.

TA outcomes key: BLW – below the standard of the pre-key stage; PKF – pre-key stage foundation; PKE – pre-key stage early development ; PKG – pre-key stage growing development; HNM – has not met the expected standard; WTS – working towards the expected standard; EXS – expected standard and GDS – greater depth in the expected standard.

Accountability

Primary accountability is being reformed from 2016 to better recognise schools doing well with a challenging intake and to challenge those schools that are not doing enough with a high-attaining intake. This includes a new value-added measure of progress that compares pupils' key stage 2 results to other pupils nationally with similar prior attainment. Technical guidance on the new primary school progress measures will be published early in 2016.

This will include providing further information on the approach to reporting the progress made by pupils who are assessed using the new interim pre-key stage standards for teacher assessment.

Next steps

In the next phase of its work, the Rochford Review will review P scales and consider whether any changes are required to ensure consistency with the new national curriculum and with broader statutory assessment arrangements.

The review will look to make longer-term recommendations for the statutory assessment of pupils working below the standard of national curriculum tests beyond 2015 to 2016.

The members of the review are keen to see one inclusive system of assessment that takes into account the requirements of the [SEND code of practice](#) and is applicable to all pupils working below the standard of statutory assessment arrangements, including those whose attainment outcomes are currently reported using P scales. This should provide greater simplicity and clarity for teachers who are required to assess these pupils.

The review recognises the good work that is being done in some schools for these pupils and as part of the second phase of its work, members may also make some recommendations about good practice in non-statutory assessment of pupils working below the standard of national curriculum tests.

Following the removal of levels, the Department for Education has emphasised that the formative and summative assessment schools conduct day-to-day within key stages should not be tied to the format of statutory assessment at the end of key stages. In-school assessment serves a different purpose to statutory assessment. Its primary function is to support teaching and to help inform a shared understanding between teacher and pupil of what the pupil knows, and understands, where any gaps lie and what the pupil needs to do to progress.

In making any recommendations about non-statutory assessment, the review will build on the work of the Commission on Assessment Without Levels, published at www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report.

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