



Future assessment arrangements for Key Stages 2 and 3

Report on the findings and outcomes of the national consultation,
held 31 October 2006 to 12 January 2007



Information

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Future assessment arrangements for Key Stages 2 and 3

Audience	Consultees, including all maintained primary and secondary schools in Wales; Local Education Authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales and others with an interest in education.
Overview	This document outlines the responses to the consultation on the national curriculum assessment arrangements for Key Stage 2 and Key Stage 3.
Action required	For information only, no further action required.
Further information	Enquiries about this consultation report should be directed to Elizabeth Cox, Statutory Assessment Team 3–14 Curriculum and Assessment Division Department for Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW Tel: 029 2037 5478 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
Additional copies	This report is only available electronically and can be accessed on the Welsh Assembly Government's website: www.wales.gov.uk/consultations .
Related documents	National consultation and questionnaire, assessment arrangements National consultation and questionnaires, revised curriculum

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Future assessment
arrangements for
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Section 1

Introduction

This report summarises the response to the national consultation on proposals for future assessment arrangements for Key Stage 2 and Key Stage 3, held during the period 31 October 2006 to 12 January 2007.

Copies of the consultation document were sent to all maintained primary and secondary schools in Wales; Local Education Authorities (LEAs); teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales and others with an interest in education. The consultation document and an online response form were also made available on www.wales.gov.uk/consultations.

A total of 352 responses were received either electronically or as hard copy by the end of the consultation period. A list of the respondents can be found at Annex A and responses to each question, by category of respondent, are at Annex B.

In addition to the questionnaire returns, valuable feedback on reactions to the proposals was received from three regional conferences held in the autumn in Swansea, Llandrindod Wells and Llandudno. These conferences were attended by 140 delegates from primary and secondary schools, and from LEAs.

All responses have been considered carefully in order to inform the summaries of findings and outcomes within this report, and the Minister for Education, Lifelong Learning and Skills' decisions on the way forward.

The consultation set out planned changes to the assessment arrangements under nineteen key proposals. Overall, the response was very positive. Most respondents welcomed the direction, and aims and objectives, of proposed revisions to the assessment arrangements. In addition to the statistical analysis of responses to the options in the questionnaire, many respondents chose to note particular points as additional comments. Some of these comments referred to issues raised by respondents. These concerns are identified in Section 4: Overview of responses and ways forward, and addressed in Section 5: Rationale for ways forward.

The Welsh Assembly Government would like to take this opportunity to thank all those who responded to this consultation exercise.

Section 2

Background to the national consultation

The proposals take forward outcomes and undertakings from the preliminary consultation held during September and October 2004. During the intervening period, the planned direction and scope of future assessment arrangements have been developed further in partnership with schools and LEAs. This partnership working has included the Department for Education, Lifelong Learning and Skills' (DELLS) funding of LEA-based exploratory work on Key Stage 2/3 cluster group moderation and large-scale piloting of the model for external moderation of sample evidence from Key Stage 3 subject departments. This close liaison with schools and LEAs has been premised on existing best practice, and has involved extensive feedback from teachers on both manageability and direct value for learning and teaching.

Following exploratory work with schools and LEAs during 2005 and 2006, DELLS was able to present the proposed programme for future assessment arrangements to the wider audience of stakeholders in Wales via the national consultation which commenced in autumn 2006.

Section 3

Summary of recommendations

For Key Stage 2, the Welsh Assembly Government should:

- Strengthen teacher assessment by school-based and cluster group moderation arrangements. This will be supported by centrally-produced guidance on best practice, based on evidence from LEA case studies, to ensure that teacher assessments are robust and consistent (see also Key Stage 3 proposals).
- Develop and introduce new optional skills-based assessments to support teacher assessment from Year 5, through Year 6, and transition to secondary school. The skills focus will be on the skills relating to Developing Thinking, Developing Communication and Developing Number.
- Design and introduce a statutory skills profile to support teacher assessment of pupils' progress, and transfer of this information across year groups and to pupils and their parents.
- Include from the school year 2009/10, Welsh second language as part of statutory teacher assessment and reporting to parents in year 6, to support the drive towards a genuinely bilingual Wales.

For Key Stage 3, the Welsh Assembly Government should:

- Support and strengthen transition links with Key Stage 2 schools by a requirement for cluster group moderation arrangements (see Key Stage 2 proposals). This will be supported by centrally-produced guidance on best practice, identified from LEA-based case studies.
- Strengthen assessment at the end of Key Stage 3 by external moderation of sample evidence of teachers' understanding and application of the national curriculum level descriptions and verification of school-based systems and procedures.
- Recognise the quality of teacher assessment by awarding schools 'accredited centre' status.
- Produce guidance to support implementation of revised arrangements.

- Align reporting to parents and national data collection requirements with current statutory arrangements at Key Stage 2, by inclusion of attainment target level data for core subjects at the end of the key stage.
- Collect pupil-level data for non-core subjects.

The sections which follow summarise findings and outcomes, and present a fuller rationale for the above recommendations.

Section 4

Overview of responses and ways forward

This section sets out the nineteen key proposals from the consultation (in the form of the questions posed within the consultation questionnaire). The main statistical data findings are then given together with a summary of comments from respondents. This information is then followed by a statement on how DELLS will take developments forward with schools and LEAs.

Question 1

Do the Key Stage 2 Optional Assessment Materials, provided to schools in November 2006, offer appropriate support for teaching, learning and assessment?

Responses		
	Number	Percentage
Yes	227	96.6
No	8	3.4

Comments

There is overwhelming agreement (approximately 97 per cent) from primary and secondary schools, LEAs, other organisations and individuals that the Key Stage 2 Optional Assessment Materials, provided to schools in November 2006, offer appropriate support for teaching, learning and assessment.

Respondents felt that the materials were of a good quality, easily adaptable and offered clear guidance. They provided useful, on-going assessment support, supplementing teacher assessment processes already in place. Some expressed concern about training implications and others indicated that, because the materials had only recently been received, there had been insufficient time to fully collate responses.

Way forward

The appropriateness of the Key Stage 2 Optional Assessment Materials, provided to schools in November 2006, to support teaching, learning and assessment will continue to be monitored. DELLS intend to seek further feedback from schools and LEAs in autumn 2007.

Question 2

Should statutory teacher assessment of Welsh second language be introduced at the end of Key Stage 2 in 2007/08 or 2008/09?

Responses		
	Number	Percentage
2007/08	43	21.1
2008/09	161	78.9

Comments

Approximately 79 per cent of respondents (primary and secondary schools, LEAs, other organisations and individuals) indicated that statutory teacher assessment of Welsh second language should be introduced at the end of Key Stage 2 in 2008/09.

Many saw this as a positive development, raising the profile of Welsh in schools across Wales. However, whilst a preference for 2008/09 was identified from the options given, concern was expressed that this would be too early for many schools. Many respondents, who opted for either 2007/08 or 2008/09, also queried whether there were sufficient appropriately trained teachers, and linked resources, available to implement such a proposal, and to ensure secure teacher assessment for Welsh second language.

Approximately 20 per cent, mainly from primary schools, expressed opposition to the proposals and did not opt for either of the dates offered. Many of these respondents indicated that they did not believe the proposals should be implemented at all.

Way forward

End of Key Stage 2 teacher assessment of Welsh second language will become a statutory requirement from the school year 2009/10. From summer 2010, schools will be required to report to parents national curriculum level outcomes for Year 6 pupils.

The above changes will not include a requirement in relation to schools' national data collection.

This way forward is intended to support and encourage the drive towards a genuinely bilingual Wales, and will add additional emphasis to the existing requirement for schools to teach the Welsh second language Programme of Study.

In 2008, DELLS will provide schools with new exemplification materials to support preparations for teaching the revised curriculum. This guidance will include exemplification for Welsh second language.

Many schools are already confident about the quality of the teaching and learning experiences that pupils receive for Welsh second language. However, the way forward for all schools recognises those concerns that were expressed by a number of respondents during the consultation, in terms of current variation in schools' provision of Welsh second language.

Any school that has concerns about the adequacy of its Welsh language provision must now ensure that accurate and consistent teacher assessment is given further priority. The Welsh Assembly Government will continue partnership working with schools, LEAs, and other stakeholder institutions to ensure ongoing and effective support for driving up standards in Welsh second language.

Question 3

Will the requirement, from 2007/08, for schools to operate internal arrangements, based on standardisation and moderation, strengthen teacher assessment?

Responses		
	Number	Percentage
Yes	247	94.3
No	15	5.7

Comments

There is very clear agreement (just over 94 per cent) from respondents that teacher assessment will be strengthened by the requirement, from 2007/08, for schools to operate internal arrangements, based on standardisation and moderation.

Comments included the view that schools need systems in place to secure teacher assessment that involve all staff. Many respondents felt that such systems might already be in place but would be strengthened further by this requirement. Training and teacher time were identified as potential issues. It was stressed that implementation of the proposal needed to be manageable and should not add to teacher workload, particularly in small schools.

The small minority that did not agree with the proposal argued that the requirement was not needed as such procedures were already in place in the majority of schools.

Way forward

From the school year 2007/08, schools will be required to operate internal arrangements, based on standardisation and moderation, to strengthen teacher assessment. Guidance will be provided to support implementation. This will be based on current best practice, emphasising manageability.

Question 4

Will the requirement, from 2007/08, for schools to operate internal arrangements, based on standardisation and moderation, strengthen teacher assessment?

Responses		
	Number	Percentage
Yes	257	97.7
No	6	2.3

Comments

There is overwhelming support (nearly 98 per cent) from primary and secondary schools, LEAs, other organisations and individuals, for the proposal that the requirement, from 2008/09, for schools to participate in cluster group moderation will strengthen further consistency in teacher assessment.

Respondents indicated that, where in place, such procedures had led to a better understanding and sharing of expertise in the use of assessment. It was considered “an essential requirement if consistency linked to teacher assessment is to be fully realised between primary schools at the point of transition – KS2/KS3”.

Issues raised included funding, time and organisational aspects. A number of respondents queried the definition of a ‘cluster’.

Way forward

Schools will be required, from the school year 2008/09, to participate in cluster group moderation to strengthen further consistency in teacher assessment. In autumn 2007, guidance will be provided to support implementation. This will be based on current best practice, emphasising manageability.

Note: See also Question 15.

Question 5

Will transition arrangements, from Key Stage 2 to Key Stage 3, be supported and strengthened by the introduction of cluster moderation requirements?

Responses		
	Number	Percentage
Yes	255	95.1
No	13	4.9

Comments

There is again overwhelming support (95 per cent) from primary and secondary schools, LEAs, and other respondents for the proposal that transition arrangements, from Key Stage 2 to Key Stage 3, will be supported and strengthened by the introduction of cluster moderation requirements.

Respondents indicated that they support the principle of fostering stronger links within cluster groups. Comments included: "Some very strong relationships already exist in this regard."; "Moderation provides insights into the approaches of others and highlights differing expectations as well as similarities of approach."; "Pilot work to date, led by the LEA, has been very worthwhile. Cluster moderation is essential to ensure consistency and the correct grouping of pupils when they enter Year 7 and will also contribute to curriculum continuity and progression."; "Most schools have already implemented this strategy and transition arrangements have been strengthened as a result."; and "Early evidence gained from the KS2/KS3 cross-phase moderation exercises, linked to cluster Transition Plans being undertaken by all cluster groups in the LEA, indicate a definite strengthening of assessment and curriculum links."

Many respondents confirmed that the opportunity afforded to primary and secondary teacher colleagues to talk about pupils' work and agree levels based on national curriculum level descriptions proved beneficial in ensuring reliability and validity of teacher assessment at the point of transition.

Comments included a view of the need for transition to be discussed and approached on equal terms between primary and secondary schools, with procedures well structured and led. Respondents also frequently referred to the issue of staff release, linked to the aspects of time and funding.

Way forward

Key Stage 2 to Key Stage 3 transition arrangements will be implemented from September 2008.

Cluster moderation requirements will be introduced against a parallel timeline. These should support and strengthen teacher assessment and Key Stage 2/3 links by:

- enhancing existing arrangements for contact between teachers and the transfer of information about pupils' attainment
- developing a higher level of agreement of standards between primary and secondary teachers
- increasing trust in the reliability of data in relation to individual pupils' attainment.

Note: See also Question 16.

Question 6

Is the proposed coverage of Year 5 assessments, based on the skills relating to Developing Communication, Developing Number and Developing Thinking, appropriate to support future teacher assessment?

Responses		
	Number	Percentage
Yes	196	88.7
No	25	11.3

Comments

Approximately 89 per cent of respondents across all groups thought that the proposed coverage of Year 5 assessments, based on the skills relating to Developing Thinking, Developing Communication and Developing Number and, is appropriate to future teacher assessment.

Respondents very much welcomed the planned change of focus (skills vis-à-vis content), but also indicated that it was difficult to evaluate fully such an emphasis without having access to more detail. Many respondents, in agreeing with the proposal, queried having the assessments only within Year 5. Some felt the proposed coverage should be assessed each year, from the Foundation Phase to the point of transition from KS2/3; a few indicated it would be more valuable to have a 'summative' assessment at the end of Year 4.

Some expressed concern about training implications and the need to make the process manageable. Others felt that assessment for learning principles should play a significant part in supporting teachers to assess pupils' skills development. A minority of respondents mistakenly thought the 'assessments' would be based on tests and were concerned about replicating the high-stakes aspect of the previous statutory system.

Way forward

Assessment materials will be developed to support future teacher assessment of pupils' skills. These skills areas will be related to Developing Thinking, Developing Communication and Developing Number. This is in line with proposals for the future curriculum and a linked Skills Framework. Early development work will be informed by outcomes from the curriculum consultation, and will be subject to extensive trialling and piloting during the period 2007 to 2009.

Question 7

From 2008/09, in order to support teacher assessment in Year 5, should skills assessments be optional or statutory?

Responses		
	Number	Percentage
Optional	129	54.0
Statutory	110	46.0

Comments

Just over half of respondents (54 per cent) supported the proposal that, from 2008/09, in order to support teacher assessment in Year 5, skills assessments should be optional. A significant number (46 per cent) felt that they should be statutory. Almost two thirds of primary schools indicated that they wished for the assessments to be optional whilst the majority of secondary schools wanted them to be statutory. Most supported the need for a pilot in order to address both pedagogical and manageability issues.

Respondents who supported the 'optional' proposal expressed the concern that if the assessments were made statutory, they would replicate the high-stakes nature of the previous system. Concern was also expressed that any statutory collection of data would be used for judging schools rather than supporting learning and teaching.

Many respondents who wished for the assessments to be statutory did so in order to ensure consistency and "professional and public currency". However, many also indicated that whilst they wished to have a statutory assessment system in place, the means of assessment should be left to schools themselves such as, for instance, individual clusters.

Way forward

From the school year 2008/09, teacher assessment in Year 5 will be supported by skills assessments. These will be introduced as an optional bank of resources, designed to complement teachers' own judgements.

During the pilot phase and on introduction, the way in which teachers use these resource materials will be monitored and evaluated, with schools and LEAs, in order to inform future direction of policy.

Question 8

Do you agree that there should be a nationally agreed structure for recording pupils' skills progression?

Responses		
	Number	Percentage
Yes	233	90.0
No	26	10.0

Comments

There is strong support (90 per cent) from individuals, primary and secondary schools, LEA and other organisations for the proposal that there should be a nationally agreed structure for recording pupils' skills progression.

Respondents strongly supported this need to reduce inconsistency and to avoid issues relating to teacher workload. Many also supported the development of good practice guidance. This would facilitate the progressive approach of assessing individual pupils' skills. There was again support for a continuum from the Foundation Phase into Key Stage 3.

Some were concerned that more details were not at present available which made an informed response difficult.

Way forward

A nationally agreed structure for recording pupils' skills progression will be developed. Work will be taken forward to design and pilot skills profiles for a common understanding and approach to recording pupils' skills progress. This would provide the basis for ongoing diagnostic assessment. Early development work will be informed by outcomes from the curriculum consultation.

Note: See also Proposal 9.

Question 9

From 2009/10, should pupils' skills profiles be included as part of Year 5 reporting to parents?

Responses		
	Number	Percentage
Yes	183	77.5
No	53	22.5

Comments

Just under 78 per cent of those who responded support the proposal that pupils' skills profiles should be included as part of Year 5 reporting to parents. LEAs and other organisations in particular were in favour.

Many supported the development of an electronic delivery system which would be clearly understood by parents and be jargon free. The information would need to provide a clear understanding of each pupil's attainment within the proposed skills. There was support also for the view that the reporting of pupils' skills should be provided across all year groups and not confined to Year 5.

Of those opposed, many expressed concern that the profiles would be used to judge schools rather than assist teachers to assess pupils' progress and to plan relevant learning experiences.

Way forward

From the school year 2009/10, teachers will be required to maintain skills profiles for all Year 5 pupils, and information from these skills profiles will be included as part of the end of Year 5 reports to parents.

In the light of the consultation findings, DELLS will explore further, in conjunction with schools and LEAs, linkage to the Foundation Phase to ensure coherence.

Question 10

Should skills assessments and profiles be used to support teacher assessment beyond Year 5 and, through transition, to Key Stage 3?

Responses		
	Number	Percentage
Yes	230	91.6
No	21	8.4

Comments

There is very strong support (just under 92 per cent) for the proposal that skills assessments and profiles should be used to support teacher assessment beyond Year 5 and, through transition, to Key Stage 3.

Respondents felt that this was very much the way forward. There would be little point in Year 5 teachers establishing profiles unless they were to be used in Year 6 and during Key Stage 3. Transition links would be strengthened, providing continuity between Key Stage 2 and 3, and would contribute towards the "personalised learning agenda". Access to this information would allow secondary schools to plan more effectively to meet the needs of individual learners.

Alternative views included the comment that there were already systems in place in some schools to record key skills in Years 7–9; there was a need to avoid duplication.

Way forward

Initially, development work will focus on generating a wide range of high-quality assessment resources to meet future teacher need in Year 5. These skills assessments will assist teachers to complete pupil profiles.

DELLS will also take forward exploratory work to support and monitor use of the profiles by Year 6 teachers and transfer of this information to receiving secondary schools.

Key Stage 3

Question 11

Do you agree that a requirement for schools to report attainment target levels would play a part in strengthening teacher assessment?

Responses		
	Number	Percentage
Yes	135	75.8
No	43	24.2

Comments

The majority of respondents (approximately 76 per cent) agreed that teacher assessment would be strengthened by a requirement for schools to report attainment target level data. For secondary school respondents and individuals, those in favour significantly outnumbered those opposed (e.g. secondary schools' responses were 70 per cent in agreement). The proposal was supported strongly by LEAs (nine in favour, one against) and also primary school respondents to the question. Other stakeholder respondents showed a more limited level of overall support (i.e. nine respondents for and five against).

Those respondents that agreed with the proposal did so, in the main, for reasons of "transparency", raising "the status of teacher assessment", and on the basis that it would highlight more effectively information about pupils' particular strengths and areas for development – thereby informing future teaching and learning. Some respondents also made the point that, as this level of detail is already required by each teacher in order to judge individual Year 9 pupils' overall subject levels, the data should be readily available, towards the end of the summer term, within school-based Management Information Systems.

Those respondents that disagreed with the proposal argued against on several fronts. Many respondents' comments indicated that the reference in the proposal to 'reporting' had been interpreted solely in relation to reporting to parents and not, as was intended, to national data collection as well.

Many considered that such a requirement would be unhelpful and/or confusing for many parents and place a “bureaucratic burden” on teachers. The latter concern was not always clarified further but the statement “teachers would need to consider each Attainment Target very carefully” was made by a number of respondents, despite the fact that this is already a statutory requirement.

Some respondents queried the relevance of the proposals in relation to planned future arrangements for accrediting teacher assessment and for revisions to the national curriculum Orders.

Way forward

Attainment target levels will be included within statutory reporting arrangements from the school year 2007/08 to help strengthen teacher assessment.

Responses to questions 12 and 13 provide further details.

Question 12

Should the end of the key stage report to parents include attainment target levels as well as overall subject levels?

Responses		
	Number	Percentage
Yes	86	49.1
No	89	50.9

Comments

Overall, support for this proposal was limited to 49 per cent of respondents, with a very slight majority (51 per cent) opposed. This overall picture reflected the viewpoints expressed by schools (primary and secondary responses). However, LEA respondents were strongly in favour (by a margin of 8:2).

Respondents' comments highlighted clearly the main differences in opinion. Those against the proposal were especially concerned about whether there was any evidence that parents would welcome and understand attainment target data. This was perceived by many as adding unnecessary detail to already busy reports. Some argued that pupils' strengths and areas of development could be conveyed more clearly to parents through qualitative statements – both verbally and via written reports. A relatively small number of respondents referred directly to concerns about teachers' workload.

By contrast, those in favour of the proposal welcomed the focus on providing parents and guardians with more detailed information. English, as a subject, was referred to in particular with regard to potential differences in reading, writing and oracy skills within an overall subject level.

Way forward

For core subjects, attainment target level information will need to be included in reports to parents and within national data collection files from the school year 2007/08.

Parents receive attainment target level information for pupils' end of Key Stage 1 and 2 teacher assessments so will be used to receiving this level of information.

Reports generated automatically from school Management Information Systems during the national data collection process already include functionality to include this additional level of detail.

DELLS acknowledge that pupils' strengths and areas for development may be more clearly conveyed through qualitative statements. The requirement to provide numerical outcome data should be seen as a statutory minimum and not detract from schools' ability and choice to provide such additional qualitative information.

DELLS do not perceive that there are any serious implications for teacher workload. Teachers are already required to assess pupils for each attainment target in order to reach a level for each subject. School Management Information Systems will calculate subject levels from the attainment target information, produce individual pupil-level and school aggregate reports, and generate files for national data collection with no additional workload implications.

Following the outcomes of the national curriculum consultation, DELLS will review the situation regarding reporting of attainment target levels for subjects other than the core subjects.

Question 13

Should pupil-level data for the non-core subjects (as opposed to the current focus on whole school summary data) be collected as part of end of key stage national data?

Responses		
	Number	Percentage
Yes	135	78.5
No	37	21.5

Comments

The majority of respondents (approximately 79 per cent) agreed that pupil-level data should be included in end of Key Stage 3 national data for the foundation subjects. This favourable view was reflected by all groups of respondents. However, the responses from 'other organisations' were the least certain (nine in favour and seven against).

Those respondents who welcomed this proposal did so on the basis that it would enhance the status of the foundation subjects. This view came through strongly in comments, together with acknowledgement of the fact that pupil-level data should already be available within schools' Management Information Systems.

Some respondents also expressed interested in the potential use of pupil-level data for diagnostic purposes and predictive modeling to forecast GCSE performance. Conversely, however, a number of respondents who cautioned against the proposal argued that such data would need to be "standardised nationally". In this respect, links were made to the potential of national arrangements for external moderation of teacher assessment.

The majority of respondents who were against the proposal expressed their concerns in terms of perceived additional workload and "unnecessary bureaucracy", and in some cases, doubted the value in terms of added value to teaching and learning.

Way forward

From the school year 2007/08, national data collection arrangements will be updated to require all non-core data at the end of Key Stage 3 to be submitted as pupil-level data.

These arrangements will achieve alignment between requirements for all core and non-core subjects, and should ensure a positive impact on the status of the non-core subjects, as welcomed by many respondents to the consultation.

Question 14

Do you agree that implementation of the consultation proposals 11 to 13 would enhance the usefulness of end of key stage data for schools and LEAs?

Responses		
	Number	Percentage
Yes	111	74.0
No	39	26.0

Comments

A clear majority of respondents (74 per cent) agreed that implementation of consultation proposals 11, 12 and 13 would enhance the usefulness of end of Key Stage 3 data for schools and LEAs. Secondary schools were strongly in favour (by 2:1), whilst all other groups were overwhelmingly supportive.

Additional comments were focused, in the main, on how attainment target level data might be used for value-added purposes, and/or reiterated points raised under comments against each of proposals 11 to 13.

Way forward

Relevant arrangements are outlined above under proposals 11 to 13. These reflect the findings from the consultation, and should enable more detailed analyses of attainment data at pupil, school, LEA and national levels, and offer the possibility of feeding into value-added models.

Question 15

Will the requirement, from 2008/09, for schools to participate in cluster group moderation strengthen further consistency in teacher assessment?

Responses		
	Number	Percentage
Yes	164	92.1
No	14	7.9

Comments

The proposal that the introduction of cluster moderation requirements will support and strengthen transition arrangements from Key Stage 2 to Key Stage 3 was supported by a very clear majority (approximately 92 per cent) of respondents from secondary schools and all other groups. Primary school and LEA respondents were unanimously in favour.

Additional comments from respondents referred to the potential benefits of such inter-school moderation of teacher assessment. In addition, a number of responses indicated that local arrangements had already been put in place and were proving both useful and manageable.

While supportive, many respondents also expressed a desire for further information and re-assurance. In particular, comments were focused on availability of time, and other resources to ensure manageability and direct value for schools and individual teachers. In this respect, a number of comments referred specifically to the importance of sample evidence for moderation being a reflection of "the routine work of pupils in each school".

Way forward

Schools will be required, from the school year 2008/09, to participate in cluster group moderation to strengthen further consistency in teacher assessment. Guidance will be provided to support implementation. This will be based on current best practice, emphasising manageability.

Note: See also Question 4.

Question 16

Will transition arrangements, from Key Stage 2 to Key Stage 3, be supported and strengthened by the introduction of cluster moderation requirements?

Responses		
	Number	Percentage
Yes	159	91.9
No	14	8.1

Comments

A very clear majority (approximately 92 per cent) of respondents agreed that the introduction of cluster moderation arrangements will support and strengthen transitional arrangements from Key Stage 2 to Key Stage 3. This strong level of agreement characterised responses from all groups.

A number of responses referred to recent pilot work, led by LEAs, which had proved successful in “strengthening assessment and curriculum links”. The importance of formal opportunities for primary and secondary teachers to discuss pupils’ work and agree characteristics of levels based on the national curriculum level descriptions was remarked upon. A number of responses looked forward to the possible outcomes of the parallel consultation on a revised curriculum with enhanced focus on skills, and argued that the assessment of pupils’ skills should be a focus of future cluster group discussions.

Whilst the majority of respondents welcomed the cluster group model, concerns were expressed in terms of available resources, especially with regard to teachers’ time and linked organisational/ logistical issues to set up cluster meetings. Some viewed the proposal in a negative light – arguing that it would “take teachers out of classrooms”. Also, a number of responses suggested that existing transition projects already ensure that “standards are well understood”, adding that cluster group moderation would constitute “additional meetings”.

Way forward

Key Stage 2 to Key Stage 3 transition arrangements are being implemented from September 2008.

Cluster moderation requirements will be introduced against a parallel timeline. These should support and strengthen teacher assessment and Key Stage 2/3 links by:

- enhancing existing arrangements for contact between teachers and the transfer of information about pupils' attainment
- developing a higher level of agreement of standards between primary and secondary teachers
- increasing trust in the reliability of data in relation to individual pupils'
- attainment.

Note: See also Question 5.

Question 17

Will a requirement for schools to operate internal standardisation procedures and to provide sample evidence of pupils' work for external moderation support arrangements to strengthen teacher assessment?

Responses		
	Number	Percentage
Yes	154	89.0
No	19	11.0

Comments

The proposal that arrangements to strengthen Key Stage 3 teacher assessment would be supported by a requirement for schools to operate internal standardisation procedures and to provide sample evidence of pupils' work for external moderation received a high level of support (89 per cent in agreement). This view prevailed across all groups of respondents. Those in favour commented in terms of the benefits accrued from teachers talking together about levels of attainment, and the guaranteed support for new members of subject departments, including newly qualified teachers and trainee teachers.

However, analysis of additional comments highlighted a number of concerns relating to resources and workload. A number of respondents focused their concern in particular on the possibility of teachers being “removed from the classroom” to take part in moderation exercises. Some queried why planned arrangements for Key Stage 3 were different from those for Key Stage 2.

Way forward

The consultation findings support ongoing roll-out of arrangements for external moderation of sample evidence from schools’ subject departments. For core subjects, these arrangements involve a voluntary national implementation exercise in the current school year.

Remaining core subject departments will be required to send their sample evidence for external moderation in the school year 2007/08. This should ensure that all core subject teams have received feedback on their understanding of national curriculum standards by July 2008, as part of the accreditation of teacher assessment.

For non-core subjects, this year’s pilot (involving 24 to 46 schools per subject) will be used to confirm detailed future arrangements, taking careful account of any subject-specific matters in relation to communications, about sample evidence, between schools and external moderators. The timeline as outlined in the national consultation document will be taken forward, to ensure that all non-core subject teams have received feedback on their understanding of national curriculum standards by July 2010, as part of the accreditation of teacher assessment.

DELLS will provide all schools with updated guidance in autumn 2007.

Question 18

Will verification of subject teams' systems, for agreeing and sharing an understanding of national curriculum levels, support and strengthen teacher assessment?

Responses		
	Number	Percentage
Yes	123	74.5
No	42	25.5

Comments

A clear majority of respondents (over 74 per cent) agreed that verification of subject teams' systems, for agreeing and sharing an understanding of national curriculum levels, would support and strengthen Key Stage 3 teacher assessment. The ratio of agreement from secondary schools was 5 : 1 in favour, and LEAs (total of nine replies to this question) were unanimous in their support. A higher level of disagreement was expressed by primary schools.

Many comments supported verification in principle and recognised the distinction from external moderation of sample evidence. A number of comments indicated perceived benefits in terms of "assisting schools to put proper systems in place to avoid current variations". However, there were also frequent references to uncertainty about how the verification procedure might operate in practice, coupled with requests for more information.

More cautious interest or direct opposition to the proposals was largely focused on issues of manageability and costs, although a number of misconceptions were evident from some responses. For example, the comments "This model takes numerous teachers out of their schools leaving classes untaught while they verify work in other schools. It will undermine standards, not improve them." and "The additional burden of constantly bringing groups of staff together to monitor and evaluate will take its toll on the continuity of the learning process. There will also be a considerable financial burden as this will have to be an ongoing process as new staff enter the profession and others move on." assume a timeframe and level of teacher involvement beyond the model envisaged by DELLS.

Way forward

In the current school year, small-scale pilot work is taking place to develop and refine a verification model which is both manageable and of practical value to schools in supporting and strengthening their teacher assessment.

The timeline for future roll-out will be reviewed each year on the basis of feedback from schools and LEAs, with a view to ensuring that the verification aspect of accreditation of teacher assessment has been implemented for all schools by July 2010.

Question 19

Will the proposal to accredit effective subject-based sample evidence and internal standardisation procedures provide reassurance to schools and appropriate recognition of the quality of schools' teacher assessment?

Responses		
	Number	Percentage
Yes	142	86.6
No	22	13.4

Comments

A clear majority of respondents (nearly 87 per cent) agreed that accreditation of schools' teacher assessment should provide reassurance to schools and recognition of the quality of each subject team's understanding and application of national curriculum standards. This view was shared by all groups of respondents; unanimously so for LEAs and primary schools' respondents.

Those that commented in favour welcomed plans to recognise formally good practice within schools and to support and confirm accurate teacher assessment. A significant number of responses queried whether the systems and procedures will be able to ensure robust and consistent teacher assessment data. (Clearly, this is a matter which DELLS will want to ensure through close partnership working with schools and LEAs.)

Those that are currently unconvinced by the proposal focused on perceived threats to teachers' professionalism, workload concerns and/or uncertainties about the detail of models in practice. Some also questioned why any new arrangements were necessary, arguing that their teacher assessment was already secure.

Way forward

Arrangements to ensure that school departments receive feedback from external moderators, on the accuracy of their understanding of national curriculum Standards, will be rolled out to all Key Stage 3 schools during the period 2007 to 2010.

This will be coupled with verification of schools' systems and procedures which underpin the organisation and quality assurance of each department's teacher assessment.

Accreditation of schools' teacher assessment will encompass these two key aspects.

Section 5

Rationale for ways forward

This section draws together the main findings and outcomes from the national consultation and the Minister's decisions in relation to the future programme for assessment arrangements at Key Stages 2 and 3. In addition, reference is made to transition arrangements from the Foundation Phase to Key Stage 2 and from Key Stage 2 to Key Stage 3, and to proposed revisions to the national curriculum, in order to identify to schools and LEAs how inter-relationships have been considered and established within the future arrangements.

The consultation responses have shown substantial support for the thrust and direction of the main proposals to shape future assessment arrangements. A number of general issues have been raised, focused largely on manageability and sustainability. DELLS recognises these concerns and will continue to ensure, through close partnership working with schools, LEAs, and other stakeholders that the implementation and maintenance of new arrangements are appropriately phased and premised on best practice within a wide range of schools. In addition, DELLS will consider carefully support for schools and LEAs, to address concerns about resourcing systems and procedures beyond their initial implementation. These matters are referred to further with specific regard to the future assessment arrangements, as set out below.

Supporting and securing teacher assessment at Key Stages 2 and 3

Following the phasing out of statutory end of key stage testing, the consultation proposals outlined plans for supporting and strengthening both the consistency and accuracy of teacher assessment. The models for each key stage, as outlined in the consultation, were developed on the basis of existing good practice in schools across Wales. They share the same starting point in terms of the fundamental importance of strong communications between teachers, both within each school and across schools. For each subject as appropriate to the key stage, these communications must include a clear focus on agreeing a shared understanding of national curriculum standards. In turn, school-based systems and procedures, to ensure the accuracy of teacher assessment and on-going consistency of assessment, will need to involve regular opportunities for teachers to engage in internal standardisation and moderation. Schools' reference materials for these meetings will be based on samples of pupils' work and teachers' commentary on the standards exemplified. Such systems and communications should help to underpin high-quality teaching and learning experiences for all pupils.

Future teacher assessment arrangements at both key stages will be centred on a requirement for headteachers to ensure that effective systems and procedures are in place so that teachers have appropriate opportunities to meet and to agree, or reaffirm, a shared understanding of standards, for those subjects and levels of attainment that are relevant to their work. These requirements will be referred to in more detail in the *Statutory assessment and reporting arrangements for 2008* booklet, copies of which will be sent to primary and secondary schools in autumn 2007. In addition, in autumn 2007, DELLS will provide both Key Stage 2 and 3 schools with non-statutory guidance on systems and procedures for strengthening teacher assessment. This guidance will be based on case studies drawn from existing best practice within schools across Wales. As the case studies and other information will have been collated from work undertaken within LEAs and individual schools, direct value to teachers, and issues of manageability and sustainability will be at the heart of the guidance. In addition, the guidance will seek to address particular challenges that may occur, for example for small, rural schools.

Arrangements to support and strengthen teacher assessment will have a particular focus in relation to the point of transition from Key Stage 2 to Key Stage 3. From the school year 2008/09, primary and secondary schools will be required to have in place effective arrangements for cluster group moderation. The assessment arrangements should link closely to transition arrangements between Key Stage 2 and 3 schools. During 2006, DELLS worked closely with many LEAs, and their school cluster groups, to support local exploratory studies. These have identified a range of good practice that has direct relevance to the quality of teaching and assessment, and which should prove manageable over time. This work continues into 2007 and will be used to incorporate case studies and further ideas into planned guidance to schools. The timing of the revised statutory arrangements is designed to dovetail with transition arrangements.

Within the consultation responses, a number of questions were raised about the precise organisation and monitoring of cluster group moderation arrangements between schools. The forthcoming guidance will address such matters, but will not be prescriptive. Rather, the guidance will set out how existing school clusters are operating effective and manageable arrangements, and will highlight the benefits that the teachers have identified.

From spring 2008, schools will have access to the revised curriculum Orders and frameworks (currently the subject of a separate national consultation) and linked exemplification of standards. Over time, these new materials should assist teachers in confirming, individually and as part of group discussions, their understanding and application of standards, based on the national curriculum level descriptions.

For Key Stage 3, the consultation also set out plans for external moderation of subject departments' understanding of standards and for verification of school-based systems and procedures. These proposals were also welcomed by the majority of respondents, together with clear acknowledgement from many of the partnership working with schools and LEAs that had already taken place via large-scale piloting of the external moderation model in 2006.

Prior to the outcomes of the national consultation, over fifty per cent of all Key Stage 3 core subject departments had already agreed to participate in further roll-out of external moderation of schools' sample evidence of understanding of standards. This additional statistical fact, coupled with the largely positive response to the consultation, indicates strongly both interest and support for the proposed direction of travel. Therefore, these arrangements will be taken forward against a timeline that should ensure that core and foundation subject teams, within all Key Stage 3 schools, have received feedback from both external moderators and verifiers by summer 2010. The timeline, as confirmed below, is designed to address issues of individual schools' and/or subject departments' level of preparedness. However, it is encouraging to note both core and foundation subject departments' willingness to take part in voluntary piloting and national exercises. The model for accreditation of Key Stage 3 teacher assessment has been shaped and tested extensively for value and manageability through this close partnership working with schools and LEAs; and the sample evidence requirements for external moderation are based squarely on evidence selected from pupils' routine classroom and out-of-class activities and output.

Supporting an increased focus on teaching and assessing learners skills

Within the national consultation, proposals were focused on assessment of skills to support teaching and learning during Year 5, and through to transition to secondary school. These proposals stem from advice originally presented to the Minister in May 2004 by Professor Richard Daugherty's independent review of Key Stage 2 and 3 assessment arrangements.

In the intervening period, ACCAC and, since April 2006, DELLS have taken the earlier recommendations forward. This exploratory work led to the outline models for optional skills assessments, and for statutory teacher assessment via skills profiles, that were consulted on.

The assessment consultation sought to outline plans for supporting teacher assessment in relation to Year 5 learners' development of Thinking, Communication and Number. The consultation has identified broad support for an increased focus on developing learners' skills in these key areas. In the summer term, it will be possible to consider this evidence against the separate findings from the current consultation on revised national curriculum Orders and a proposed optional Skills Framework.

DELLS have appointed agencies to take forward development work on skills assessments and profiles, against a timeline going forward to the school year 2009/10. This innovative work will involve large-scale pilots with schools in 2008 and in 2009, in order to rigorously quality assure both ideas and materials before providing finalised resources to schools.

Some of the findings from the assessment consultation highlighted the need for DELLS to provide more detailed outlines on models for skills assessment and statutory skills profiles. Greater detail will become available, for DELLS to convey to schools and LEAs, as the development agencies begin to progress ideas to trialling and piloting stages.

The initial focus will be on developing support for skills assessment during Year 5. The resources that come out of development work with schools in 2007 and 2008 will form the basis of an optional bank of activities and tasks. These resources will be designed to support teachers' best fit judgements of pupils' progress and attainment in Developing Thinking, Developing Communication, Developing Number and drawing on pupils' work across the curriculum. It is envisaged that, as this bank of resources grows, the increasing range of ideas and materials will also begin to lend support to teacher assessment in Year 6 and into Year 7.

A number of respondents to the consultation queried a starting point in Year 5 and sought further clarification on links from the Foundation Phase to Key Stage 2. DELLS will review the scope of the planned work, for both Key Stage 2 and 3 phases, as part of an evaluation of teachers' responses to the emerging materials during the school year 2007/08.

In parallel, work will be taken forward to develop and pilot a national structure for teachers to be able to profile each pupil's skills. This work will seek to utilise appropriate web-based technology to ensure inter-operability with schools' existing Management Information Systems and to facilitate both flexible and creative local decisions on the nature and range of information that teachers, and perhaps pupils, wish to capture for future reference, either within Year 5 or beyond.

Via the statutory skills profiles, primary schools will be required to record summary information about each year 5 pupil's skills progress and attainment. The profile will contribute to the information on pupils' strengths and areas for development that will be available to receiving teachers in Year 6. Over time, pupils' skills profiles will give learners, and their teachers, information for both formative and summative assessment. This information will span years and should support assessment for learning. As pupils move from Year 6 to Year 7, the skills profiles will need to feature in transition plans.

Future changes to reporting arrangements

At Key Stage 2, the consultation focused on proposals to include Welsh second language in statutory end of key stage teacher assessment. This generated a mixed response, albeit with a strong level of support for the proposal and the principles underpinning it. A clear majority of respondents welcomed the drive towards a high-quality Welsh language learning experience for all pupils, and the objective of a genuinely bilingual Wales.

DELLS recognise both the excellent teaching and assessment of Welsh in many schools and the continuing disparity between schools in terms of the quality of Welsh second language provision. The requirement, from the school year 2009/10, for schools to record internally their end of Key Stage 2 teacher assessment of Welsh second language, and to report this information to parents, will add emphasis to the existing requirement for schools to ensure effective teaching of the programme of study.

Any school that has concerns about the adequacy of its Welsh language provision must now ensure that accurate and consistent teacher assessment is given added priority. The Welsh Assembly Government will continue partnership working with schools, LEAs, and other stakeholder institutions to ensure ongoing and effective support for driving up standards in Welsh second language. From 2008, this will include new exemplification materials to support preparations for teaching the revised curriculum.

At Key Stage 3, proposals were focused on achieving closer alignment between Key Stage 2 and 3 by reporting at attainment target level at Key Stage 3; and achieving closer alignment between the core and foundation subjects at Key Stage 3, by reporting end of key stage outcomes for the foundation subjects, as pupil-level data.

Whilst concerns were raised, notably regarding reporting attainment target data to parents, the counter arguments from many respondents – linked to supporting teacher assessment and alignment between key stages and subjects – should outweigh any perceived disadvantages. In particular, perceived concerns about additional workload should prove to be largely unfounded, as the required teacher assessment data will already have been collected in schools' Management Information Systems as part of existing statutory teacher assessment arrangements.

In conclusion, the outcomes of the consultation indicate clear and strong interest from schools, LEAs, and other stakeholders in the strategic view of future assessment arrangements that was mapped out in the consultation. Significant support for the main tenets of the planned programme has confirmed again agreement with the focus on teacher assessment rather than tests. This now offers a firm basis for roll out of the changes to the assessment arrangements, to achieve both national and local systems that meet learners', schools' and LEAs' needs, and which stand up to scrutiny on the world stage.

Section 6

Timetable for implementation of revised assessment arrangements

Key Stage 2 timeline – school years 2006/07 to 2009/10	
2006/07	Summer 2007 <ul style="list-style-type: none">• Schools pilot revised teacher assessment arrangements and receive draft guidance on consistency of teacher assessment and cluster group moderation.
2007/08	Autumn 2007 <ul style="list-style-type: none">• National guidance on arrangements for moderation of teacher assessment sent to schools. Spring/Summer 2008 <ul style="list-style-type: none">• Schools implement arrangements for internal moderation of teacher assessment judgements. Summer 2008 <ul style="list-style-type: none">• First stage pilot for optional skills assessments and profiles.
2008/09	Spring/Summer 2009 <ul style="list-style-type: none">• Schools implement arrangements for cluster moderation of teacher assessment judgements.• Schools receive first set of optional skills assessments.• Second stage piloting to extend range of optional skills assessments.• Second stage piloting of skills profiles.
2009/10	<ul style="list-style-type: none">• National implementation of statutory skills profiles.• Bank of optional skills assessments extended to support teacher assessment in Years 5/6.• Inclusion of Welsh second language in statutory end of key stage teacher assessment and reporting to parents.

Key Stage 3 timeline – school years 2006/07 to 2009/10

<p>2006/07</p>	<p>Summer 2007</p> <ul style="list-style-type: none"> • External moderation reports provided to those schools involved in national exercise (core subjects) and pilot (non-core subjects). • Small-scale pilot for verification of systems/procedures. • Schools sent draft guidance on consistency of teacher assessment and cluster group moderation.
<p>2007/08</p>	<p>Autumn 2007</p> <ul style="list-style-type: none"> • National guidance on arrangements for moderation of teacher assessment sent to schools. <p>Summer 2008</p> <ul style="list-style-type: none"> • All remaining core subject departments provide sample evidence for external moderation. • Schools report AT-level data at end of the key stage. • End of key stage non-core data will be collected at pupil level. • Further roll-out of pilot for external moderation for non-core subjects. • Further roll-out of pilot for verification of systems/procedures.
<p>2008/09</p>	<p>Spring/Summer 2009</p> <ul style="list-style-type: none"> • Schools implement arrangements for KS2/3 cluster moderation of teacher assessment judgements. • Follow-up with any core subject departments where external moderation issues identified in summer 2008. • Further roll-out for external moderation for non-core subjects. • Further roll-out for verification of systems/procedures.
<p>2009/10</p>	<p>Summer 2010</p> <ul style="list-style-type: none"> • All remaining non-core subject teams to be externally moderated and schools' systems/procedures verified.

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Annex A

Respondents for consultation

Individual		
Name		Town/County
Carol Bassett		Neath
Lisa Beattie		Merthyr Tydfil
Anna Bolt		Swansea
Mr L Byrne		Chester
Mr I M Childs		Llanidloes
Rod Cunningham		Cwmbran
Gloria Davies		Mold
Mike Emanuel		Pontyclun
S Evans		Bridgend
Colin Green		Newport
Rebecca Nia Griffiths		Pontarddulais
John Hopkins		Brecon
E Jenkins		Aberdare
Mr E R Jones		Abermule
Tony Jones		Abergele
Gwyneth Lewis		Pentyrch
Brian Lightman		Penarth
Helen Matthews		Bargoed
Alison Matthias		Abergele
Caroline Neudegg		Cardiff
M Iola Owen		Holywell
Jane Rees		Llangwm
Mrs M G Roberts		Colwyn Bay
Mrs Mel Roberts		Holyhead
Melanie Roberts		Holyhead
Jon Rosser		Mold
Stephen Senior		Merthyr Tydfil
Val Simpson		Wenvoe
Adam Williams		Holyhead

Primary schools

Name	Town/County
Aberdare Town Church Primary School	Rhondda Cynon Taff
Abergwynfi Junior School	Neath Port Talbot
Acrefair County Primary & Junior School	Wrexham
Acton Park Junior School	Wrexham
Afon-Y-Felin Primary School	Bridgend
Alderman Davies Church In Wales Primary School	Neath Port Talbot
Barkers Lane Community School	Wrexham
Borras Park Junior School	Wrexham
Bronington VAP School	Wrexham
Broughton Junior School	Wrexham
Bryn Coch Primary School	Flintshire
Brynnau Primary School	Rhondda Cynon Taff
Cefn Mawr Junior & Infant School	Wrexham
Christchurch CP School	Denbighshire
Church Stoke CP School*	Powys
Clun CP School	Neath Port Talbot
Coedffranc Primary School	Neath Port Talbot
Cornist Park Primary School	Flintshire
County Primary School	Anglesey
Cross Ash Primary School	Monmouthshire
Crymlyn CP School	Neath Port Talbot
Crynallt Junior School	Neath Port Talbot
Cwmcarn Primary School	Caerphilly
Cwmfelin Primary School	Bridgend
Cyfarthfa Junior School#	Merthyr Tydfil
Derwen Primary School	Flintshire
Dolau Primary School	Rhondda Cynon Taff
Drury Primary School	Flintshire

Primary schools	
Ewloe Green School	Flintshire
Garth Primary School	Bridgend
Glanymor Primary School	Neath Port Talbot
Glasllwch Primary School	Newport
Goetre Junior & Infant School	Merthyr Tydfil
Golftyn CP School	Flintshire
Griffithstown Infant School	Torfaen
Heulfre Junior Community School	Denbighshire
High Cross Primary School	Newport
Kitchener Primary School	Cardiff
Lakeside Primary School	Cardiff
Lansdowne Junior & Infant School	Cardiff
Leighton School	Powys
Llanddulas School	Conwy
Llanfynydd County Primary School	Flintshire
Tairgwaith Primary School	Neath Port Talbot
Llysfaen Primary School	Cardiff
Maes-Y-Coed Primary School*	Rhondda Cynon Taff
Malpas Court Primary School	Newport
Merllyn CP School	Flintshire
Minera VA Primary School*	Wrexham
Mount Pleasant Primary School	Merthyr Tydfil
Mountain Lane Primary School	Flintshire
Mynachlog School	Neath Port Talbot
Neyland Infant School	Pembrokeshire
Ogmore Vale Primary School	Bridgend
Our Lady Of The Angels RC Primary School	Torfaen
Penpych Community Primary	Rhondda Cynon Taff
Pentyrch Primary School	Cardiff

Primary schools

Penybont Primary School	Bridgend
Penyffordd Junior School	Flintshire
Ponciau Primary School	Wrexham
Pontlliw Primary School	Swansea
Pontnewydd Primary School	Torfaen
Pontygwaith Primary School	Rhondda Cynon Taff
Prendergast Primary School	Pembrokeshire
Priory Church In Wales School	Powys
Radyr Primary School	Cardiff
Rhos Junior School	Wrexham
Rhosymedre Community Junior School	Wrexham
Rumney Junior School	Cardiff
Shirenewton Primary School	Monmouthshire
St. Mary's Primary School	Newport
St. Alban's Junior & Infant School	Cardiff
St. Brigid's School	Denbighshire
St. Giles Junior School	Wrexham
St. Illtyd's Primary School & Nursery Unit	Vale of Glamorgan
St. John The Baptist V A Primary	Flintshire
St. Mary's RC School	Wrexham
St. Nicholas Church In Wales Primary School	Vale of Glamorgan
St. Paul's Voluntary Aided Primary School	Wrexham
Sully Junior & Infants School	Vale of Glamorgan
Swiss Valley CP School*	Pembrokeshire
Templeton CP School	Pembrokeshire
Tonmawr Primary School	Neath Port Talbot
Tonnau Primary Community School	Neath Port Talbot
Tonysguboriau Primary School	Rhondda Cynon Taff
Trerobart Primary School	Rhondda Cynon Taff

Primary schools	
Tylorstown Primary School	Rhondda Cynon Taff
Tyn-Y-Wern Primary School	Caerphilly
Tywyn Primary School	Neath Port Talbot
Usk Primary School	Monmouthshire
Victoria Junior School	Wrexham
Wat's Dyke County Primary & Junior School	Wrexham
Whitestone Primary School	Swansea
Ysgol Maelgwn	Conwy
Ysgol Bodhyfryd	Wrexham
Ysgol Bryn-Y-Môr	Swansea
Ysgol Dafydd Llwyd	Powys
Ysgol Esgob Morgan	Denbighshire
Ysgol Estyn	Flintshire
Ysgol Gwenffrwd	Flintshire
Ysgol Gymraeg Cwmbran	Cwmbran
Ysgol Gynradd Aberaeron	Ceredigion
Ysgol Gynradd Gymraeg Caerffili	Caerphilly
Ysgol Gynradd Gymraeg Llwynderw	Swansea
Ysgol Gynradd Penygroes	Carmarthenshire
Ysgol Maesglas	Flintshire
Ysgol Maes-Y-Llan CP School	Wrexham
Ysgol Penybryn	Gwynedd
Ysgol Sant Dunawd	Wrexham
Ysgol Thomas Ellis	Anglesey
Ysgol Twm o'r Nant	Denbighshire
Ysgol Y Glyn	Neath Port Talbot
Ysgol Y Wern	Cardiff

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In addition, 38 respondents in this category wished to keep their response confidential.
Two respondents did not provide school details.
* Two separate responses were received.
Three separate responses were received.

Secondary schools	
Name	Town/County
Aberdare Girls Comprehensive Upper School	Rhondda Cynon Taff
Abersychan Comprehensive School	Torfaen
Birchgrove Comprehensive School	Swansea
Bishop Gore Comprehensive School*	Swansea
Bishop Hedley High School*	Merthyr Tydfil
Blackwood Comprehensive School	Caerphilly
Brecon High School	Powys
Builth Wells High School*	Powys
Cardiff High School	Cardiff
Cathays High School	Cardiff
Cefn Saeson Comprehensive School	Neath Port Talbot
Connah's Quay High School	Flintshire
Cowbridge School	Vale of Glamorgan
Croesyceiliog Comprehensive School	Torfaen
Cwmtawe Comprehensive School	Neath Port Talbot
Cynffig Comprehensive School*	Bridgend
Duffryn High School	Newport
Dŵr Y Felin Comprehensive School*	Neath Port Talbot
Dyffryn Comprehensive School	Neath Port Talbot
Gwernyfed High School	Powys
Hartridge Comprehensive School	Newport
Hawarden High School	Flintshire
Lewis Girls Comprehensive School	Caerphilly
Lliswerry High School	Newport
Llanishen High School	Cardiff
Llantarnam Comprehensive School	Torfaen
Monmouth Comprehensive School	Monmouthshire

Secondary schools	
Morrison Comprehensive School	Swansea
Nantyglo Comprehensive School	Blaenau Gwent
Oakdale Comprehensive School+	Caerphilly
Ogmore Comprehensive School	Bridgend
Penyrheol Comprehensive School	Swansea
Porth County Community School	Rhondda Cynon Taff
Sandfields Comprehensive School	Neath Port Talbot
St. Illtyd's High School	Cardiff
Tasker Milward VC School	Pembrokeshire
Tonyrefail Comprehensive School#	Rhondda Cynon Taff
Tredegar Comprehensive School	Blaenau Gwent
Treorchy Comprehensive School	Rhondda Cynon Taff
Y Pant Comprehensive School	Rhondda Cynon Taff
Ysgol Bro Gwaun	Pembrokeshire
Ysgol David Hughes*	Anglesey
Ysgol Dyffryn Nantlle	Gwynedd
Ysgol Dyffryn Taf	Carmarthenshire
Ysgol Emrys Ap Iwan	Conwy
Ysgol Glan Y Môr	Gwynedd
Ysgol Gyfun Bro Morgannwg	Vale of Glamorgan
Ysgol Gyfun Cymer Rhondda	Rhondda Cynon Taff
Ysgol Syr Thomas Jones	Anglesey
Ysgol Uwchradd Bodedern	Anglesey
Ysgol Y Gwendraeth	Carmarthenshire
Ysgol Y Moelwyn	Gwynedd

In addition, 17 respondents in this category wished to keep their response confidential. Three respondents did not provide school details.

* Two separate responses were received.

Three separate responses were received.

+ Five separate responses were received.

Other organisations	
Arfer Dda Group (Cynnal)	Caernarfon
Association of School and College Leaders (ASCL Cymru)	
Association of Teachers and Lecturers Cymru (ATL Cymru)	
Cadoxton Nursery School	Vale of Glamorgan
Coed Eva Junior & Infant School	Torfaen
Cwmni Cynnal	
Diocese Of Monmouth	
ESIS	
Estyn	
Governors Wales*	
Jane Nicholas, Swansea Institute of Higher Education	
Mounton House School	Monmouthshire
National Union of Teachers (NUT Cymru)	
OCR Examinations Board	Coventry
Ogmore Comprehensive School	Bridgend
School of Education, University of Wales	Bangor
St. Andrew's Junior School	Newport
Swansea College	Swansea
The National Association of Schoolmasters Union of Women Teachers (NASUWT)	
Undeb Cenedlaethol Athrawon Cymru (UCAC)	
University of Wales College Newport	Newport
Y Parchedig Tegid Roberts	Caernarfon

Local Education Authorities	
Cardiff	
Carmarthenshire	
Ceredigion*	
Flintshire	
Neath Port Talbot	
Pembrokeshire	
Powys	
Swansea	
Vale of Glamorgan	
Wrexham*	

In addition, one respondent in this category wished to keep their response confidential.

* Two separate responses were received.

Category not indicated	
<i>Name</i>	<i>Town/County</i>
Carys Brown	Bridgend
Cymdeithas Ysgolion Dros Addysg Gymraeg (CYDAG)	
Dennis Moore, Old Road Junior and Infant School	Carmarthenshire
Education Development and Inclusion Service	Neath Port Talbot
Frank Ciccotti, Pembroke School	Pembrokeshire
Gareth Jones, Derwen Primary School	Flintshire
Jane Borthwick, Trelawnyd VA School	Denbighshire
Jane Williams, Tremains Junior School	Bridgend
Mr J Evans, Marlborough Junior School	Cardiff
National Association of Head Teachers (NAHT Cymru)#	
National Association of Head Teachers (NAHT Merthyr Tydfil)	
Vice Principal, Coleg Ceredigion	Cardigan

One respondent in this category wished to keep their response confidential.

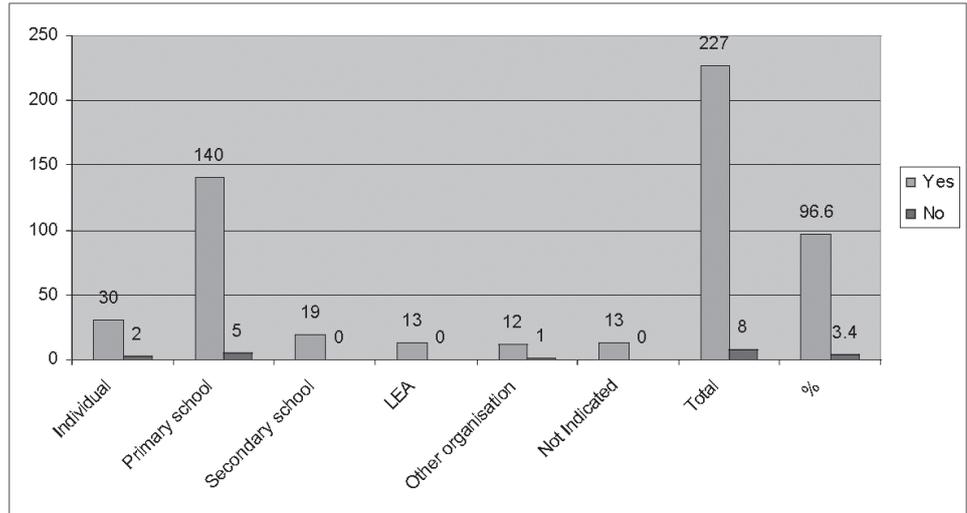
Three separate responses were received.

Annex B

Summary of analysis of responses to the proposals by category of respondents

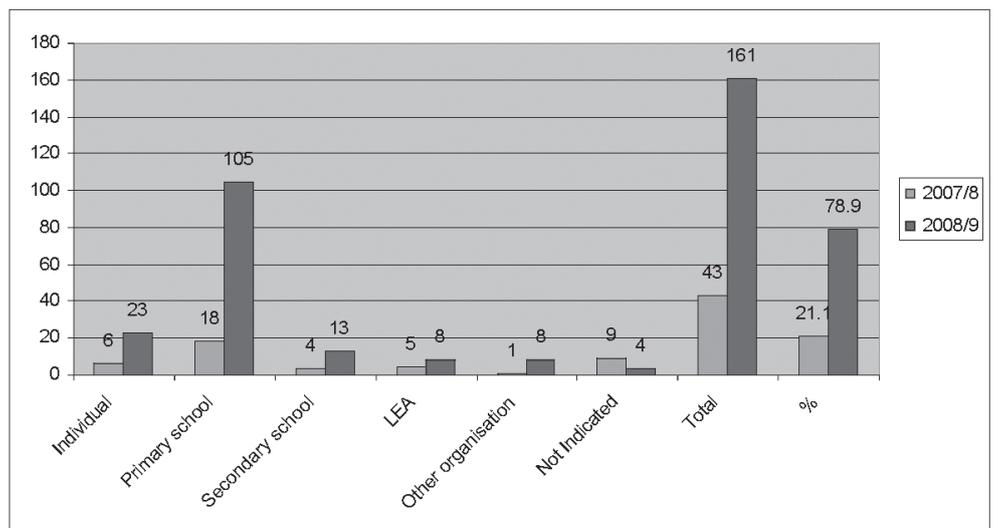
Question 1

Do the Key Stage 2 Optional Assessment Materials, provided to schools in November 2006, offer appropriate support for teaching, learning and assessment?



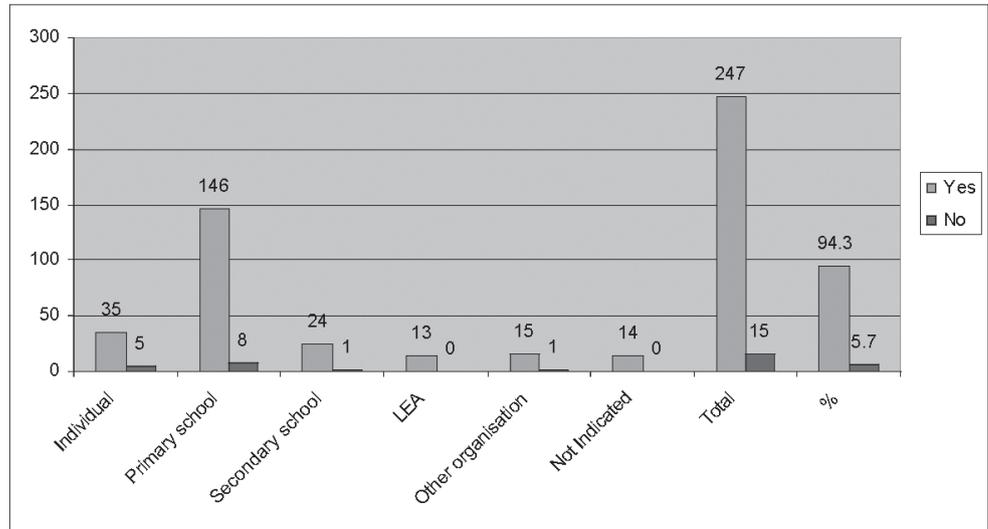
Question 2

Should statutory teacher assessment of Welsh second language be introduced at the end of Key Stage 2 in 2007/08 or 2008/09?



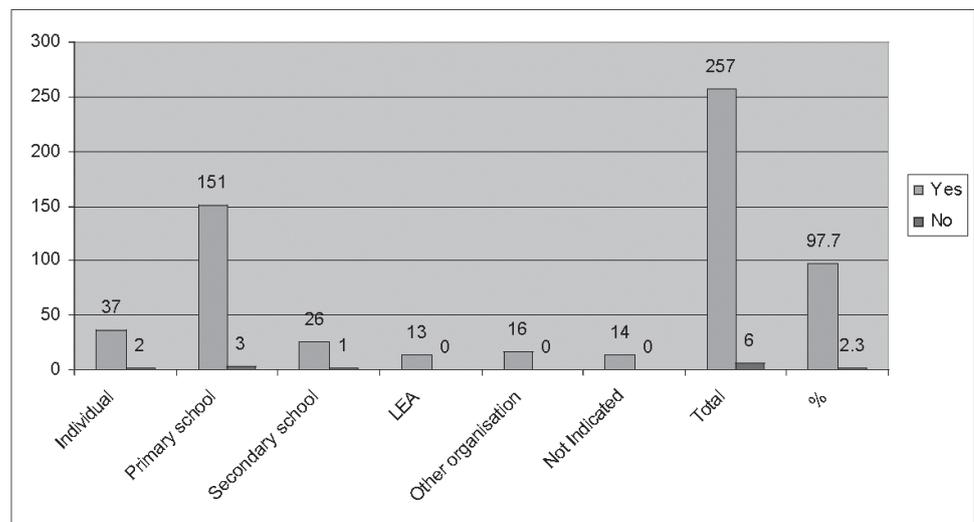
Question 3

Will the requirement, from 2007/08, for schools to operate internal arrangements, based on standardisation and moderation, strengthen teacher assessment?



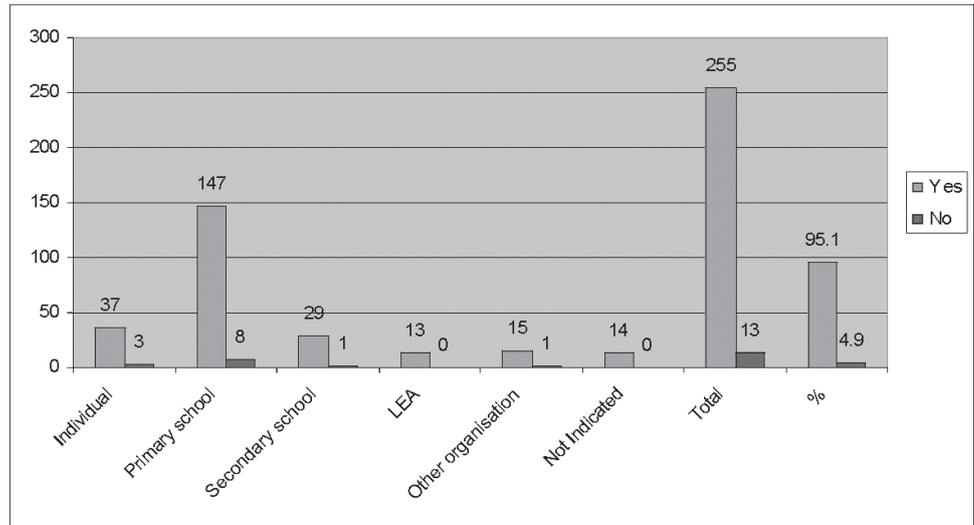
Question 4

Will the requirement, from 2008/09, for schools to participate in cluster group moderation strengthen further consistency in teacher assessment?



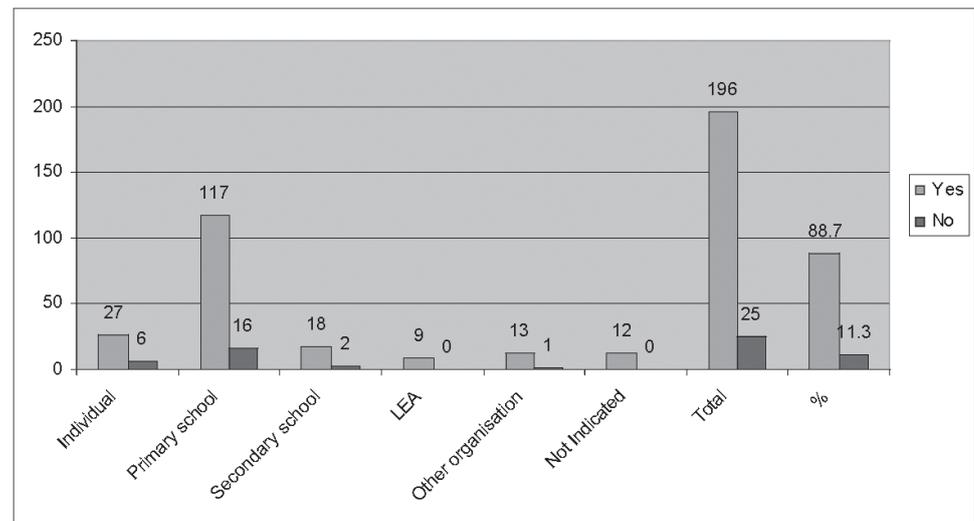
Question 5

Will transition arrangements, from Key Stage 2 to Key Stage 3, be supported and strengthened by the introduction of cluster moderation requirements?



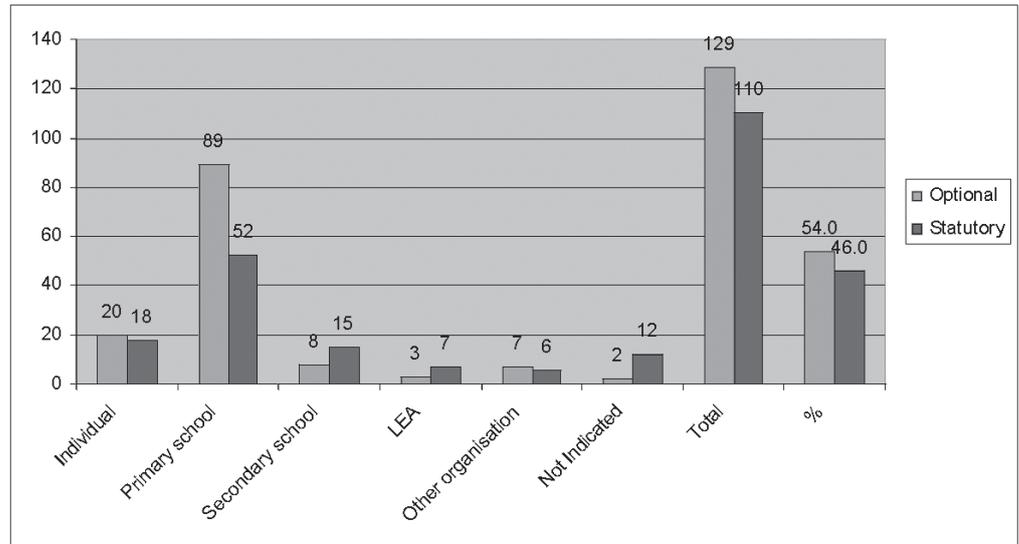
Question 6

Is the proposed coverage of Year 5 assessments, based on the skills relating to Developing Communication, Developing Number and Developing Thinking, appropriate to future teacher assessment?



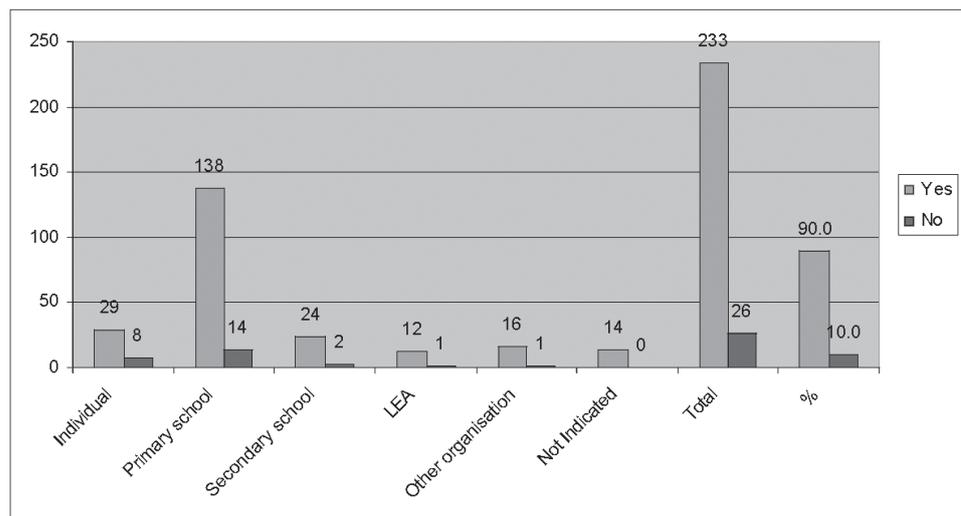
Question 7

From 2008/09, in order to support teacher assessment in Year 5, should skills assessments be optional or statutory?



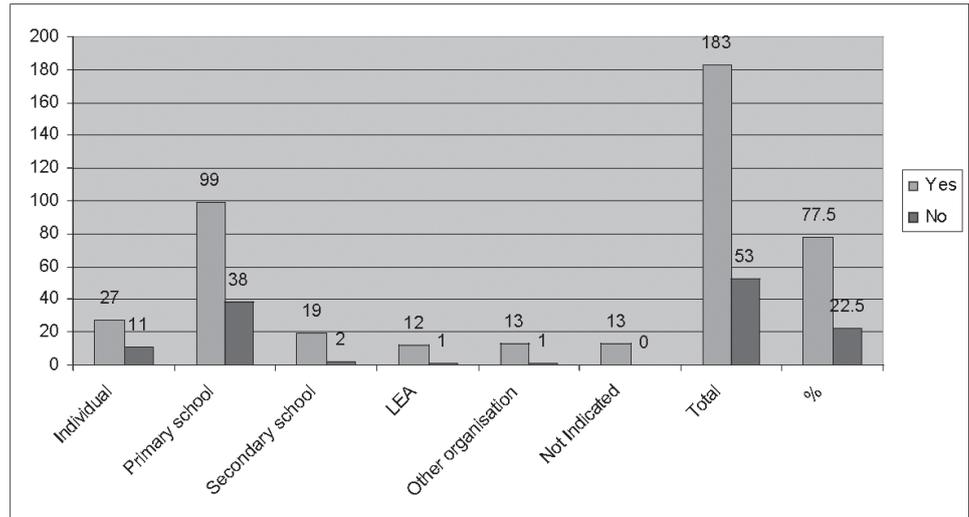
Question 8

Do you agree that there should be a nationally agreed structure for recording pupils' skills progression?



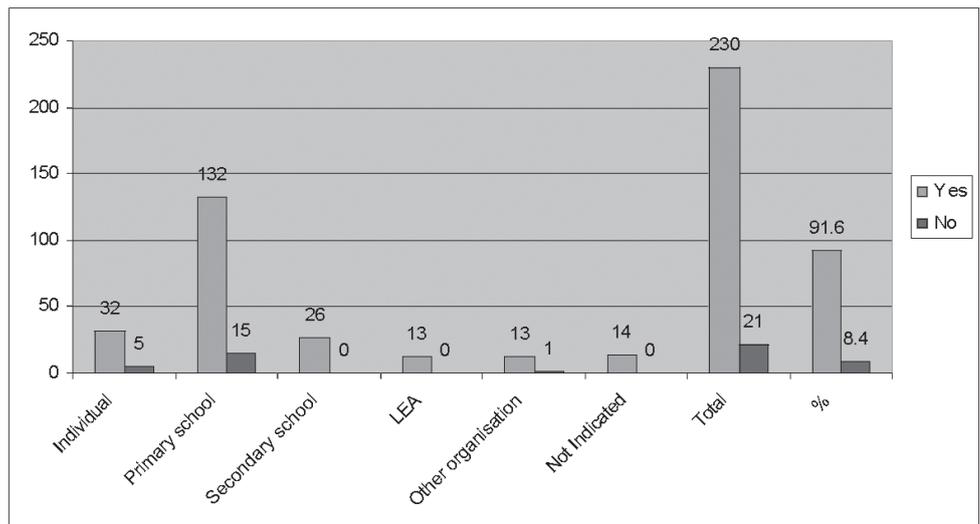
Question 9

From 2009/10, should pupils' skills profiles be included as part of Year 5 reporting to parents?



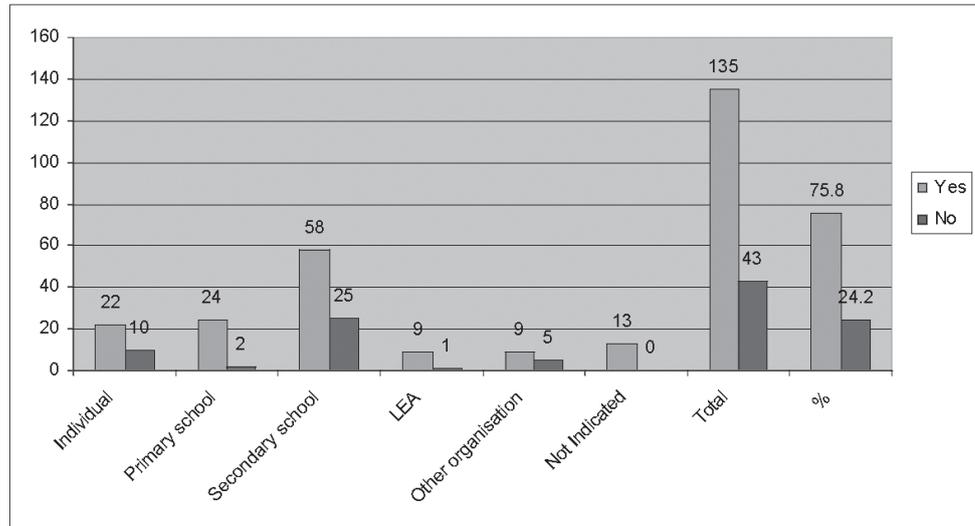
Question 10

Should skills assessments and profiles be used to support teacher assessment beyond Year 5 and, through transition, to Key Stage 3?



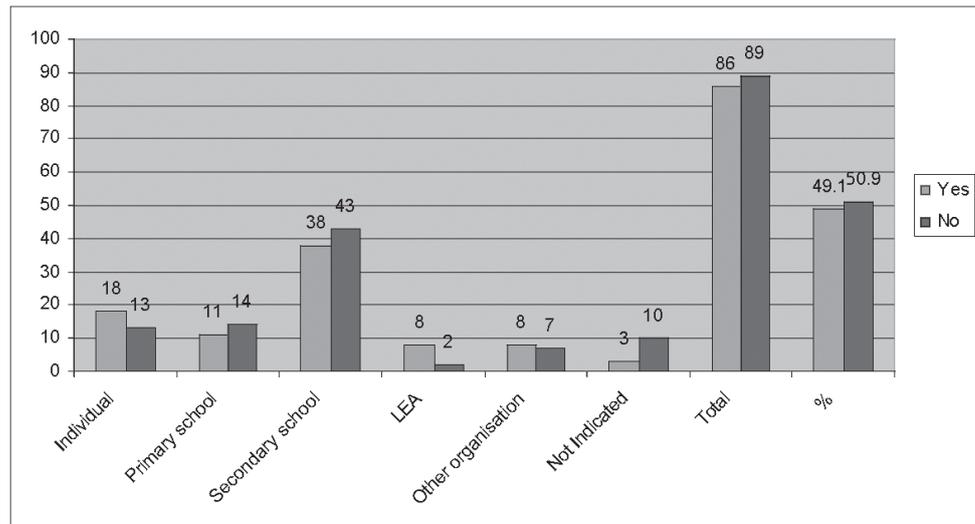
Question 11

Do you agree that a requirement for schools to report attainment target levels would play a part in strengthening teacher assessment?



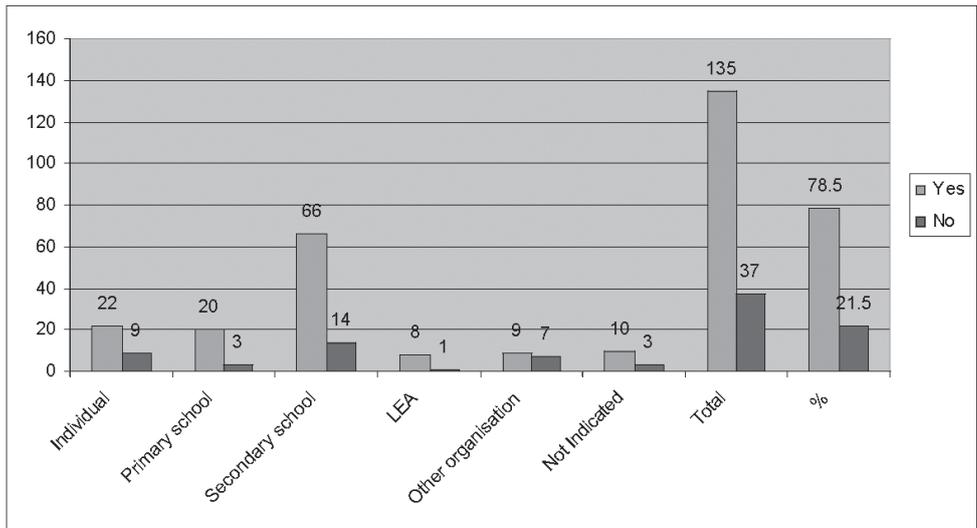
Question 12

Should the end of the key stage report to parents include attainment target levels as well as overall subject levels?



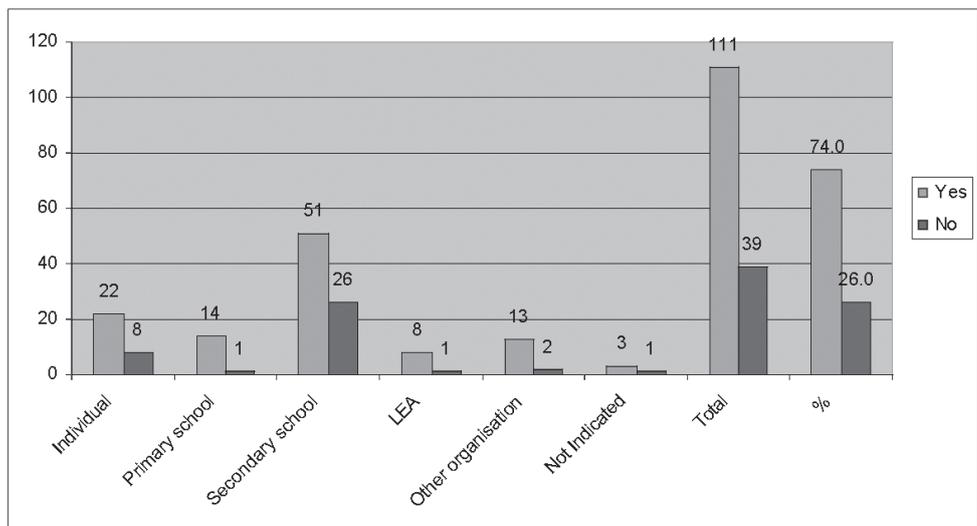
Question 13

Should pupil-level data for the non-core subjects (as opposed to the current focus on whole school summary data) be collected as part of end of key stage national data?



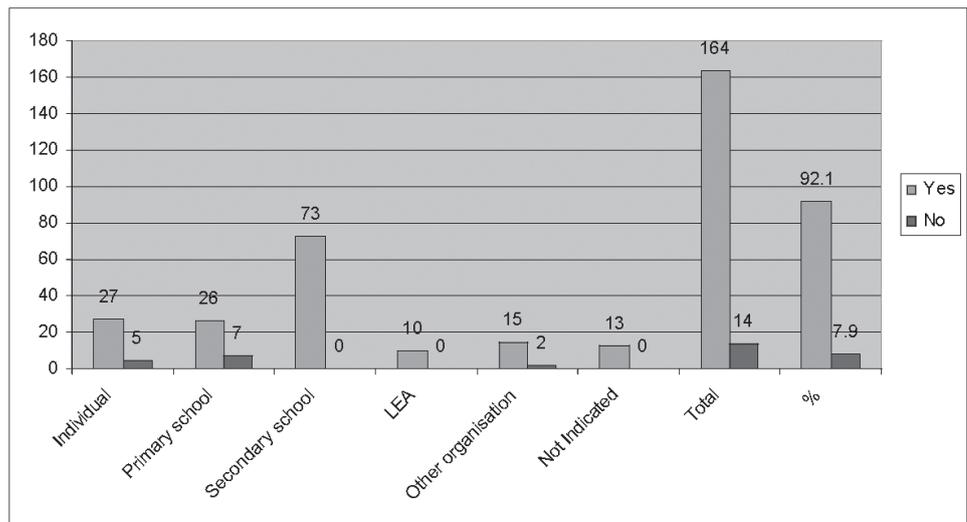
Question 14

Do you agree that implementation of the consultation proposals 11 to 13 would enhance the usefulness of end of key stage data for schools and LEAs?



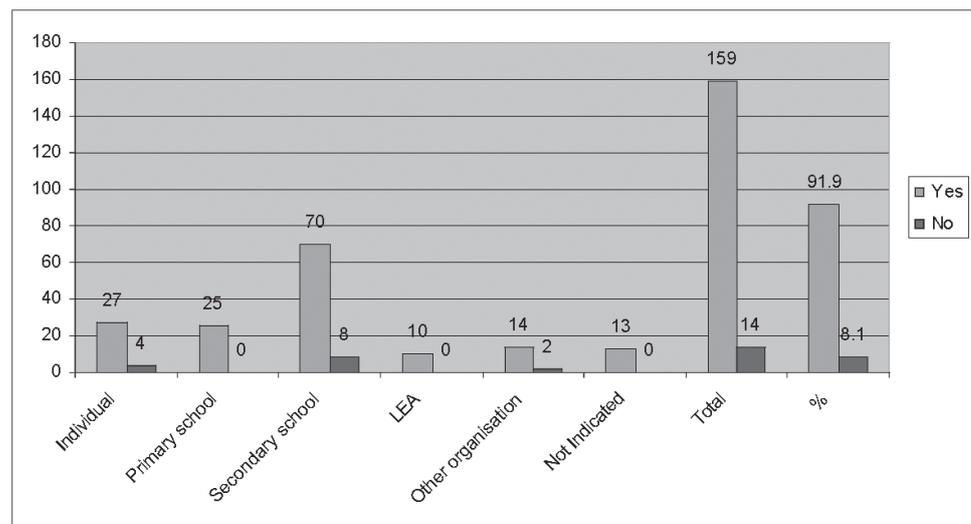
Question 15

Will the requirement, from 2008/09, for schools to participate in cluster group moderation strengthen further consistency in teacher assessment?



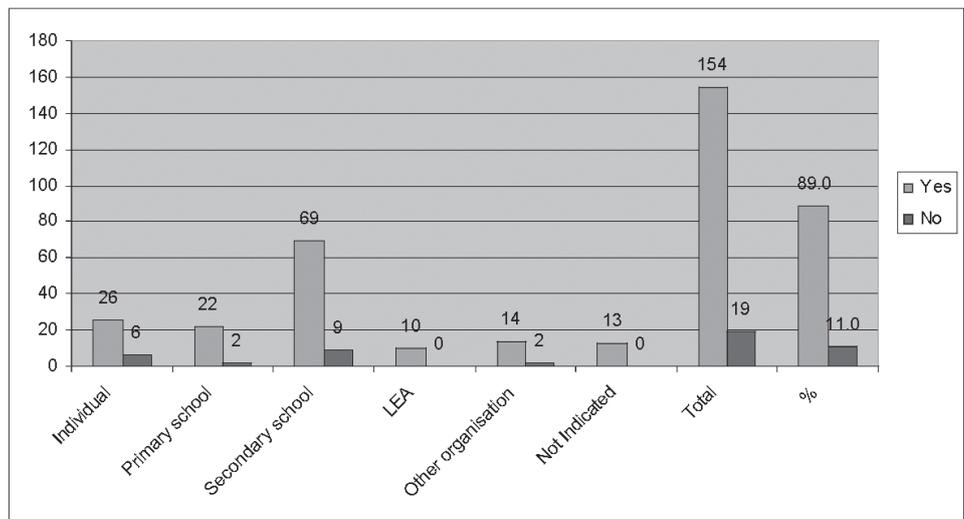
Question 16

Will transition arrangements, from Key Stage 2 to Key Stage 3, be supported and strengthened by the introduction of cluster moderation requirements?



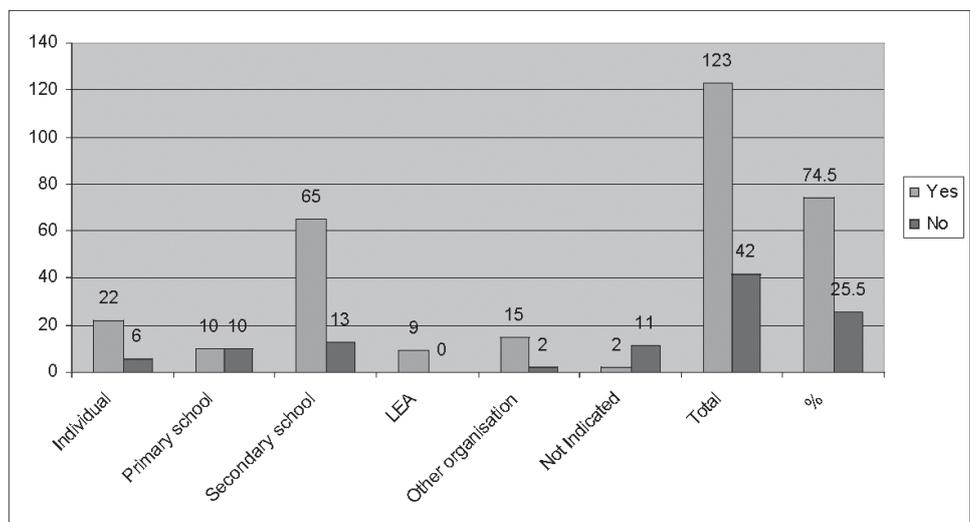
Question 17

Will a requirement for schools to operate internal standardisation procedures and to provide sample evidence of pupils' work for external moderation support arrangements to strengthen teacher assessment?



Question 18

Will verification of subject teams' systems, for agreeing and sharing an understanding of national curriculum levels, support and strengthen teacher assessment?



Question 19

Will the proposal to accredit effective subject-based sample evidence and internal standardisation procedures provide reassurance to schools and appropriate recognition of the quality of schools' teacher assessment?

