Research Report DCSF-RR184

Evaluation of the Making Good Progress Pilot

PricewaterhouseCoopers LLP

department for
children, schools and families

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ISBN 978 1 84775 611 4

January 2010

Contents

Section		Page
Glossary of terms		i
Management summary		1
1	Introduction	14
2	Methodology	19
3	Implementation and Pilot processes	29
4	Impact on rates of progression	74
5	Impact on shaping current and future teaching	96
6	Impact on pupil and parent / carer engagement	113
7	Impact on workload	125
8	Early Years Foundation Stage and Key Stage 1 Sub-Pilot	134
9	Conclusions and implications	153
Appendix 1 - Evaluation questions		156
Appendix 2 - Baseline data analysis of Pilot school characteristics		158
Appendix 3 - Additional data analysis		164
Appendix 4 - Multi-variate regression model explanation		178
Appendix 5 - Analysis of 2007 and 2008 testing cohorts		180

Glossary of terms

AF	Assessment Focus
AfL	Assessment for Learning
APP	Assessing Pupil Progress
Assessing Pupil Progress (Assessment Criteria)	An A3 grid of **Assessment Focuses** plotted by level and skill which **Pilot schools** are encouraged to use as a tool for **formative assessment activities** and **Teacher Assessment**
Assessment Focuses	Criteria plotted against National Curriculum **levels** and subject strands against which teachers can assess pupil progress
Assessment for Learning	A set of principles and processes used by teachers and learners together to support assessment and achievement, inform planning of next steps in learning and how these can be achieved and shape teaching activities. This may include a range of tools to be used in the process including **Assessing Pupil Progress**, **tracking** and **formative** assessment activities. Also used to describe a strand of the *Making Good Progress* Pilot designed to encourage these activities
CLL	Communications, language and literacy
CPD	Continued Professional Development
DCSF	Department for Children, Schools and Families
Deep dive schools	A sample of ten schools (six primary and four secondary schools) selected from **Pilot schools** (one from each Local Authority) for the purposes of the evaluation with whom the most intensive evaluation activities will be undertaken
DfES	Department for Education and Skills (former DCSF)
End-of-key-stage test	See **National Curriculum Test**
EYFS	Early Years Foundation Stage
Formative assessment activities	Activities such as teacher questioning, self-assessment and observation used by teachers to assess pupil attainment and progress and subsequently inform planning
FSM	Free School Meals
HLTA	Higher Level Teaching Assistant
ITT	Initial Teacher Training
Key Stage	A phase of education. Key Stage 1 includes Years 1 and 2; Key Stage 2 covers Years 3 to 6; Key Stage 3 covers Years 7 to 9; and Key Stage 4 includes Years 10 and 11
KS	**Key Stage**
LA	Local Authority
LA Pilot Leader	An individual employed at Local Authority Level to lead and quality assure the Pilot across all **Pilot schools** within their Local Authority
Level(s)	The National Curriculum for **Key Stages** 1, 2 and 3 is divided into eight levels (1-8) designed to provide a scale of attainment within a given subject. For the purposes of **Assessing Pupil Progress** each level is further sub-divided into three **sub-levels**

Light touch schools	A sample of 40 schools (20 primary, 18 secondary and two middle schools) selected from **Pilot schools** (four from each Local Authority) for the purposes of the evaluation with whom mid-level intensity evaluation activities will be undertaken
MGP	Making Good Progress
MTL	Masters in Teaching and Learning
NAA	National Assessment Agency
National Curriculum Test	A test taken at the end of Key Stage 2 and 3 to assess the **level** at which a pupil is performing. Tests are designed to cover a range of **levels** in English, mathematics and science and are specific to each **Key Stage**.
NCT	National Curriculum test
NPD	National Pupil Database
NQT	Newly Qualified Teacher
Pilot schools	The c.450 schools piloting *Making Good Progress* (NB the total number has fluctuated slightly throughout the Pilot)
Population Pilot schools	The c.400 Pilot schools not forming part of the **deep dive** or **light touch** school samples, identified for the purposes of the evaluation with whom the least intensive evaluation activities will be undertaken
PSRN	Problem Solving, Reasoning and Numeracy
Progression Premium	A strand of the *Making Good Progress* Pilot - a payment made to schools linked to the number of pupils who, having entered the **Key Stage** below national expectations, go on to make at least two **levels** of progress (as evidenced by a **Single Level Test** or **National Curriculum Test**). Those schools which increase the proportion of relevant pupils making at least two **levels** of progress compared to the baseline (based on 2006 for the September 2008 payments) will receive a payment of £300 per eligible pupil. Schools maintaining a rate of 100% will also receive £300 per eligible pupil. Those schools which do not increase the proportion of relevant pupils making at least two **levels** of progress will still receive a Premium of £40 per relevant pupil who does make at least two **levels** of progress
Progression Target	A strand of the *Making Good Progress* Pilot - a school-level target to increase the percentage of pupils making at least two National Curriculum **levels** of progress within a **Key Stage**, set for 2008 at a four percentage point increase on the 2006 baseline
Progression Tuition	A strand of the *Making Good Progress* Pilot - one-to-one tuition to be provided for up to 10% of **Key Stage** 2 and 3 pupils in both English and mathematics
PSED	Personal Social Emotional Development
Pupil Passport	Document used in **Progression Tuition** to outline a pupil's learning needs and record a tutor, pupil and parent / carer's comments on the tuition sessions and pupil's progress
QCDA	Qualifications and Curriculum Development Agency
QTS	Qualified Teacher Status
School Pilot Leader	An individual identified within each **Pilot school** to lead and quality assure the Pilot within their school
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator

Single Level Tests	A strand of the *Making Good Progress* Pilot - externally-marked tests for **Key Stage** 2 and 3 pupils in reading, writing and mathematics designed to cover one National Curriculum **level** only, to be marked on a pass or fail basis and to be sat only when a pupil is deemed 'ready' (based on **Teacher Assessment** that they are operating within a **level**)
SIP	School Improvement Partner
SLTs	Single Level Tests
Sub-level(s)	Sub-divisions of National Curriculum **levels** designed to provide further granularity in **levels** of attainment. Sub-levels range from (c) at the lower scale to (a) at the upper scale of each **level**
SPL	**School Pilot Leader**
TA	**Teacher Assessment**
Teacher Assessment	Judgements made by teachers about pupil attainment and progress based on **formative assessment activities** and/ or tests
Tracking (or pupil tracking)	The collection and monitoring of data on individual pupil attainment and progress based on **Teacher Assessment** or internal / external test results. Schools and teachers use some form of tracking system to analyse this pupil data
Termly tracking data	Data to be submitted by all **Pilot schools** to the **DCSF** giving pupils' National Curriculum **sub-levels** in reading, writing and mathematics based on **Teacher Assessment** informed by the **Assessing Pupil Progress (Assessment Criteria)**

Management summary

In summer 2007 PricewaterhouseCoopers LLP (PwC) was commissioned by the Department for Children, Schools and Families (DCSF) to undertake an independent evaluation of the *Making Good Progress* (MGP) Pilot. This is the final report of the two year evaluation and provides an update on the experiences of MGP schools and Local Authorities (LAs) since the interim report (published in December 2008) as well as evaluating the Pilot's achievements as a whole.

Introduction

The MGP Pilot aims to respond to the challenge of continuing to raise educational achievement by focusing on progression as well as attainment in five key strands:

- **Assessment for Learning (AfL)** - Within the context of the Pilot, this means a focus on assessment for learning supported by the use of the Assessing Pupil Progress (APP) Assessment Criteria and wider formative assessment activities. This is used to inform termly Teacher Assessments (TAs) of pupils (which are submitted to the DCSF);

- **Single Level Tests (SLTs)** - Bi-annual, 'single National Curriculum level' tests which pupils sit when their teacher judges them ready in order to confirm their teacher's assessment of their level;

- **Progression Tuition** - Targeted one-to-one tuition for to up to 10% of Key Stage (KS) 2 and KS3 pupils in English and mathematics who either entered the key stage below national expectations or who are not on a trajectory to reach national expectations or to make two levels of progress in their current KS;

- **Progression Target** - Individual school targets based on the number of pupils making at least two levels of progress across a KS; and

- **Progression Premium** - 'Incentive' payments for schools based on increases to the proportion of pupils entering the KS below national standards and going on to make at least two levels of progress.

The Pilot began in September 2007 and has trialled these elements for two years in KS2 and KS3 in approximately 450 schools across ten LAs[1]. The Pilot was supported by an LA Pilot Leader in each LA and a School Pilot Leader (SPL) in each school. The evaluation has been shadowing the Pilot for these two years and aims to provide an independent assessment of how the strands performed in the Pilot and the impact of the Pilot to support judgements about how aspects it might be rolled out nationally. This covers four key evaluation aims:

- Does the Pilot lead towards **improved rates of progression**?

- Is the Pilot effective in **shaping current and future teaching** for all pupils?

[1] On 14th October 2008 the Secretary of State for Children, Schools and Families announced that SLTs would no longer be trialled at Key Stage (KS) 3; as such they have been exclusively trialled in KS2 during the second year of the Pilot. The trialling of the Progression Premium has also been adjusted for KS3 schools during the second year of the Pilot. Due to the cessation of end of KS3 National Curriculum Tests, also announced by the Secretary of State for Children, Schools and Families on 14th October 2008, the distribution of the Progression Premium was not calculated using National Curriculum Test (NCT) data. As such, the Progression Premium for Secondary Schools will be distributed according to the proportion of pupils in Pilot schools who entered KS3 below national standards. All other strands have been trialled unchanged at both KS2 and KS3.

- Does the Pilot lead to **greater engagement** by parents, pupils and teachers?

- Does the Pilot involve different or additional **workload** for school leaders, teachers and staff?

The evaluation also aims to review Pilot processes in order to identify good practice and lessons learnt to inform ongoing Pilot activity and the design of any full implementation[2]. In September 2008 PwC was also commissioned by the DCSF to extend its independent evaluation of the MGP Pilot to include a Sub-Pilot looking at activities in the Early Years Foundation Stage (EYFS) and KS1. The Sub-Pilot, which took place exclusively in Leicestershire, involved aspects which broadly mirror those included in the main Pilot. Features of the Sub-Pilot included: an assessment and tracking strand which involved TA and APP assessment criteria adapted for the EYFS and KS1, one-to-one tuition, and a Progression Target and a Progression Premium for schools only, which used EYFS Profile points as well as National Curriculum levels to calculate attainment. The evaluation of the Sub-Pilot has covered similar evaluation aims as the main Pilot and has also considered Sub-Pilot implementation and process.

Our approach

The evaluation of the main Pilot is informed by three research workstreams, preceded by research design and followed by analysis and reporting activities, comprising:

- **National stakeholder work** designed to enable engagement with a number of key national stakeholders for example Ofsted (the inspectorate), the National Strategies, the Qualifications and Curriculum Development Agency (QCDA) (including the Tests and Exams Support Group, formerly the National Assessment Agency, which is accountable for delivery of the tests), the social partnership and the DCSF;

- **Primary research** involving a mixture of interviews and surveys with Pilot participants, most recently in June / July 2009 (see Figure A below). For primary research purposes, the approximately 450 Pilot schools have been divided into three sample groups - ten ‘deep dive’ schools, 40 ‘light touch’ schools and the remaining population - with whom different levels of research are being conducted; and

- **Data analysis** of relevant data from the National Pupil Database as well as termly TAs, SLT and National Curriculum Test (NCT) results.

[2] One-to-one tuition begins national roll-out for all schools in England in September 2009. Assessment for Learning (AfL) practices will continue to be embedded as part of the wider AfL Strategy launched in 2008. Single Level Tests (SLTs) will be subject to further piloting in 2009/10. Further, mathematics SLTs will be trialled within an accountability context whereby volunteer Pilot schools will not take part in both mathematics end of Key Stage (KS) 2 National Curriculum Tests (NCT) and mathematics SLTs. Progression Targets have been statutory for all schools in England since September 2008. The Progression Premium is not being continued to national roll-out.

Figure A - Primary research conducted in June / July 2009

School sample	Activity
Deep dive schools *One school from each LA comprising six primary schools and four secondary schools*	• Visits to each school to: – **Conduct interviews with key staff** including the headteacher, SPL, Heads of Mathematics and English, a governor, the Special Educational Needs Co-ordinator (SENCO), a one-to-one tutor and other teachers; and – **Administer a pupil survey** in secondary schools (100 Year 9 pupils per school) **or a pupil focus group** in primary schools (8-10 Year 6 pupils per school); • **A survey of teachers** (up to 15 in primary schools and 50 in secondary schools) issued in hard copy with the help of the deep dive schools; and • **A survey of the parents/ carers of approximately 100 pupils** issued in hard copy with the help of the deep dive schools. This builds on similar rounds of work completed in October 2007 and June/ July 2008 and a series of telephone interviews conducted with headteachers or SPLs in February 2008 and February 2009.
Light touch schools *Four schools from each LA comprising 20 primary schools and 20 secondary schools*	• **Telephone interviews with the headteacher and/ or SPL** of each school; • **A survey of teachers** (up to 15 in primary schools and 50 in secondary schools) issued in hard copy with the help of the deep dive schools; and • **A survey of the parents/ carers of approximately 100 pupils** issued in hard copy with the help of the light touch schools. This builds on similar rounds of work completed in October 2007 and June/ July 2008 (NB a focus group was held with Headteachers / SPLs in each LA in place of telephone interviews in October 2007).
Population *All other Pilot schools*	• Interviews with the ten LA Pilot Leaders (also conducted in October 2007, February 2008, June / July 2008 and February 2009) to capture the wider experience of schools in each LA.

Work in each of these strands has taken place at five key points throughout the Pilot to establish a baseline and provide interim updates, including the interim report published in December 2008. This is the final report of the two year evaluation.

The Sub-Pilot evaluation was conducted via two phases of research activity in February 2009 and June / July 2009 to coincide with the main Pilot evaluation activities described above. The February 2009 research involved telephone interviews with representatives of each of the eight Sub-Pilot schools and eight Sub-Pilot settings and with the LA Pilot Leader for Leicestershire. In June/ July 2009, further telephone interviews were supplemented with visits to four Sub-Pilot schools and four Sub-Pilot settings to speak to practitioners, pupils and parents as well as an analysis of Sub-Pilot progression data.

Key findings

Implementation and Pilot processes

Main Pilot processes, such as the organisation of one-to-one tuition and SLTs and the submission of termly TAs have become more embedded during the second year of the Pilot. Interviewees linked this to growing awareness of and practice in the systems involved. They considered that where Pilot implementation was deepest this was linked to strong school and LA leadership that placed an emphasis on MGP through staff training sessions and communications.

Figure B highlights feedback in relation to implementation levels for the five specific strands of the Pilot. The Figure also highlights challenges to further implementation as the strands move to various stages of national roll-out.

Figure B - Summary of views on current implementation and challenges going forward

Strand	Views on implementation	Implementation challenges going forward
Assessment for Learning	• Implementation of this strand has improved over the two years of the Pilot. In the second year, interviewees reported that the use of APP criteria was well embedded amongst Pilot schools. In particular: – 62% of teacher survey respondents reported using APP criteria with all pupils; and – Almost all others reported using the criteria with a targeted group and considered they would use them with all pupils next year. • In some Pilot schools, the AfL strand has encouraged either the initial implementation or further development of assessment for learning techniques as well as more accurate TAs. Emerging assessment for learning practices include peer and self-assessment, non-numerical, personalised target setting and one-to-one learning conversations between teachers and pupils.	• Although some improvements have been noted since the interim stage, formative assessment practices have not been embedded across all schools; and • Interviewees suggested that using the APP tool to support formative assessment practice such as peer - and self-assessment and use of non-numerical targets, as well as periodic assessment practice such as completion of TAs, was crucial to achieving maximum impact and that this would be their next area of focus.
Single Level Tests	• The systems and processes related to the administration of SLTs have become more embedded during the second year of the Pilot. In particular: – More KS2 pupils have been entered for SLTs this year compared to last year (28,217 in June 2009 compared to 24,728 in June 2008); and – The proportion of pupils being entered at an appropriate level has been held broadly stable. In June 2009 pupils were entered at an appropriate level (i.e. working within the level of the test they are entered for or sub-level (a) at the level below in their TA) in 97.8% of instances across reading, writing and mathematics.	• Pupils with SEN were more likely to be eligible but not entered for a SLT compared with pupils with no SEN in the Pilot.
Progression Tuition	• The implementation of one-to-one tuition has quickened and deepened during the second year of the Pilot and concerns around tutor recruitment, highlighted at the interim stage, have reduced: – Increasing instances of pupils receiving one-to-one tuition this year compared to last year (with 10,323 instances of one-to-one	• During both years of the Pilot, one-to-one tutors have been most commonly provided to pupils in Year 6 at KS2 and Year 9 at KS3.

Strand	Views on implementation	Implementation challenges going forward
	tuition compared to 6,952); and – The majority of headteachers / SPLs reported that they had recruited enough tutors this year (58% in mathematics and 56% in English). 48% of headteachers / SPLs reported that recruitment had become easier in mathematics and 49% in English.	
Progression Target	• Levels of understanding and awareness about the Progression Target have increased during the Pilot; and • 66% of teacher survey respondents reported that they were aware of and fully understood the Progression Target. This compares to findings reported in the interim evaluation where headteachers suggested that 51% of staff were aware of the strand overall.	• Some headteachers and SPLs reported confusion between the Progression Target and threshold targets linked to national benchmarks.[3]
Progression Premium	• The Progression Premium remains the least understood and least popular of the strands. Just over half (54%) of teachers surveyed reported being aware of the Progression Premium and most interviewees believed it was antithetical to teacher motivation.	Not applicable. The strand is not currently being continued to national roll-out.

Overall impact of the Pilot

Respondents were supportive of the principles of the Pilot, with 63% of teachers surveyed reporting that the Pilot should be rolled out nationally. The sections below give more detailed feedback in relation to the four evaluation questions, establishing the links between the strands and current and expected impact.

Impact on progression rates

Analysis of progression data from 2009 shows that at KS2, the proportion of pupils in the Pilot making at least two levels of progress was:

- 87.5% in reading;
- 72.6% in writing;
- 80.7% in English (combining reading and writing); and
- 78.8% in mathematics.

However, it has not been possible to compare this against performance nationally because the 2009 figures have not been published.

[3] It should be noted that this is not a Pilot specific challenge. Since 2008 all schools have been required to set Progression Target in additional to threshold targets.

Due to the removal of end-of-Key Stage national testing and SLTs at KS3 and the resulting lack of progression data for KS3 pupils, there has not been possible to determine the proportion of KS3 pupils making at least two levels of progress.

All LA Pilot Leaders, 83% of headteachers / SPLs, 69% of Heads of Department and 71% of teachers indicated that the MGP Pilot overall had contributed to increased rates of progression.

Respondents linked impact primarily to the AfL and one-to-one tuition strands. Over three quarters (76%) of teachers surveyed reported that the AfL strand has had a positive impact on rates of progression and 75% of teachers surveyed reported that the one-to-one tuition had also contributed to increased rates of progression. **The data analysis shows that one-to-one tuition had a positive impact on pupil progression over the course of the pilot when controlling for other factors**.

More specifically, the AfL strand had supported teachers both to feel more confident in making TAs and to implement assessment for learning techniques such as peer- and self-assessment and the linking of assessment information to lesson and scheme of work planning. Interviewees considered that these practices had helped pupils progress by generating a focus amongst teachers and pupils on accurately identifying strengths and areas for development and then having the tools, such as the APP assessment criteria, for specific developmental teacher / pupil feedback. In addition, most interviewees reported that one-to-one tuition had led to increased confidence and motivation for pupils as it had allowed them to address often basic areas of misunderstanding that were hindering progress. However, a small group of interviewees noted that the lack of data at this stage of the Pilot made it difficult to assess the extent of the impact.

Eight out of ten LA Pilot Leaders considered that the Progression Target had also contributed to increased rates of progression[4]. Where the Progression Target was having an impact, interviewees reported that the focus on two levels of progress for every pupil supported more personalised teaching and assessment across the whole key stage as opposed to those approaching end-of-key stage exams. **At the classroom level, just under half (47%) of teachers surveyed reported that the Progression Target was contributing to increased rates of progression.** However, over half did not believe that the Target had impacted on pupil progression. This may be linked to some confusion reported by interviewees between threshold and Progression Targets or that some interviewees primarily viewed the Progression Target as a tool to measure whole school performance rather than to impact on individual pupil progression rates.

SLTs and the Progression Premium were considered to have had least impact on progression rates, with 25% and 14% of teachers surveyed believing that these respective strands had contributed to increased rates of progression. Most interviewees considered that SLTs were used to support more accurate TA rather than direct improvements in pupil outcomes, although as reflected in teacher support for the AfL strand, they did acknowledge that there was a necessary link between more accurate assessment, more effective planning and learning delivery and pupil progress. Most teachers interviewed expressed limited awareness of the Progression Premium, which suggests that it has not had an impact on the teacher-pupil relationships in the classroom.

[4] Following the abolition of National Curriculum Tests announced by the Secretary of State for Children, Schools and Families on 14th October 2008, the Government replaced progression targets from Key Stage (KS) 2 to KS3 with new targets from KS2 to KS4.

Most interviewees from all evaluation groups considered that the AfL strand and one-to-one tuition would continue to have a positive impact on rates progression, particularly if AfL practices became more widespread. The AfL Strategy, launched in May 2008 as a joint project between the DCSF, the National Strategies and QCDA, together with the Chartered Institute of Educational Assessors, aims to support the use of AfL tools and techniques across all schools.

However, a small group of interviewees (e.g. two Heads of Department and three out of 14 teachers) felt unable to say whether the Pilot had impacted on rates of progression. They highlighted that there was only limited evidence available to them to verify any significant impacts or felt that it was too soon to fully assess the extent of the impact. This was mainly linked to some activities having been slow to take hold in their school - for example the APP not yet being widely used or issues with leadership around the Pilot - rather than a general opposition to the Pilot activities.

Impact on shaping current and future teaching

Most interviewees and survey respondents indicated that overall the Pilot has had a positive impact on teaching practice. Over three quarters (79%) of teachers surveyed believed that the Pilot had encouraged them to have a clearer focus on the progress of every pupil in their school and 11 out of 14 teachers interviewed considered there had been a positive impact on classroom assessment.

Interviewees primarily linked improvements in teaching practice to the AfL strand. In particular, teachers considered that the APP assessment criteria had not only supported improved accuracy of and confidence in TAs but that the strand as a whole had encouraged the use of assessment for learning practices. These included peer- and self-assessment and the delivery of personalised learning episodes informed by individual assessment. A majority (61%) of teachers surveyed reported that they had made adjustments to their teaching to support the progress of particular groups of pupils.

Interviewees observed changes in teaching practice as a result of the Pilot at the classroom, departmental and school level. For example, at the classroom level there were changes to assessment practices, at the departmental level there were changes to moderation and planning activities and at the school level there were changes to AfL policies and tracking processes.

As described in Figure B previously, some Pilot schools had fully implemented AfL and made related changes to teaching practices. Others used it primarily to support more accurate periodic assessment practice, such as using the APP to support more accurate TAs. However, most interviewees considered that a full implementation of AfL techniques, which linked assessment to regular and ongoing planning and teaching, would improve teaching, learning and therefore pupil outcomes.

The impact of one-to-one tuition on teaching practice appeared to be most strongly felt by those teachers who were also tutors. Interviewees primarily linked this to teachers who tutored pupils in their class having a greater understanding of individuals' strengths and areas for development and therefore set appropriate work and giving personalised and ongoing feedback. For teachers who were not tutors, the teacher-tutor liaison was reported to have had some impact on their teaching practice.

Most interviewees felt that the SLTs had not led to any 'teaching to the test'. LA Pilot Leaders attributed this positive finding to the SLTs being kept low key in most schools, and not being part of schools' accountability structure.

Views on the impact of the Progression Target on teaching practice were mixed. Over half (58%) of teachers surveyed reported that this strand had led them to make changes to their teaching and 59% of headteacher / SPLs interviewed reported that this strand had not impacted on teaching practice. In some cases, interviewees felt it had helped teachers focus on the progress on every child rather than those performing at or around national benchmark levels. However, others indicated that the Target had not changed practice but simply measured performance. The Progression Premium was considered to have had the least impact on teaching. For example, as highlighted in Figure B previously, 54% of teachers surveyed were aware of the Premium and 13% stated that this strand had led them to make changes to their teaching practice. Interviewees considered that this was linked either to the strand being kept low profile or because teachers considered that the notion of 'payment by results' was antithetical to their motivation.

Impact on pupil and parent / carer engagement

Most interviewees indicated that overall the Pilot has had a positive impact on pupil engagement. This was linked specifically to the AfL strand which, when fully embedded, supported pupils in becoming more aware of what they need to do to progress and therefore more engaged in their learning. 57% of teachers surveyed reported sharing assessment data with pupils in new ways for example using APP assessment criteria to support 'comment only' marking; 65% reported that as a result pupils were more involved in monitoring their levels of progress.

Pupil understanding of which level they were working at, and how to improve, was high across primary and secondary schools and has improved during the second year of the Pilot. Over three quarters (78%) of pupil focus group respondents considered that they had received more assessment information this year compared to last year.

Tuition appears to have had a positive impact on pupil engagement. Nine out of ten tutors and 72% of teachers surveyed believed that the tuition strand had supported pupils in primary and secondary schools to become more engaged in their own learning and progression. This finding was echoed by pupils themselves. The positive ripple effect of tuition was most commonly attributed to increased confidence, resulting in pupils trying harder and performing better in class.

Almost two thirds of parents / carers were engaged, particularly in relation to the AfL strand. 64% of parent / carer survey respondents agreed that the information they have received from their child's school this year has made them want to find out more about how their child is doing. This represents a slight improvement on the previous year's figure (62%).

However, the tuition strand has had the most impact of all the strands on parent/ carer engagement to date. Over two thirds (69%) of parents / carers surveyed reported that the school/ tutor had helped them to understand what they need to do to help their child progress further. In addition, the majority of school-based interviewees stated that parents / carers are often engaged via discussions with their child's tutor, particularly in primary schools where interviewees report there is generally greater contact between parent / carers and the school via the pupil passport[5].

[5] Document used in Progression Tuition to outline a pupil's learning needs and record a tutor, pupil and parent / carers comments on the tuition sessions and pupil's progress.

Interviewees considered that the SLT, Progression Targets and Progression Premium had had limited impact on pupil and parent / carer engagement. This may be linked to limited information sharing about these strands for example ten out of 24 headteachers had not shared SLT results with pupils and 16 had not shared results with parents / carers.

Impact on workload

Overall, the Pilot caused an initial increase in the workload for teaching staff and school leaders with 63% of secondary school teachers reporting increased workload as a result of the Pilot. Interviewees linked workload to both pilot specific systems and processes as well as to the challenge of wider implementation of some of the strands. In particular, headteachers / SPLs and teachers highlighted the following process related burdens:

- Submission of termly TAs, particularly when additional to existing assessment and reporting systems[6];
- Administration of SLTs (including room allocation in smaller schools and logistics when testing pupils from different year groups at the same time); and
- Administration of one-to-one tuition (including payment systems and liaison with agencies when tutors were external to the school).

Headteachers / SPLs and teachers also highlighted the following wider implementation workload challenges:

- Full use of assessment for learning techniques, particularly when they were new to teachers; and
- Time used for tutor / teacher liaison and where tutors were in-school teachers, planning and preparation time additional to existing planning burdens.

As noted above, **the AfL strand was perceived by interviewees and respondents as one of the main sources of additional workload.** This was true for 92% of all teachers surveyed in June 2009. Within this figure, 63% were secondary school teachers. Interviewees linked this to the fact that the strand had both process aspects (e.g. the submission of termly TAs) and practice-based features (for example the full use of assessment for learning techniques).

However, the majority of interviewees and survey respondents reported that workload associated with the Pilot had stabilised during the final year of the Pilot and as such fewer concerns were voiced by interviewees. Interviewees linked this to becoming more practiced in the systems and processes involved. Interviewees considered that workload issues would be mitigated where staff received appropriate support to embed AfL and schools rationalised assessment systems to make sure there was no duplication.

[6] It should be noted that the requirement to submit termly TA data is a pilot criterion, to enable analysis of pupil progression over the course of the pilot. It is not currently intended as a requirement of national roll-out activity.

EYFS and KS1 Sub-Pilot

Since the Sub-Pilot was launched in September 2008, findings summarised in this sub-section mainly relate to processes and implementation.

There was consensus among school and setting interviewees about the potential positive impact of the assessment and tracking strand, although for settings its implementation has required a steep learning curve. Further submission of tracking data for Year 1 pupils progressing from EYFS Profile points to National Curriculum levels was challenging in the autumn term due to a combination of software limitations and a lack of some teachers' understanding of the EYFS. This was not a Sub-Pilot specific issue however interviewees believed that APP assessment criteria adapted for EYFS and KS1 could help them overcome this.

Interviewees were also positive about the emerging impact of one-to-one tuition and believe it will help children make better progress. Their experiences of implementation resemble those of the main Pilot. Further, there appeared to be fewer issues around the recruitment of tutors in the Sub-Pilot with the exception of some logistical difficulties in a minority of settings. Some questions were raised around the effectiveness of group activities, which were used on occasions with children in the EYFS, and the additional benefits of one-to-one support in settings.

Schools in the Sub-Pilot have set their Progression Targets and some interviewees suggested that they have encouraged schools and settings to assess and monitor progress more frequently and rigorously. However, other interviewees reported limited understanding of the Progression Target.

Interviewees were largely indifferent about the Progression Premium and the formula for distribution was not uniformly understood. There was some concern about poor or incomplete Foundation Stage Profile data which interviewees felt would impact their ability to obtain the Premium. This was particularly a concern during the first months of the Sub-Pilot. Following the fieldwork in February 2009, the DCSF obtained EYFSP baseline data from 2007 and 2008 for Year 1 and Year 2 cohorts.

The majority of pupils in the Sub-Pilot progressed from the end of the EYFS to the end of KS1 at the level expected by the DCSF. The majority of interviewees felt that the DCSF hypothesis for good progress from the end of the EYFS to the end of KS1 was generally reasonable. Some interviewees reported that, although these could be challenging, they proved useful when analysing the progress of their cohorts. However, there was widespread concern over the lowest band of Foundation Stage Point (FSP) scores below 78 which was seen to be too wide, and some considered the composition of the EYFS Profile score to be a decisive factor in whether this was achievable.

Conclusions

Overall, Pilot processes have become more embedded during the second year of Pilot implementation. For instance:

- The use of APP criteria with all pupils across a KS has increased and teachers are making TAs at the level you would expect based on the most recent KS2 results;

- There are examples of wider AfL practice;

- The number of pupils entered for a SLT has increased in the second year of the Pilot and a greater proportion of testing cohorts have been entered for SLTs at appropriate levels;

- One-to-one tuition has been taken up by a larger number of pupils; and

- The Progression Target is more widely understood by members of the school community.

The Progression Premium remains the least understood and least well supported strand. Data analysis shows that a high proportion of pupils are making the expected levels of progress in KS2. Interviewees and survey respondents were positive about the Pilot's impact. Specifically, the AfL and one-to-one tuition strands were seen to be linked to current or expected improvements in progression rates, teaching practices and pupil engagement. Further, although there were ongoing workload concerns, these had reduced during the second year of the Pilot.

Sub-Pilot processes have become more embedded as the Pilot has progressed. Interviewees were positive about the potential impact of the assessment and tracking and one-to-one tuition strand, and school interviewees in particular believed the DCSF's hypothesis of 'good progress' to be reasonable.

Implications of the evaluation findings

Implications of our findings for the Pilot and roll-out of its respective strands include:

- **Providing continued support for the AfL strand** - Interviewees believed that this strand had the greatest impact on teacher practice, pupil engagement and rates of progression. However, it also had the potential to create ongoing additional workload where teachers do not receive appropriate support to embed AfL. As such, the DCSF, either through its existing AfL Strategy (which is currently being implemented in all schools to encourage the use of APP and related materials and which we understand has funding set aside for this purpose) or other mechanisms, should continue to consider innovative ways to support the broad and deep implementation of the strand including using peer-to-peer support networks, interactive platforms for sharing best practice and regional and local support systems. DCSF could also consider how to improve teacher skills through a range of means such as Initial Teacher Training (ITT), Continued Professional Development (CPD), the Masters in Teaching and Learning (MTL) and the National College for Leadership of Schools and Children's Services programmes for middle leaders and leader. DCSF should also consider means to support schools in replacing existing assessment processes e.g. the use of optional testing with APP or MGP informed assessment systems to reduce workload;

- **Monitoring entry behaviour and teaching practice to support SLTs during continued piloting to assess the existence or extent of 'teaching to the test' and 'over-testing' especially as they move into an accountability context for mathematics in 2009/10** - Overall interviewees considered that, in line with the philosophy of 'when ready' testing, the piloting of SLTs had not lead to changed teacher practice or the repeated re-entry of pupils to secure national benchmarks. This will be the subject of further independent evaluation as mathematics SLTs are piloted in an accountability context in 2009/10; and

- **Monitoring of the impact of rates of progression linked to certain aspects of Pilot, particularly one-to-one tuition** - Although interviewees considered that the Pilot had impacted on rates of progression and that this was primarily linked to the AfL and one-to-one tuition strands, some still considered that they wanted 'hard' evidence to prove this. In order to ensure widespread support for the considerable investment attached to the national roll-out of one-to-one tuition in particular, the DCSF should continue to monitor and evaluate the impact of this strand with a focus on rates of progression.

The main Pilot overall has generated a great deal of support from evaluation interviewees, particularly in terms of process and implementation there have been improvements over the past two years. The challenge going forward as different aspects move to different stages of national roll-out is to maintain that support and momentum and to continue to monitor the benefits and impact.

It should be noted that the DCSF have no current plans to continue the MGP Sub-Pilot strands hence no recommendations have been made in relation to this pilot.

1 Introduction

In summer 2007 PricewaterhouseCoopers LLP (PwC) was commissioned by the Department for Children, Schools and Families (DCSF) to complete an independent evaluation of the *Making Good Progress* (MGP) Pilot. This is the final report on the two year evaluation and provides an update on the experiences of MGP schools and Local Authorities (LAs) since the interim report (published in December 2008) informed by research conducted in the final term of the second year of the Pilot.

1.1 Making Good Progress Pilot

MGP is a response to the challenge of continuing to raise educational achievement after a decade of improvement. It aims to achieve this by focusing on progression as well as attainment. This translates into five strands which are detailed in the following paragraphs.

The Pilot, which began in September 2007, has trialled these five strands for two years in Key Stage (KS) 2 and KS3 in approximately 450 schools across ten LAs. In each LA work has been led by a Pilot Leader specifically funded by the DCSF and recruited for this role. Similarly, in each school the Pilot has been led by a School Pilot Leader (SPL), appointed from within the school staff and delivering this role in addition to their existing duties.

1.1.1 Assessment for Learning

This strand of the Pilot aims to increase and enhance Assessment for Learning (AfL) in schools. Specifically, the strand has promoted the use of formative assessment strategies that do not just support periodic judgments about a pupil's performance, but show learners how they can progress. In addition, this strand was designed to build on existing good practice to ensure consistency and accuracy in Teacher Assessments (TAs) and pupil tracking. The strand has comprised two main features:

- **The use of Assessing Pupil Progress (APP) Assessment Criteria** - These criteria are contained in A3 grids which display assessment focuses plotted by level and subject strand. Pilot schools have been encouraged to use the grid as a tool for formative and periodic assessment activities. The criteria can support ongoing formative activities such as self-assessment and individual non-numerical target setting and periodic assessment activities such as TA; and

- **The submission of termly TA data** - Pilot schools have submitted six termly data-sets to the DCSF detailing National Curriculum sub-levels in mathematics, reading and writing for all KS2 and KS3 pupils. Pilot schools have been encouraged to submit TAs informed by the APP Assessment Criteria. It is important to note that the requirement to submit termly tracking data was exclusive to the Pilot and is not expected to be part of any future national roll-out.

1.1.2 Single Level Tests

This strand introduced **externally marked Single Level Tests (SLTs) for KS2 and, at the time, KS3 pupils in mathematics, English reading and English writing**. Unlike the current statutory end-of-Key-Stage tests, each SLT has been designed by the Qualifications and Curriculum Development Agency (QCDA) to cover one National Curriculum level only. Tests have been marked on a pass or fail basis. Four pilot test sessions have taken place during the pilot in December 2007, June 2008, December 2008 and June 2009. Initially tests were trialled in KS3 as well as KS2 but these were removed in the second year of the pilot.

The selection of pupils to sit the tests is based on TAs. Pilot schools were advised to enter pupils for tests only when the TA identified that they:

- Had progressed to the next National Curriculum level since their last external assessment; and

- Were deemed by their teacher to be operating within the level to be tested (at any sub-level) or at sub-level (a) at the level below for which they are entered for. It should be noted that for the December 2007 SLTs, teachers were advised to enter only those pupils operating *securely* in the level (i.e. at sub-level (b) or above).

Entries for SLTs were made via the Key to Success website.

The DCSF has confirmed that, as recommended by the Expert Group on Assessment, SLTs will continue to be trialled in 2009/10. This will include trialling mathematics SLTs in an accountability context.

1.1.3 Progression tuition

Funding has been made available each year under this strand of the Pilot to LAs for the provision of one-to-one tuition to up to 10% of KS2 and KS3 pupils in both English and mathematics. The criteria of the target group were as follows:

- KS2 pupils who entered the KS at Level 2b or below (at KS1) and KS3 pupils who entered the KS at Level 3 or below (at KS2);

- KS3 pupils who entered the KS at Level 4 (at KS2) and have not progressed or are stuck or slow moving;

- Pupils who were not on a trajectory to reach national expectations or to make two levels of progress across the KS; and/ or

- Looked after children who would benefit from individual support.

Pilot guidelines stated that tuition should be delivered in a series of ten one-hour sessions by a qualified teacher and should not replicate or replace existing interventions or school-based learning (such as Special Educational Needs (SEN) provision).

1.1.4 Progression Target

This strand of the Pilot looked at adjusting approaches to target setting to measure schools' success in improving rates of progress as well as absolute attainment. Pilot schools set Progression Targets for each year of the Pilot related to the percentage of pupils who make two National Curriculum levels of progress within a KS. The rationale for progression targets relating to two levels of progress was based on improving expected rates of progression. The average pace of progress is for a pupil to improve by one National Curriculum level every two years.

Most pupils are working at Level 2 by the end of KS1, Level 4 by the end of KS2 and at Level 5 or 6 by the end of KS3.

In 2008, all Pilot schools had a Progression Target to increase their 2006 baseline figure by four percentage points. This equated to approximately one additional pupil in a class of 25 to make at least two levels of progress. From 2008/09 the Target was rolled out to all primary schools nationally and Targets were set by schools in discussion with their School

Improvement Partner (SIP) or equivalent. Following the Secretary of State's announcement on 14 October 2008 that statutory testing would not be continued at KS3, Progression Targets were not introduced for KS2-3 and KS3-4 progression. Instead, secondary schools will be asked to set Progression Targets for KS2-4 from 2010.

1.1.5 Progression Premium

The Progression Premium has provided an additional payment to all schools which increase the proportion of pupils who, having entered the KS behind national expectations went on to make at least two levels of progress by the end of the KS. It was hoped that the Premium would encourage schools to further focus on helping these stuck or slow-moving pupils to make good progress. The first payments were made to schools in December 2008 and the second set of payments has not yet been made. Those schools which increased the proportion of relevant pupils making at least two levels of progress in each subject compared to the baseline (based on 2006 for the September 2008 payments) receive a payment of £300 per pupil. Schools maintaining a rate of 100% also receive £300 per pupil. Those schools which do not increase the proportion of relevant pupils making at least two levels of progress still receive a Premium of £40 per relevant pupil who does make at least two levels of progress. Pupils included in these calculations are those who:

- Attain Level 2c or below in their end-of-KS1 assessment and achieve at least two levels of progress by the end of KS2; and

- Attain Level 3 or below in their end-of-KS2 test and achieve at least two levels of progress by the end of KS3.

In KS2, the attainment of at least two levels of progress is confirmed by an end-of-Key-Stage National Curriculum Test (NCTs). On 14 October 2008 the Secretary of State for Children, Schools and Families announced that KS3 assessment would no longer be conducted through externally-marked tests but through TAs. As a result (and as highlighted above) KS2-KS3 progression targets linked to NCTs at KS3 were stood down nationally. However, Pilot schools continued to set KS2-3 targets for 2009 as per the first year of the Pilot and as such, the method for confirming the required progression to support award of the Premium at KS3 was based on proportion of eligible pupils in Year 9, according to TAs, in relation to school progression targets.

1.2 Early Years Foundation Stage and KS1 Sub-Pilot

In Autumn 2008 the Pilot was extended to include a Sub-Pilot looking at activities in the Early Years Foundation Stage (EYFS) and KS1. The Sub-Pilot involved eight schools and eight settings in one LA (Leicestershire) trialling a number of initiatives in the EYFS and KS1. Sub-Pilot strands include:

- **Assessment and tracking** - This strand aims to ensure consistent practice in pupil tracking and TA through the introduction of APP Assessment Criteria in KS1 and observational assessment data in the EYFS. As in the main Pilot, this strand also includes a requirement of all schools / settings to submit termly tracking data to the LA;

- **Tuition / one-to-one support** - Funding is being made available to participating schools / settings to provide targeted support for at least 10% of pupils in KS1 (in both English and mathematics), the reception year and children in settings (on Communication, Language and Literacy (CLL), Problem Solving, Reasoning and Numeracy (PSRN) and Personal, Social and Emotional Development (PSED)). Pilot guidelines stated that this should be delivered in a series of ten one-hour sessions by a

qualified teacher in KS1 and by a Level 3 or above qualified practitioner or a qualified teacher in the EYFS in shorter timeslots;

- **Progression Target** - Sub-Pilot schools only set annual targets to increase the proportion of children making the expected progress from the end of the EYFS to the end of KS1. At the beginning of the Sub-Pilot, a standard target of four percentage points was suggested to all schools although this has been revised to reflect individual school circumstances where appropriate; and

- **Progression Premium** - An additional payment will be made to schools based on increases to the proportion of pupils that entered KS1 behind expectations (scoring 77 or less in the EYFS Profile) and went on to reach Level 2c or above by the end of KS1.

1.3 Purpose of the evaluation

The evaluation has shadowed the Pilot over its two year duration (and the one year Sub-Pilot) and aims to provide an independent assessment of the impact of the Pilot, to support judgements about how aspects of the Pilot might be rolled out nationally. This covers four key evaluation aims:

- Does the Pilot lead towards **improved rates of progression**?

- Is the Pilot effective in **shaping current and future teaching** for all pupils?

- Does the Pilot lead to **greater engagement** by parents, pupils and teachers?

- Does the Pilot involve different or additional **workload** for school leaders, teachers and staff?

In addition to the four evaluation aims the evaluation intends to address a wider list of evaluation questions. These are detailed in Appendix 1. The evaluation also aims to review Pilot processes in order to identify good practice and lessons learnt to inform the ongoing Pilot and the design of any implementation.

The evaluation covers each strand of the Pilot to assess their relative contributions to the overall impact and how they knit together. The evaluation is based on findings from data analysis, primary research in LAs and schools and stakeholder consultation conducted in baseline, interim and final research phases.

1.4 Purpose and structure of report

The aims of the final phase (April to December 2009) of the evaluation were to:

- Gather updates on previous rounds of fieldwork related to experiences of implementation of the Pilot schools and LA Pilot Leaders;

- Identify any emerging impacts of the Pilot or its individual strands;

- Gather views from stakeholder groups on the implementation and impact of the Pilot to date; and

- Where possible identify examples of good practice in implementing the Pilot.

The remainder of this report is structured as follows:

- **Methodology** - A summary of the overall evaluation methodology and details of the final phase of research on which this paper is based;

- **Implementation and Pilot processes** - A summary of overall Pilot processes and then in relation to the individual strands;

- **Findings on the impact of the Pilot on each of the four evaluation questions** - A summary of views in relation to impact on progression rates progression, shaping current and future teaching, pupil and parent/carer engagement and workload);

- **Early Years Foundation Stage and Key Stage 1 Sub-Pilot** - A summary of views on Sub-Pilot processes and current and future impact;

- **Conclusions and implications** - A summary of conclusions and potential implications for action by the DCSF; and

- **Appendices** - The full set of evaluation questions posed by the DCSF and additional analysis of TA, SLT and one-to-one tuition related data.

1.5 Note on terminology

Throughout this paper a number of terms are used to refer to the views of and responses from the various groups interviewed as part of this phase of the evaluation. These should be interpreted as follows:

- **Interviewees** - This refers to headteachers, SPLs, other members of 'deep dive'/ 'light touch' school staff and LA Pilot Leaders who were interviewed as part of the evaluation. Where this term is used, it indicates that a range of interview groups have reported a similar viewpoint and that, as such, no further distinction between the findings gathered from each type has been made. Where further distinction can be made, the relevant interviewee or school type is indicated; and

- **Headteachers, teachers, pupils or parents surveyed** - This refers to the respondents to the respective surveys of 'population' school headteachers; 'deep dive' school teachers and pupils; and 'deep dive' and 'light touch' school parents/ carers.

Further, please note that this report generally focuses on data gathered in the fifth round of evaluation fieldwork during June/ July 2009 and, unless otherwise stated, findings in this report relate to this latest phase of research. Where relevant, reference is also made to data gathered during the four earlier rounds of fieldwork (October 2007, February 2008, June/July 2008 and February 2009) e.g. where changes or significant patterns over time have been noted. Reference is also made, where relevant, to findings discussed in the interim evaluation report published in December 2008. This report was based around data gathered during the June / July 2008 fieldwork phase but also referenced previous phases of research where relevant.

2 Methodology

2.1 Introduction

Figure 2.1 below outlines the three main research workstreams forming the approach to the evaluation of the *Making Good Progress* (MGP) Pilot. These are:

- Primary research;
- Data analysis; and
- National stakeholder work.

These key workstreams are detailed down the left-hand side of Figure 2.1 with timescales and the five phases of the evaluation outlined across the top of the figure. The phase of the evaluation to which this report relates is circled (although, where relevant, reference will be made to findings gathered in earlier phases).

Figure 2.1 - Research workstreams for evaluation of MGP Pilot

		Pilot Baseline	Pilot Evolution			Pilot end
		Jul – Nov 07	Dec 07 – Apr 08	May 08 – Sept 08	Oct 08 – Apr 09	May 09 – Sept 09
Primary Research	Deep dive sample	School visit Parent/ carer survey	Headteacher/ SPL telephone interviews	School visit Parent/ carer survey	Headteacher/ SPL telephone interviews	School visit Parent/ carer survey
	Light touch sample	Focus group Parent/ carer survey		Telephone interviews Parent/ carer survey		Telephone interviews Parent/ carer survey
	Pop-ulation	Headteacher e-survey LA PL interviews	LA PL telephone interviews	Headteacher e-survey LA PL interviews	LA PL telephone interviews	LA PL telephone interviews
Data analysis		Baseline analysis	Analysis inc Dec 07 SLT data	Analysis inc Jun 08 SLT data	Analysis inc Dec 08 SLT data	Analysis inc Jun 09 SLT data and KS data
National stakeholder work		Consultation and communication				

Each of the key research workstreams and the specific activities conducted are explained in further detail in Section 2.2 overleaf.

2.2 Summary of workstreams

2.2.1 Primary research

This workstream was designed to gather feedback direct from all schools and the ten Local Authority (LA) Pilot Leaders participating in the Pilot. For the purposes of the evaluation, at the outset, we divided all MGP schools[7] into three samples, designed to balance the gathering of rich data with the minimising of burden on Pilot schools:

- **Ten 'deep dive' schools** comprising six primary and four secondary schools with whom we have conducted the most intensive aspects of the research in order to gather rich, experiential data and case studies of implementation. One deep dive school has been selected from each of the ten LAs participating in the Pilot[8];

- **40 'light touch' schools** comprising 20 primary, 18 secondary and two middle schools, four being selected from each LA. The purpose of this sample was to widen and support the findings from the 'deep dive' schools; and

- **'Population' schools** comprising the remaining Pilot schools.

In order to select the 50 'deep dive' and 'light touch' schools, we undertook a profile analysis of all schools in the Pilot. We then randomly selected a sample of schools across the LAs to be representative of the characteristics of all Pilot schools (e.g. in terms of size; prior attainment and progression; and the percentage of pupils entitled to Free School Meals (FSM) and with Special Educational Needs (SEN)). However, in order to allow meaningful analysis of findings by school phase, the sample is not representative in terms of primary/ secondary proportions.

This sample was then confirmed with LA Pilot Leaders who, using their knowledge of local schools, verified that the sample was representative in relation to the characteristic features used for profile analysis.

The involvement of each sample group in the final phase of the evaluation (June/ July 2009) is detailed below. Section 2.3 goes on to summarise the status of each aspect of the primary research.

Deep dive schools

Research with the ten deep dive schools involved:

- Visits to each school to:

  - **Conduct interviews with key staff** - Interviewees in each school depended on staff availability. However, interviews with the following were requested of each deep dive school: the headteacher, School Pilot Leader (SPL), Heads of Mathematics and English, a governor, the Special Educational Needs Coordinator (SENCO), a tutor (where available) and other teachers;

[7] At the time of our original sampling activities (August 2007) the total number of Pilot schools was 477. However, the exact number of Pilot schools has fluctuated throughout the Pilot as schools have entered and withdrawn from the Pilot. For sampling purposes, the six middle schools included in the Pilot were categorised as secondary schools.

[8] Two of the original 'deep dive' schools selected at the outset of the evaluation withdrew from the Pilot during its first year. These two schools have been replaced with schools with similar characteristics to maintain the balance of the sample.

- **Administer a pupil survey in secondary schools** (100 Year 9 pupils per school)[9]; and

- **Administer a pupil focus group in primary schools** (8-10 Year 6 pupils per school).

- **A survey of teachers** (up to 15 in primary schools and 50 in secondary schools) issued in hard copy with the help of the deep dive schools; and

- **A survey of the parents / carers of approximately 100 pupils** (matched to those pupils participating in the pupil survey in secondary schools) issued in hard copy with the help of the deep dive schools.

This builds on similar rounds of work completed in October 2007 and June / July 2008 as well as a series of telephone interviews conducted with deep dive school headteachers or SPLs in February 2008 and February 2009.

Light touch schools

Research with the light touch schools involved:

- **Telephone interviews with the headteacher and / or SPL** of each school;

- **A survey of teachers** (up to 15 in primary schools and 50 in secondary schools) issued in hard copy with the help of the light touch schools; and

- **A parent / carer survey** - the parents / carers of approximately 100 pupils have been issued with a survey (administered with the help of the light touch schools).

As with the deep dive schools, this builds on similar rounds of work completed in October 2007 (when a focus group was held with the relevant headteachers / SPLs in each LA in place of the telephone interviews) and June / July 2008.

Population schools

The experiences of all schools were captured via face-to-face interviews with the ten LA Pilot Leaders. Interviews were also conducted with LA Pilot Leaders in October 2007, February 2008, June / July 2008 and February 2009. In previous rounds, data has also been gathered via e-surveys issued to the headteachers of all population schools.

2.2.2 Data analysis

At the outset of the evaluation, analysis was undertaken to examine the characteristics and composition of the cohort of pupils contained within the schools participating in the Pilot at that time (October 2007). Analysis was also performed as to their current performance against the target to make at least two levels of progress within the relevant key stages. This was set against the national picture to provide us with a baseline position of how the Pilot schools were performing prior to the MGP Pilot. A summary of this work is included at Appendix 2.

[9] In the first year of the evaluation, pupils from Years 5 and 8 were chosen for all pupil activities and we requested that schools provide access to the same group in each round of fieldwork. This was to allow us to most accurately compare and contrast views expressed and, in the case of Year 5 and 6 pupils, maximise the opportunity for direct comparison of testing and assessment experiences with existing models.

Subsequently, we have analysed six sets of Teacher Assessment (TA) data covering assessments that took place in December, April and July of each year of the Pilot[10]. TAs have been compared to pupils' prior attainment (at the end of the previous key stage) and previous assessments in order to build the picture as to the appropriateness of the assessments made. Caution must be applied when looking at rates of progression between these three sets of data given issues cited by Pilot schools and LA Pilot Leaders with the reliability of the early data sets as schools familiarised themselves with the TA process and related Assessing Pupil Progress (APP) assessment criteria and materials. Comparisons of the later TAs are likely to be more valid as the processes became more embedded and established.

We have also analysed TAs in comparison to Single Level Test (SLT) entries and results from December and June of each year of the Pilot. Within this analysis, pass rates were examined across the different subjects and levels and comparison were made of the pupil profiles (including prior attainment) both for those that were entered for tests and those that were subsequently successful in their SLTs.

Where relevant, TA and SLT data have been compared with National Curriculum Test (NCT) data in order to triangulate findings.

Analysis has also been conducted on the proportion of pupils within the pilot that are making the expected levels of progress across the relevant periods in KS2. It has not been possible to compare against the national picture (i.e. against appropriate NCTs) to gain a view as to the success of the Pilot in terms of encouraging and improving progression. At KS2 this is because national progression data was not published in 2008 and is not yet available for 2009, whilst at KS3 NCTs were removed during the pilot.

We have also examined the characteristics of those pupils that are receiving one-to-one tuition in order to observe any trends and patterns. In particular, an analysis of TA data for those pupils receiving tuition has been compared to that of those pupils not receiving tuition to explore any differences in rates of progression. In this final phase of analysis we have conducted multi-variate analysis to investigate the independent impact of tuition on pupil progress, measured as the change in their TA results. Multi-variate techniques have allowed us to control for some of the pupil characteristics that are also likely to have an impact on pupil progression (e.g. SEN status, FSM eligibility) and then subsequently isolate the independent impact of tuition. However it should be noted that whilst this provides some indicative data and results for further exploration, caution should be applied in the use of these results given the reliability issues related to TA.

2.2.3 National stakeholder work

This workstream has included engagement with a number of key national stakeholders and comprised two key elements during this phase of research:

- Interviews with representatives of the following organisations:
  - The Department for Children Schools and Families (DSCF);
  - The National Strategies (Primary and Secondary);
  - Ofsted; and
  - The Qualifications and Curriculum Development Agency (QCDA) - formerly the Qualifications and Curriculum Authority (QCA).

[10] In the final dataset for Summer 2009 TAs, one school's results were not included.

- A written consultation with all members of the Social Partnership. There were three responses to this consultation.

The findings from this work have been integrated into each section of this report.

2.3 Primary research progress update

All planned primary research was completed in June/ July 2009 with the following exceptions:

- Due to exceptional circumstances, one deep dive school was not able to accommodate the scheduled visit. In place of this, a telephone interview with the SPL was conducted. Teacher and parent / carer surveys were issued to this school as planned; and

- At short notice, representatives from two of the 40 'light touch' schools were unable to participate in the scheduled interviews.

The number of responses and final interview numbers are summarised below.

2.3.1 Interviews

Final interviewee numbers are detailed in Figure 2.2.

Figure 2.2 - Phase 5 research: Number of interviewees

Interviewee / focus group attendee	Number interviewed
Deep dive schools	
Headteacher	9
School Pilot Leader	5 (5) [11]
Head of English / Literacy Subject Leader	7
Head of Mathematics / Mathematics Subject Leader	7
Governor	6
SENCO	5
Teacher	18
Tutor	11
Other (e.g. KS Manager, Data Manager)	3
Light touch schools	
Headteacher	15
School Pilot Leader	23
LAs	
LA Pilot Leader	10
Total	**119 (124)**

2.3.2 Pupil responses

Figure 2.3 summarises the number of pupil survey and focus group respondents during this phase:

Figure 2.3 - Phase 5 research: Pupil survey and focus group responses

Research method	Target sample	Achieved sample (% response)
Pupil survey (deep dive secondary schools only) - Year 9 pupils	400	387 (97%)
Pupil focus group (deep dive primary schools only) - Year 6 pupils	48	41 (85%)[12]

2.3.3 Teacher survey

Due to data protection issues it was not possible to issue surveys to teachers on an individual basis. As such, standard batches of teacher surveys were issued to deep dive and light touch schools to issue as appropriate to KS2 and KS3 teachers (15 surveys were sent to primary schools and 50 to secondary schools). Returns were by pre-paid reply envelope direct to PricewaterhouseCoopers LLP (PwC). The total response rate was 10% (160). This reflects a significant increase on the number of returns compared to the interim phase when

[11] A number of School Pilot Leaders (SPLs) were also the headteacher. The main figure in this row indicates those SPLs whose main role for the purposes of the evaluation was that of SPL. The figure in brackets indicates those interviewees already counted in the headteacher category above.

[12] Please note, the achieved sample reflects the fact that one of the six deep dive primary schools was not able to accommodate a visit and therefore these numbers are from five pupil focus groups only. The achieved sample is still deemed sufficient for evaluation purposes.

only 28 completed teacher surveys were returned. Higher numbers of returns were linked to increased pursuit of responses by research teams. Figures 2.4 and 2.5 details returns and response rate by phase and by LA.

Figure 2.4 - Phase 5 research: Teacher survey responses by school phase

School phase	No. distributed	No. returned	Achieved response rate (%)
Primary	390	49	13%
Secondary	1,200	89	7%*
Unknown	n/a	22	n/a
Total	**1,590**	**160**	**10%**

*Relatively low response rate due to issues relating to distribution and data protection. As such, survey findings for secondary teachers which are reported in a small number of instances in this report should be treated with some caution as they may not be representative.

Figure 2.5 - Phase 5 research: Teacher survey responses by LA

LA	No. distributed	No. returned	Achieved response rate (%)
Bexley	180	11	6%
East Sussex	180	16	9%
Essex	180	12	7%
Leicestershire	145	16	11%
Liverpool	145	13	9%
Westminster	145	11	8%
Gloucestershire	145	27	19%
South Tyneside	145	5	3%
Solihull	145	19	13%
Calderdale	180	27	15%
Unknown	n/a	3	n/a
Total	**1,590**	**160**	**10%**

2.3.4 Parent / carer survey

As with the teacher survey, for data protection reasons, the parent / carer survey was sent out to schools in standard batches of 120 and then circulated to parents / carers via their pupils. Returns were by pre-paid reply envelope direct to PwC. The total response rate was 12% (683).

Figure 2.6 shows the breakdown of these responses and response rate by phase of school. Ten parents / carers did not complete the school name section of the survey and therefore we are unable to classify their responses by school phase.

Figure 2.6 - Phase 5 research: Parent / carer survey responses by school phase

School phase	No. distributed	No. returned	Achieved response rate (%)
Primary	3,000	291	10%
Secondary	2,760	382	14%
Unknown	n/a	10	n/a
Total	**5,760**	**683**	**12%**

Figure 2.7 shows the breakdown of responses and response rate to the parent/ carer survey across the LAs participating in the Pilot.

Figure 2.7 - Phase 5 research: Parent / carer survey responses by LA

LA	No. distributed	No. returned	Achieved response rate (%)
Bexley	600	58	10%
East Sussex	600	100	17%
Essex	600	70	12%
Leicestershire	480	85	18%
Liverpool	480	17	4%
Westminster	600	43	9%
Gloucestershire	600	46	8%
South Tyneside	600	75	13%
Solihull	600	89	15%
Calderdale	600	98	16%
Unknown	n/a	2	n/a
Total	**5,760**	**683**	**12%**

2.4 Reflections on methodology

The following points are worth noting regarding the methodology for this phase of the evaluation:

- **Scope and approach** - This evaluation is based on data analysis and feedback from Pilot participants and relevant organisations. The scope does not include observation, inspection or independent review of school/ teacher documents (e.g. planning);

- **Self completion surveys** - The pupil, parent and teacher surveys were all for self-completion in hard copy form. In some cases, survey respondents did not complete all of the questions and therefore the base number of respondents noted in teacher survey findings fluctuates between different questions;

- **Teacher survey** - In previous phases of the research, we have made limited reference to teacher survey responses due to the low number of returns achieved. In this final phase of the research, a much higher response was achieved from teachers and therefore we have included these findings in this report. In subsequent sections of this report, some comparison is made to findings from previous teacher surveys. Please note that the low response to previous teacher surveys means such comparisons should be reviewed with caution;

- **Comparison to previous rounds of data collection** - Where possible, comparison has been made with data gathered at earlier rounds of the evaluation. However, this is limited as the research instruments have been changed to reflect the evolving pilot;

- **Sample attrition** - Where schools initially sampled did not wish to be involved in the evaluation, they were replaced with schools with similar characteristics from within the same LA; and

- **National stakeholder work** - This stage of the evaluation involved interviews with a number of stakeholder organisations to collect information on the research questions. In some cases, stakeholders commented on a number of related matters which fell outside the scope of the evaluation. These matters have been fed back to the DCSF separately for consideration by the relevant policy teams.

2.5 Early Years Foundation Stage and KS1 Sub-Pilot

The evaluation of the Early Years Foundation Stage (EYFS) and KS1 Sub-Pilot has been conducted via two phases of research activity in February 2009 and June / July 2009 to coincide with existing evaluation activities as part of the main pilot. The February 2009 research involved telephone interviews with representatives of each of the eight sub-pilot schools and eight sub-pilot settings and with the LA Pilot Leader for Leicestershire. The summer 2009 research involved:

- Further telephone interviews with four schools and four settings;

- Visits to the remaining four schools and four settings to speak to teachers/ practitioners, tutors, pupils and parents; and

- Analysis of sub-pilot progression to look at those pupils making the anticipated levels of progress and the numbers of pupils receiving tuition.

3 Implementation and Pilot processes

3.1 Summary

This section reflects views on the implementation of the Pilot and the processes associated with delivering it. Findings include the following:

- Pilot processes have become more embedded during the second year of the evaluation. In particular, schools have become accustomed to the submission of termly Teacher Assessments (TAs), the administration of Single Level Tests (SLTs) and the management of one-to-one tuition. As such, Pilot-related administrative burdens have reduced;
- More specifically, the Assessing Pupil Progress (APP) assessment criteria have been increasingly used with all pupils. In addition, the number of pupils entered for a SLT increased in the second year and a greater proportion of testing cohorts have been entered for SLTs at appropriate levels. Take-up of one-to-one tuition has more than doubled (from 1.2% in English and 1% in mathematics in Autumn 2008 to 2.5% and 2.3% respectively in Summer 2009) and the Progression Target has become widely understood by members of the school community;
- Deeper implementation was linked to growing awareness about the principles and practices of *Making Good Progress* (MGP). Almost all (98%) of teacher survey respondents reported awareness of the Assessment for Learning (AfL) strand. In addition, 97% reported being aware of one-to-one tuition and 92% reported being aware of SLTs and Progression Targets;
- The Progression Premium was the least well understood and supported of the strands with just over half (54%) of teachers reporting being aware of it;
- As the Pilot has become more embedded, interviewees have begun to identify potential or actual benefits. Interviewees highlighted improved teaching practice related to the AfL strand and improved pupil motivation linked to the one-to-one tuition strand; and
- Challenges still remain, particularly around ensuring more holistic implementation of the strands which interviewees would lead to greater improvements in outcomes. In particular, some interviewees considered that APP assessment criteria were still being used primarily to support only periodic rather than formative assessment techniques such as peer- and self-assessment. Further, headteachers / School Pilot Leaders (SPLs) reported ongoing tutor shortages and noted that quality assurance procedures for one-to-one tuition sessions were not yet in place.

Implications of these findings relate mainly to incentivising deeper implementation of the strands as they move to different stages of roll-out over the coming year. This can be achieved by supporting strong leadership at the school and Local Authority (LA) level. Deeper implementation is particularly important in relation to AfL and one-to-one tuition which were viewed as the most impactful aspects of the Pilot. Continued efforts to support increasing teacher capabilities, e.g. through Continued Professional Development (CPD) which we understand is a large part of the AfL strategy and through the sharing of one-to-one tuition guidance developed by the Department for Children Schools and Families (DCSF) for this purpose will remain key.

The remainder of this chapter provides more detailed findings on the implementation of the Pilot and the processes associated with its delivery, both overall and by Pilot strand. It also summarises the key implications of the findings.

3.2 Overall experiences of implementation and Pilot processes

This section details findings on:

- Support for *Making Good Progress* (MGP);
- Awareness of, MGP principles and strands;
- Leadership of the Pilot;
- Communications and training; and
- Pilot funding.

3.2.1 Support for MGP

Overall, due primarily to support for the Assessment for Learning (AfL) and one-to-one tuition strands, 63% of teachers surveyed reported that they would recommend MGP roll-out. Throughout the evaluation, the principles and practices of the AfL strand have been popular amongst all interviewee groups[13]. This was linked to the strand's positive impact on teaching practice.

The one-to-one tuition strand was also popular amongst most interviewees and teacher survey respondents, with support increasing throughout the two years of the Pilot as schools and Local Authorities (LAs) have begun to see the benefits to pupils. This reflected a view that the one-to-one tuition strand was having the most impact on pupil motivation and outcomes (for more information see Chapters 4, 5 and 6).

Teacher interviewees were generally positive about the Single Level Test (SLT) and Progression Target strands. However, teachers were more attached to the practical and visible benefits of AfL and one-to-one tuition.

The Progression Premium was seen as the least positive strand amongst all interviewee groups but particularly amongst teachers. A minority of teachers viewed the concept of the Premium as 'payment by results' and felt this could be damaging to professional morale. However, the strength of negative feeling expressed towards this strand has reduced over the second year of the Pilot.

Senior management and LA Pilot Leaders were more positive than teachers about the SLTs, the Progression Target and the Progression Premium. Most headteachers and School Pilot Leaders (SPLs) supported the principle of Progression Targets. This was linked to a view amongst headteachers / SPLs that Progression Targets rightly focused on the progress of every child, not just those on the borderline of national benchmark levels. SLTs were also valued as a means of confirming and monitoring Teacher Assessments (TAs) and a possible mechanism for moving away from a reliance on end of Key Stage (KS) testing or other summative testing models such as Qualifications and Curriculum Development Authority (QCDA) optional papers. Headteachers in particular also valued additional resource from the Progression Premium, but expressed concern about the sustainability of this funding stream.

[13] Nine out of 12 teacher interviewees who responded to a specific question reported that the Assessment for Learning (AfL) strand had made the biggest difference to them. Seven out of nine teacher interviewees and five out of nine Local Authority (LA) Pilot Leaders reported that Assessing Pupil Progress (APP) materials have been the most useful aspect of the Pilot to teaching practice.

3.2.2 Awareness of MGP

Pilot processes have become more embedded in the second year. **Deeper implementation was reflected in increased levels of awareness and understanding of the Pilot across school communities.** All governors interviewed[14] reported being aware and engaged in the Pilot with some reporting that MGP had become a standing item on their meeting agenda. Over 90% of teacher survey respondents had some awareness of the AfL, SLT, one-to-one tuition and Progression Target strands. Just over half (54%) were aware of the Progression Premium; this may be linked to some school leaders reporting giving it a low profile due to their uncertainty about the sustainability of this funding stream. With regard to pupils, 93% of focus group participants were aware of SLTs, while 90% stated that they understood why some pupils received tuition and others did not.

Figure 3.1 shows teacher survey respondents' levels of awareness of each of the strands of the Pilot.

Figure 3.1 - Teacher survey respondent awareness of different strands

Strand	Unaware of it (%)	Aware of but do not understand it (%)	Aware of and partly understand it (%)	Aware of and fully understand it (%)	Aware of and changed teaching practice as a result (%)	Total (%)
AfL	2%	1%	13%	31%	54%	**100%**
SLTs	5%	3%	20%	57%	15%	**100%**
One-to-one tuition	3%	1%	9%	60%	28%	**100%**
Progression Target	6%	2%	23%	48%	21%	**100%**
Progression Premium	37%	9%	23%	27%	4%	**100%**

Note: totals may not sum to 100% due to rounding

Awareness of the Pilot amongst Special Educational Needs Co-ordinators (SENCOs) interviewed[15] was limited. For example, SENCOs reported low levels of engagement with class teachers in relation to Assessing Pupil Progress (APP) criteria.

Awareness of various aspects of the Pilot amongst parents/ carers and pupils was also more limited than teacher awareness. For example, 42% of parent/carer survey respondents reported being aware of the purpose of SLTs. This may be linked to schools reporting not sharing test results and processes with parents / carers due to residual concerns caused by late marking returns last year (for more information see section on SLTs at 3.4).

[14] It should be noted that only six governors were able to participate in the final phase of the evaluation.
[15] It should be noted that only five SENCOs were able to participate in the final phase of the evaluation.

Just over half (52%) of pupil survey respondents who did not receive one-to-one tuition reported being aware of MGP one-to-one tuition and 59% reported to understand why some pupils were receiving it. There was greater pupil awareness of aspects of the AfL strand which was targeted at more pupils (for more information see sub-section 3.3 below on AfL). It should also be noted that limited parent / carer and pupil engagement with implementation processes might be expected considering that their main interaction with the Pilot has been focused on outcomes (for more information see Chapter 6, Impact on Parent/carer, Pupil and Teacher Engagement).

Nevertheless, most headteachers / SPLs felt that awareness of the Pilot was growing amongst parents/ carers and pupils and would continue to do so as processes become more embedded, benefits become more pronounced and schools feel more confident about sharing MGP information.

> *"Parents have had some involvement (they receive targets for example). But it is somewhere we need to go more."*
>
> (School Pilot Leader, Primary School)

3.2.3 Leadership

Effective Pilot implementation was dependent on strong leadership at both the LA and school level. Specifically, most interviewees reported that where LA Pilot Leaders supported and challenged headteachers / SPLs (and wider school staff), and in turn where headteachers / SPLs supported and challenged teachers, implementation was smoother and more robust.

Half the teacher interviewees who answered a specific question on implementation cited leadership as the key factor that motivated them to engage with the Pilot. In particular, teachers valued being given release time to become practiced in APP and AfL techniques and materials through moderation, training and internal and external collaborative activities.

Teachers also considered it beneficial where the Pilot was given school-wide status and was emphasised as a priority by senior leadership through school strategic plans, staff meetings and general communications.

> *"This has been fully backed by the senior leadership team which makes a difference to the morale of teachers."*
>
> (English Teacher, Secondary School)

Only three teacher interviewees considered that leadership of the Pilot in their schools was ineffective. In each case, this was because they felt they had not been given enough training and support to fully understand the requirements of APP.

Interviewees identified a number of other characteristics of supportive and mature leadership that were evident in some schools and LAs and which effectively facilitated implementation processes. These are summarised in Figure 3.2.

Figure 3.2 - Aspects of effective LA and School based Pilot leadership

Local Authority leadership characteristics	School leadership characteristics	Supporting quotations
• Department for Children Schools and Families (DCSF) and other guidance material passed on and explained in a timely fashion • Accurate advice about Pilot requirements (particularly in relation to SLT entries) provided • Attempts made to streamline administrative requirements (particularly for TA submission and one-to-one tuition) • Good working relationships that enable regular formal and informal contact established with headteachers, SPLs and wider school staff • Training delivered effectively either in individual schools or for a number of schools, particularly around the AfL strand • Cross school, same phase and cross phase moderation sessions organised	• Release time given for staff to become accustomed to AfL strand and/or attend training and moderation • School strategy documents (e.g. School Improvement Plans, Self Evaluation Forms, performance management policies) contain MGP related information • All staff and governors, including support staff, aware of Pilot • MGP discussed at staff meetings on an ongoing basis • MGP seen as a school priority	"*If leadership aren't committed, it won't happen."* (Headteacher, Primary School) *"I work closely with the assistant headteacher who has really pushed this Pilot through the school. He has worked hard to ensure that the communication has been clear and consistent and allowed significant time off timetable to ensure that training is enough for staff using it [APP]."* (Mathematics teacher, Secondary School)

Some headteachers, SPLs and LA Pilot Leaders reported that their capacity to lead implementation had increased as the Pilot had progressed. This was linked to interviewees reporting becoming more practiced in the systems and processes and being more aware of the inputs required to achieve impact.

"Yes it is integrated into our policy and practice; it is part of out school improvement plans. It is embedded in the whole school."

(Headteacher, Secondary School)

"We have seen great improvements in leadership."

(The Department for Children, Schools and Families)

Most headteachers interviewed also considered they had received effective support and leadership from the LA, particularly around data submission, tuition arrangements and general Pilot guidance. This was seen as supporting school wide MGP implementation by giving them accurate information about the best ways to sustain and improve processes.

"LA support must be key going forward. You need someone at a local level pulling everything together"

(Headteacher, Primary School)

Similarly, most governors interviewed considered that the Pilot had been well led in their schools and that they had themselves received regular updates about progress.

"I think it is very useful to have the headteacher leading this. It was driven from the top and therefore throughout the school and not just seen as another initiative to be done 'in the sidelines.'"

(Governor, Primary School)

3.2.4 Communications and training

The majority of teacher interviewees found MGP related training and support valuable, specifically when focused around the use of APP in the classroom and when linked to other practice based training. As such 'in-house' training, supplied by SPLs, LA Pilot Leaders or National Strategy consultants was seen as particularly useful to Pilot implementation. Those who had been involved in cross school activities, including moderation, also found them to be useful (for more information on moderation see AfL Section 3.3 below).

"The best training has come from the School Pilot Leader, our deputy head. We were ahead of the game as she had introduced it to us early on."

(English Teacher, Primary School)

In contrast, Heads of Department, SPLs and LA Pilot Leaders found collaborative training involving teachers from other schools more useful than internal training, in particular SPL meetings convened by the LA. This was linked to a feeling expressed by interviewees that sharing good practice amongst middle and senior leaders could help improve Pilot implementation at a strategic level. LA Pilot Leaders also found the meetings a useful means of sharing DCSF guidance and support.

Nine out of ten tutors reported that they had not received specific training in relation to the one-to-one tuition strand. However, two considered that they had picked up good ideas about effective practice through informal networking. Only two tutors participating in the research reported receiving the MGP tuition pack[16] and one reported they had attended an LA introduction session. This suggests that one-to-one tuition guidance has not been consistently shared.

LA Pilot Leaders found national LA Pilot Leader meetings, hosted by the DCSF effective as training sessions both in relation to Pilot specific processes and in respect of sharing best practice about achieving impact for pupils. The DCSF is planning to provide MGP related support to LAs once the Pilot has finished and certain aspects move to national roll-out[17].

[16] This is a Department for Children Schools and Families (DCSF) document, available to tutors, which gives advice about one-to-one tuition processes and best practice.

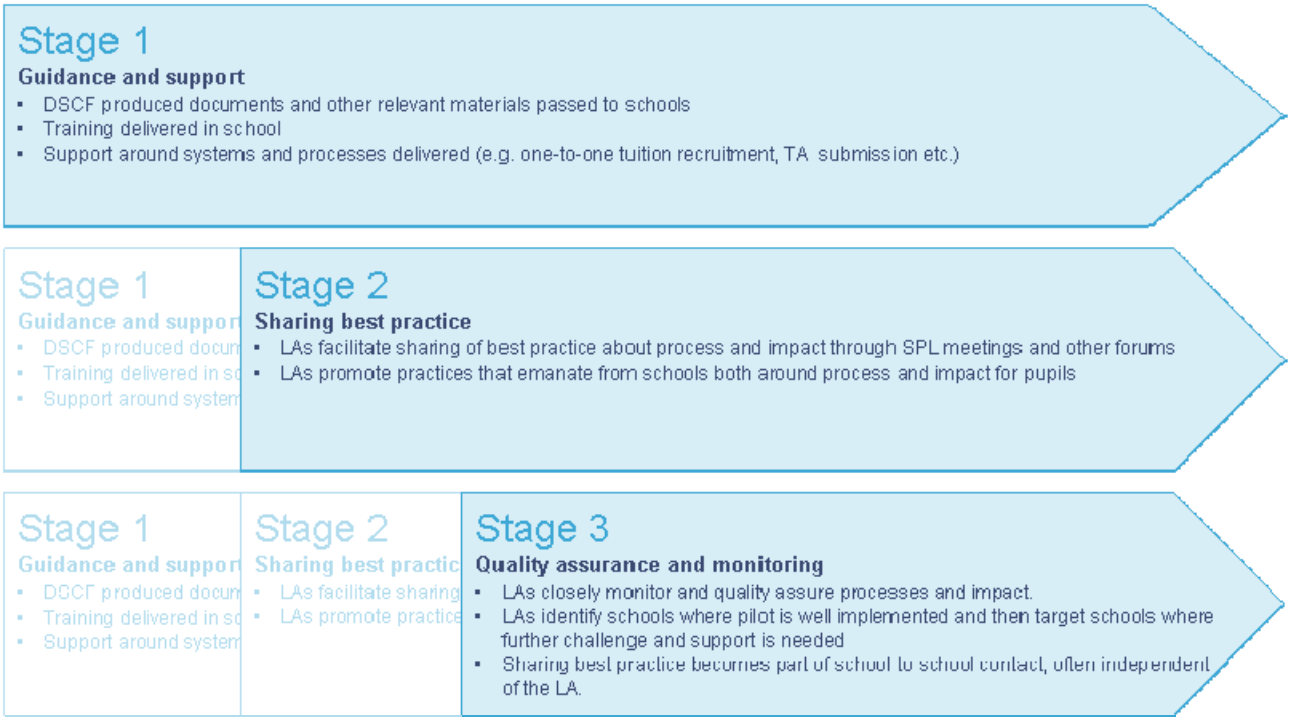
[17] One-to-one tuition begins national roll-out for all English schools in September 2009. Assessment for Learning (AfL) practices will continue to be embedded as part of the wider AfL Strategy launched in 2008. Single Level Tests (SLTs) will be subject to further Piloting in 2009/10. Further, mathematics SLTs will be trialled within an accountability context whereby volunteer Pilot schools will not take part in both mathematics end of Key Stage (KS) 2 National Curriculum Tests and mathematics SLTs. Progression Targets have been statutory for all schools in England since September 2008. The Progression Premium is not being continued to full roll-out.

"I found the chance to share good practice and the contact with other LA Pilot Leaders most useful."

(Local Authority Pilot Leader)

Headteachers / SPLs and LA Pilot Leaders observed that LAs had gone through a process of maturing in terms of their relationships with Pilot schools as implementation has progressed. Often the relationships were characterised by three stages of progression that build on each other: support and guidance, sharing best practice about processes and impact and monitoring and evaluation. Figure 3.3 suggests a maturity index, based on interviewee feedback, in relation to LA support and challenge to Pilot schools. The Figure shows that as LAs mature in their relationships with schools, they build in additional aspects to complement existing challenge and support mechanisms.

Figure 3.3 - Maturity index describing developing relationships between LAs and Pilot schools



LA Pilot Leaders and the DCSF considered that progressing to the quality assurance and monitoring stage would be a focus in the coming year since they considered that the majority of LAs had already reached the sharing best practice stage.

There were a small number of cases where schools and LAs appeared to be showing some aspects of the quality assurance and monitoring stage. Our research recorded two examples of LA Pilot Leaders collecting and disseminating data from schools around TA progression trajectories, SLT pass rates and one-to-one tuition progression rates. This information was then used to support improvement discussions with school leaders, often through School Improvement Partners (SIPs). For more information see Chapter 4, Impact on Rates of Progression.

The maturity index highlighted in Figure 3.3 above might be a supportive tool for LAs and the DCSF as certain aspects of the Pilot move to full roll-out and a clear picture of levels of implementation continues to be required. Further, the model might be useful as a more general way of conceptualising the role of LAs in other DCSF programmes and initiatives.

3.2.5 Pilot funding

Pilot schools received funding of £10 per pupil per year for participating in MGP. This was designed to support data collection activity, general administration and training and participation in evaluation and other monitoring activities. Funding for one-to-one tuition has been distributed separately.

Few participants in the research had a view on whether Pilot funding had been adequate to meet Pilot requirements. However, in a very small number of cases headteachers / SPLs reported using Progression Premium funding and/ or other school funds to support the administration of one-to-one tuition. Headteachers / SPLs considered that administrative challenges were mainly linked to staff spending additional time attending to payment processes, organising room allocations and sharing of pupil data with tutors.

3.3 Assessment for Learning

The AfL strand involves a focus on assessment for learning supported by the use of the APP assessment criteria and wider formative assessment activities. The APP assessment criteria are also used to inform termly TAs of pupils (which are submitted to the DCSF).

This section details findings on: the use of APP; establishing TAs; TA collation and submission; accuracy of TA; moderation; transition-related activities; parent/carer and pupil engagement with AfL implementation; and wider AfL practice.

3.3.1 Use of APP

A majority of schools have been using APP criteria with all pupils in English and mathematics during the second year of the Pilot[18].

Eight out of ten LA Pilot Leaders reported that APP criteria were generally being used with more pupils in Pilot schools this year compared to last year. Further, the vast majority of interviewees considered that wider AfL implementation had become deeper this year as a result of increased use of APP.

Where APP criteria were not being used with all pupils, headteacher / SPL interviewees suggested the criteria were being used with a targeted sample of pupils this year but would be rolled-out with all pupils next year. Only one SPL interviewee reported not using APP criteria at all.

National Stakeholder Organisations suggested that the increased use of APP was having a related positive impact on subjects other than mathematics and English as teachers were beginning to see the value of having an effective tool for improving assessment practice.

[18] 62% of teacher survey respondents reported using Assessing Pupil Progress (APP) assessment criteria to assess all pupils. Six out of eight Heads of English and eight out of 12 Heads of Mathematics interviewed reported using APP criteria to assess all pupils. 29 out of 52 headteachers/ School Pilot Leaders (SPLs) reported that APP criteria are used to assess all pupils in their schools.

"APP is now happening in almost every primary school and in the vast majority of secondary schools in England and Wales, in mathematics and English. It is up and running or, if not, they expect it to be so in September."

(National Stakeholder Organisation)

Increased adoption levels were linked to teachers reporting seeing the positive benefits of using APP criteria, particularly in relation to improved accuracy of and confidence in their TAs. Further, as teachers became more used to the language of, and practices associated with, the APP assessment criteria, initial workload concerns reduced (see Chapter 7).

"[APP] helps you be more focused on what [pupils] need to do to get to the next level. It has helped with things like guided reading sessions. I particularly like the Assessment Focuses which are clear. "

(Head of English, Primary School)

Overall, APP practices varied amongst schools with most using APP criteria mainly as a tool to support more accurate TA i.e. for periodic assessment, whilst some in addition were using the criteria as a tool for ongoing formative assessment activities such as peer and self assessment and non numerical target setting and changing classroom and school practices. Most interviewees felt further work was still needed to be done to ensure APP adoption was fully embedded in all schools as a tool to support ongoing teaching and learning as well as TA.

"You get a variation [in adoption levels]. But MGP has been used as a vehicle to promote the principles of AfL and APP has supported that."

(Local Authority Pilot Leader)

"There is a challenge around trying to make this more than an assessment and recording system; it has to feed into teaching and learning."

(National Stakeholder Organisation)

Figure 3.4 below summarises LA Pilot Leader, headteacher / SPL and teacher views on the key aspects of different levels of APP adoption amongst Pilot schools. The stages of adoption borrow their titles from the DCSF's 2008 AfL Strategy[19].

[19] The AfL Strategy, launched in May 2008 as a joint project between the DCSF, the National Strategies and QCDA, together with the Chartered Institute of Educational Assessors. See, http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00341-2008.pdf

Figure 3.4 - Interviewee feedback on different stages of APP adoption within MGP Pilot schools

Stage of APP adoption	Example practices for the use APP criteria
'Focusing'	• Used with all pupils in certain mathematics and English classes but not all pupils in the key stage • A tool for teachers to make periodic assessments of a pupil's performance to inform TAs • Used primarily to assess written work • Not shared with pupils or parents/ carers
'Developing'	• Used with all pupils in mathematics and English across a Key Stage • Used to inform periodic assessments with assessments being based on a full consideration of pupil performance including oral contribution and reading skills • Beginning to be shared with pupils • Beginning to be used to inform and support lesson planning and tuition allocation
'Establishing'	• Used to support ongoing formative assessment practices as well as periodic assessment. Formative assessment practices include peer and self-assessment, personalised non-numeric target setting with pupils, comment only marking linked to APP criteria and one-to-one progression conversations between teachers and pupils both during class and outside of lesson times • Used to inform planning within departments and across the school • Shared with all pupils and parents/carers in original language
'Enhancing'	• Embedded in school-wide assessment policies and practices both to inform formative assessment practice and more accurate periodic assessments • Used to inform both departmental and school wide curriculum planning • Used as part of school wide intervention mapping • APP criteria being used by other departments outside of mathematics and English to improve both cross-curricular literacy and numeracy and teacher assessment practice • Pupils and parents/ carers fully understand the steps they need to take to ensure APP related targets are met

Most schools were either at 'Developing' or the early stages of 'Establishing' phases, and **the majority of interviewees reported that more work was needed to fully implement assessment for learning practices.** However, there were some examples of schools which were working at the 'Enhancing' stage. The case study example below highlights a school where APP assessment criteria have been used to support school wide intervention planning and suggests that in some schools APP assessment criteria are becoming embedded in whole school practices.

Case study - Using APP assessment criteria to support school wide intervention mapping

One large secondary school has been able to fully embed APP assessment criteria into wider school strategies and planning. Prior to the Pilot the school had a whole school intervention mapping process whereby data was used to inform levels and types of interventions in order to provide a more personalised offer for pupils. For example, some students were placed on reading recovery schemes and others were given group support. The introduction of APP assessment criteria allowed the school to be even more specific in their intervention allocation as teachers gradually became able to highlight where exactly pupils needed support. In addition, one-to-one tuition allowed the school to think strategically about how to use this extra intervention. For example, they decided to focus one-to-one tuition on Year 8s who as a cohort were not progressing as fast as other year groups in the school.

Interviewees at the school were all aware of the intervention mapping regime and how it had been supported by the introduction of the APP criteria. The SPL and another member of the Senior Team had also been invited to a borough wide meeting to share this good practice.

"It has touched every area of school: interventions, tracking and classroom practice. It has opened the school's eyes."

(School Pilot Leader, Secondary School)

Where use of the APP has not yet been fully embedded, some teachers and headteachers / SPLs highlighted a number of barriers to fuller adoption in their schools. In particular, a minority of teachers felt that using the APP grids for periodic assessment practices, such as TAs, was time consuming, particularly when pre-existing assessment systems, such as the use of end of term or end of unit tests, remained. Others felt that using APP criteria for formative assessment to inform planning and support changed teaching and learning practice on a more regular basis would require more training and support. As in previous phases of the evaluation, some teachers found the APP language inaccessible which was a limiting factor for parental and pupil engagement.

"There have been improvements but they have come through increased workload and more time spent on assessment. It takes a lot longer to mark work and complete assessment grids."

(Teacher survey respondent)

However, where schools were using APP to replace existing systems and where teachers were given sufficient time to understand the implications of the APP tool, implementation challenges were reduced (see Chapter 7).

"Where implementation has been viewed positively by members, it is frequently the case that schools have taken the opportunity presented by APP to review the burdens associated with their existing assessment practices and have tackled these issues through the introduction of APP, discarding previous approaches and systems."

(National Stakeholder Organisation)

SENCOs interviewed reported making limited use of APP criteria. Although there were some examples where SENCOs and Teaching Assistants had liaised with class teachers to support formative assessment techniques for pupils with Special Educational Needs (SEN), there were mixed views on how valuable APP criteria were in this context. A small minority of SENCOs interviewed considered that the criteria were too broad and needed a greater level of granularity than even sub-levels could provide. This was linked to a view expressed by some teachers and SENCOs that pupils with SEN needed to have their learning and assessment broken down into small, manageable chunks and that the APP criteria did not include 'P' scales[20].

3.3.2 Teacher Assessment collation and submission

For Pilot monitoring purposes, schools were required to submit termly TA data to the DCSF. The first set of termly tracking data was submitted in December 2007 (Autumn Term), with the second and third submitted in March (Spring Term) and June 2008 (Summer Term) respectively. This cycle was continued during the second year of the Pilot, with the fourth set of data collected in December 2008 and the fifth and sixth set collected in March and June 2009 respectively.

Compared to previous phases of the evaluation, there was less negative feedback on the administrative burdens around the collection and submission of this data. Some interviewees suggested this was linked to schools becoming more used to systems and processes or LAs streamlining procedures. In one LA, the LA Pilot Leader had added an additional module to the existing Management Information System (MIS) used by most schools to allow TAs to be submitted more simply.

Administrative burdens may also have been reduced by schools introducing new tracking systems so that TA collection timelines were in sync with school data collection periods. 62% of teacher survey respondents reported that their schools had introduced new tracking systems since implementing the MGP Pilot. For more information see Chapter 7.

3.3.3 Accuracy of Teacher Assessments

In the early stages of the Pilot, concerns around the accuracy of TAs were highlighted. In the second year of the Pilot, data analysis (see Figure 3.5) suggests that **teachers are, broadly, making TAs at a level you would expect based on the most recent KS2 results**. Interviewees linked this to growing confidence amongst teachers in using APP criteria to inform assessments.

Figure 3.5 compares TAs submitted in the Summer Term 2009 to end of KS2 National Curriculum Tests (NCTs) results for Year 6 pupils. KS2 NCTs were sat in May only shortly before the summer TAs were collected and should therefore be comparable. Over four fifths of those assessed as Level 5 in their TA and almost three quarters of those assessed as Level 4 achieved the same level in their KS2 NCT. At Level 3, over a quarter (28.3%) of pupils assessed as Level 3 achieved a higher score in their KS2 NCT. Those assessed at Level 6 in their TA are not shown here as the highest KS2 NCT level they can achieve is Level 5.

[20] The P scales are a set of descriptions for recording the achievement of pupils with special educational needs (SEN) who are working towards the first level of the National Curriculum (Level 1).

Figure 3.5 - Summer TA vs. 2009 KS2 NCT

TA6 Level	% achieving same level in KS2 NCT as assessed at in TA6	% achieving above the level in KS2 NCT they were assessed at in TA6	% achieving below the level in KS2 NCT they were assessed at in TA6
Level 3	66.8%	28.3%	4.9%
Level 4	73.4%	16.1%	10.5%
Level 5	81.3%	0.0%	18.7%
Level 6	n/a	n/a	n/a

Source: DCSF (2009)

3.3.4 Moderation practices

Although moderation activities were not a specific component of the Pilot, **all LA Pilot Leaders reported organising or supporting cross school moderation and nine out of ten reported organising cross phase moderation between schools.** This focus on inter-school activity reflects and responds to feedback expressed during the first year of the Pilot (and reported in the interim evaluation report) about the value schools hoped to yield from cross school moderation activities. LA Pilot Leaders reported in the interim phase that despite limited activity in the first year, they planned to organise more inter-school moderation during the second year of the Pilot. Potential benefits highlighted by interviewees were linked to increases in teacher confidence in making TAs and opportunities to share best assessment practice.

The case study example below highlights an LA where Heads of Department have been heavily involved in moderation practices.

Case study - 'Table managers' to support cross school, cross phase moderation

One LA with a mixture of rural and urban as well as high and low achieving schools has invested in training and support for Heads of Department to run cross phase moderation events between schools. Heads of Department volunteered to become 'table managers' at moderation events. This involves facilitating group discussion with colleagues around appropriate levels for different pieces of work and supporting teachers with the application of APP criteria. 'Table managers' take responsibility for giving feedback to individual schools on the quality of work submitted for moderation and scrutiny and also ensure every moderation exercise is given the same amount of discussion time. The LA trains 'table managers' on a half-day course and participating schools receive funding for release time.

Feedback from Heads of Department has been positive as they have seen it as a useful form of Continuing Professional Development (CPD). In particular it has helped them support their own department teams in fully implementing APP.

"Evaluation from teachers shows that it is really supporting their understanding of the guidelines across phases. It is supporting transition and is moderating teacher judgements that at the beginning of the two years were quite diverse. APP has supported those judgements aligning them to much more robust criteria."

(Local Authority Pilot Leader)

While there has been LA activity in this area and some examples of good practice, schools reported limited involvement in cross school and cross phase moderation. Overall, 9% of headteachers / SPLs reported taking part in same phase cross school moderation and 19% reported taking part in cross phase, cross school moderation. This message was echoed by teachers, with one out of 19 reporting attendance at cross school, cross phase moderation events. A larger amount of headteachers / SPLs (50%) reported planned cross school, cross phase moderation for the following year. This is in line with findings reported in the interim phase, suggesting that in practice levels of activity have remained limited in this area.

> *"We are working on cross phase moderation and have already engaged with feeder primary schools, but more needs to be done to build on this."*
>
> (Head of Mathematics, Primary School)

Some headteachers suggested that limited inter-school moderation was linked to resource constraints and stated that they had found it difficult to find release time for staff to attend cross school events despite their value. As such, **in practice most moderation activities were taking place in school and during departmental meetings**.

3.3.5 Transition activities

Few interviewees had a view on the extent to which MGP had incentivised improved transition arrangements between primary and secondary schools particularly around the sharing of APP related assessment information. This may be linked to the finding highlighted in sub-section 3.3.4 above that cross phase moderation still needs to be further embedded. Some **LA Pilot Leaders considered that cross phase moderation might encourage greater information sharing amongst secondary and primary staff which would support transition activities**.

Nine out of ten teachers who responded to a specific question reported that they have not been involved in any transition activities in the context of the Pilot (as with moderation activities discussed above, transition was not a specific component of the Pilot). In addition, two out of seven KS2 teachers who responded to a specific question suggested they would pass APP informed assessment information to secondary schools. A minority of headteachers / SPLs linked this to them needing more time to fully embed the use of APP or that they did not expect this to be used by the next school. Most primary Heads of Literacy and Numeracy suggested that they do hand over other assessment information and would be willing to hand over MGP related data in the future, particularly when they are more confident with APP. More specifically, primary school interviewees considered that they might hand over the following to secondary colleagues: highlighted APP criteria grids for individual pupils, individual APP informed and non-numerical targets and TA data.

National Stakeholder Organisations and LA Pilot Leaders viewed APP related transition activities as a crucial area for further development. They considered one of the key benefits of an assessment system informed by APP to be greater transparency and consistency in assessment across key stages. Improved transition activities involving a shared understanding of levels were considered important when trying to minimise scepticism amongst teachers about the correlation between KS2 and KS3 assessments. Improved levels of APP assessment data transfer might also avoid the common practice of re-testing pupils when they enter Year 7. It will become even more crucial to ensure effective assessment information transfer, as following the recommendation of the Expert Assessment Group, the DCSF have decided to move end of KS2 NCTs to June as opposed to May. This will mean that KS3 staff will not receive NCT results until after the Autumn Term has begun and therefore will rely more heavily on APP related assessment data.

"Transition is another key area going forward…there needs to be an emphasis on consistency of APP across Key Stages."

(National Stakeholder Organisations)

3.3.6 Parent / carer and pupil engagement with AfL implementation

Most headteachers / SPLs and teachers reported that APP criteria and termly TAs were being increasingly shared with pupils and that there had been a related impact on pupil motivation (see Chapter 6). Further, four out of 16 Heads of Departments specifically highlighted that the APP criteria had incentivised information sharing with pupils. Interviewees linked this to the criteria supporting sharp and specific assessment information about individual pupils' strengths and areas for development.

Pupils themselves reported a good understanding of their own levels. Results from the pupil survey, conducted with secondary school students, suggest that 76% receive information about how well they are doing. Pupil focus groups conducted with primary school pupils also suggest a good level of understanding with 85% of pupils reporting they know what their sub-levels are.

Primary school pupils appear to be more aware of how to progress than secondary school pupils. 83% of pupil focus group participants reported being aware of what next steps they needed to take to improve in mathematics and 78% reported the same in English. In secondary schools, 58% of pupils reported to know what they needed to do to improve their work in mathematics and 57% in English.

"We are getting more targets this year…that's why I feel more confident. The teacher tells us how to use our imagination to write better stories."

(Pupil Focus Group Participant)

Further, 78% of primary school pupils suggested that they have received more progression information this year compared to last. 76% of secondary school pupil survey respondents wanted more progression information (74% of pupil survey respondents in the first year of the evaluation reported the same view) compared to 59% of primary focus group respondents. **This may indicate that the frequency and type of assessment-focused conversations between teachers and pupils at KS3 has been more limited than in KS2**. Over a third (34%) of secondary school survey respondents reported having one-to-one conversations with teachers about their learning which is a contributing aspect of AfL practice becoming 'established' and 'enhanced' in the classroom as defined in the AfL Strategy as highlighted in Figure 3.5 above. Half of pupil respondents stated that their teacher communicated their progress through ongoing marking, while a further 21% of respondents indicated that their teacher discussed their progress in group discussions. In addition, 13% suggested that they received ongoing feedback every week, with 19% finding out about their progress every two weeks or every month.

The survey responses highlighted above suggest that wider AfL implementation (as set out in Figure 3.5) may be stronger in primary schools than in secondary schools. This reflects a finding reported in the interim evaluation report that secondary schools were more likely to use the APP criteria in one subject at first, and then to roll out practice. This may be linked to a view held by some secondary teachers that it was impractical to have deep assessment information about individuals since they taught a larger number of pupils (in some cases as many as 200) compared to primary colleagues. As such further support may be required to support wider implementation of the AfL strand at KS3.

As in previous phases of the evaluation, **sharing TAs and APP criteria with parents/carers was less well advanced when compared to sharing with pupils**. Five out of 13 teachers reported sharing APP with parents / carers. The main challenge cited was the inaccessibility of the APP language, although others expressed a desire to have more time to fully understand the APP criteria before sharing with parents / carers. Teachers were reluctant to potentially damage the crucial relationships with parents / carers by passing on information where they didn't feel confident in their own understanding of this.

Headteacher/ SPLs, LA Pilot Leaders and National Stakeholder Organisations considered that increasing the assessment related information disseminated to parents should be a focus over the coming year. Research conducted by Ofsted and referenced in the interim evaluation report highlights the potential benefits to pupil progress of greater parent/carer understanding of assessment levels[21].

Further, there was a feeling amongst all evaluation interviewee groups that the AfL strand, and APP assessment criteria in particular, presented an opportunity to better engage parent / carers in their child(ren)'s learning. DCSF research[22] has highlighted that parents / carers often want more information that is personal to their child and their specific circumstances. This more specific information could be, and in some cases has already been, provided by a TA made against the APP assessment criteria.

This corresponds to findings highlighted in the interim evaluation report where schools reported a desire to get parents more involved in AfL suggesting that activities in this area have remained limited in the second year of the Pilot.

3.3.7 Wider Assessment for Learning practice

In addition to the submission of termly TAs and the use of the APP criteria, the AfL strand also focuses on improving wider assessment practices. These practices include formative techniques such as peer and self-assessment and school and departmental pupil tracking and monitoring, underpinned by the APP. In particular school based interviewees reported the general characteristics of wider AfL practice incentivised by the Pilot included:

- AfL policies have been re-shaped to include APP information and material;
- APP materials have been used to support more ongoing formative assessment practices and planning;
- More accurate assessment data generated as a result of the Pilot has been used to allocate interventions and set more specific targets for pupils; and
- New or re-shaped school wide tracking and monitoring systems have been introduced.

Overall, most headteachers / SPLs and LA Pilot Leaders considered that wider AfL practices had not been fully implemented. However, there were some best practice examples where leadership was strong and AfL had had time to fully embed (for more information see Chapter 5). Interviewees considered that limited levels of wider AfL implementation were partly linked to a primary focus on Pilot specific requirements such as using APP for periodic assessment for TA submission to date.

[21] Ofsted (2007) *Parents, Carers and Schools*
[22] The Department for Children, Schools and Families (2007) *Parental Involvement in Children's Education*

Nevertheless, **most teachers and Heads of Department reported that they had made progress in terms of incorporating wider AfL activities**. Specifically, they felt they were now more aware of pupil performance levels and what formative advice to give them about how to progress. They also felt they had improved their target setting and tracking practices.

> *"Activities such as tracking are now in place to monitor students."*
> (Head of English, Secondary School)
>
> *"The most attractive thing about the Pilot is the support we have had around assessment and tracking which was our school priority anyway."*
> (Headteacher, Primary School)

In addition, most LA Pilot Leaders considered that **the necessary links between assessment, planning and teaching had become stronger through the course of the Pilot**. Specifically, they reported that they had observed an increase in the use of self-assessment and the sharing lesson objectives informed by APP criteria.

LA Pilot Leaders suggested that in order to strengthen wider AfL implementation, consideration should be given to a number of issues which may have the potential to impede its successful roll-out:

- Some **schools thought to still be using tests to inform TAs**;
- APP **criteria in a small number of cases used as a 'tick-box' exercise purely for periodic assessment** rather than formative assessment; and
- **Lack of training for Newly Qualified Teachers (NQT)** or teachers in training.

> *"The APP bit appeals to me most as it links to AfL but I also think it is the biggest challenge because it is easier to give them a test. The ironic thing is we have teachers who do a test to make their judgement as they are not confident."*
> (Headteacher, Primary School)

3.4 Single Level Tests

Pupils can be entered for 'single National Curriculum level' tests (Single Level Tests (SLTs)) bi-annually when their teacher judges them ready in order to confirm their teacher assessment of their level.

This section comprises a description of the profile of test entries and our findings on the ways in which pupils have been selected for the tests. It details the experiences of test logistics and papers and finally provides a description of test results and the way these have been used by Pilot schools.

3.4.1 Test entry profile

This section includes an analysis of the test entries for the December 2008 and June 2009 testing windows. The analysis of the testing cohorts has been conducted by volume, year group, level, appropriateness, SEN classification and eligibility. A full analysis of the December 2007 and June 2008 testing cohorts is available in Appendix 5 and in the interim evaluation report[23].

[23] http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR065.pdf

Due to a decision following an announcement by the Secretary of State on 14th October 2008, Single Level Testing at KS3 was discontinued. Therefore the data analysis in this section refers exclusively to KS2 pupils.

Volume of entries

Overall, the number of KS2 pupils entered for SLTs in the second year of the Pilot (December 2008 and June 2009 testing windows together) were higher than those in the first year (December 2007 and June 2008). In particular June 2009 saw the highest number of entries during the course of the Pilot. Headteachers / SPLs considered that this was linked to growing confidence in the testing construct, a greater understanding of the processes involved and greater appreciation of the potential benefits to students and teachers. Figure 3.6 below highlights the number of SLT entries across the course of the Pilot.

Figure 3.6 - Volume of KS2 test entries across the course of the Pilot

Test window	Reading	Writing	Mathematics	Total entries
June 2009	9,659	8,635	9,923	28,217
December 2008	8,973	7,224	8,095	24,292
June 2008	9,278	7,330	8,120	24,728
December 2007	9,543	7,650	7,894	25,087

Source: DCSF (2009)

Single Level Test entries by subject

Data analysis suggests that the number and proportion of entries in mathematics and reading and writing was broadly consistent between the December and June testing windows. There also did not appear to be an overrepresentation of any single subject in test entries. Figure 3.7 overleaf details test entries by subject in December and June.

Figure 3.7 - Test entries by subject in December 2008 and June 2009

Subject	December 2008		June 2009	
	No. of entries	%	No. of entries	%
Mathematics	8,095	33.3%	9,923	35.2%
Writing	7,224	29.7%	8,635	30.6%
Reading	8,973	36.9%	9,659	34.2%
Total	**24,292**	**100.0%**	**28,217**	**100.0%**

Source: DCSF (2009)

Single Level Test entries by year group

Test entries in December 2008 were highest for Year 5 and Year 6 pupils. Interview findings suggest that this reflected the fact that fewer pupils in Year 3 and Year 4 were working at Level 3 (the lowest level for the SLT) or above and hence not eligible for a test. One LA Pilot Leader also reported that some schools did not feel that pupils in the lower years are emotionally ready to sit a test. Two headteachers / SPLs who answered a particular question also reported that Year 6 pupils were entered for the December SLTs as preparation for the end of KS2 National Curriculum tests (NCTs).

Test entries in June 2009 were most common for Year 4 and Year 5 pupils. Headteachers / SPLs reported that this was mainly because schools did not want to enter Year 6 pupils for SLTs who would have already taken end-of-Key-Stage NCTs and as such were more willing to enter younger pupils. This might also be linked to some pressure put on schools by the LA Pilot Leader to enter more pupils reported by a small minority of school based interviewees. Indeed, we understand that entry of more eligible pupils was encouraged in order to secure an adequate testing sample.

Figure 3.8 below shows the number of SLT entries by year group in June and December.

Figure 3.8 - SLT entries by year group in December 2008 and June 2009

Year	December 2008		June 2009	
	No. of entries	%	No. of entries	%
Year 3	26	0.1%	2,045	7.2%
Year 4	3,531	14.5%	8,580	30.4%
Year 5	8,436	34.7%	12,872	45.6%
Year 6	12,299	50.6%	4,720	16.7%
Total	**24,292**	**100.0%**	**28,217**	**100.0%**

Source: DCSF (2009)

Single Level Test entries by level and sub-level

Test entries were most common at Levels 3 and 4 in December 2008 and June 2009. Given the positive correlation between TAs and test entries (see section below on appropriateness of SLT entries), **this might suggest that most pupils at KS2 are generally performing at these levels.** Figure 3.9 overleaf highlights test entries for the December and June testing windows by level.

Figure 3.9 - Test entries by level in December 2008 and June 2009

SLT entry level	December 2008		June 2009	
	No. of entries	%	No. of entries	%
Level 3	12,316	50.7%	15,720	55.7%
Level 4	10,277	42.3%	10,305	36.5%
Level 5	1,695	7.0%	1,977	7.0%
Level 6	4	0.0%	215	0.8%
Total[24]	**24,292**	**100%**	**28,217**	**100%**

Source: DCSF (2009)

Entries are still more common at TA sub-levels (a) and (b), despite test guidance outlining that pupils performing at sub-level (c) should be entered at that particular level e.g. students performing at 3c should be entered for the Level 3 SLT. Figure 3.10 below highlights the number and percentage of total entries at sub-levels (a), (b) and (c) in both December 2008 and June 2009.

[24] The slight different in totals in Figure 3.9 and Figure 3.10 is due to small amounts of missing data on TA sub-levels.

Figure 3.10 - Overall number and percentage of entries at sub-levels (a), (b) and (c)

TA sub-level	Total SLT entries			
	December (No. pupils)	December (%)	June (No. pupils)	June (%)
Level (x) a	8,316	35.0%	9,441	33.5%
Level (x) b	9,507	40.1%	12,683	45.0%
Level (x) c	5,907	24.9%	6,073	21.5%
Total	**23,730**	**100%**	**28,197**	**100.0%**

Source: DCSF (2009)

Headteachers / SPLs and Heads of Department suggested that this skewing to sub-levels (a) and (b) was due to a feeling that pupils performing at sub-level (c) were less likely to pass the SLT and therefore could lose confidence. In addition, headteachers wanted to maintain a good level of accuracy in terms of school level pass rates and felt more confident with students who had progressed further within the level. Despite there not being an external accountability regime for SLT pass rates in the Pilot, this may be linked to the uncertainty expressed by some headteachers about whether schools would be judged on pass rates in each round and that whilst this uncertainty existed, headteachers were keen to present evidence of success.

"And schools are pressured to get success so you would only enter those who are certain to pass."

(Headteacher, Primary School)

"Headteachers like to test to within security i.e. [sub-level] (b) and above. It is the safe thing to do."

(Local Authority Pilot Leader)

LA Pilot Leaders however suggested that they had observed **more entries at sub-level (c) at the higher levels this year compared to last in the December 2008 and June 2009 test windows**. This may reflect that schools started to adopt the entry guidelines as described above. The data shows that during the December 2008 and June 2009 testing windows there were higher proportions of entries at sub-level (c) for the higher levels with the exception of Level 6. This may be linked to a feeling amongst some teachers that they were more confident in their judgements at the levels at or just above national benchmarks for KS2 pupils (i.e. Levels 4 and 5). It may also be linked to a perception among some interviewees that pupils at the higher levels were more likely to cope with the challenge of a test and so teachers would feel more comfortable entering these pupils when working at sub-level (c). For the June test window, this entry pattern may also be linked to fewer Year 6 pupils being entered during the June window as described in Figure 3.8 above. Figure 3.11 below highlights the number of entries at sub-level (c) at the different levels in December and June.

Figure 3.11 - Number and percentage of entries at sub-level (c) across the levels

TA Level	December 2008		June 2009		Total number of entries at that level	
	No. of entries at same level	% of total entries at that level	No. of entries at same level	% of total at that level	December 2008	June 2009
Level 3c	1,923	16.0%	2,463	15.7%	12,005	15,705
Level 4c	2,559	25.5%	2,443	23.7%	10,051	10,301
Level 5c	733	43.9%	728	36.8%	1,671	1,976
Level 6c	0	0.0%	23	10.7%	3	215
Total	**5,215**	**22.0%**	**5,657**	**20.1%**	**23,730**	**28,197**

Source: DCSF (2009)

Appropriateness of SLT entries

Overall, there was a strong link between the levels teachers assigned to pupils through TAs and the levels at which those pupils were entered for SLTs during the second year of the Pilot. This finding is supported by feedback from the QCDA Tests and Exams Support Group. Figure 3.12 overleaf highlights the number and percentage of entries which were made in line with TAs in both December 2008 and June 2009[25].

[25] 'Entry level' was defined as any pupil performing at the same level in their TA (whether at sub-level (a), (b) or (c)) and those performing at sub-level (a) at the level below which they were entered for an SLT. Performing above entry level was defined as pupils performing at a higher level in their TA than the SLT level at which they were entered. Performing below entry level was defined as pupils performing at sub-level (b) and below in their TA at the level below which they were entered for an SLT.

Figure 3.12 - TAs vs SLT entries December 2008 and June 2009[26]

	December 2008				June 2009			
	Reading	**Writing**	**Mathematics**	**Total (instances)**	**Reading**	**Writing**	**Mathematics**	**Total (instances)**
Entries of pupils where TA judges them to be performing at entry level	94.1%	95.8%	96.3%	95.4%	97.8%	98.0%	97.6%	97.8%
Entries of pupils where TA judges them to be performing above entry level	4.3%	2.4%	1.9%	2.9%	1.7%	1.3%	1.2%	1.4%
Entries of pupils where TA judges them to be performing below entry level	1.6%	1.8%	1.7%	1.7%	0.5%	0.7%	1.2%	0.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure 3.12 shows that virtually all pupils (97.8%) entered for SLTs were entered based on appropriate TA levels. There was also a slight increase in accuracy for the June 2009 testing cohort compared to the December 2008 cohort. **This suggests improved levels of understanding of entry criteria amongst teachers**. This also reflects data gathered from the June 2008 testing window where TAs for 96% of pupils entered judged them to be performing at entry level or above but not the December 2007 testing window where this figure was 71% (for more information see Appendix 5).

> *"Where there appears to be a mismatch between teacher assessment entry and single level test entry that is because schools are anticipating progress…"*
>
> (Local Authority Pilot Leader)

[26] December SLT entries are compared to December TAs and June SLT entries are compared to April TAs. Please note that total entries do not sum to those indicated in Figure 3.9 as TAs are not known for all pupils entered.

KS2 NCT data also suggests that entries were broadly being made at the right level. Figure 3.13 overleaf compares SLT entries in June 2009 with end of KS2 NCT results at the different levels[27]. As with TAs, SLT entry levels were most closely aligned with KS2 NCT results for Level 4 and Level 5. Over a third (38.7%) of those entered at Level 3 achieved a higher level in their NCT. Pupils achieving an SLT at Level 6 are not shown here as the highest level possible in the KS2 NCT is Level 5[28].

Figure 3.13 - SLT entries in June 2009 vs. KS2 NCT

SLT entry level	% achieving same level in KS2 NCT compared with June SLT entry	% achieving above the level they were entered for in June SLT in KS2 NCT	% achieving below the level they were entered for in June SLT in KS2 NCT
Level 3	56.4%	38.7%	4.9%
Level 4	67.5%	20.5%	12.0%
Level 5	78.8%	0.0%	21.2%
Level 6	n/a	n/a	n/a

Source: DCSF (2009)

SLT entries for pupils with SEN

In both December and June and during the first year of the Pilot, pupils with SEN were less likely to be entered for an SLT than pupils with no SEN. Although most headteachers / SPLs reported entering some pupils with SEN, they considered that part of the reason for this was some teachers either not wanting to risk damaging the confidence of pupils with SEN and/or not feeling assured with their assessments of progression and attainment of pupils with SEN who tend more often to work at the lower levels.

> *"For pupils with SEN for example you would have to be certain that they are comfortable to sit a test."*
>
> (Headteacher, Primary School)

The DCSF, some LA Pilot Leaders and headteachers / SPLs challenged the idea that SLTs were damaging to the confidence of pupils with SEN, asserting that the tests were in fact more accessible as they were set at appropriate levels for individual pupils and were shorter than NCTs. Further, this view about the increased accessibility of SLTs for pupils with SEN compared to NCTs has been supported by the DCSF's SEN Steering Group[29].

> *"I see no reason why, providing all the other factors are right, you can't enter everyone. I see no reason why SEN pupils shouldn't be entered."*
>
> (Headteacher, Primary School)

[27] The population for these figures is all pupils who were entered for a June SLT and sat an NCT.
[28] One national stakeholder organisation also highlighted that one element of the potential inaccuracy in entry levels could be the gap in time between pupils being entered for a test and actually sitting the test during which time pupils could make progress.
[29] This group is run by the Department for Children Schools and Families (DCSF) and meets on a termly basis to discuss SEN-related experiences of the Pilot. It includes a representative from each Pilot LA area and is made up of SENCOs, SEN advisors and LA Pilot Leaders.

Figure 3.14 highlights the proportion of pupils with SEN in the testing cohorts of December 2008 and June 2009. It shows that the proportion of pupils with SEN entered for SLTs (11.3% in December 2008 and 11.7% in June 2009) was less than half the proportion of pupils with SEN in the Pilot as a whole (24.2% and 25.1% respectively).

Figure 3.14 - Summary of SLT entries in relation to pupils with SEN

Category	December 2008 Entries		June 2009 Entries		Total pupils in Pilot (December 2008) for whom SEN status is known		Total pupils in Pilot (June 2009) for whom SEN status is known	
	No. pupils	%	No. pupils	%	No. pupils	%	No. pupils	%
No SEN	21,386	88.7%	24,819	88.3%	73,277	75.8%	70,306	74.9%
SEN	2,729	11.3%	3,280	11.7%	23,350	24.2%	23,586	25.1%
School Action	1,869	7.8%	2,242	8.0%	14,368	14.9%	14,281	15.2%
School Action Plus	706	2.9%	855	3.0%	6,974	7.2%	7,220	7.7%
Statement of SEN	154	0.6%	183	0.7%	2,008	2.1%	2,085	2.2%
Total	**24,115**	**100%**	**28,099**	**100%**	**96,627**	**100%**	**93,892**	**100%**

Source: DCSF (2008 and 2009)

The fact that fewer pupils with SEN were entered for a SLT compared to the overall population reflects, at least in part, the fact that SLTs were not available for Levels 1 and 2 (and pupils with SEN being more likely to operate at the lower levels). A more interesting question is whether SEN pupils who are eligible are as likely to be entered for a SLT as those pupils who do not have SEN. This is explored in the section below.

Pupils potentially eligible but not entered for SLTs[30]

Overall, according to TA data 76.3% of pupils in the Pilot were potentially eligible to be entered[31] for SLTs but were not entered in the June 2009 testing cohort. This was highest for those pupils that had already achieved Level 1 or a Level 4.

[30] There was a subjective element to eligibility for an SLT entry, which cannot be fully accounted for in the data analysis. Guidance stated that a pupil is eligible for an SLT at Level (X) if they are performing at Level (X-1) sub-level (a), if the teacher deems that that pupil is likely to be operating at the same Level as the SLT test by the time they are entered.

[31] Eligibility for an SLT (i.e. the denominator) was defined as those pupils with a prior at Level (X) who, according to their TA, were performing at Level (X) sub-level (a) or above. For example, pupils with a prior at Level 2 who were performing at sub-level 2(a) or above in their TA would be deemed eligible for an SLT entry. The numerator was calculated as all pupils that met these criteria but were not entered for an SLT.

Figure 3.15 - Pupils eligible but not entered for June 2009 SLTs by prior attainment

Prior Level	Reading	Writing	Mathematics	Total (instances)
0	78.2%	79.6%	76.5%	78.1%
1	87.1%	89.1%	88.1%	88.1%
2	73.3%	74.8%	74.8%	74.4%
3	72.9%	76.7%	75.1%	74.8%
4	85.2%	85.4%	83.7%	84.8%
5	70.3%	70.3%	62.1%	65.4%
Total	**75.6%**	**77.2%**	**76.1%**	**76.3%**

Source: DCSF (2009)

Figure 3.16 shows that pupils with SEN were more likely to be eligible but not entered for an SLT, which is consistent with the pattern described in Figure 3.14 above. The proportion eligible but not entered was highest in reading for pupils with a statement of SEN and was over ten percentage points higher than for pupils with no SEN.

This raises some questions which should be further explored in the remainder of the SLT Pilot. This could be supported both by further qualitative analysis with teachers to explore the reasons behind entry decisions and further data analysis of sub-categories of SEN type.

Figure 3.16 - Pupils eligible but not entered for June 2009 SLTs by SEN[32]

SEN status	Reading	Writing	Mathematics	Total (instances)
No SEN	74.1%	75.7%	74.4%	74.7%
School Action	82.2%	85.0%	83.0%	83.3%
School Action Plus	83.8%	86.9%	84.5%	84.9%
Statement of SEN	86.7%	86.4%	83.0%	85.2%
Total	**75.6%**	**77.2%**	**76.1%**	**76.3%**

Source: DCSF (2009)

Analysis of the proportion of pupils eligible but not entered for a SLT by ethnicity shows that Black African and those from any other Black background were most likely to be eligible but not entered. Indian and Bangladeshi pupils were least likely to be eligible but not entered.

For further details on SLT entries by see Appendix 3.

3.4.2 Pupil selection

Not all classroom teachers have been directly involved in the selection of pupils for test entries[33]. More typically in practice, classroom teachers as well as Heads of Department were consulted about test entries but the final decision rested with SPLs and ultimately the headteacher. Nevertheless, most teachers interviewed believed that entry decisions had been made securely.

[32] Please note totals may not be exactly the same in all tables as pupils with blank data for each characteristic being analysed were excluded.
[33] 41% of teacher survey respondents and three out of seven teachers interviewed expressed not being involved at all in entry decisions.

"Department Heads would speak to individual class teacher and also use TAs to aid with decision making. The Head would be involved in the final decision."

(Head of English, Primary School)

LA Pilot Leaders considered that the size of the school was a determining factor in levels of teacher involvement in entry decisions. They felt that in smaller schools, entries were often relatively few and therefore decisions rested with fewer people. In larger schools they felt there appeared to be more involvement of classroom teachers.

Over three quarters (76%) of teacher survey respondents and most headteachers / SPLs considered that entry decisions were based on APP informed TAs. This suggests that schools have established firm links between the AfL and the SLT strands of the Pilot. In addition, 51% of teacher survey respondents considered that entry decisions were also based on teacher judgement and consideration of other factors. Some teachers suggested that they also considered extra pupil specific contextual information additional to TAs such as pupils' work in class, their attendance and whether they felt the pupil would cope with a test, when making entry decisions.

Although parents / carers and pupils do not appear to have been directly involved in entry decisions in most cases, 69% of parent / carer survey respondents considered that the tests taken by their children were suitable for them.

3.4.3 Test logistics

Two out of five teachers reported invigilating SLTs, despite DCSF guidance in line with the Teachers' Workforce Agreement stating that classroom teachers should not be used for this practice. Further, some Heads of Department reported that Teaching Assistants, teachers, deputy headteachers and headteachers had also been involved in test administration.

The use of classroom staff for invigilation may be linked to some specific challenges around administering SLTs in primary schools which are relatively small when compared to secondary schools. Teachers often cited logistical challenges around room space and taking pupils out of classes from different year groups. As such in some cases, and where possible, primary schools found it most practical to conduct SLTs with whole class groups and with class teachers. This approach was also linked to some schools considering that by limiting test entries to one class they would be able to keep SLTs low profile (for more information see section 3.4.5 below).

3.4.4 Test papers and experience of tests

Feedback around the test papers and the test experience was largely positive. Over three quarters (76%) of parent / carer survey respondents considered the shorter and more frequent testing format was beneficial for their child. Most pupil focus group respondents who had taken a SLT expressed that they had enjoyed sitting tests at their level.

"It is easier to do just one level."

(Pupil Focus Group Participant)

Interviewees from across the evaluation groups reported that the June 2009 tests had been pitched at the right level and were accessible for pupils. This represents a contrasting view expressed during the first year of the Pilot where headteachers reported concern about the relative difficulty of the papers.

The only minor challenge expressed in relation to the June 2009 tests by a very small number of Heads of Department interviewed was regarding the Level 4 mathematics paper which some considered contained questions which were worded awkwardly[34].

> *"Tests were pitched at the right level. Maths questions were a bit wordy. Kids who are good at maths are not necessarily good at English."*
>
> (Head of Mathematics, Primary School)

3.4.5 Test results

Figure 3.17 shows the overall pass rates for SLTs in December 2008 and June 2009[35]. **The overall pass rate for the June 2009 SLTs was 87%**, a slight drop compared to December 2008. There were lower pass rates across all three subjects, with the biggest change being in mathematics (a decrease of six percentage points).

Figure 3.17 - KS2 SLT pass rate in year 2 of the Pilot

Subject	December 2008	June 2009
Reading	94%	92%
Writing	92%	89%
Mathematics	85%	79%
Overall	**90%**	**87%**

Figure 3.18 compares KS2 pass rates across the Pilot. However, it is important to note that pass rates in this table have been calculated using a slightly different methodology to the pass rates presented elsewhere in this report[36]. This data shows that the improvement made between June 2008 and December 2008 has been sustained in June 2009, though with a small drop in the pass rate for mathematics.

Figure 3.18 - KS2 SLT pass rates across the Pilot

Subject	December 2007	June 2008	December 2008	June 2009
Reading	47%	50%	86%	86%
Writing	49%	50%	85%	84%
Mathematics	42%	43%	79%	76%
Overall	**46%**	**47%**	**83%**	**82%**

Source: DCSF (2008 and 2009)

[34] Please note that a technical evaluation of the December and June testing cycles has been published by the QCDA.

[35] Please note, pass rates in this table have been calculated excluding pupils that were recorded as absent as this is consistent with the QCDA technical evaluation of SLTs. Pass rates in the interim report were calculated including pupils recorded as absent and are therefore not directly comparable with these figures. Pass rates quoted elsewhere in this report also exclude pupils recorded as absent unless explicitly stated otherwise.

[36] Pupils recorded as being absent have been included in the analysis of the pass rate in these figures. This is in order to present comparable figures over the life of the pilot as figures produced through previous analysis followed this approach.

More specifically, Figures 3.19 and 3.20 show the December 2008 and the June 2009 SLT pass rates by subject and level and also compares the results with the Autumn 2008 and Spring 2009 TA levels respectively.

These figures confirm a strong pattern of higher pass rates at each SLT entry level for those assessed as performing at a higher sub-level in their TAs (i.e. those assessed as an (a) at any given level were generally more likely to pass their SLT than those assessed as a (b); those assessed as a (b) were more likely to pass than those assessed as a (c); and those assessed as a (c) were more likely to pass than those assessed as an (a) at the level below). The overall difference in the pass rate for those operating at sub-level (a) at the same level compared to sub-level (a) at the level below was 27 percentage points in December 2008 and 32 percentage points in June 2009.

The pass rates for those entered for an SLT at a level which they were not eligible for were 10 percentage points lower in December 2008 than those operating at sub-level (a) at the level below which they were entered. Conversely, in June 2009 those entered for an SLT for which they were not performing at a high enough level to be eligible for slightly outperformed pupils at sub-level (a) at the level below which they were entered. Whilst those entered for an SLT at a lower level than appropriate according to their TAs had the highest pass rate, this group only marginally outperformed those assessed as an (a) at the same level.

SLT pass rates were lowest in both December 2008 and June 2009 for those entered at Level 5 due to lower pass rates for writing. In both December 2008 and June 2009, the pass rate for writing SLTs decreased with each increase in level, whereas pass rates were highest at Level 4 for both mathematics and reading.

Figure 3.19 - December 2008 SLT pass rates by TA Level ('inappropriate entries' italicised in red text)

TA Level	Mathematics		Writing		Reading		All subjects	
	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate
Level 3 SLT								
Above Level 3	104	100.0%	121	99.2%	221	99.5%	446	99.6%
Level 3A	967	95.6%	980	99.3%	1,068	98.3%	3,015	97.8%
Level 3B	1,332	84.7%	1,650	98.4%	1,286	92.5%	4,268	92.4%
Level 3C	491	62.2%	553	97.0%	362	84.4%	1,406	81.6%
Level 2A	107	31.4%	263	88.3%	141	69.8%	511	71.3%
Below Level 2A	4	19.0%	27	79.4%	27	65.9%	58	68.9%
Total	**3,005**	**80.1%**	**3,594**	**97.5%**	**3,105**	**92.1%**	**9,704**	**90.4%**
Level 4 SLT								
Above Level 4	37	100.0%	32	97.0%	119	99.2%	188	99.0%
Level 4A	662	99.3%	429	96.2%	841	99.6%	1,932	98.7%
Level 4B	956	95.6%	815	91.2%	1,462	98.1%	3,233	95.6%
Level 4C	677	90.0%	523	83.8%	915	94.0%	2,115	90.2%
Level 3A	286	67.9%	270	75.2%	294	86.0%	850	76.5%
Below Level 3A	22	32.4%	38	67.9%	39	77.8%	99	63.9%
Total	**2,640**	**89.6%**	**2,107**	**87.4%**	**3,670**	**96.1%**	**8,417**	**91.9%**
Level 5 SLT								
Above Level 5	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Level 5A	6	100.0%	3	75.0%	9	100.0%	18	95.8%
Level 5B	175	98.3%	25	65.8%	121	95.3%	321	94.6%
Level 5C	187	95.4%	77	61.1%	322	90.4%	586	88.2%
Level 4A	115	83.3%	53	48.2%	143	78.6%	311	75.2%
Below Level 4A	14	58.3%	2	13.3%	14	56.0%	30	54.2%
Total	**498**	**84.1%**	**160**	**54.6%**	**609**	**87.1%**	**1,267**	**81.8%**
Level 6 SLT								
Above Level 6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 6A	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 6B	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 6C	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 5A	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Below Level 5A	2	100.0%	0	0.0%	0	0.0%	2	100.0%
Total	**3**	**100.0%**	**0**	**0.0%**	**0**	**0.0%**	**3**	**100.0%**
All SLT Levels								
Above Level (x)	142	100.0%	153	98.7%	340	99.4%	635	99.4%
Level (x)A	1,635	97.1%	1,412	98.3%	1,918	98.9%	4,965	98.1%
Level (x)B	2,463	89.6%	2,490	95.4%	2,869	95.4%	7,822	93.6%

TA Level	Mathematics		Writing		Reading		All subjects	
	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate
Level (x)C	1,355	82.0%	1,153	87.3%	1,599	91.0%	4,107	87.0%
Level (x-1)A	509	56.5%	586	76.4%	578	79.6%	1,673	71.5%
Below Level(x-1)A	42	36.5%	67	65.4%	80	69.2%	189	60.6%
Total	**6,146**	**84.8%**	**5,861**	**91.7%**	**7,384**	**93.6%**	**19,391**	**90.2%**

Source: DCSF (2009)

Figure 3.20: June 2009 SLT pass rates by TA Level ('inappropriate entries' italicised in red text)

TA Level	Mathematics		Writing		Reading		All subjects	
	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate
Level 3 SLT								
Above Level 3	92	98.9%	86	98.9%	113	97.4%	291	98.3%
Level 3A	1,342	92.2%	1,384	98.2%	1,276	97.1%	4,002	95.8%
Level 3B	2,122	80.4%	2,119	93.7%	1,746	92.5%	5,987	88.6%
Level 3C	466	57.0%	633	86.6%	486	77.3%	1,585	75.0%
Level 2A	81	20.0%	242	69.9%	182	66.4%	505	60.7%
Below Level 2A	3	60.0%	11	34.4%	14	100.0%	28	69.9%
Total	**4,106**	**76.8%**	**4,475**	**92.3%**	**3,817**	**90.1%**	**12,398**	**86.5%**
Level 4 SLT								
Above Level 4	22	100.0%	11	100.0%	36	100.0%	69	100.0%
Level 4A	510	97.3%	444	95.9%	735	99.1%	1,689	97.7%
Level 4B	1,211	92.2%	1,112	92.4%	1,803	97.4%	4,126	94.5%
Level 4C	589	76.9%	508	83.0%	747	93.0%	1,844	85.1%
Level 3A	220	53.4%	232	68.6%	279	81.1%	731	68.8%
Below Level 3A	13	31.0%	18	72.0%	17	100.0%	48	70.8%
Total	**2,565**	**83.3%**	**2,325**	**87.7%**	**3,617**	**95.3%**	**8,507**	**89.6%**
Level 5 SLT								
Above Level 5	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 5A	34	97.1%	9	90.0%	29	100.0%	72	97.4%
Level 5B	171	95.0%	85	79.4%	225	96.2%	481	92.8%
Level 5C	190	83.0%	109	64.9%	236	86.4%	535	80.8%
Level 4A	95	59.7%	50	37.9%	190	76.6%	335	66.0%
Below Level 4A	7	33.3%	3	27.3%	4	100.0%	14	51.1%
Total	**497**	**79.6%**	**256**	**59.8%**	**684**	**86.8%**	**1,437**	**79.5%**

TA Level	Mathematics		Writing		Reading		All subjects	
	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate	No. of pupils passed	Pass rate
Level 6 SLT								
Above Level 6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 6A	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Level 6B	18	94.7%	4	33.3%	4	66.7%	26	81.0%
Level 6C	15	88.2%	2	100.0%	1	100.0%	18	90.2%
Level 5A	62	95.4%	2	50.0%	23	65.7%	87	86.5%
Below Level 5A	25	78.1%	2	28.6%	2	66.7%	29	73.9%
Total	**121**	**90.3%**	**10**	**40.0%**	**30**	**66.7%**	**161**	**82.8%**
All SLT Levels								
Above Level (x)	114	99.1%	97	99.0%	149	98.0%	360	98.6%
Level (x)A	1,887	93.6%	1,837	97.6%	2,040	97.8%	5,764	96.4%
Level (x)B	3,522	84.8%	3,320	92.7%	3,778	94.9%	10,620	90.9%
Level (x)C	1,260	68.9%	1,252	82.7%	1,470	86.2%	3,982	79.6%
Level (x-1)A	458	47.1%	526	64.1%	674	74.8%	1,658	63.8%
Below Level (x-1)A	48	48.0%	34	58.6%	37	97.4%	119	66.4%
Total	**7,289**	**79.3%**	**7,066**	**88.8%**	**8,148**	**91.9%**	**22,503**	**86.9%**

Source: DCSF (2009)

Figure 3.21 below shows an analysis of those pupils who passed and did not pass in December 2008 and June 2009 by year group. **Pupils in Year 3 had the lowest pass rate, while those in Year 5 had the highest rate in both December and June[37].**

Figure 3.21 - Analysis of pass rates in December 2008 and June 2009 by year group

Pupil characteristic	December 2008 (passed)	December 2008 (did not pass)	June 2009 (passed)	June 2009 (did not pass)
Year 3	52.0%	48.0%	72.0%	28.0%
Year 4	84.5%	15.5%	86.3%	13.7%
Year 5	91.7%	8.3%	90.2%	9.8%
Year 6	90.7%	9.3%	83.0%	17.0%
Total	**90.1%**	**9.9%**	**86.5%**	**13.5%**

Source: DCSF (2009)

Figure 3.22 demonstrates an analysis of those pupils who passed and did not pass in December 2008 and June 2009 by SEN. The pass rate for pupils with SEN was almost 10 percentage points lower than for pupils without SEN in December 2008 and just over 12 percentage points lower in June 2009.

[37] The majority of pupils in Year 3 sat a Level 3 tests; the majority of pupils in Year 5 sat a Level 3 or 4 test. For further data analysis see Appendix 3.

Figure 3.22 - Analysis of pass rates in December and June by SEN type

Pupil characteristic	December 2008 (passed)	December 2008 (did not pass)	June 2009 (passed)	June 2009 (did not pass)
SEN	81.4%	18.6%	75.7%	24.3%
Non SEN	91.1%	8.9%	87.8%	12.2%
Total	**90.1%**	**9.9%**	**86.4%**	**13.6%**

Source: DCSF (2009)

Analysis of SLT pass rates in reading, writing and mathematics in June 2009 by ethnicity show that pupils of Chinese background were among the highest performers across all three subjects.

Pupils classified as 'any other ethnic group' were among the pupils with the lowest pass rates across all three subjects.

Further details on SLT pass rates by ethnicity can be found in Appendix 3.

3.4.6 Use of test results

In line with findings from the first year of the evaluation, where 61% of headteachers stated that they had not shared results from the December 2007 SLTs with parents and carers, SLT results for December 2008 had not been shared widely with pupils and parent / carers with 62% of parents/ carers surveyed whose child had sat a SLT in the second year of the Pilot reporting not to have received the results[38]. Tests have continued to be positioned in a low key way and interviewees linked this to schools fearing that results may not be returned in a timely fashion or not wanting to share 'failure' with parents / carers or pupils. Others considered that since this was a Pilot, and therefore challenges may arise, it was best to keep it low key in the eyes of key stakeholders such as parents / carers.

However, 62% of parent/ carer survey respondents reported that they found information on SLT results useful when they received it. This suggests more work needs to be done to secure parent/carer engagement with, and therefore support for, SLTs.

Schools do not yet appear to be sharing widely item level feedback from SLT papers with staff despite suggesting during the first year of the Pilot that this information would be useful for them[39]. This lack of sharing appeared to be linked to headteachers / SPLs at the time not being aware of such feedback being available.

Although test feedback is not being generally used to inform teacher planning, 28% of pupil focus group participants reported being prepared for the test in class. Where this was mentioned, interviewees suggested that this took the form of practicing exam conditions rather than subject specific content. One SPL also reported using past SLT papers to assess pupils. It may be important to monitor these behaviours as the SLT Pilot continues next year and the mathematics papers are trialled in an accountability context, to make sure SLTs do not encourage a narrowing of the curriculum (see Chapter 5).

[38] Ten out of 24 headteachers had not shared results with pupils and 16 had not shared results with parents/ carers.

[39] Two out of four teachers who responded to a specific question reported not knowing how the school had used Single Level Tests (SLTs) result or what the results were. Most Heads of Department also reported not using item level feedback to inform planning or teaching practice.

LA Pilot Leaders reported using school level results to challenge headteachers and teachers around the accuracy of TAs. One LA Pilot Leader had asked Pilot schools to provide an analysis of the correlation between test entries and TAs and another one had collated this data themselves and passed it back to SPLs. This supported data informed school improvement discussions between LAs and senior leaders and senior leaders and wider staff.

3.5 Progression tuition

The one-to-one tuition strand involves targeted one-to-one tuition for up to 10% of KS2 and KS3 pupils in both English and mathematics for pupils who either entered the key stage below national expectations or who are not on a trajectory to reach national expectations or make two levels of progress in their current key stage.

This section details the profile of pupils selected for tuition and the processes which informed this. It then goes on to provide an update on tutor recruitment and delivery of tuition sessions. Finally it describes findings on the monitoring and tracking of both pupil progress and the quality of one-to-one tuition.

3.5.1 Pupil selection

This section details the profile of pupils selected for one-to-one tuition, the selection criteria used and the levels of teacher, pupil and parent/carer involvement in pupil selection.

Profile of pupils selected for one-to-one tuition

The number of pupils receiving one-to-one tuition has increased as the Pilot has progressed. Interviewees link this to schools' growing level of understanding of the processes involved, greater appreciation of the benefits for pupils and improvements in recruitment. Figure 3.23 below highlights the numbers and percentage of pupils receiving one-to-one tuition over the course of the second year of the Pilot.

Figure 3.23 - Numbers and percentage of pupils receiving tuition over the second year of the Pilot

Subject	Number of pupils receiving tuition						
	Autumn 2008	% of Pilot cohort	Spring 2009	% of Pilot cohort	Summer 2009	% of Pilot cohort	Total year (instances)
English	1,130	1.2%	1,824	1.8%	2,428	2.5%	5,382
Mathematics	1,001	1.0%	1,728	1.8%	2,212	2.3%	4,941

Source: DCSF (2009)

However, the number of pupils receiving one-to-one tuition is still below the target allocation of 10% of pupils per Pilot LA. Headteachers / SPLs suggested that this was partly a consequence of the ongoing challenges around recruitment which, although reduced, had not been resolved (see Section 3.5.2).

The majority of pupils selected to receive one-to-one tuition in Summer 2009 were in Years 5 and 6. Based on findings from our interviews and analysis of the data, this is likely to be linked to more acute recruitment challenges in secondary schools where fewer internal staff have been involved (see Section 3.5.2) combined with a greater focus on using one-to-one tuition to support pupils in achieving well in their end of KS2 NCTs in primary schools.

In addition secondary schools appear to be focusing their tuition allocation on Year 9. This may again be linked to a desire to support end-of-key stage assessments. Figure 3.24 highlights the number of pupils receiving one-to-one tuition in different year groups.

Figure 3.24 - Number of instances of pupils receiving one-to-one tuition by year group in Summer 2009

Year group	Mathematics		English		Total instances	
	Number	% of total	Number	% of total	Number	% of total
3	68	3.1%	99	4.1%	167	3.6%
4	212	9.6%	297	12.2%	509	11.0%
5	598	27.0%	673	27.7%	1,271	27.4%
6	644	29.1%	607	25.0%	1,251	27.0%
7	121	5.5%	159	6.5%	280	6.0%
8	238	10.8%	249	10.3%	487	10.5%
9	331	15.0%	344	14.2%	675	14.5%
Total	**2,212**	**100%**	**2,428**	**100%**	**4,640**	**100%**

Source: DCSF (2009)

The data analysis shows that pupils with SEN were 'overrepresented' in the tuition cohort when compared to the rest of the Pilot population, particularly among pupils classified as School Action. This reflects a pupil selection pattern reported on in the interim evaluation report[40] where 33% of pupils who received mathematics tuition in the summer term and 34% of those who received English tuition had SEN, in comparison to 24% of the total Pilot who had SEN. This may be linked to a perception among some SENCOs interviewed that, although it is not replacing dedicated support to pupils with SEN, one-to-one support was particularly beneficial for pupils with SEN since it was coherent with existing one-to-one SEN pedagogical approaches and helped to build confidence amongst pupils with specific learning difficulties.

> *"SEN students do appear to enjoy one to one more than anyone else. We do do one-to-one already, so it fits in with existing interventions."*
>
> (Special Educational Needs Co-ordinator, Secondary School)

Further, some headteachers / SPLs considered that pupils specifically designated as School Action were a target group for further support since they often had specific difficulties in literacy and numeracy which once dealt with allowed pupils to improve rapidly. Figure 3.25 below highlights the number of pupils with SEN receiving one-to-one tuition in Summer 2009 and also the type of SEN designation for those pupils.

[40] The finding reported during the interim evaluation that 24% of tutored pupils in English and 26% in mathematics were classified as School Action compared to 15% pupils classified as School Action in the Pilot as a whole.

Figure 3.25 - Number of pupils with SEN receiving one-to-one tuition in Summer 2009[41]

Special educational needs (SEN)	English		Mathematics	
	Number	% of total	Number	% of total
No SEN	1,565	2.2%	1,382	1.9%
School action	595	4.1%	525	3.6%
School action plus	188	2.6%	213	3.0%
Statement of SEN	18	0.9%	20	1.0%
Total	**2,366**	**2.5%**	**2,140**	**2.2%**

Source: DCSF (2009)

Analysis of pupils receiving one-to-one tuition by ethnicity shows that a higher proportion of pupils of Black Caribbean background received tuition in both subject English and mathematics in Summer 2009 compared to all pupils in the Pilot as a whole. A smaller proportion of pupils of Chinese background compared to all pupils in the Pilot as a whole received one-to-one tuition in Summer 2009.

For further details on pupils receiving one-to-one tuition by ethnicity see Appendix 3.

Pupil selection criteria

Headteachers / SPLs reported using the over-arching DCSF selection criteria (i.e. pupils who were progressing slowly or not at all) to allocate tuition. However, they also acknowledged and valued that the criteria allowed some flexibility in targeting groups they thought would benefit in their school context. In most cases there were more pupils who met the DCSF criteria than the tuition allocation and/ or levels of tutor recruitment allowed.

There were mixed views about whether tuition was being targeted at pupils in Year 6 and Year 9. Most headteachers / SPLs reported targeting pupils in those years to support achievement in end-of-Key Stage assessments (see Figure 3.24 for more detail). However, LA Pilot Leaders considered that targeting one-to-one tuition at the end of KS3 had decreased this year with the absence of KS3 NCTs. They also considered that primary schools had been more willing to extend one-to-one tuition allocation further down the key stage. This they linked to a greater number of internal primary school staff volunteering to become tutors and some headteachers / SPLs reporting wanting to make sure learning difficulties were resolved early and subsequent benefits felt throughout the key stage.

> *"There has been a tendency to do SATs boosting. Last year there was a tendency to push pupils into Level 4. This has been much less the case this year."*
>
> (Local Authority Pilot Leader)

Seven out of ten LA Pilot Leaders considered that the position within a sub-level (i.e. performing more or less strongly within a particular sub-level) had no impact on pupil selection, reporting that schools did not go into this level of fine granularity with assessment data which is in line with the DCSF guidance on pupil selection. This suggests that schools are not currently reporting using one-to-one tuition to support students who although may not be progressing within a level, are making progress within a sub-level.

[41] Please note that pupils with valid data that have subsequently left the pilot are included in these figures.

Most headteachers / SPLs and six out of nine LA Pilot Leaders considered that pupil attendance records and/ or levels of parent/ carer engagement were also important factors in one-to-one tuition allocation decisions (which are not criteria for selection as per guidance from the DCSF)**.** This was linked to a view held by most school based interviewees that one-to-one tuition was more effective for pupils who regularly attended and whose parents would support tutors with any issues or extra work arising from the sessions. In addition, it was felt that parents/ carers, if engaged, might also be able to re-enforce learning from one-to-one tuition at home.

> *"We also consider the commitment of the family to tuition."*
> (School Pilot Leader, Primary School)

However, teachers did not appear to highlight parent / carer support as a key deciding factor in tuition allocations. Over four fifths (81%) of teacher survey respondents considered that pupils' sub-levels were the main determinant of one-to-one tuition allocation decisions. Further, teacher interviewees felt that allocation decisions were most influenced by APP informed TAs and pupil motivation.

Teacher, pupil and parent / carer involvement in selection

Teachers reported that they have not been directly involved in selection decisions. However, in line with common practice around SLT entries, teachers were often involved in discussions about individual pupils and valued the opportunity to give wider contextual information. LA Pilot Leaders considered that classroom teacher involvement in selection was more common in primary schools. This was linked to KS2 teachers often having access to richer contextual information by virtue of being attached to a single class.

SENCOs interviewed reported limited involvement in selection decisions. They reported that whilst one-to-one tuition complemented SEN provision, it did not displace it and as such, SENCOs did not consider it necessary to become heavily engaged.

Over two thirds (71%) of parent / carer survey respondents reported being involved in selection decisions. Findings from the interviews suggest that, whilst final selection decisions rested primarily with headteachers / SPLs and in some cases Heads of Department, parents / carers have had some level of involvement. Parent / carer involvement included signing agreements for children to take part in one-to-one tuition and ongoing liaison with the school. Further, in a small number of cases, parents / carers complained when their children were not selected for one-to-one tuition. In response, two schools increased their allocation using their own funding.

Pupils do not appear to have been involved in selection decisions. However, most KS2 pupil focus group respondents and 34% of KS3 pupils reported that they wanted to take part in one-to-one tuition in the future. Pupil focus group respondents reported that this was linked to them seeing the benefits in learning and confidence accrued by their peers.

3.5.2 Tutor recruitment

A small majority of headteacher/ SPL interviewees reported that they had been able to recruit enough tutors this year (58% in mathematics and 56% in English). Interviewees considered that was linked to schools being more conversant with the systems and processes involved and the fact that as teachers were beginning to see the benefits to students, they were showing greater willingness to become tutors. This compares to findings highlighted in the interim evaluation report where recruitment challenges were more pronounced, with seven out of ten LA Pilot Leaders citing major tutor shortages in their areas.

The majority of headteachers / SPLs reported that recruitment had either become easier this year (48% in mathematics and 49% in English) or there had been no change (38% in each). LA Pilot Leaders were more positive, with eight out of ten considering recruitment had got easier at KS2 and seven out ten considering it had got easier at KS3. This may reflect LA Pilot Leaders reporting that schools had taken more ownership of tutor recruitment this year.

Where recruitment was more successful headteachers / SPLs considered that this was linked to internal staff wanting to provide additional support for pupils. Four out of eight tutors interviewed suggested that they took part in one-to-one tuition in order to support pupils' learning. Further, headteachers / SPLs reported that NQTs often became tutors in their schools because they were keen to improve their teaching skills and increase their contact with pupils and they appreciated the additional money.

Schools generally showed a reluctance to employ agency tutors because of teacher quality concerns and burdens around administration (e.g. tutor payment and room allocation). Teacher / tutor liaison was also considered more challenging when external tutors were employed. Seven out of ten tutors interviewed were school based. Results from the headteacher survey in the interim report indicated that 63% of English tutors and 62% of mathematics tutors came from within the school, compared to 14% of agency tutors in both English and mathematics.

Secondary schools were more willing to employ agency tutors than primary schools. Headteachers / SPLs often linked this to fewer in-school secondary teachers feeling able to spare the time to tutor. In most cases the LA Pilot Leader played a crucial role in filling gaps where schools were willing to use outside tutors. Small rural schools found recruitment most challenging as there were often limited numbers of tutors near to the school. In these cases the role of the LA Pilot Leader was again critical.

> *"It has worked so much better having teachers from within the school. I can speak teacher to teacher and have a brief discussion about progress and where to go next."*
>
> (Headteacher, Primary School)
>
> *"We have relied on the central co-ordinator [i.e. LA Pilot Leader] from the authority to find names."*
>
> (Headteacher, Primary School)

Even where external tutors were employed, headteachers / SPLs valued those who had some pre-existing connection to the school. This they considered facilitated increased levels of teacher / tutor liaison, supported tutors having a deeper understanding of the children and generated a perception of continuity and consistency around one-to-one tuition amongst pupils and staff. As such, in addition to LA support, schools sought to use their own networks and contacts to meet their allocation. Key teacher groups that were targeted by schools therefore included:

- Retired staff who had previously taught in the school and had performed well; and
- Teachers who were just returning from maternity leave.

In both these cases, headteachers / SPLs considered that limited supervision and quality assurance was needed as tutors knew the children and were experienced. For more information see sub-section 3.5.4 below on monitoring and tracking of one-to-one tuition.

Schools were often creative in how they sought to use their existing contacts to meet allocations. In one case a school employed tutors who were already delivering National Challenge related one-to-one tuition at KS4 on site[42]. In this example, the fact that guidance had been changed after the first year of the Pilot to allow one-to-one tuition sessions to take place during schools hours had been beneficial to recruitment. For instance, tutors were employed for a full working day in the same school to support both KS4 and KS3 pupils rather than having to supplement their income at another school. For more information on timing of one-to-one tuition see Section 3.5.3 below on one-to-one tuition delivery.

The case study below gives another example where a school had used existing contacts to meet their allocation. The school also instituted a team approach to one-to-one tuition provision.

Case study - Using a one-to-one tuition team

One large secondary school with a significant number of challenging pupils in a highly diverse LA employed a team of tutors to deliver one-to-one tuition. The team comprised of:

- Two retired staff who had previously taught at the school;
- One part-time internal teacher with an SEN background; and
- Two teachers who were known to the school and who were new mothers, not currently wanting to return to full-time work.

Overall, the team consisted of five part-time staff which meant there was at least one team member present in the school everyday.

The tutor team was allocated a room in the school so that staff and pupils knew where to go for questions and support. The tutors were proactive in terms of teacher liaison, making sure they were visible in the staff room at breaks and lunch times. This team approach generated a perception of permanency amongst staff and pupils which helped embed one-to-one tuition in the school. Teachers in particular valued the opportunity to learn more about the pupils in their class through regular discussions with tutors.

"Staff are getting to know the team. That is in a secondary with challenging pupils but it is working extremely well." (Local Authority Pilot Leader)

3.5.3 One-to-one tuition delivery

This section first describes practice around the location and time of one-to-one tuition and then reflects views on the characteristics of effective one-to-one tuition sessions.

Location and time of one-to-one tuition

The vast majority of one-to-one tuition was delivered after school hours[43]. Parents / carers valued this approach, with 72% of survey respondents reporting that after school was the most suitable time for one-to-one tuition. 17% of headteacher / SPL interviewees reported allocating tuition during the school day, despite changed guidance circulated after

[42] The National Challenge programme targets support at schools where fewer than 30% of pupils achieve 5A*- Cs at Key Stage (KS) 4. One-to-one tuition is one of the sources of support offered as part of the programme.
[43] 77% of headteachers / SPLs in primary schools and 71% in secondary schools reported that the vast majority of one-to-one tuition was delivered after school hours.

the first year of the Pilot that permitted this practice. Just over two thirds (68%) noted that tuition sessions took place after school.

Almost all one-to-one tuition sessions took place on the school site. Indeed, 96% of headteacher / SPL interviewees reported that tuition was taking place in school, with two respondents reporting alternative locations; in both cases this was a local library. This is in line with findings from the interim report, where 93% of headteacher respondents stated that tuition sessions took place in school.

However, headteachers / SPLs , particularly those based in secondary schools, valued the flexibility that allowed them to provide one-to-one tuition during the day. They considered this facilitated the allocation of one-to-one tuition for 'hard to reach' pupils who may not have been able, willing or supported enough by parents/ carers to stay after school. Five out of seven LAs also considered that the added flexibility helped with tutor recruitment as it meant tutors could spend a whole day in a school and spend more time with pupils.

> *"It has helped us get more tutors in. It is an added arm of flexibility that schools in challenging circumstances have used and has made a vast difference."*
>
> (Local Authority Pilot Leader)

Where one-to-one tuition was taking place during school hours, headteachers / SPLs were taking action to minimise disruption to pupil learning. In most cases pupils did not miss core subjects (i.e. English, mathematics, science and Information and Communications Technology (ICT)). In some schools, one-to-one tuition sessions were also rotated so pupils did not miss the same lesson each week. However, most headteachers / SPLs expressed the desire to use a model of tuition delivery during the day sparingly to minimise any disruption to other lessons.

Characteristics of effective one-to-one tuition sessions

Headteachers / SPLs , Heads of Department, teachers and tutors reported that there were a number of key aspects of effective one-to-one tuition sessions. These aspects include:

- Trusting relationships between tutors and pupils based on a shared understanding of the pupils' strengths and areas for development;
- Pupils being given the opportunity to ask questions and explore weaknesses;
- Interesting and engaging activities that build on pupil interest using a variety of media (including ICT);
- Sessions focused on individual needs and informed by APP assessment criteria;
- Sessions focused on basic skills which once accrued can be used by pupils to progress further independently; and
- Ongoing feedback and liaison between tutors and class teachers.

> *"You want the pupil to feel comfortable and confident to ask silly questions that perhaps they would have been too shy to ask in class."*
>
> (Head of Mathematics, Secondary School)

Tutors and teachers considered tutor/ teacher liaison time highly valuable. Specific discussions about pupil progress supported tutors and teachers in planning for the individual needs of the child and generated a deeper understanding of specific barriers to learning. Although interviewees reported that teacher / tutor liaison has been taking place more frequently than during the first year of the Pilot, they suggest it still tends to be on an *ad hoc* basis. As such headteachers / SPLs felt more work needed to be done in the coming year to ensure tutor / teacher liaison becomes more embedded and systematic.

> *"Collaboration [is key]. We talk with tutors about pupils and usually have an introduction lesson with them."*
>
> (Head of Mathematics, Secondary School)
>
> *"I liaise with the Head of Mathematics on progress however this has been an informal arrangement."*
>
> (Mathematics Tutor)

LA Pilot Leaders and headteachers / SPLs considered that regular parent/ carer and tutor contact was more common in primary schools than secondary schools. Headteachers / SPLs considered that this was often linked to KS2 parent / carers picking-up their children at the end of sessions and having informal conversations with tutors. This practice was less common at KS3 where pupils often made their own way home after school.

Parent/ carer survey respondents were positive about the information they were receiving from tutors about their child's progress. Three quarters (75%) reported that they had received important information about progress and 73% said they were receiving enough information.

Three of the 11 tutors interviewed reported using the pupil passport. Positive feedback from parent / carers about information sharing does not appear to be necessarily linked to the pupil passport[44]. Only 43% of parent / carers considered it useful.

However pupils were more positive about the pupil passport. Just over a quarter (28%) of survey respondents reported being given a pupil passport; of these, approximately 95% found the pupil passport useful. This suggests that when pupils engaged with the pupil passport, it was supportive.

3.5.4 Monitoring and tracking progress of tutored pupils

Just under three-quarters (72%) of headteachers / SPLs reported tracking the progress of tutored pupils and analysing the results to consider for which groups one-to-one tuition was most beneficial. This contrasts sharply with last year's evaluation where a fifth of headteacher interviewees suggested that their schools specifically tracked the progress of those pupils undertaking tuition. In addition, seven out of ten LA Pilot Leaders reported specifically tracking the progress of tutored pupils this year. They also reported sharing data with schools to encourage subtle and developmental data interrogation. Improved tracking systems have led to more enthusiasm for tuition as more headteachers / SPLs have been able to identify the benefits (see Chapter 4).

[44] The pupil passport is a document used in Progression Tuition to outline a pupil's learning needs and record a tutor, pupil and parent/ carer's comments on the tuition sessions and pupil's progress.

Pupil tracking amongst tutors themselves is not a Pilot requirement and appears to be less embedded. Three out of ten tutors reported tracking pupil progress against APP or other assessment criteria and only two reported being aware of school-wide tracking data. This may be linked to the extent which teacher/ tutor liaison conversations are informed by data and the willingness of schools to share pupil performance information.

> *"I think with better support from the [English] department we could have got more out of tutoring, particularly by actually tracking the progress of those students."*
>
> (English Tutor)

3.5.5 Quality assurance of one-to-one tuition sessions

Headteachers / SPLs and National Stakeholder Organisations considered that the monitoring of one-to-one tuition sessions could be improved. Interviewees linked this to a view both that shared practice-based standards around what constitutes effective one-to-one practice do not currently exist and that schools had not yet begun to monitor provision in a systematic and transparent way.

The majority of headteachers / SPLs reported that they did not at present monitor the quality of tuition sessions through observations or other means. Interviewees considered either that there were time constraints that preventing them from quality assuring sessions or, where internal staff were also tutors, that they already had enough information about tutor effectiveness.

> *"Capacity and quality control is an issue."*
>
> (School Pilot Leader, Secondary School)
>
> *"The real issue is monitoring of the tutors, ensuring you have people you can trust."*
>
> (School Pilot Leader, Primary School)

3.6 Progression Target

This section includes feedback around:

- Awareness and understanding of the Progression Target;
- Achievement of the Progression Target; and
- Links between the Progression Target, threshold targets and the Progression Premium.

3.6.1 Awareness and understanding of the Progression Target

Over two thirds (69%) of teacher survey interviewees reported that they were aware of and fully understand the Progression Target. This is in contrast to findings from the interim report, in which 35% of headteachers thought that all teachers within their school were aware of their school's individual progression target. As such headteachers / SPLs and LA Pilot Leaders reported that the Progression Target had become more embedded as the Pilot has progressed.

This was linked both to school Progression Targets being made statutory from September 2008 for all Pilot and non-Pilot schools and a common view that a focus on the progress of every child was preferable to what they perceived to be a more narrow focus on pupils at threshold levels.

Key characteristics of effective implementation of the Progression Target highlighted by headteachers / SPLs included:

- Progression Targets included in school strategy documents such as School Improvements Plans and Self-Evaluation Forms;
- Progression Targets discussed at staff meetings and embedded in performance management arrangements (it should be noted that this was not a Pilot requirement);
- Progression Targets discussed with SIPs; and
- Wider members of the school community being aware of the targets (four out of six governors reported being aware of the schools' Progression Target this year compared to last year when only a third (32%) of headteachers surveyed reported that their governing body was aware of the Target).

> *"This is part of our performance management system."*
>
> (Teacher, Primary School)
>
> *"It is part of our school level plans and built into what we do."*
>
> (School Pilot Leader, Secondary School)

However, some schools considered that they had not yet fully embedded the Progression Target. Two LA Pilot Leaders reported that schools in their authority were still solely focusing on threshold targets. Further, two SPLs reported that they were not aware of the Progression Target at all. National Stakeholder Organisations acknowledged that more work needed to be done in this area.

3.6.2 Achievement of the Progression Target

Over half (58%) of headteachers / SPLs reported that they had met their Progression Targets. Where the Progression Target was met interviewees considered this was linked to a range of practices including quality first teaching, sharper ongoing and periodic assessment informed by APP, one-to-one tuition and effective school leadership. Most considered that whilst the Pilot had supported them in meeting Progression Targets, it was difficult to highlight precise attribution.

Teachers considered that where the Progression Target was achieved this was linked primarily to improved use of APP assessment criteria. Further, teachers reported that they had not been over-focused on the Progression Target and had limited involvement in setting the Progression Target.

3.6.3 Links with other targets

Despite growing awareness about the Progression Target highlighted above, some headteachers / SPLs reported confusion about the relationship between the Progression Target and threshold targets linked to national benchmarks. This was connected to schools either not being clear that the targets are designed to be mutually enforcing rather than separate or that some teachers found it challenging to internalise two sets of targets. There was also some confusion about whether the terms attainment and progression were interchangeable or whether they were examining different aspects of pupil performance (it should be noted that this is not a Pilot specific challenge. Since 2008 all schools have been required to set Progression Targets around two levels of progress[45]).

[45] Due to the cessation of end of Key Stage (KS) 3 National Curriculum Tests (NCTs) announced last year,

"There may still be some confusion in schools as to how Progression Targets are calculated."
(The Department for Children, Schools and Families)

"No idea what the target was. No idea what the targets are for this year."
(School Pilot Leader, Primary School)

Some headteachers / SPLs also expressed confusion about the relationship between the Progression Target and the Progression Premium. Some considered that receiving the Progression Premium implied that they had met their Progression Target even though the two strands are not related in this way.

3.7 Progression Premium

The Progression Premium involves 'incentive' payments for schools based on increases to the proportion of pupils entering the key stage below national standards and going on to make at least two levels of progress. This section includes feedback around awareness, understanding and award of the Progression Premium.

3.7.1 Awareness and understanding

Whilst awareness of the Progression Premium amongst staff was growing, this was lower compared to the other strands. Just over half (54%) of teacher survey respondents reported that they were at least partially aware of the Progression Premium. Further, nine out of 12 teachers suggested either that they did not know if their school had been awarded the Premium, or were not sure why they had been awarded the Premium if they had been.

3.7.2 Progression Premium award

Nearly three quarters (72%) of headteachers / SPLs reported that they had received at least some Progression Premium award following the first year of the Pilot[46]. Where schools were successful headteachers / SPLs found it difficult to isolate any particular actions but was often considered to be linked to more effective school wide teaching practice rather than individual targeting of pupils. Further, both one-to-one tuition and the use of APP assessment criteria were cited as contributory factors that supported the achievement of the Progression Premium.

Despite ongoing antipathy to the idea of 'payment by results' amongst most teachers, headteachers / SPLs reported that they appreciated the money received. In some cases this was linked to a general desire for more funding and in others it was due to the pride gained by being recognised for hard work.

Progression Premium awards were often spent on additional interventions to target individual pupils and groups. Additional interventions funded from the Progression Premium award included Teacher Assistant time to work with small groups and/or extra one-to-one tuition. In some cases the award was spent on staff release time to support APP

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statutory Progression Targets in Secondary Schools from September 2009 will be based around the notion of three levels of progress from KS2 to KS4. GCSE grades have been give point levels in order to assess progress against Progression Targets.

[46] We understand that DCSF data show in the first year of the Pilot 98% of schools received some Premium payment and that 94% of all schools in the Pilot will receive some Premium payment in the second year of the Pilot.

implementation or staff training. In a small number of cases, SPL interviewees were not sure what the money had been spent on or reported that it had just been consumed into the wider school budget.

> *"It was achieved through very effective management and hard work by staff involved. But they don't like it. It smacks as payment by results, which is counter to everything held dear."*
> (School Pilot Leader, Secondary School)
>
> *"It has been absorbed to facilitate other interventions."*
> (School Pilot Leader, Secondary School)

3.8 Concluding remarks and implications of findings

3.8.1 Concluding remarks

Overall implementation has improved during the second year of the Pilot. There is now a greater understanding both of the principles and practices of MGP and the relationships between the different strands. The use of APP criteria with all pupils across a key stage is becoming widespread, a greater proportion of testing cohorts have been entered for SLTs at appropriate levels, pass rates in December 2008 and June 2009 were much higher than in the first year of the pilot, one-to-one tuition has been taken up by a larger number pupils and the Progression Target is widely understood by members of the school community.

Headteachers / SPLs and teachers have become more conversant with the systems and processes involved in Pilot implementation. Specifically, initial burdens around the administration of SLTs and one-to-one tuition have reduced. Further, as the Pilot has progressed, evaluation interviewees have become more aware of the actual or potential benefits of certain aspects of MGP (for more information on the impact of the Pilot see Chapters 4, 5, 6 and 7).

Challenges still remain and as different strands of the Pilot are developed over the coming year there is a common challenge around making sure implementation going forward is deep and broad to achieve full benefits realisation.

For example, **whilst APP criteria are being used primarily to improve accuracy in TAs, the criteria have the potential to be used to support effective formative assessment which can in turn impact significantly on classroom practice**. Interviewees also highlighted that more work needed to be done in relation to sharing APP informed judgements and assessment information across key stages, amongst key staff such as SENCOs and with parents/ carers in order to fully realise the potential benefits of this strand.

Further, although evaluation interviewees considered that the SLTs were working more effectively this year, **there were still challenges around ensuring entry decisions were informed by TA data across cohorts rather than threshold target pressures** or a desire to enter pupils only at sub-levels (b) or above. In December 2008 the highest volumes of entries were for year 5 and 6 and at Levels 3 and 4 rather than being spread across all year groups.

In relation to one-to-one tuition, there have still been recruitment shortages and some administrative challenges in the second year of the Pilot. Also, headteachers / SPLs reported that one-to-one tuition sessions have not been systematically monitored for quality. Headteacher / SPLs and teachers highlighted that a greater understanding of Progression Targets would support a greater focus on the performance of every child. There is still some confusion that needs clarifying around the relationship between Progression Targets and threshold targets.

3.8.2 Implications of the evaluation findings

As a result of the findings noted above, the DCSF could consider:

- **Continue exploring ways of encouraging the more holistic use of the APP criteria to embed formative assessment practices** - Either through the existing AfL Strategy support (which is currently being implemented in all schools to encourage the use of APP and related materials and through which we understand funding has been set aside for this purpose and LAs and schools should be encouraged to use this to support this training), SIPs, Ofsted or other means, the DCSF could consider ways of sharing best practice and generating awareness about the potential benefits of assessment for learning strategies. These strategies include peer and self-assessment, ongoing APP informed learning conversations between pupils, teachers and parents / carers and lesson and unit planning informed by assessment practice. In this way the focus of the strand will become practical changes in teacher and pupil behaviour as opposed to just evidence gathering for periodic assessment;

- **Further encouraging schools to involve parent / carers and SENCOs in AfL activity** - Headteachers / SPLs acknowledged that they should engage parent / carers by sharing more AfL data, including TAs and APP materials. Parents / carers reported that they wanted more information. SENCOs also do not appear to have been involved in AfL informed progression conversations with teachers even though effective assessment is linked to a broad understanding of a pupils strengths and areas for development;

- **Supporting and challenging schools and LAs to introduce and manage a greater breadth of AfL-related cross phase activity, including cross phase moderation between schools and the sharing of APP related data** - Although over both years of the evaluation, schools have identified the value of improving AfL-related cross phase arrangements, particularly moderation, in practice levels of activity have remained limited in this area;

- **Carefully constructing guidance for SLT entries to make sure they are not used exclusively as means to test and re-test pupils until they reach national expectations** - Even during the Pilot where there was no external accountability regime for SLT pass rates, schools have skewed entries towards Year 5 and Year 6 and at Levels 3 and 4. Clear entry guidelines may be important as SLTs in mathematics are subject to continued piloting in 2009/10 within an accountability context;

- **Ways to capture the views of pupils on the effectiveness of different aspects of the Pilot in national roll-out, particularly one-to-one tuition and SLTs** - Since pupils highlighted that they enjoyed receiving progression related information and being involved in processes during the Pilot, particularly around AfL, the DCSF should consider how best to access views from a broad representation of pupils to continue to monitor the impact on engagement. This could include encouraging schools to use pupil voice activities which should be monitored at a regional and/or national level to cascade best practice; and

- **Establishing quality assurance procedures for one-to-one tuition** - Headteachers highlighted that they had not systematically monitored one-to-one tuition sessions through lesson observations or other means during the Pilot. However, as one-to-one tuition goes to national roll-out in September 2009 there may be an increasing need for a more rigorous quality assurance processes both at the school and LA level with the appropriate support from the DCSF e.g. through issuing further central guidance on best practice procedures.

4 Impact on rates of progression

4.1 Summary

This section reflects views on the impact of the pilot on rates of pupil progression. Findings include the following:

- Analysis of 2009 progression data shows that a high proportion of pupils in the Pilot are making the expected levels of progress at Key Stage (KS) 2: 87.5% in reading, 72.6% in writing, 80.7% in English (a combination of reading and writing scores) and 78.8% in mathematics. However, pupils with SEN were less likely than those with no SEN to make two levels of progress from KS1 to KS2;
- One-to-one tuition has been found to have a positive impact on progress, with a single input in one term adding up to nearly half a sub-level of additional progress over the two years of the pilot when controlling for other factors;
- The majority of school based interviewees and all Local Authority (LA) Pilot Leaders reported that the *Making Good Progress* (MGP) Pilot overall had contributed to increased rates of progression. Nearly all (93%) of primary school and the majority of secondary school pupils considered that they had improved more this year compared to last year;
- Teachers considered that the Pilot had been most beneficial in writing and least beneficial in reading. Interviewees linked this to the view that the Assessing Pupil Progress (APP) assessment criteria were less embedded in reading. They also believed that the Pilot as a whole had had the most impact for low achieving pupils;
- Increased rates of progression were primarily attributed to the Assessment for Learning (AfL) and one-to-one tuition strands. Over three quarters (76%) of teachers surveyed reported that the AfL strand had contributed to increased rates of progression, and 75% reported the same for the one-to-one tuition;
- In contrast to views reported at the interim stage of the evaluation, eight out of ten LA Pilot Leaders and 47% of teachers surveyed considered that the Progression Target was contributing to increased rates of progression;
- Single Level Tests (SLTs) and the Progression Premium were considered to have had a limited impact with 25% and 14% of teachers surveyed respectively believing that these strands had contributed to increased rates of progression; and
- There was a general sense across all interviewees that the full extent of the benefits of each strand had not yet been realised. Some interviewees felt that, to date, there was limited evidence available to them to verify any significant impacts.

Implications of these findings relate mainly to the need to continue monitoring the impact of MGP strands on rates of progression, particularly the longer term impact of one-to-one tuition.

The remainder of this chapter provides more detailed findings on the impact of the pilot on rates of pupil progression, overall and by pilot strand. It also summarises key implications of the findings.

4.2 Overall views on impact on progression

There is a national target to improve the proportion of pupils making at least two levels of progress (based on National Curriculum levels) at each of Key Stage (KS) 2, KS3 and KS4. This is analysed nationally by comparing pupils' National Curriculum Test (NCT) results at each key stage.

4.2.1 Impact on rates of progression

Analysis of 2009 progression data shows that a high proportion of pupils in the Pilot are making the expected two levels of progress in KS2. For the purposes of this evaluation, it has only been possible to compare NCT results for those pupils that have taken KS2 NCTs during the pilot and comparing their results to their previous KS1 results. This is shown in Figure 4.1 below.

The proportion of pupils making at least two levels of progress was highest in reading (87.5%) and lowest in writing (72.6%). 80.7% of pupils made two levels of progress in English (a combination of reading and writing scores), which compares with 78.8% of pupils in mathematics. It has not been possible to compare this with national performance data as the progression data for 2008 has not been published and the 2009 data is not yet available. It is also not possible to replicate this at KS3 or compare to national performance data as the relevant NCTs have been withdrawn this year.

Figure 4.1 - Proportion of KS2 pupils making two levels of progress (using NCT results) [47]

Key stage	Subject	Proportion of pupils progressing at the expected rate (%)
Key Stage 2	Reading	87.5%
	Writing	72.6%
	English	80.7%
	Mathematics	78.8%

Source: DCSF (2009)

Figure 4.2 shows that pupils with no SEN were more likely to make at least two levels of progress from KS1 to KS2 across all subjects.

Figure 4.2 - Proportion of KS2 pupils making two levels of progress (using NCT results) by SEN[48]

SEN status	Reading	Writing	English	Mathematics
No SEN	92.2%	75.9%	83.5%	84.9%
School Action	77.5%	63.3%	77.4%	61.1%
School Action Plus	66.9%	63.8%	68.6%	58.0%
Statement of SEN	44.8%	48.9%	48.9%	52.4%
Total	**87.3%**	**72.7%**	**80.8%**	**79.0%**

Source: DCSF (2009)

[47] Progression figures from KS1 to KS2 have been calculated to be consistent with national reporting on PSA targets.
[48] Please note that totals may not be exactly the same as Figure 4.1 - this is because pupils with no information on their SEN status were excluded from the analysis in Figure 4.2.

All Local Authority (LA) Pilot Leaders, 83% of headteachers, 69% of Heads of Department and 71% of teachers indicated that the *Making Good Progress* (MGP) Pilot overall has contributed to increased rates of progression[49]. In the headteacher survey conducted for the interim report in June / July 2008, 70% of respondents stated that the Pilot had contributed to increased rates of progression, with a further 12% noting that it had impacted to progression to a great extent. Pupils in Pilot schools believe they are making better progress this year compared to last (see Figure 4.3 below.)

Figure 4.3 - Proportion of pupils who believe they are learning more quickly in this academic year than in the previous academic year

Subject	2008	2009
Mathematics	68%	74%
Reading and writing	57%	70%

Interviewees primarily linked the positive impact on progression rates to two MGP strands: Assessment for Learning (AfL) (see Section 4.3 below) and one-to-one tuition (see Section 4.5 below). A general increase in the focus on progression in Pilot schools was also highlighted as a key contributing factor.

"With regards to pupils, this [one-to-one tuition] is the most positive part of the pilot. The APP is the most positive for the teachers."

(School Pilot Leader, Primary School)

The case study below provides qualitative evidence highlighting how a secondary school which, through analysis of their tracking data, has been able to observe the impact on rates of progression.

Case study - MGP Pilot impact on rates of progression

One secondary school has undertaken detailed analysis of their tracking data which specifically look at two levels of progress for every child. The analysis highlighted that across all year groups in KS3 pupils had progressed more in reading, writing and mathematics in 2008/09 than they did in 2007/09. Based on that the School Pilot Leader (SPL) feels confident that the Pilot has contributed to increased rates of progression and highlighted the AfL and one-to-one tuition strands as primarily responsible for this. For example, the Teacher Assessment (TA) data for those children who received one-to-one tuition in 2008/09 show a clear impact on progression e.g. in mathematics average progression of those pupils having tuition was above one third of a level.

"Bearing in mind that these students were identified for tuition because they had failed to make progress in the past i.e. 'stuck' pupils, tuition can be said to have had a positive impact on these students".

(School Pilot Leader, Secondary School)

[49] All Local Authority (LA) Pilot leaders, 83% of headteachers, 69% of Heads of Department and 71% of teachers believed the Pilot has positively impacted rates of progression. 78% of parents/ carers surveyed agreed that their child has made good progress in school this year. 46% of parents/ carers also stated that their child is learning more quickly this year than last year in English and mathematics. 93% of primary school pupils believe they are improving more this year than last year.

The school reported that the Progression Target had created a clearer focus on progression e.g. interventions are targeted towards students not making two levels of progress. In planning, the expectation is now that all pupils should make two levels of progress and linked to that, pupils are regularly engaged in talking about the next steps they need to take to achieve this.

Overall, MGP is integrated into school policy and practice and is part of the School Improvement Plan e.g. two of four school development foci in the school's strategic plan has come from the MGP. Both these goal and their performance targets relate to the progression agenda that MGP has encouraged. The principles of the Pilot have also spread to other departments, and inform the development planning for each department in the school. For example, teachers of other subjects are seen by the SPL to have greater clarity around next steps for each child and target-setting. The SPL report that it has been the ethos of progression and the relevance this has to all subjects and to monitoring student progress with tutors and parents across the curriculum which has been the key impact of MGP.

"The latest data analysis (of TA data) show that the progression overall in the last year is greater in English and maths than in previous years. It is different between year groups, the greatest difference is in year 8 and progression in English is higher across all year groups. The AfL and tuition has contributed to the increased progress."

(School Pilot Leader, Secondary School)

Some National Stakeholder Organisations as well as a minority of school-based interviewees (e.g. two Heads of Department and three out of 14 teachers) felt it was too soon to fully assess the extent of the impact and that more time was needed to verify progression gains (e.g. through external testing). A small group of interviewees also felt unable to isolate the effect of the Pilot from other initiatives going on within their schools. This was mainly linked to some activities having been slow to take hold in the school e.g. the Assessing Pupil Progress (APP) not yet being widely used or issues with leadership around the Pilot rather than a general opposition to the Pilot activities.

Impact on progression rates by subjects

The primary research suggests that the impact on progression has been most noticeable in mathematics and writing. **Teachers surveyed believed that the Pilot has had the greatest impact on progression rates in writing (see Figure 4.4)** and interviewees reported that overall benefits linked to MGP have been more pronounced in mathematics and writing than in reading which is in line with findings presented at the interim phase. As reported in the interim evaluation, **the use of APP to inform TAs remains less embedded in reading**. Interviewees, including National Stakeholder Organisations, linked this to the way schools have been thinking about APP-related evidence and the fact that discrete reading assessments have not always been common, particularly in secondary schools. The teacher survey data shows that primary school teachers are slightly more positive regarding the impact the Pilot has had on reading than secondary school teacher.

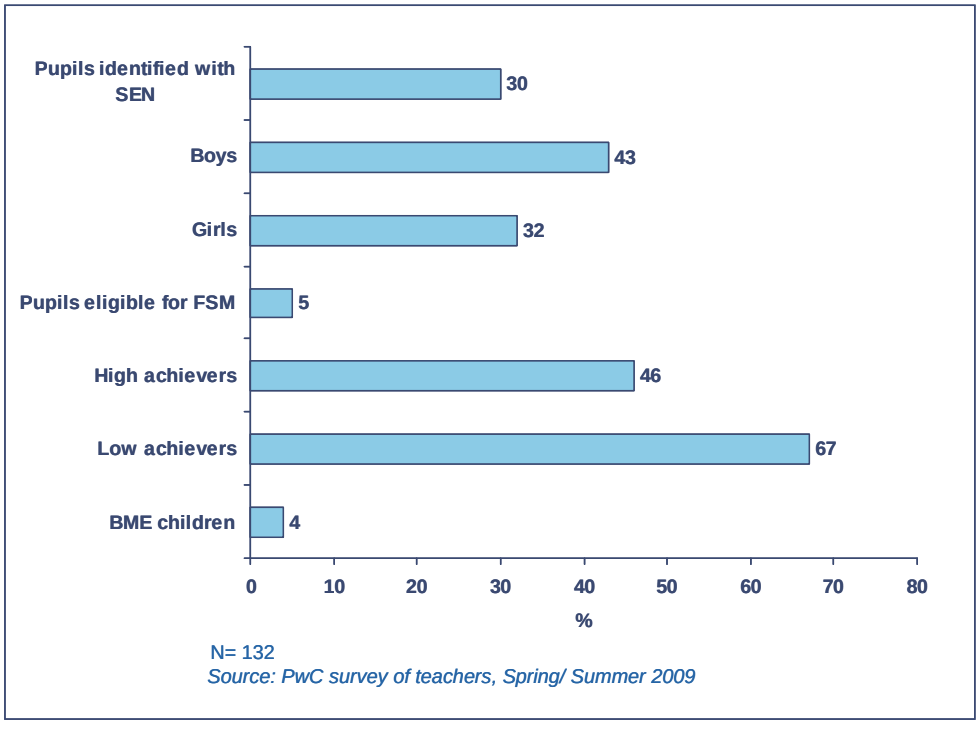
Figure 4.4 - Teacher survey - Overall, in which curriculum area do you think the Pilot has proved most beneficial?

Subject	2009	2008
Mathematics	33%	47%
Reading	18%	16%
Writing	49%	37%

Impact on progression rates by pupil groups

Views were mixed about which groups had benefited most from the Pilot. Teachers surveyed believed that MGP has had the most impact on the progression rates of low achievers (67%), followed by high achievers (46%) and boys (43%), similar to findings from the survey of headteachers for the interim report, in which 81% stated that the Pilot had been particularly beneficial for low achievers, followed by for boys (62%). As Figure 4.5 shows, the impact for children eligible for Free School Meals (FSM) and children from Black and Minority Ethnic (BME) backgrounds was believed to be less pronounced.

Figure 4.5 - Teacher survey = Overall, for which of the following groups do you think Making Good Progress has been particularly influential?



N= 132

Source: PwC survey of teachers, Spring/ Summer 2009

Analysis of data from the six rounds of TAs from December 2007 to July 2009 shows some variation in overall levels of progression amongst the pupil groups. Figure 4.6 below highlights the difference in the mean amount of progress made by different groups from Autumn 2007 TA to Summer 2009 TA[50]. The figures represent sub-levels (i.e. a score of 3.7 would represent an average of 3.7 sub-levels of progress between Autumn 2007 TA to Summer 2009 TA) and are shown to one decimal place because they represent average levels of progress across all pupils in each group.

[50] Figure 4.6 was calculated using Spring 08 census data

Compared to all pupils in the Pilot, pupils with English as an Additional Language (EAL) appear to progress at a higher rate in all three subjects. This may be linked to evidence from the academic literature that suggests that once this group of pupils manage to overcome language barriers they are able to progress at a higher rate than before. Also, in common with the academic literature, pupils eligible for FSM, pupils with Special Educational Needs (SEN), and Looked After Children (LAC), on average progressed at a slower overall rate[51].

Figure 4.6 - Overall levels of progress from December 2007 to June 2009 based on termly teacher assessments

Pupil characteristics	Progression December 2007 to June 2009 (sub-levels)		
	Reading	Writing	Mathematics
All pupils	2.7	2.7	2.9
Pupil eligible for Free School Meal (FSM)	2.5	2.5	2.6
Pupils with English as Additional Language (EAL)	2.8	2.7	3.1
Pupils with Special Educational Needs (SEN)	2.5	2.4	2.4
Looked After Children (LAC)	2.3	2.3	2.5

Source: DCSF (2009)

Using the same method it is possible to look at the mean rate of progress made per term according to the teacher assessments. Figure 4.7 below shows that an average progression of between 0.2 and 0.7 sub-levels are made per term, with progress in Summer 2008 - Autumn 2008 lowest across all three subjects. This may be due to the summer break.

Figure 4.7 - Average level of progress per term from December 2007 to June 2009 based on termly teacher assessments

Term	Progression (sub-levels)		
	Reading	Writing	Mathematics
Autumn 07 - Spring 08	0.5	0.5	0.6
Spring 08 - Summer 08	0.7	0.7	0.6
Summer 08 - Autumn 08	0.2	0.3	0.4
Autumn 08 - Spring 09	0.6	0.6	0.6
Spring 09 - Summer 09	0.7	0.6	0.7

Source: DCSF (2009)

The remainder of this chapter will consider the impact of each individual strand in contributing to this overall picture of impact of rates of progression.

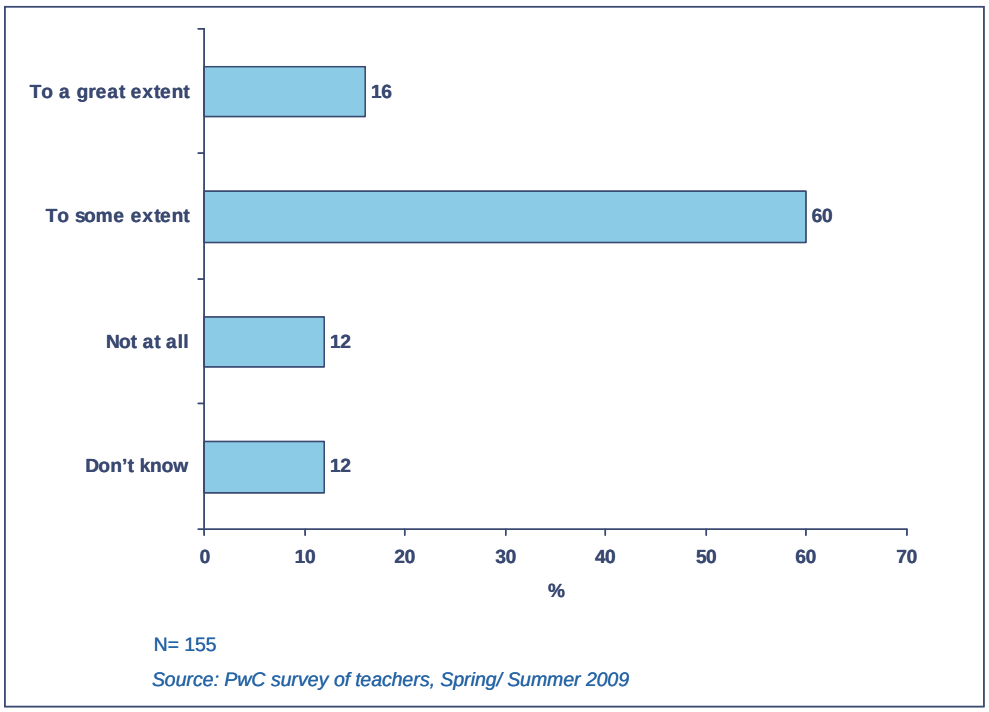
[51] Pugh, J, Mangan, J and Gray, J, (2008) 'Resources and Attainment at Key Stage 4 Estimates from a Dynamic Methodology' Institute of Education and University of Stafford, London *et al*

4.3 Assessment for Learning

4.3.1 Impact on rates of progression

The majority of interviewees reported that the AfL strand has had the most impact on rates of progression compared to the other strands. Figure 4.8 and 4.9 below highlight teacher survey views on the impact on progression and attainment of the AfL strand. In particular, 76% of teachers surveyed agreed that the AfL strand has contributed to improved rates of progression in their school.

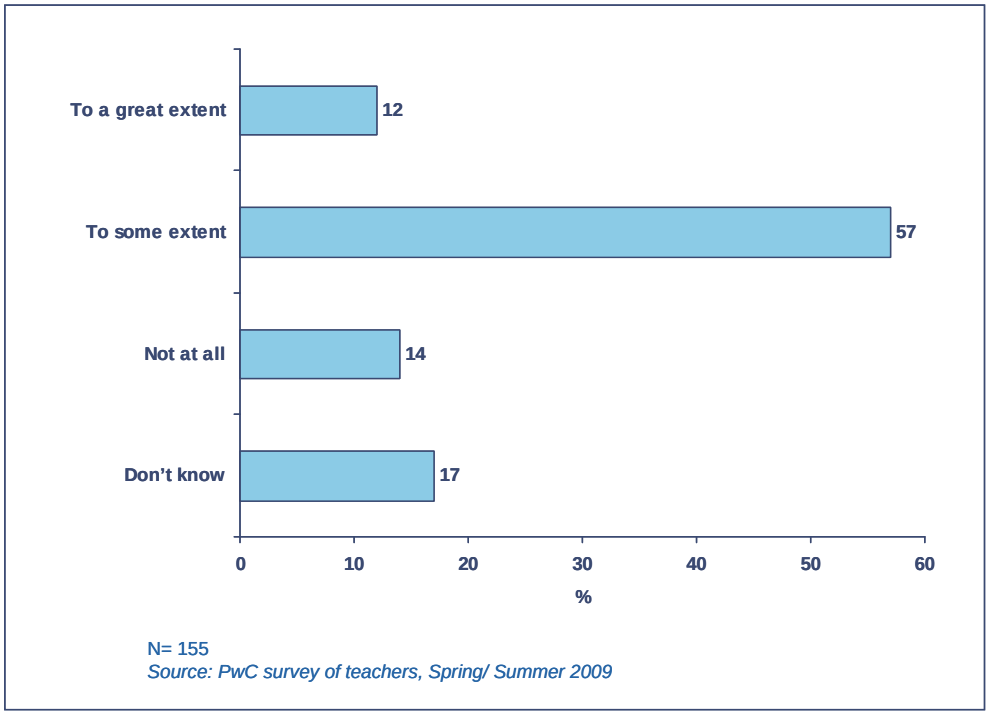
Figure 4.8 - Teacher survey: To what extent has the AfL strand of the Pilot contributed to improved rates of progression in your school?



N= 155

Source: PwC survey of teachers, Spring/ Summer 2009

Figure 4.9 - Teacher survey: To what extent has the AfL strand of the Pilot contributed to improved rates of attainment in your school?



N= 155
Source: PwC survey of teachers, Spring/ Summer 2009

Interviewees linked the positive impact of the AfL strand to changes in teaching practice as a result of using the APP assessment criteria. In particular, the APP criteria supported teachers in having a more detailed understanding of pupils' performance and development areas and therefore had contributed to greater personalisation in teaching and learning (for more detail see Chapter 5).

"It has focussed teachers and pupils a lot more. They have more direction on how to get through the levels and what exactly a Level 3 is and what a Level 4 is, for example."
(Head of Mathematics, Primary School)

"The format of lessons has changed; the emphasis on lessons is all about personal learning objectives and targets. We do not just pull together a teaching plan and just teach it which perhaps we did before; a lot more thought goes into what we want each child to achieve in that lesson."
(Head of English, Primary School)

"[APP] has been hugely beneficial for pupils and teachers. Normally with initiatives like this they benefit one or the other but APP does both."
(Teacher, Secondary School)

Impact on progression for pupils with Special Educational Needs

Special Educational Needs Coordinators (SENCOs)[52] interviewed recognised that the AfL strand had contributed to increased rates of progression for pupils with SEN. In particular they considered that the APP criteria provided the basis for more personalised assessments and learning for pupils with specific needs.

[52] It should be noted that only five SENCOs were able to participate in the final phase of the evaluation.

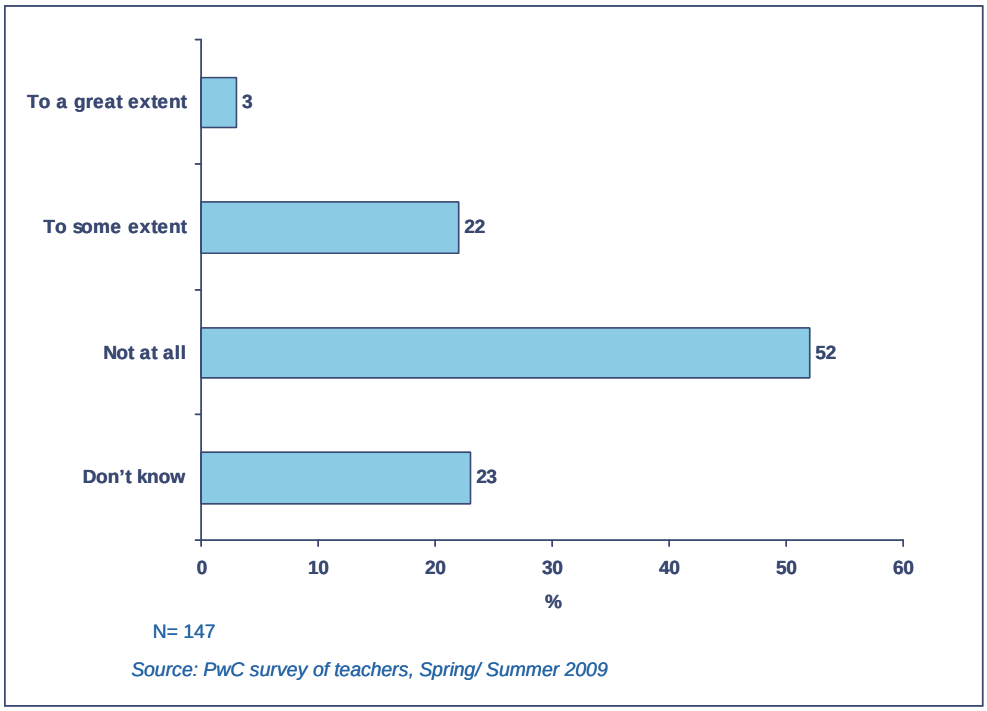
However, **SENCOs considered that the impact for pupils with SEN had not been as widespread to date when compared to pupils without SEN**. This was partly linked to the fact that 'P' levels were not included in the APP assessment criteria (although it is our understanding that this is currently being explored by the Department for Children Schools and Families (DCSF) and Qualifications and Curriculum Development Agency (QCDA)). Further, SENCOs reported that criteria describing sub-levels of progress were sometimes too broad for SEN pupils who may progress at a slower rate and that progression for SEN pupils might take place *within* a sub-level, rather than between sub-levels.

> *"What is good progress is not necessarily what the government think is good progress. Small increments in English can be very good. Two levels of progress isn't necessarily the right idea."*
>
> (Special Educational Needs Co-ordinator, Secondary School)

4.4 Single Level Tests

As illustrated in by Figure 4.10 below, a quarter of the teachers surveyed considered that the Single Level Tests (SLTs) have contributed to increased rates of progression. Interviewees reported that they did not expect SLTs to impact on progression rates but rather to measure them.

Figure 4.10 - Teacher survey: To what extent has the Single Level Test strand contributed to improved rates of progression in your school?



Source: PwC survey of teachers, Spring/ Summer 2009

4.5 Progression tuition

4.5.1 Impact on rates of progression

Evidence to assess the impact of one-to-one tuition on progression rates comes from an analysis of TA data for pupils receiving tuition, an analysis of SLT pass rates and, where relevant, NCT results, and qualitative feedback gathered from Pilot participants.

TA data analysis

Since data exists for all the teacher assessments made across the timeframe of the Pilot (from December 2007 to July 2009), it is possible to perform some statistical analysis on the impact of tuition across this time period.

Extreme caution must however be applied to these results because of the reservations about the reliability of the early teacher assessment data, when new processes and practices were still being embedded. The models constructed to analyse the independent impact of tuition in the different phases do rely on the accuracy of this data and therefore the results we present here should be interpreted with appropriate regard to that fact.

Statistical model employed

Ordinary least squares (OLS) multi-variate regression analysis was used to look at the independent impact of one-to-one tuition on progression. This technique allows us to look at the relationship between the variable of interest (progression) and a number of other variables that are believed to influence the variable of interest (explanatory variables)[53].

For our purposes we are interested in the impact of tuition on progression (the variable of interest) and so to derive a measure of progression we assigned a point score whereby each sub level of progress was equal to 1 point (i.e. 1c = 1 through to 8a = 24). We then used the following measures of progression:

- In Figure 4.11 we compared the TA data from Summer 2009 and December 2007. By subtracting the December 2007 TA from the Summer 2009 assessment it was therefore possible to derive a score that showed how a child had progressed in their teacher assessments from the start of the Pilot to this final phase. For example, if a pupil was assessed at Level 4c in December 2007 and was later assessed at 5c in Summer 2009, their progression score would be 3 as they have progressed three sub-levels; and

- In Figure 4.12 we created a score for progression by subtracting the teacher assessment during the period when one-to-one tuition was received from the Summer 2009 TA. For example, if a pupil received tuition in Spring 2008, was assessed at Level 4b during that term, and was later assessed at 5c in Summer 2009, their progression score would be 2 as they have progressed two sub-levels over that period.

[53] One of the benefits of using a multi-variate regression model is that it estimates the independent impact of each explanatory variable, such that it controls for all the other variables included within the model. So for instance within this model we are able to suggest what the impact of tuition in Autumn 2007 is irrespective of whether a pupil is eligible for free school meals, in care and so forth.

A model was then constructed which compared progression scores for those pupils receiving and those pupils not receiving tuition. The model was also designed to control for pupil characteristics that are known to influence attainment (e.g. LAC, pupils eligible for FSM etc). These explanatory variables and the descriptions used in the model are included at Appendix 4.

Independent impact of one-to-one tuition

The model shows that the first three rounds of English tuition had a positive and statistically significant impact on progression over the period of the Pilot on progress in reading and writing. For example, controlling for the other factors included in the model, pupils who received tuition in Autumn 2007 progressed on average at between nearly half and just over a quarter of a sub-level more than those pupils not receiving tuition.

For reading the model demonstrated a positive impact of tuition across all tuition phases up to Spring 2009 and the effects appear to be quite significant. Most episodes of tuition have been identified as contributing, on average, between roughly a fifth and half of a sub-level of progress over the period of the Pilot for those pupils that received it.

The model suggests that overall the impact on mathematics is less pronounced. This may be linked to the fact that overall more pupils received English tuition over the course of the Pilot and therefore there has been a greater body of evidence from which to share good practice.

However, this may require further investigation.

Figure 4.11 below shows the impact on tuition on reading, writing and mathematics during the course of the Pilot (i.e. from December 2007 to June 2009) with 1.0 being equivalent to 1 sub-level of progress.

Figure 4.11 - Independent impact of one-to-one tuition on progression in Teacher Assessments across the duration of the Pilot

Explanatory Variables	Reading (1.0=sub-level of progress)	Writing (1.0=sub-level of progress)	Mathematics (1.0=sub-level of progress)
Received tuition in Autumn 07	0.49*	0.27*	0.09
Received tuition Spring 08	0.39*	0.22*	0.09
Received tuition in Summer 08	0.30*	0.13*	0.04
Received tuition in Autumn 08	0.21*	0.09	-0.19*
Received tuition in Spring 09	0.17*	0.06	-0.16*

* denotes statistical significance at 5%

Some of the later tuition variables (particularly in Autumn 2008 and Spring 2009 in mathematics) show a negative impact. However, this does not mean that tuition in these periods has negatively affected pupils' progress. Rather, this may be linked to there being less elapsed time from when a child has taken and benefited from the tuition to the final TA. A pupil could have been progressing slowly in the early phases of the Pilot (i.e. up to Summer 2009) and have therefore been identified and selected to participate in tuition in the later phases. This tuition may have had a positive impact but because we are looking at progression across the whole of the Pilot's lifespan it may not have been significant enough to outweigh the earlier slow progression.

Using the same controlling variables as for Figure 4.11 above, Figure 4.12 shows the independent impact of tuition from the term when it was received until the end of the pilot[54]. This should help particularly to alleviate the issues in the previous table when measuring the independent impact of one-to-one tuition in the more recent terms.

The data shows that tuition received at the beginning of the Pilot and in Autumn 2008 and Spring 2009 had the largest impact on progression - adding up to 0.49 sub-levels of progress in reading from Autumn 2007 to the end of the pilot. The one-to-one tuition received in Summer and Autumn 2008 did not have a statistically significant impact on levels of progress in writing and mathematics.

Figure 4.12 - Independent impact of one-to-one tuition on progression in Teacher Assessments from the term when tuition was received to the end of the Pilot

	Reading (1.0=sub-level of progress)	Writing (1.0=sub-level of progress)	Mathematics (1.0=sub-level of progress)
Received tuition in Autumn 07	0.49*	0.27*	0.09
Received tuition Spring 08	0.25*	0.01	-0.14*
Received tuition in Summer 08	0.14*	0.08	-0.06
Received tuition in Autumn 08	0.21*	0.05	0.08
Received tuition in Spring 09	0.09*	0.08*	0.11*

*denotes statistical significance at 5%

The DCSF has conducted additional analysis on KS2 pupils in the Pilot who received one-to-one tuition which is presented in Figure 4.13, 4.14 and 4.15 overleaf. The table below shows that for pupils with lower prior attainment (at level 1 or W in their KS1) those who received tuition were more likely to achieve Level 4 and to make two levels of progress across reading, writing and mathematics.

Whilst pupils with higher prior attainment (at Level 2 or above in their KS1) who also received tuition were less likely to reach Level 4 or make two levels of progress, this should be treated with caution because the cohorts will be substantially different. Pupils selected for tuition are chosen by teachers specifically on the basis that they are not expected to make Level 4 or two levels of progress.

[54] The only change is in the dependent variable. In Figure 4.11 this was a simple calculation of each pupil's first teacher assessment score subtracted from their final teacher assessment. In Figure 4.12 the dependent variable is calculated as each pupil's teacher assessment score at the time when tuition was delivered subtracted from their final teacher assessment.

Figure 4.13 - KS1 attainment by KS2 attainment for pupils in the MGP pilot who sat KS2 tests in 2008/09

Subject	KS1 prior attainment (Level)	Pupil receiving tuition		Pupils not receiving tuition		All pupils in MGP	
		% Level 4	% making 2 levels of progress	% Level 4	% making 2 levels of progress	% Level 4	% making 2 levels of progress
Mathematics	1 or W	39.1%	91.3%	16.7%	69.8%	20.0%	73.0%
	2 or above	72.2%	69.5%	86.1%	80.9%	83.9%	79.1%
	All	69.9%	71.2%	80.0%	80.2%	78.4%	78.9%
Reading	1 or W	67.8%	89.9%	41.8%	75.0%	46.2%	77.5%
	2 or above	90.0%	87.6%	94.7%	89.8%	94.0%	89.5%
	All	86.6%	88.0%	86.6%	88.0%	86.6%	88.0%
Writing	1 or W	29.2%	95.8%	18.5%	86.8%	20.5%	88.5%
	2 or above	60.9%	58.9%	80.7%	72.5%	77.8%	70.5%
	All	54.1%	66.1%	70.0%	74.8%	67.6%	73.5%

Source: DCSF (2009)

Following the pattern described above, among pupil eligible for FSM with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.

Figure 4.14 - KS1 attainment by KS2 attainment for pupils eligible for FSM in the MGP pilot who sat KS2 tests in 2008/09

Subject	KS1 prior attainment (Level)	Pupil eligible for FSM receiving tuition		Pupils eligible for FSM not receiving tuition		All pupils in MGP	
		% Level 4	% making 2 levels of progress	% Level 4	% making 2 levels of progress	% Level 4	% making 2 levels of progress
Mathematics	1 or W	39.1%	91.3%	18.4%	71.4%	20.0%	73.0%
	2 or above	70.3%	67.8%	75.3%	70.8%	83.9%	79.1%
	All	67.2%	70.4%	65.2%	70.8%	78.4%	78.9%
Reading	1 or W	66.7%	87.7%	37.3%	74.0%	46.2%	77.5%
	2 or above	89.5%	88.9%	90.5%	86.4%	94.0%	89.5%
	All	84.6%	88.7%	73.3%	82.5%	86.6%	88.0%
Writing	1 or W	38.1%	96.2%	14.1%	86.4%	20.5%	88.5%
	2 or above	60.9%	60.2%	70.4%	66.3%	77.8%	70.5%
	All	54.0%	69.6%	51.2%	72.6%	67.6%	73.5%

Source: DCSF (2009)

The pattern for pupils with SEN is slightly different. Among pupil with SEN with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.

Overall (across all pupils with SEN in the Pilot) those who received tuition were more likely to reach Level 4 and make two levels of progress than those who did not receive tuition (with the one exception of making two levels of progress in Writing).

Figure 4.15 - KS1 attainment by KS2 attainment for pupils with SEN in MGP pilot who sat KS2 tests in 2008/09

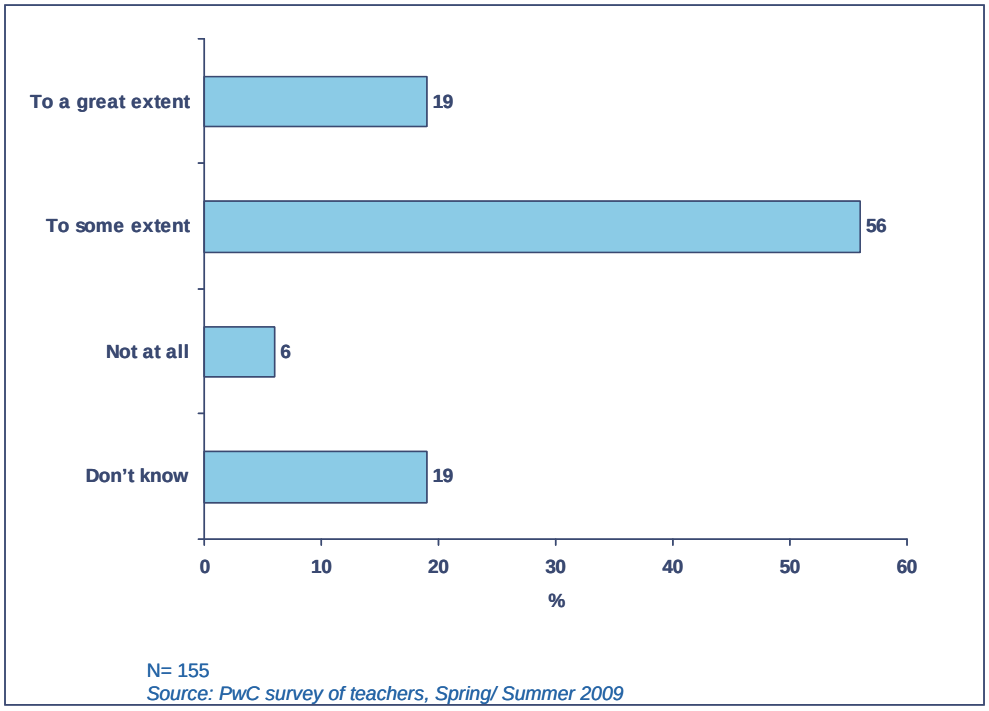
Subject	KS1 prior attainment (Level)	Pupil with SEN receiving tuition		Pupil with SEN not receiving tuition		All pupils in MGP	
		% Level 4	% making 2 levels of progress	% Level 4	% making 2 levels of progress	% Level 4	% making 2 levels of progress
Mathematics	1 or W	31.6%	90.6%	13.8%	68.2%	20.0%	73.0%
	2 or above	60.9%	59.9%	56.1%	54.3%	83.9%	79.1%
	All	56.1%	64.6%	42.8%	58.4%	78.4%	78.9%
Reading	1 or W	62.1%	88.1%	35.0%	71.5%	46.2%	77.5%
	2 or above	81.0%	80.1%	76.1%	74.9%	94.0%	89.5%
	All	73.9%	82.9%	54.4%	73.0%	86.6%	88.0%
Writing	1 or W	19.7%	94.8%	12.8%	85.3%	20.5%	88.5%
	2 or above	41.5%	41.2%	44.4%	43.6%	77.8%	70.5%
	All	31.5%	64.2%	26.2%	66.8%	67.6%	73.5%

Source: DCSF (2009)

Interview and survey data

Three quarters (75%) of teachers surveyed considered that one-to-one tuition had contributed to increased rates of progression (see Figure 4.16 below). Further, the majority of parents/carers (70%) and pupils (76% of KS2 pupils interviewed and 57% of KS3 pupils surveyed) reported a positive impact as a result of one-to-one tuition.

Figure 4.16 -Teacher survey: To what extent has the One-to-One Tuition strand contributed to improved rates of progression in your school?



N= 155
Source: PwC survey of teachers, Spring/ Summer 2009

"The overwhelming feedback is that it is a positive…Schools report a significant improvement in terms of pupil progression and the social aspects of it e.g. independence, motivation, engagement."

(Local Authority Pilot Leader)

"It has had a huge impact on progression for some e.g. one went from 2c to 4c and that was a dyslexic child."

(Head of Mathematics, Primary School)

"You learn quicker and the tutor is concentrated on you more than they would be in a normal class."

(Pupil survey)

Interviewees cited a number of factors which they considered were contributing to the positive impact of one-to-one tuition. Some suggested that because one-to-one tuition was necessarily targeted at individuals it allowed pupils to address their specific learning needs. Interviewees also felt that this in turn resulted in increased pupil confidence and motivation. Similarly, KS3 pupils reported a number of key factors:

- Over half (53%) of survey respondents liked that tuition was one-to-one and the tutor was able to provide them with direct help;
- Over a third (36%) reported that they could go over topics until they understood them; and
- Just under a third (29%) considered that the sessions made it easier for them to concentrate and learn without distractions from the wider class.

"I now understand the subject better."

(Pupil survey)

"It helps me to achieve good grades / levels in my subjects."

(Pupil survey)

Findings from KS2 pupil focus groups and the KS3 pupil survey indicate that the impact was less pronounced in KS3 than in KS2. For example, 76% of KS2 pupils felt that they were doing better in school since having a tutor compared to 57% of KS3 pupils who reported they got better results since receiving tuition. While school based interviewees did not specifically highlight any reasons for this slight difference in the second year, it was suggested in the interim phase that this may be linked to a view that KS3 pupils were less engaged with and motivated by one-to-one tuition than those in KS2. For example, in the first year of the Pilot a few interviewees provided anecdotal evidence to support this including their view that a larger proportion of KS3 pupils were not turning up to sessions or withdrew before the full ten sessions were completed.

However, a small group of interviewees noted that the lack of data from external tests at this stage of the Pilot made it difficult to assess the extent of the impact. Two LA Pilot Leaders also suggested that the improvement in rates of progression have been limited to date and that the impact has been seen primarily in raised pupil confidence (see Chapter 6).

"I do not have the evidence for it, only qualitative evidence e.g. from visits to schools I have done, speaking to tutors, pupils, parents and teachers. 100% say it has had a positive impact in confidence and performance in other subjects is also impacted. Not academically; it is only 10 weeks...in terms of sub-levels it is hard to say in 10 weeks, but there are more soft impacts."

(Local Authority Pilot Leader)

Interviewees suggested that the extent to which the one-to-one tuition was effective depended in part on individual pupil motivation, attitude to learning and behaviour. As was noted in Chapter 3, most headteachers / SPLs and six out of nine LA Pilot Leaders mentioned that pupil attendance rates and levels of parent/ carer engagement were considered when selecting pupils for one-to-one tuition.

Interviewees also noted a number of key factors which impacted on the effectiveness of tuition such as sessions being focused, enjoyable and engaging and a well established relationship between the tutor and the tutored pupil (see Chapter 3).

"Some children have made progress. This is down to the individual child, their learning needs and attitude to learning."

(Head of Mathematics, Primary School)

"I think it depends on the individual child and their own motivation."

(Teacher, Primary School)

"Everyone benefits from one-to-one help. It is important, however, to take into account any behavioural issues that the pupil may have which could subsequently impact the effectiveness of the tutoring."

(Mathematics Teacher, Secondary School)

4.5.2 Impact on specific pupil groups and subjects

School-based interviewees were generally unable to state whether one-to-one tuition was more beneficial for certain pupil groups and / or subjects. The majority of responses, including those from teachers and tutors, indicated that the impact was the same across both subjects and all pupil groups, with some suggesting that **other factors such as pupil motivation and attitude towards the one-to-one tuition were more relevant** (see Section 4.5.1 above). In part, this may be linked to the limited tracking taking place at the school and classroom level (see Chapter 3).

Where headteachers / SPLs and LA Pilot Leaders did notice a slight trend, the majority suggested that pupils being tutored in mathematics benefitted most. 73% of KS3 pupils receiving tuition in mathematics, compared to 63% of those receiving tuition in English, reported that they are doing better in school since having a tutor. Interviewees suggested that the difference in impact was linked to the fact that they expected progression in English to occur over a longer period of time but felt mathematics was simpler to address in ten one-to-one sessions.

This finding is in contrast with our TA based analysis highlighted at Figure 4.11 above which suggests that tuition is more beneficial in reading and writing than in mathematics. This difference may be linked to the fact that the growth in numbers of pupils receiving tuition in mathematics this year has been sharper than the growth in English. As such interviewees may have perceived a greater impact in mathematics this year compared to last year (see Chapter 3). The perception that mathematics is more straightforward to address might also contribute to interviewees' belief that tuition is more beneficial in this subjects as any potential gains might be more visible to class teachers in the short term.

> *"On pupils, the most important criterion is commitment, not a group."*
>
> (Tutor, Secondary School)

4.5.3 Pupils with Special Educational Needs

As was noted in Chapter 3, pupils with SEN were 'overrepresented' in the tuition cohort when compared to the rest of the Pilot population, particularly among pupils classified as School Action. A slight majority of SENCOs interviewed believed that this strand is supporting progression for this pupil group. SENCOs linked this to the additional learning time the one-to-one tuition allows for and the opportunity for these students to repeatedly go over an area of work they struggle with, in a similar way to that of other SEN interventions. Anecdotal evidence from the MGP SEN Steering Group[55] also stated that the one-to-one tuition has benefits for children with "environmental SEN" i.e. those children who struggle because of a home or class context but who are capable of more.

> *"In one-to-one they can just ask and there are no issues about being embarrassed. (…) Being able to work after school to go over things and not worry about rest of class looking at you. It is a whole confidence thing and knowing support is there. One-to three could be equally as valuable."*
>
> (Special Educational Needs Co-ordinator, Primary School)

[55] This group is run by the Department for Children Schools and Families (DCSF) and meets on a termly basis to discuss SEN-related experiences of the Pilot. It includes a representative from each Pilot LA area and is made up of SENCOs, SEN advisors and LA Pilot Leaders.

The MGP SEN Steering Group also pointed out that the tutor's experience and expertise in teaching the subject in question is one of the key features of effective tuition for pupils with SEN. The group referred to some instances where strong teachers who were not necessarily expert in the subject to be tutored (e.g. science teachers tutoring mathematics) were used. Although these teachers were described as very strong, the group felt they were not necessarily experienced in using a range of techniques to teach specific aspects of mathematics using a multi-disciplinary approach, which they felt is critical to teaching pupils with SEN.

4.5.4 Long term impact and impact on other subjects

Six out of ten LA Pilot Leaders believed that the one-to-one tuition will have a long term impact on rates of progression. In addition, headteachers who felt able to comment argued that **progression gains made by those pupils tutored in the first year of the pilot had been maintained in the second year.** This finding reflects the TA informed data analysis described at Figure 4.11 above which suggests that tutored pupils have maintained progress across the course of the Pilot. Three of the five SENCOs interviewed were also positive to the long term impact they expected one-to-one tuition to have on pupils with SEN.

Teachers and Heads of Departments generally felt less able to comment on the longer term impact of tuition. This may be because they have not taught the same pupils over both years of the Pilot.

"They don't get stuck again. They have continued to progress. It has helped children get over stumbling block. It also teaches them good learning behaviours."

(School Pilot Leader, Primary School)

"I am not sure [tuition has a long term impact] as they [tutored pupils in the first year of the pilot] have gone to secondary school."

(Head of English, Primary School)

Where interviewees did note wider or longer-term impacts, the majority linked this to increases in pupil confidence gained in tuition sessions. This suggests that improvements may also extend beyond the subject in question. However, any evidence to this effect remains anecdotal to date as progression data is not gathered on other subjects.

"It has definitely been reported that confidence, motivation and involvement have improved and that this has had a knock on effect right across the school."

(Local Authority Pilot Leader)

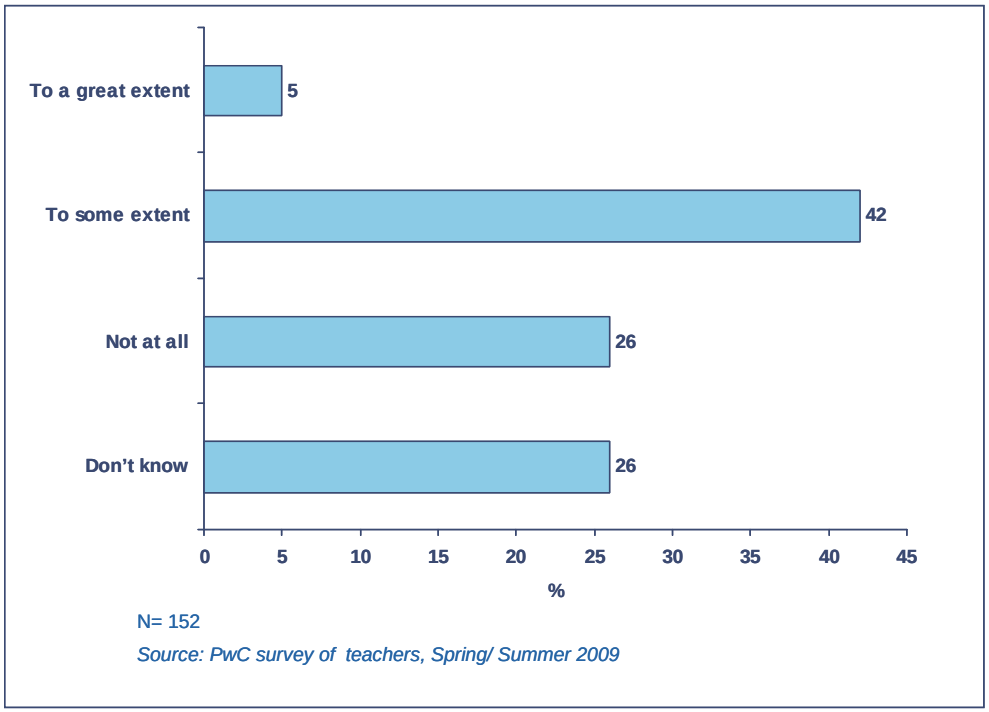
"There is a wider impact across the curriculum because basic skills they apply are important building blocks for other subjects."

(School Pilot Leader, Primary School)

4.6 Progression Target

Views on the impact of the Progression Target were mixed. The majority of LA Pilot Leaders (eight out of ten) and just under half (47%) of teachers surveyed (see Figure 4.17 below) reported that the Target is contributing to increased rates of progression.

Figure 4.17 - Teacher survey: To what extent has the Progression Target strand of the Pilot contributed to improved rates of progression in your school?



N= 152

Source: PwC survey of teachers, Spring/ Summer 2009

However, some concerns raised at the interim stage such as a lack of reliable baseline data in the schools against which to track pupil progress, the target not being embedded fully across the school and the appropriateness of the 'blanket' two level target, largely remained in the second year. Some school based interviewees, in particular teachers and Heads of Departments, felt that it was still too soon to judge whether the Target had yet impacted on rates of progression. Some also argued that it was difficult to isolate the impact of the Progression Target from the impact linked to other school level targets.

Although views on the impact of this strand were mixed, findings suggest that perceptions about the potential benefits are becoming more positive. This corresponds with some National Stakeholder Organisations who considered that schools are becoming more conversant with progression targets.

> *"Schools' understanding of Progression Targets and their function has improved as these have become a key driver in the school improvement agenda, and schools in the Pilot are now basing their Targets on individual pupil level data much more consistently than in the first year of the Pilot."*
>
> (National Stakeholder Organisation)

Where the Target was viewed positively, interviewees reported **that the focus on two levels of progression for every pupil contributed to more personalised teaching and assessment** across the whole KS.

"We work towards the same target now, all focus on it, not just the people at the top of the school."

(Teacher, Primary School)

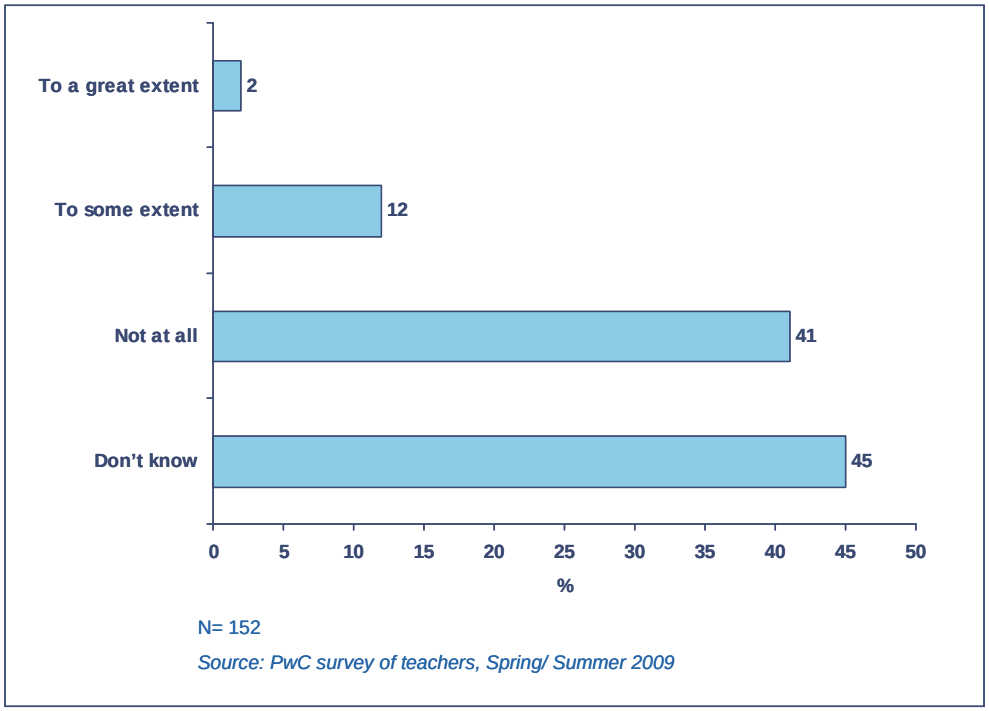
"Some of it [the Target] has a part to play, because we have worked against an agreed goal, shaped the direction we aspire to achieve."

(Headteacher, Secondary School)

4.7 Progression Premium

As shown in Figure 4.18 below, **teachers believed that the Progression Premium has had the least impact on progression rates compared with the other strands**.

Figure 4.18 - Teacher survey: To what extent has the Progression Premium strand of the Pilot contributed to improved rates of progression in your school?



N= 152

Source: PwC survey of teachers, Spring/ Summer 2009

LA Pilot Leaders reported that the limited impact was linked to the fact that financial incentives remain controversial in schools, and that the Premium has not been a driver for schools participating in the Pilot. Further, some **headteachers reported deliberately keeping the Premium 'low profile', feeling that money was not a key motivator for them or their staff.**

"I think it was a rapid learning curve for some headteachers when they were 1% off higher level premium and funding difference was quite significant. So next time round there will be more awards at the higher level. Though it remains controversial amongst headteachers."

(Local Authority Pilot Leader)

However, schools that achieved the Premium reported that they appreciated the extra funds. As such a minority of the LA Pilot Leaders believed that the Premium may have impacted some schools in the second year of the Pilot. This was confirmed by a small number of school based interviewees who felt that the additional money could support their work around progression. **While schools are not explicitly linking the Premium to progression gains, there was anecdotal evidence to show that the Premium is being used to fund activities which schools consider to support pupil progression** (see Chapter 3 for further details on how the Premium has been used).

"I do not think it motivates teachers as they do not get the money, I think it can contribute to progression is it is used wisely to support pupils e.g. into more resources, teaching assistants, schools are always short on cash."

(Headteacher, Primary School)

"I think it is a good incentive but not the motivating factor for staff"

(Mathematics Teacher, Secondary School)

4.8 Concluding remarks and implications of findings

4.8.1 Concluding remarks

The data analysis shows **a high proportion of pupils in the Pilot making the expected level of progress at KS2.** The evidence from the interview and survey data shows that the majority of respondents and interviewees considered that the MGP Pilot has contributed to increased rates of progression.

The impact on progression was primarily attributed to the AfL and one-to-one tuition strands which interviewees argued improved classroom practice by increasing awareness of - and intervention strategies to support - individual pupils. In particular, one-to-one tuition has been shown to have a positive effect on progression when controlling for other factors.

Just under half of the teachers surveyed believed that the Progression Target is contributing to increased rates of progression, highlighting that the focus on two levels of progress had contributed to more personalised learning across a key stage. The SLTs and the Progression Premium are the MGP strands considered to have had the least impact on rates of progression.

Teachers surveyed considered that **the Pilot has been most beneficial in writing and least beneficial in reading**. This was linked to the use of the APP being less embedded in reading. Respondents also believed that the Pilot had had the most impact for low achieving pupils, followed by high achievers and then boys. Ethnicity and socio-economic background were felt to be less relevant factors in determining impact on rates of progression

At the time of our fieldwork, a small number of interviewees felt that the full extent of the benefits for progression had not yet been realised and that more time was needed to verify the impact e.g. through external test. Similarly, most interviews were unable to specify whether tuition was particularly beneficial for certain pupil groups and subjects. This may be linked to data tracking and analysis not yet being fully integrated in all schools.

4.8.2 Implications of the evaluation findings

As a result of the findings noted above, the DCSF could consider:

- **Further monitoring to assess the impact on progression rates over time -** Although the evaluation has been able to reach preliminary conclusions about the impact of the Pilot on progression, interviewees considered that further work was needed to identify and track progression gains. As such, the DCSF should consider continuing to track pupils who have been part of the Pilot to establish the extent of the impact over a complete key stage, in particular for those pupils who have received one-to-one tuition. Given that the funding going forward will cover 3.5% of the pupils in each subject (compared to 10% in the Pilot) this will become increasingly important as schools will need to make more targeted decisions about which pupils will benefit most from tuition. The DCSF should also consider how it could best support schools and LAs in undertaking their own tracking at school and LA level to inform their tuition allocation decisions.

5 Impact on shaping current and future teaching

5.1 Summary

This section reflects views on the impact of the Pilot on shaping future and current teaching. Findings include the following:

- Most interviewees and survey respondents considered that, overall, the Pilot has had a positive impact on teaching practice. 79% of teachers surveyed believed that the Pilot had enabled or encouraged them to set a clearer focus on the progress of every pupil in their school and 11 out of 14 teachers interviewed considered there had been a positive impact on classroom assessment practice;
- Interviewees primarily linked improvements in teaching practice to the Assessment for Learning (AfL) strand. Teachers considered that the Assessing Pupil Progress (APP) assessment criteria had not only supported improved accuracy and confidence in Teacher Assessment (TA) but the strand as a whole had encouraged the use of more assessment for learning practices;
- Interviewees observed changes in teaching practice as a result of the Pilot at the classroom, departmental and school level**.** At the classroom level there were changes to assessment practices, at the departmental level there were changes to moderation and planning activities and at the school level there were changes to AfL policies and tracking processes;
- One-to-one tuition was considered to have had some impact on teaching practice. In part, interviewees linked this to teachers who tutored pupils in their class having a greater understanding of individuals' strengths and areas for development and therefore setting appropriate work and giving personalised and ongoing feedback;
- Most interviewees felt that the Single Level Tests (SLTs) had not led to any 'teaching to the test'. Local Authority (LA) Pilot Leader attributed this positive finding to the SLTs being kept low key in most schools, and not being part of schools accountability structure;
- Views on the impact of the Progression Target were mixed. In some cases interviewees felt it had helped teachers focus on the progress of every child rather than those performing at or around national benchmark levels. However, others considered that the Target had not changed practice but simply measured performance; and
- The Progression Premium was considered to have had the least impact on teaching. Interviewees considered that this was either because the strand had been kept low profile or because teachers considered that the notion of 'payment by results' was antithetical to their motivation.

Implications of these findings relate mainly to the need to further embed the AfL strand since it was considered to have had the greatest impact on teaching practice. Also, ways to promote a broader understanding of the Progression Target as a tool for focusing on the progression of every child rather than those performing at or around national benchmarks should be considered.

The remainder of this chapter provides more detailed findings on the impact of the Pilot on shaping future and current teaching, overall and by Pilot strand. It also summarises key implications of the findings.

5.2 Overall views on impact on teaching

The majority of interviewees of all types considered that the *Making Good Progress* (MGP) Pilot has had a positive impact on teaching practice, and that this impact would deepen as processes became more embedded. In particular, teacher survey findings highlighted the following examples of changed practice:

- 79% of teachers surveyed believed that the Pilot overall had enabled or encouraged them to set a clearer focus on the progress of every pupil in their school;
- 62% agreed that the Pilot has had a positive impact on their planning and classroom practice;
- 61% reported that they had made adjustments to their teaching to support the progress of particular groups of pupils; and
- 47% felt the Pilot had increased their ability to personalise the curriculum.

> *"We are more aware of the levels and progress of each child in English. Pupils have more confidence in their progression. Teaching is adapted to reflect strands not covered and to try to boost specific skills which are preventing students from achieving."*
>
> (Teacher survey respondent)

Where a positive impact on teaching practice was evident, interviewees considered that this was primarily linked to the Assessment for Learning (AfL) strand (see Section 5.3 below for more detail).

At a strategic level headteachers/ School Pilot Leaders (SPLs) saw the Pilot as a **means of re-visiting and refreshing existing school policies around AfL**. Most reported that although they have had AfL policies in place for a number of years, the Pilot provided the opportunity to reflect on practice to ensure there was a focus on the progress of every child rather than those performing at or around national benchmarks.

> *"Though we were in the process of improving Teacher Assessment and target tracking, the Pilot was a good tool to focus on these areas. Teachers are now looking at the end goal targets and the steps in how to get there."*
>
> (Governor. Primary School)

5.2.1 Impact on the wider curriculum

Over two thirds (67%) of Local Authority (LA) Pilot Leaders and 40% of teachers surveyed reported that the Pilot has positively impacted on subjects other than English and mathematics. Interview findings suggest that this difference may in part be a consequence of secondary school teachers having less exposure to activities and evidence of impact outside their own specialist subjects.

Where impact on other subjects was evident interviewees linked this to the following:

- **Teachers gathering assessment data evidence to inform Assessing Pupil Progress (APP) judgements from subjects other than English and mathematics**. In particular evidence has been gathered for writing assessments based on pieces of work collected from history lessons. Further, mathematics assessment data has been supported by evidence from science lessons;

- **One-to-one tuition building teachers professional skills where they tutor in their non-specialist subjects and year groups**. However, it should be noted that the Department for Children Schools and Families' (DCSF) Special Educational Needs (SEN) Steering Group considered that tutors who were not specialists in English or mathematics might not necessarily be skilled in subject specific teaching techniques for pupils with SEN (see Chapter 4 for further detail); and

- **Increased pupil confidence impacting on subjects other than those they are tutored in** (for more information, see Chapter 6).

5.3 Assessment for Learning

Most (89%) teacher survey respondents and interviewees from all evaluation groups reported that the AfL strand has had a positive impact on teaching practice[56].

Interviewees observed impact at the classroom, departmental and school level. For example, at the classroom level there were changes to assessment practices, at the departmental level there were changes to moderation and planning activities and at the school level there were changes to AfL policies and tracking processes.

> *"It has touched every area of school: interventions, tracking, and classroom practice. It has opened schools' eyes."*
>
> (School Pilot Leader, Secondary School)
>
> *"APP has been really useful for target setting and reporting, and has enabled me to plan effectively for individual or whole groups of students."*
>
> (Teacher survey)

Figure 5.1 provides examples of changes in teaching practice given by interviewees in relation to changes in their own schools at class, departmental and school levels.

[56] 11 out of 14 teachers interviewed considered that there had been a positive impact on their teaching practice. Five out of eight Heads of Mathematics and five out of seven Heads of English considered there had been a positive impact on teaching in their departments. 42 out of 52 headteachers/ School Pilot Leaders (SPLs) and all Local Authority (LA) Pilot Leaders also reported a positive impact.

Figure 5.1 - Impact on teaching practice across the school community

Area	Examples of changed practice	Supporting evidence
Classroom level	***Formative assessment practice*** • Ongoing, assessment practices, informed by APP assessment criteria and including peer and self-assessment. As a result of changed assessment practices, teachers have observed improvements in Continuing Professional Development (CPD); • Planning for group activities involving APP assessment objectives; • Regular developmental and personalised learning conversations between pupils and teachers based on APP assessment criteria both inside and outside the classroom; • Assessment Focuses (AFs) included in lesson plans and shared with pupils; • Improved teacher subject knowledge to support formative advice to students about how to progress; and • Individualised, non-numerical target setting. ***Periodic assessment practice*** • Improved accuracy and confidence in Teacher Assessment (TA); and • Tighter tracking and monitoring of pupils' levels of performance.	• 90% of teacher survey respondents considered the AfL strand had encouraged them to set a clearer focus on progression for every child; • 69% of teacher survey respondents reported that the AfL strand had positively impacted on classroom assessment practices including the use of wider Assessment for Learning activities; • *"The style of teaching has very much changed - it is much less at the front and more about practical and group activities. Pupils learn from each other and there is less use of the exercise book in class."* (School Pilot Leader, Secondary School); • *"Planning is completed alongside the APP criteria. There is perhaps much more structure to the lesson plans as a result."* (Teacher, Primary School); and • *"APP has been really useful for target setting and reporting, and has enabled me to plan effectively for individual or whole groups of students."* (Teacher survey respondent).
Departmental level	• Reduction in the use of summative assessment regimes, particularly end of unit or end of year tests and Qualifications and Curriculum Development Authority (QCDA) optional tests; • AFs used to informing planning and schemes of work; • Tracking of pupils within a subject informed by APP targets and assessments; • Subjects other than English and mathematics using APP assessment criteria to support cross curricular literacy and numeracy or to gather wider assessment information; and • Group and collaborative planning and moderation.	• *"APP has made the biggest difference; it has transformed assessment and the culture of learning. APP is able to inform current schemes of work and helps with lesson planning."* (Head of English, Secondary School); • *"We are moving away from formal testing which is a good thing. It is giving us variety in lessons. Other assessments give you different things to do. We now have probing questions and better assessments overall."* (Head of Mathematics, Secondary School); and • Seven out of eight LA Pilot Leaders considered there had been a reduction in the use of optional tests in Pilot schools this year.

School level	• Pupil level numerical and non-numerical targets based on APP assessment criteria used for all pupils; • New tracking systems introduced, often linked to termly TAs to monitor levels of progress; • Refreshing and reshaping of existing school wide AfL policy to include MGP information, particularly around targets and APP; and • Performance management arrangements including APP informed pupil and subject level targets (it should be noted that this was not a Pilot requirement).	• 62% of teacher survey respondents reported the introduction of a new tracking system as a result of the Pilot; • *"MGP does fit in with what we do now, teachers have taken on board the APP and we are looking at AfL and we have re-structured the SMT to have someone responsible for assessment and to work with the LA Pilot Leader on this."* (School Pilot Leader, Primary); and • *"We have changed as a whole school in the way we assess children. We have changed marking in line with APP grids as well. Our marking is far more focused on the targets for the children. We also send the targets home. It has had a massive impact" (*School Pilot Leader, Primary School).

Where the impact was most pronounced and was evident across the whole school, findings from the qualitative research highlight a number of contributing factors, including:

- **Strong leadership from Heads of Department and headteachers / SPLs** that promoted school wide tracking systems which supported teachers focusing on the progress of every child. In these instances tracking systems were informed by TAs and underpinned by APP criteria and AFs;

- **Headteachers supporting teachers with internal and external CPD** particularly around moderation and particularly from internal experts, the LA Pilot Leaders or subject specific National Strategy Consultants (for more information see Chapter 3). Effective moderation practices led to teachers being more confident in their TAs; and

- **Robust AfL policies and practices being in place prior to the Pilot** which allowed schools to build on best practice or sustain a leadership drive to re-fresh policies which allowed teachers to share best practice.

The case study below highlights an LA where APP informed targets were beginning to be used with all pupils to support formative assessment practices in a number of schools.

Case study - APP informed target setting for all pupils

In one primary school, classroom teachers have started to share the APP assessment criteria with their groups. Teachers have dialogues with pupils which are not just about providing pupils with a level number but are about having conversations on what it actually means that they can do and allow the pupils to see on the grid what they can do and see what their next steps are. This was reported to have taken some time as the language in the APP was considered by teachers to be quite difficult for pupils, but the SPL highlighted that the process of teachers working with the pupils to enable them to understand the criteria would support the pupil's learning. Once the criteria had been widely disseminated, class teachers organised regular learning conversations with pupils about areas for development in relation to criteria. Non-numerical targets were set and pupils charted their progress against APP grids which are pinned up around the classroom. As a result of changed teacher practice around the sharing of assessment data and more formative assessment approaches being introduced, it was felt that pupils were more engaged in their learning.

"We have examples where the pupils have been involved in their own assessment and doing peer and self assessment. We also have some cases where schools use it directly and pupils identify themselves on the grid. They then have learning conversations about why they are at a certain point in the grid and what they need to do next."

(Local Authority Pilot Leader)

In another primary school in the LA, teachers had started to share APP informed targets with parents / carers. The school also conducted a parent / carer workshop to share best practice about how parents / carers can support their children in their learning. Although the LA Pilot Leader felt that they were in the early stages of engaging parents in this way, the practice had highlighted that teachers sharing information with parents in new ways was valued by parents and that it positively impacted on school - parent contact and engagement. Further work to support the sharing of assessment and progression information with parents / carers would therefore be a focus for this school in the future.

LA Pilot Leaders also played an important role in securing improvements in teaching practice as a result of the AfL strand. Interviewees linked this in particular to cross school and cross phase moderation activities which teachers considered supported accuracy of and confidence in TAs as well as facilitating the sharing of best practice. Processes around cross school and cross phase moderation are discussed further in Chapter 3, but the case study below highlights an example where one LA Pilot Leader facilitated moderation activities that were well received by headteachers and teachers through a cluster of schools.

Case study - Moderation clusters

The LA Pilot Leader in this largely rural area was proactive in promoting and organising regular moderation activities. She co-ordinated six cluster networks with representation from Key Stage (KS) 2 and KS3 schools. Networks met once or twice a term. Prior to the meetings English and mathematics staff collected a wide range of pupils' work and then levelled it internally using APP assessment criteria. The work and the judgements attached were then discussed with staff from different schools at network meetings and the levels awarded were moderated to generate a shared understanding of levels.

Cluster events were well attended and well supported by Pilot schools. One primary school and one secondary school used part of their Progression Premium award to fund cover for staff to attend meetings. This was linked to the headteachers seeing the value of inter-school moderation activities, especially activities across phases, to improve teacher confidence in and accuracy of TA.

"We are good at moderation activities - all our schools are moderating in school and most are involved in same- and cross phase moderation. We plan to extend this so more schools are involved in inter-school moderation in the futures."

(School Pilot Leader, Secondary School)

Despite positive views on the impact of the AfL strand on teaching practice, some interviewees including National Stakeholder Organisations considered that more work was necessary to secure broad and deep implementation and therefore full benefits realisation. The challenges raised included:

- Some ongoing use of tests rather than APP assessment criteria to inform TA;
- Lack of sufficient understanding amongst some teachers about how to gather a wide range of evidence to inform APP judgements, particularly in terms of including evidence of speaking and listening in class as well as written work. As a result APP assessments have sometimes been made by teachers 'ticking boxes' on APP 'grids' rather than through the collation of different sorts of evidence;
- APP assessment criteria primarily being used to inform more accurate periodic assessment rather than formative assessment strategies;
- APP assessment criteria often not being used to support formative assessment for pupils with SEN as criteria are seen as too broad and unmanageable for progression of pupils with SEN;
- Initial workload concerns around using APP assessment criteria to change day-to-day teaching and learning; and
- Lack of access to training for teachers as they seek to explore and understand the implications of APP for their classroom practice.

I am not remotely confident with APP and prefer tests to assess a pupil's progress."
(Teacher, Primary School)

"We need to refocus minds about what we mean about evidence as well. It should not just be a case of ticking and highlighting. If you mark as you go when it comes to APP assessment you are reviewing work you have already seen. Also evidence isn't just written. If teachers see that it is in their daily business of teaching and learning, responding and assessing pupils as they go, they will see APP as more manageable. It is about doing something routinely and amending judgements as you go."
(National Stakeholder Organisation)

The challenges raised above are coherent with the challenges raised in the academic literature on AfL which were referenced in the interim evaluation report, for example, that formative assessment in mathematics is not as well developed as some other subjects[57]. In addition, McIntyre[58] identified barriers to fully embedding assessment for learning including:

- Large amounts of training are often needed to ensure all formative strategies are well understood and disseminated; and
- The ongoing time and resource constraints of classroom teaching often limit the ability of teachers to understand and sensitively use assessment for learning data.

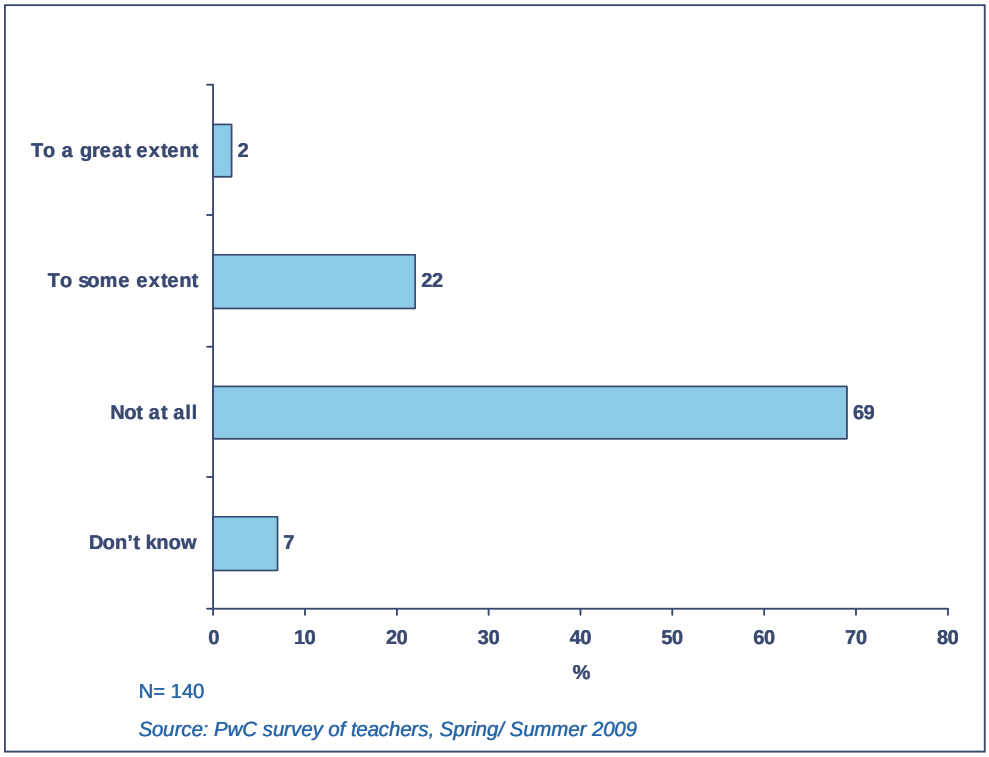
It will be important to address these challenges as APP is rolled out further to ensure the full potential benefits of these programmes are realised. We understand that DCSF have made significant resources available through the AfL strategy to support teachers' and school leaders' work in this area.

5.4 Single Level Tests

In line with the 2008 interim evaluation report, **the majority of interviewees felt Single Level Tests (SLTs) had not led to any 'teaching to the test'.** The majority of interviewees and survey respondents considered that the SLT strand of the Pilot has had a limited impact on teaching practice. As shown in Figure 5.2, just under a quarter (24%) of teachers surveyed agreed that this strand had led them to make changes to their teaching practice. A third (33%) felt that the SLTs had enabled or encouraged them to set a clearer focus on the progress of every child.

[57] Lee, C. (2001) 'Using assessment for effective learning' *Mathematics Teaching* 175:40-43
[58] McIntyre, D. (2002) 'Has classroom teaching served its day?' in Moon, B., Shelton Mayes, A. and Hutchinson, S. (eds.) *Teaching, Learning and the Curriculum in Secondary Schools*

Figure 5.2 - Teacher survey: To what extent has the Single Level Test strand of the Pilot led you to make changes to your teaching practice?



Most interviewees considered that the limited impact on teaching practice noticed as a result of the SLTs was positive. As in previous phases, some headteachers and LA Pilot Leaders argued that **to change teaching practice in response to SLTs would be counter-productive and might suggest 'teaching to the test'** was taking place. Nevertheless, a small minority of headteacher/ SPL interview findings indicated that, as schools became more experienced in SLTs, some **test preparation had taken place in the second year of the Pilot**. This however appears to be limited to practicing exam conditions (see Chapter 3). One school confirmed using past test papers to inform moderation.

> *"We used the spare papers we had left in the pack. We have been using them to moderate internally. It has been helpful."*
>
> (School Pilot Leader, Primary School)

LA Pilot Leaders also attributed **the limited impact of the SLTs to the tests being kept low key in the majority of schools.** LA Pilot Leaders considered this 'down playing' of the tests was linked to the fact that SLTs were not yet part of schools' accountability structures as they are not currently inspected or rated on SLT pass rates or levels of correlation between TAs and SLT results. It was suggested by some that this might change were schools to become accountable for the test results. This may have implications for the further piloting of this strand scheduled to take place in 2009/10 in which SLTs will be trialled in an accountability context and will be an important aspect of monitoring.

> *"Nothing extra was done in preparation for the National Curriculum Tests (NCTs). They were played down in terms of importance and this was part and parcel of that."*
>
> (School Pilot Leader, Primary School)

"We have schools that have close relationships between TAs and SLTs but are worrying about going into an accountability context because it is high stakes."

(Local Authority Pilot Leader)

Where interviewees did report an impact on teaching as a result of this strand, they considered this was mainly linked to the sharing of test results with teachers (see Chapter 3).

Headteachers / SPLs commented that the dissemination of test results, particularly where there was a general correlation between TAs and SLT pass rates, **contributed to increased teacher confidence in their assessments and understanding of levels**. A few interviewees also mentioned that, where these did not correlate, teachers were encouraged to review their TAs which would contribute to teacher judgements eventually becoming more accurate. However, findings from the teacher interviews suggest that sharing of results is not yet common.

"It makes for more confident teachers if their assessment judgements are confirmed by the tests."

(School Pilot Leader, Primary School)

"I did not see them [the SLT results]; I have not been made aware of them. I would really have liked to… I would like to see the progress - it is useful to see what they do wrong in a test; it is a nice way to pick up what they need."

(Teacher, Primary School)

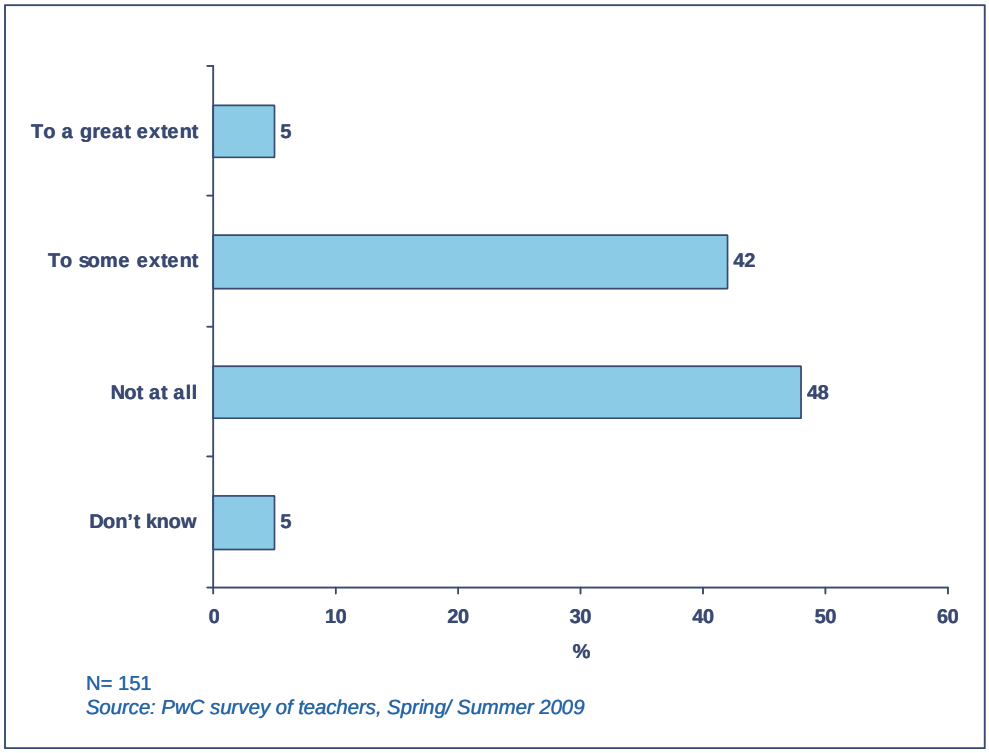
"Last year I used them. It just affirms that my TAs are accurate, so I just continued as I was as it was obviously working."

(Teacher, Primary School)

5.5 Progression tuition

The impact of one-to-one tuition on teaching practice appears to be mixed, partly as this strand was felt to impact mainly only on those teachers who are also tutors. As such, as Figure 5.3 below shows, less than half of teachers surveyed considered that the one-to-one tuition strand has led them to make changes to their teaching practice.

Figure 5.3 - Teacher survey: To what extent has the One-to-One Tuition strand of the Pilot led you to make changes to your teaching practice?



N= 151
Source: PwC survey of teachers, Spring/ Summer 2009

Where interviewees and survey respondents did report an impact on teaching as a result of one-to-one tuition they primarily linked this to **teachers who tutored pupils from their own classes having a better knowledge of individuals and therefore setting more appropriate work in lessons.** Other ways in which this strand was reported to impact on teaching practice was through the teacher-tutor liaison. One Head of Department suggested that this (see Chapter 3 for further details) could provide a useful means to share techniques used in the one-to-one sessions with the class teacher.

"[One-to-one tuition has] not necessarily [had an impact on my teaching] although I do sometimes take ideas from tutoring sessions to improve my practice. I have used some of the techniques to engage with the kids."

(Teacher, Primary School)

"Being a tutor for MGP has given me further insight into the different learning styles of pupils and how these can be catered for as well as identifying common stumbling blocks that I can address in class."

(Teacher survey)

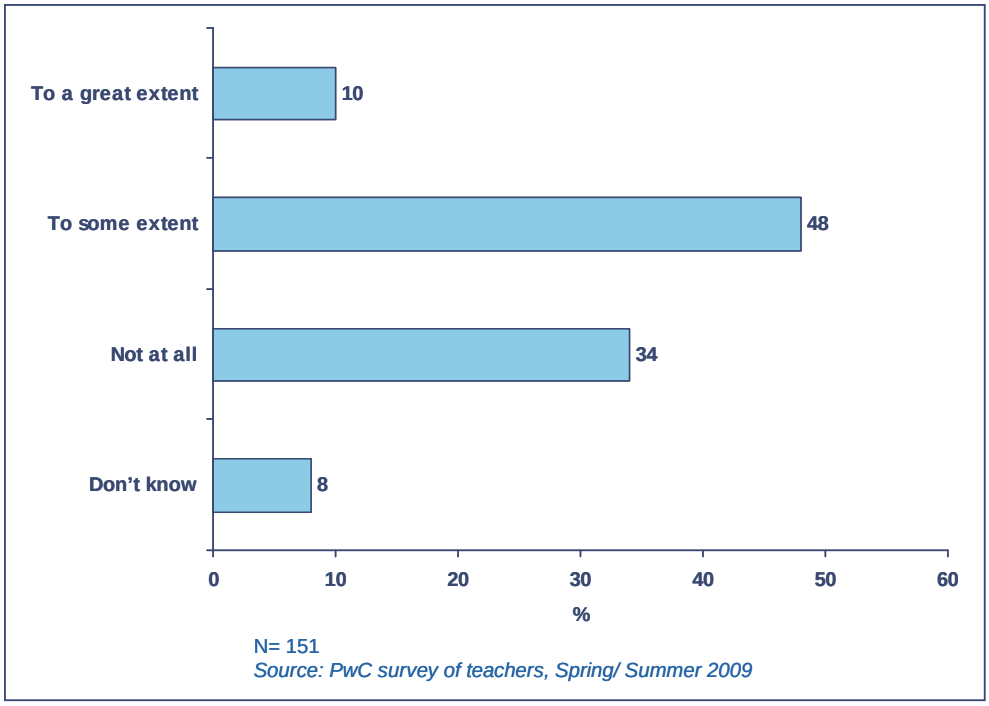
National Stakeholder Organisations in particular felt that **teachers who had been involved in tuition may have been up-skilled in the techniques of personalised learning**, which is in line with the national direction of travel in terms of classroom pedagogy.

"There is a potential impact for people who have tutored on their pedagogical practice. There may be a CPD benefit for teachers. The personalisation agenda has encouraged a more individualised approach to classroom teaching and this is the direction of travel (there is more group work now, guided reading etc.). As such, teachers who have been up-skilled by being one-to-one tutors may at the same time have improved their classroom pedagogy."
(National Stakeholder Organisation)

5.6 Progression Target

Views on the impact of the Progression Target on teaching practice were mixed. Survey respondents appeared to be slightly more positive about the impact with Figure 5.4 showing that over half (58%) considered that the Progression Target had led to them making changes to their teaching practice. Nevertheless, 59% of headteacher/ SPLs interviewed did not believe that this strand had impacted on teaching practice.

Figure 5.4 - Teacher survey: To what extent has the Progression Target strand of the Pilot led you to make changes to your teaching practice??



N= 151
Source: PwC survey of teachers, Spring/ Summer 2009

Where teaching practice had been positively affected by the Progression Target, interviewees linked this to the Target incentivising **better tracking of all pupils rather than focusing on those performing at or around national benchmarks**. Specifically, at a school level this involved headteachers challenging Heads of Department with data gathered from termly TAs about numbers of pupils making two levels of progress as part of regular monitoring meetings.

At a departmental level this often involved Heads of Department supporting and challenging individual teachers with TA informed data around levels of progress for all pupils. In turn this supported teachers planning episodes of learning using APP assessment criteria at several different levels for different groups of children (for more information on the impact of the AfL strand on tracking see Figure 5.1 above).

As noted in Chapter 4, there was a view amongst some interviewees that as a result of the Progression Target the **responsibility for pupils' progress was being rightly spread across teachers** of all year groups in the key stage.

> *"We only knew what the Target was by accident. It wasn't very well publicised. So it didn't have very much impact on what we were doing."*
>
> (Mathematics Teacher, Secondary School)
>
> *"Tracking is much more tightened up with the School Information Management system…as we have a colour system in place for all reporting data…W e have better oversight of the bigger picture and we can put interventions in place much earlier then before."*
>
> (English Teacher, Secondary School)
>
> *"Two levels of progress…it is good that we all now focus on it. It is good [that responsibility for this is spread] across the year groups now; before it was expected that Year 6 would achieve it."*
>
> (Teacher, Primary School)

Although this was not a Pilot requirement, to further encourage a focus on pupil outcomes to enable the school to achieve the Target, a small number of headteachers / SPLs also reported that they had used the Progression Target as part of teachers' performance management. In these cases, they felt it had impacted on teacher practice by incentivising a focus on pupil achievement rather than teacher input.

> *"It has had an impact on practice. The Target is fed into the school level Progression Target which feeds into performance management. Teachers are aware of it in terms of progress all across the key stage."*
>
> (School Pilot Leader, Primary School)

However, one National Stakeholder Organisation asserted that it would be inappropriate to use the Progression Target as part of teachers' performance management as pupil performance was not primarily dependent on teacher performance.

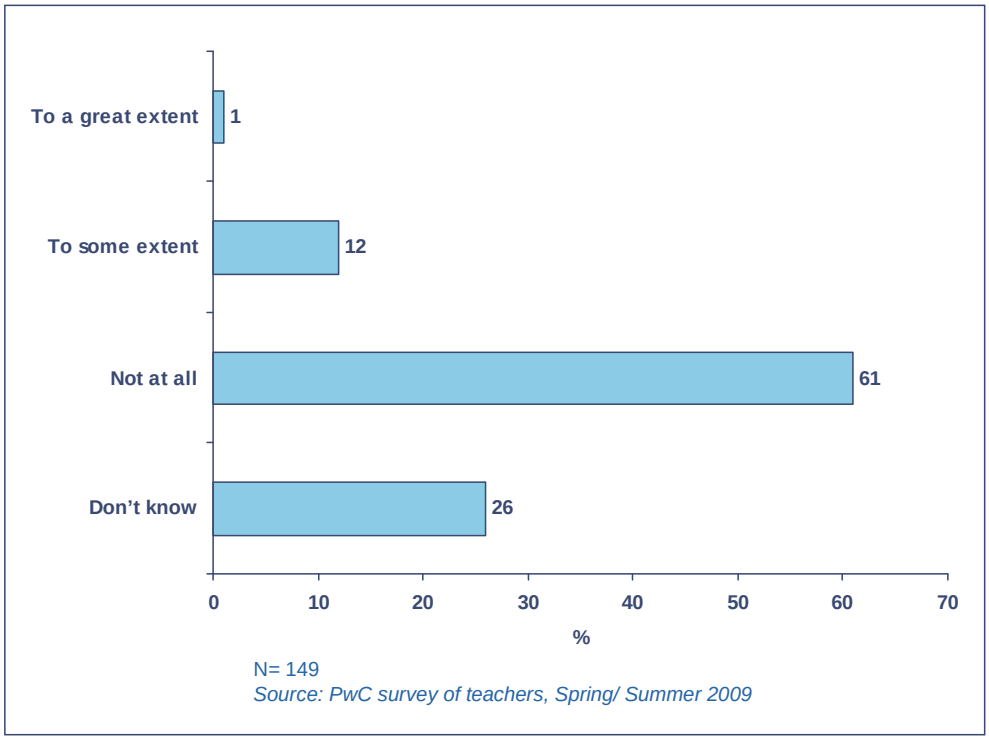
> *"[We are] highly concerned that progression targets will be used inappropriately in teachers' performance management targets."*
>
> (National Stakeholder Organisation)

Where impact on teacher practice was not evident, some teachers felt this was positive because they considered that the Progression Target was designed to measure progression rather than impact teaching practice. Some National Stakeholders Organisations also argued that the Target was arbitrary and distorted professional practice and therefore was not meaningful for teachers.

5.7 Progression Premium

In line with findings from the headteacher survey conducted in June/ July 2008 where 17% of headteachers thought that the Progression Premium would have a positive impact on teaching practices, 13% of teachers surveyed in the second year of the Pilot considered that the Progression Premium had led them to make changes to their teaching practice (see Figure 5.5). This finding was also reflected by most school-based interviewees.

Figure 5.5 - Teacher survey: To what extent has the Progression Premium strand of the Pilot led you to make changes to your teaching practice?



N= 149

Source: PwC survey of teachers, Spring/ Summer 2009

Interviewees linked low levels of impact on teaching to the fact that most headteachers / SPLs wanted to keep the Premium low profile as they believed it was antithetical to teacher motivation (as highlighted in Section 3.7.1, 54% of teachers surveyed reported to be aware and understand the Premium). This finding was generally supported by school based interviewees and some National Stakeholder Organisations. **13% of teachers surveyed reported that this strand had encouraged them to focus on the progression of every individual child**.

"We are not doing anything different to achieve it. I think it is something for the management, the headteacher, not really for the teachers."

(Mathematics Teacher, Primary School)

"The progression premium was and is completely wrong-headed. Schools are motivated by improving the lot of their students not by bonus payments, especially ones based upon so absurd a measure. This too should be dropped."

(National Stakeholder Organisation)

The low levels of impact on teacher practice may also be linked to some interviewees reporting **a continued limited awareness of the Progression Premium and the way in which it is calculated**. As was highlighted in Section 3.6.3, some interviewees were unable to distinguish between the Progression Target and the Progression Premium.

> *"We haven't had any information about the Progression Premium and I am against the idea of money being awarded to schools who meet arbitrary targets. Not all pupils are capable of achieving Level 7 and it is ridiculous to assume each Level 5 child in Year 7 has the same target - we are not a factory. Funding for smaller classes would be far more useful."*
> (Teacher survey respondent)
>
> *"It didn't influence what we were doing as we didn't understand what it was to start with."*
> (Mathematics teacher, Secondary School)
>
> *"The Premium has been the least useful strand as staff do not even think about this and it sends out the wrong messages."*
> (Head of English, Primary School)

5.8 Concluding remarks and implications of findings

5.8.1 Concluding remarks

Survey respondents and interviewees across all evaluation groups, but particularly teachers, considered that overall the Pilot has had a positive impact on teaching practice and would continue to do so as changed practice becomes more embedded. For example, over three quarters (79%) of teachers surveyed believed that the Pilot had enabled or encouraged them to set a clearer focus on the progress of every pupil in their school and 11 out of 14 teachers interviewed considered there had been a positive impact on classroom assessment practice.

Interviewees considered that improvements in teacher practice were linked primarily to the AfL strand. Interviewees considered that the AfL strand had supported the use of formative assessment practice and accuracy of TA at the classroom level but had also supported moderation, tracking and planning at the departmental level. Where the impact was most pronounced there was also changed practice at the school level, particularly where AfL policies were re-shaped and refreshed to include APP-related information and targets.

One-to-one tuition was seen to have a positive impact on teaching practice for those teachers who were also tutors. This was particularly true where teachers taught pupils they tutored and so had a better knowledge of their individual needs back in the classroom so could therefore plan more appropriate tasks and give more appropriate feedback. Some National Stakeholder Organisations also considered a related benefit of being tutors becoming more conversant with personalised learning techniques. Since personalisation was considered the 'direction of travel' for classroom pedagogy, this impact may become more important in the future.

Views on the impact of the Progression Target were mixed; just under half of teachers at the classroom level thought that the Target is having an impact on pupil progress. In some cases it had helped teachers focus on the progress of every child rather than those performing at or around national benchmark levels. However, others considered that the Target does not necessarily change practice but simply measures performance.

Most teachers considered that the SLTs have had limited impact on teaching practice. In the case of the SLT strand this was welcome as limited impact suggested an absence of 'teaching to the tests'.

The Progression Premium was considered to have had the least impact on teaching practice. Interviewees considered that this was linked either to a lack of teacher awareness or a view held by most interviewees that the notion of 'payment by results' was antithetical to teacher motivations.

5.8.2 Implications of the evaluation findings

As a result of the findings noted above, the DCSF could consider:

- **Further supporting the full implementation of the AfL strand specifically around assessment for learning practices** - Interviewees considered that the AfL strand, particularly when fully embedded through the use of practices such as peer and self assessment and APP criteria informing lesson objectives, had the greatest impact on teacher practice and as a result pupil progression. As such either through existing networks or related AfL Strategy support which we understand has already made significant resources available for Continued Professional Development (CPD) for teachers and school leaders, teachers could be challenged and supported further to encourage changed practices. Further support could include peer to peer networks using interactive platforms at a local regional or even national and international level. The DCSF should also continue its work with the Training and Development Agency (TDA) and Initial Teacher Training institutions and potentially also the National College for Leadership of Schools and Children's Services programmes for middle leaders and leader to ensure teachers, including newly qualified teachers, are fully conversant with AfL practices;

- **Using the continued piloting of SLTs in 2009/10 to continue to monitor the impact on teacher practice, particularly in relation to mathematics where SLTs are being trialled in an accountability context** - Some evidence suggests that there are already limited signs of test preparation with schools keen to highlight a positive correlation between TAs and SLT pass rates so it will be important to monitor this as the SLTs become 'higher stakes'. This will be the subject of further independent evaluation as mathematics SLTs are piloted in an accountability context in 2009/10;

- **Encouraging structured teacher/ tutor liaison so the benefits of the personalised knowledge about pupils gathered by tutors can be shared more widely** - Evidence cited in Chapter 3 suggested that teacher tutor liaison is often *ad hoc* and, as this chapter has demonstrated, learning from tuition sessions tends to be applied to class teaching only where the class teacher is also a tutor. As such there is an opportunity to further formalise arrangements in the future to share learning about individual pupils and techniques which can be applied in the classroom; and

- **Continuing to support good practice around the use of the Progression Target as a means of encouraging greater personalisation of learning** - Teachers acknowledged some benefits attached to the Progression Target linked to it encouraging a greater focus on the progress of every child. In particular they considered that the Target promoted lesson planning for pupils with a range of achievement levels. However, as referenced in Chapter 3, there was some confusion around the Progression Target and how it links to threshold targets. Despite not being the intention of the Pilot, there was also some concern that the Target could be used primarily as a means of judging teacher effectiveness through performance management rather than as a way of improving practice. As such a greater awareness

of this strand and how it can be used to impact on personalisation would support further positive impacts on teaching (for more information on awareness of the strands see Chapter 3).

6 Impact on pupil and parent /carer engagement

6.1 Summary

This section reflects views on the impact of the Pilot on the engagement of pupils and parents / carers. Findings include the following:

- The impact of the *Making Good Progress* (MGP) Pilot as a whole on pupil engagement has been positive, with a more varied response on the engagement of parents and carers. This reflects pockets of strong practice where schools have effectively engaged pupils, parents and carers. However, the Pilot's principles have not yet universally been used to fully engage parents / carers in their child(ren)'s learning;
- Interviewees suggested that the Assessment for Learning (AfL) strand has had the most positive impact on pupil engagement as teachers have shared progression data with pupils in different ways, enabling them to take more ownership of their learning. Schools reported that in the future they needed to focus further on pupils who may not be able to respond readily to feedback on their progression;
- The AfL strand has had a less pronounced impact to date on parent/carer engagement, mainly as the Assessing Pupil Progress (APP) assessment criteria have not been widely shared with parents / carers to date. Teachers are still becoming accustomed to using APP materials themselves and, as such, do not see the language as accessible or totally relevant for parents / carers. Examples of good practice in sharing progression data with parents / carers were not widespread and schools recognised that this needs to be an area of focus in the future;
- Single Level Tests (SLTs) appear to have had a minor role in increasing pupil and parent / carer engagement to date. This is mainly due to SLTs being kept low key in schools. SLTs were also seen by many interviewees as a *measure* of progression rather than a tool to enhance engagement and motivation. The main impact of SLTs in terms of engagement was therefore seen to be on pupil confidence, as sitting and completing tests that verified their National Curriculum level;
- One-to-one tuition appears to have had a positive impact on pupil engagement. Nearly three quarters (72%) of teachers surveyed and pupils themselves believed that the tuition strand had led to learners in primary and secondary schools becoming more engaged in their own learning and progression; and
- The one-to-one tuition strand has also had the most impact of all strands on parent/ carer engagement to date. School-based interviewees stated that, whilst parents do not tend to be involved in tuition sessions, they were often engaged via discussions with their child's tutor, particularly in primary schools.

Implications of these findings relate to advising teachers on how they can share progression information with parent / carers in the future and encouraging the use of pupil voice activities as aspects of MGP are rolled out nationally to ensure that pupils have a mechanism to influence the delivery model in their school.

This chapter details the impact of the Pilot on the engagement of pupils, parents and carers, overall and by Pilot strand. It also summarises key implications of the findings. Please note that the Progression Target and Progression Premium are not covered in this chapter as they are school-focussed tools to monitor and reward progression and as such have not been reported to be of key significance to the engagement of pupils, parents and carers.

6.2 Overall

Most interviewees considered that overall the Pilot has had a positive impact on pupil engagement. Interviewees linked this specifically to the Assessment for Learning (AfL) strand which when fully embedded supported students in becoming more aware of what they need to do to progress and therefore more engaged in their learning (see Section 6.3 below for more detail).

Almost two thirds of parents / carers were engaged, particularly in relation to the AfL strand. In the parent / carers survey, 64% of respondents agreed that the information they have received from their child's school this year has made them want to find out more about how their child is doing. This represents a slight improvement on the previous year's figure (62%). Further, 43% of parents / carers did not feel the Pilot has had any impact on whether they had a better understanding of what their child is studying in school this year compared to last year.

Parents / carers reported that they wanted more information from schools. 64% of parent / carers surveyed reported that the more information they received about their child(ren)'s progress the more information they wanted. Further evidence from the Literature Review reported in the interim evaluation cites research conducted by Ofsted which highlights the potential benefits to pupil progress of greater parent/carer understanding of assessment levels[59]. Therefore, as schools become more confident in their internal implementation of the Pilot (and in particular, the Assessing Pupil Progress (APP) materials), it may be beneficial to share additional assessment information, including Single Level Test (SLT) results and one-to-one tuition progress rates.

"I would like to see more than one report per year. I would like to know before I attend a parents' evening if my child was below standards, not when it is too late, as the year has passed."

(Parent / carer survey respondent)

"The school gives me no feedback on test results or how my children are performing. They are making good progress because they have a private tutor. The only time I get feedback from [the] school is at parent / teacher interviews twice a year, and even then the information is very vague."

(Parent / carer survey respondent)

6.3 Assessment for Learning

Chapter 5 outlined how teachers have shared APP assessment criteria with pupils and parents / carers. This section describes the impact of those activities on levels of engagement. After the one-to-one tuition, the AfL strand was seen by the majority of teacher survey respondents and interviewees as having the most impact on pupil engagement with their own learning and progression. The impact on parents/carers remains limited to date.

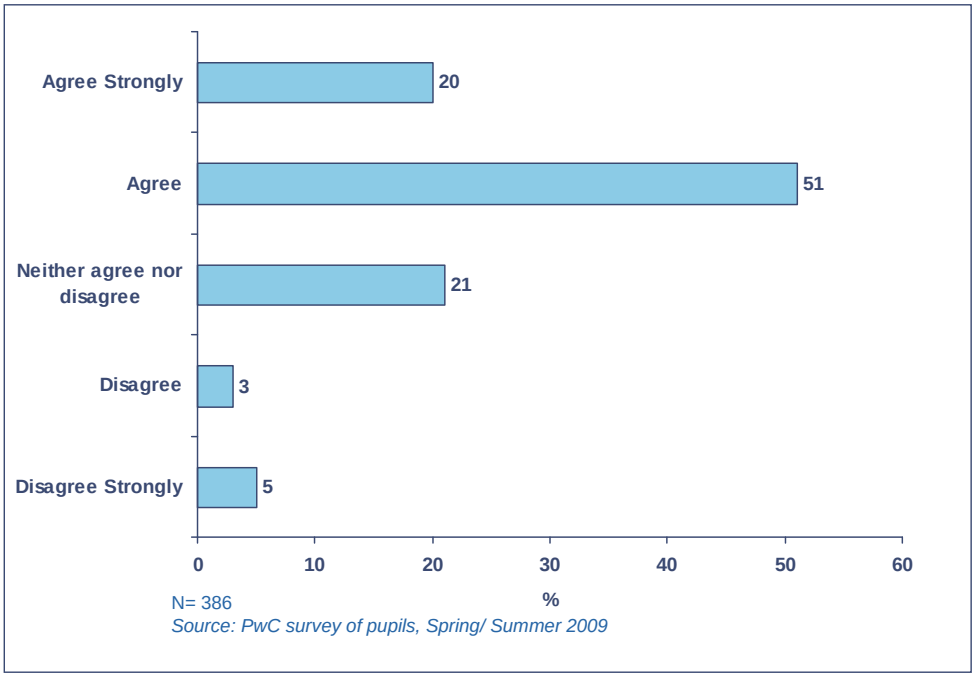
6.3.1 AfL impact on pupil engagement

This strand's positive impact on pupil engagement was primarily linked to pupils being involved in more dialogue with their teachers about their learning. As shown in Figure 6.1 overleaf, nearly three quarters (71%) of secondary school pupils surveyed

[59] Ofsted (2007) *Parents, Carers and Schools*

reported to be interested in how to improve in reading, writing and mathematics. Further, two thirds (66%) of secondary school pupils surveyed and all primary focus group respondents reported that when the school tells them how well they are doing and how to improve it makes them more interested in their work.

Figure 6.1 - Pupil survey: I am interested in what I need to do to improve in reading, writing and Mathematics



As reflected in Chapter 3, interviewees specifically highlighted some changes in teaching behaviour which they considered were linked to increased rates of pupil engagement. Over half (57%) of teachers surveyed stated that they have shared progression data with pupils in new ways for example sharing assessment foci and assessment criteria with whole class groups and individuals and encouraging greater self-assessment. As a result, nearly two thirds (65%) of teachers surveyed reported that pupils are very involved in monitoring their own performance.

"We do have conferencing with children. I don't talk about APP as such but looking at their own work and seeing where they need to go happens in a one-to-one session at the beginning of the year. We set targets for literacy, maths and reading. When I speak to parents I tell them about targets. They are pleased with it. The kids love the one-on-one conferencing time."

(Teacher, Primary School)

"Children in class use the language of APP to formalise their own self assessment."

(School Pilot Leader, Secondary School)

"What we are seeing are pupils getting better feedback which is more structured, be more engaged in evaluating their own progress and in some cases the grids are being given to the pupils. They respond positively to that. They are more aware of where they are and what they need to do. It is very clear for the more able; the less able tend to forget, especially their targets. But they are more engaged in the feedback process and seem to have a more 'can do' attitude."

(Local Authority Pilot Leader)

Pupil understanding of which level they were working at and how to improve was high across primary and secondary schools and has improved during the second year of the Pilot. Over three quarters (78%) of pupil focus group respondents considered that they had received more assessment information this year compared to last year. In support of these findings:

- 85% of primary school pupils understand which sub-level they are working at across reading, writing and mathematics, and the majority reported knowing how to improve in each subject. Some pupils discussed having their numeric target written at the front of their books so that they can refer to it as required. This compares to pupil focus group findings highlighted in the interim report where 70% of pupils noted that they knew how to progress;

- Just under three quarters (74%) of secondary school pupils surveyed understood how well they were doing in reading and writing and 83% felt the same way about mathematics; and

- 51% of secondary school pupils surveyed understood what sub-level they were working at in reading and writing and 70% in mathematics (for more information see Chapter 3).

"With the APP sheets we are more aware of what levels are. They [pupils] are more keen to know their levels."

(Head of Mathematics, Secondary School)

"They have a crystal clear idea of what they need to do to hit the higher levels and in a sense their progress and speed of learning has been handed over to them."

(School Pilot Leader, Secondary School)

"They now use the vocabulary of AfL. They are able to look at a learning objective in AfL and focus on what they need to do on that piece of work to hit the correct levels."

(Head of English, Secondary School)

Levels of pupil awareness about how to progress tended to be slightly higher at primary school-level. 58% of secondary pupils knew specific next steps they needed to take to progress compared with 78% of primary school pupils. Some interviewees felt this was indicative of the greater contact time pupils had with one teacher at Key Stage (KS) 2.

Around a quarter of secondary school pupils surveyed indicated that they still did not know how to improve across all subjects and that they were not sure they felt more interested in their work even when the school told them how well they were doing. In addition, a third of secondary school pupils surveyed reported that they were involved in setting their target (28% in reading and writing and 31% in mathematics). This indicates that there may be a need to focus further on engaging some groups of pupils. For example, Special Educational Needs Co-ordinators (SENCOs)[60] interviewed felt that this strand has not yet impacted on engagement of pupils with Special Educational Needs (SEN) in the same way as has been reported for pupils without SEN.

[60] It should be noted that only five SENCOs were able to participate in the final phase of the evaluation.

6.3.2 AfL impact on parent/carer engagement

Teachers did not consider that this strand had resulted in greater parent/ carer engagement. 46% of teachers surveyed felt that this strand had not yet led to parent and carers becoming more engaged in their child's learning and progression. This is reinforced by the fact that only 40% of teachers surveyed and five of 13 teachers interviewed, reported sharing progression data with parents / carers in new ways. This is also supported by findings from interviews with headteachers / School Pilot Leaders (SPLs), with 38% of interviewees noting that this strand had had a positive impact on parent/ carer engagement. Reasons behind this include the fact that APP materials are still being embedded in schools and so some teachers are not yet adequately confident to share this information with parents/ carers. Further, a small number of teachers did not think that parents/ carers require such a level of detail about their child(ren)'s progress.

"It helps the discussions to be detailed and therefore potentially useful. Additionally the range of skills seems to surprise pupils and parents."

(Teacher survey respondent)

"Parents have not been clear on how AfL operated in English. However, as they are now given a rounded summary sheet on AfL and APP explaining the 15 different levels, they have the tools with which to question their child's level. They can also use this to work with them at home to improve and I have had more parents engage with me on the APP sheets and how they operate."

(Head of English, Secondary School)

Local Authority (LA) Pilot Leaders also reported examples of schools that were beginning to share APP information with parents / carers. In particular, they highlighted the value of demystifying the language of APP assessment criteria for parents / carers so they could better understand how their child was progressing and continue the support in home-settings. Further, some schools had already issued a sheet at the beginning of term which outlined - in relation to APP assessment criteria - what pupils would be covering so parents / carers could plan activities at home. Others have started to think of APP as an 'aide memoir' for conversations with parents / carers. These practices are at an early stage and schools will require further support in the future in order to fully embed it.

"Only a few [schools] are using the APP in discussions with parents. It is selective use. Next term schools say they will have meetings with parents to explain it, now that they feel more confident to do so and more confident to use the APP in conversations with parents."

(Local Authority Pilot Leader)

"Sharing APP with parents has helped them engage more in their child's learning journey as they understand levels. APP has also helped teachers become more able to articulate to parents where their child is - this serves to engage parents."

(Local Authority Pilot Leader)

"Going forward APP should also support dialogue between teachers and parents about progression but this may not be happening wholesale at the moment."

(National Stakeholder Organisation)

The case study below highlights some work undertaken by one school to engage with parents / carers around their child's progression.

Case Studies - Sharing APP assessment criteria with parents / carers

In the second year of the Pilot, many interviewees reported that APP became further established in schools, with most Pilot schools being either at the 'developing' or 'enhancing' stage (see Figure 3.5 in Chapter 3 for more details on levels of APP implementation.) However, further sharing the language of AfL and APP assessment criteria with parents/ carers is noted as an area of development by many Pilot schools. In one LA, one secondary school's focus on APP came initially from the MGP Pilot which led them to develop a whole school approach in sharing APP with all pupils. As part of this, the school believed that it was vital to engage all parents/ carers as well as pupils with the school reporting and assessment process, to ensure all pupils make expected progress.

For parents, the school designed a 'Report Portal' accessible via their website, which enables parents / carers to have online access to all relevant progress data and reports on their child. A snapshot of the latest data on their child is provided in a summary table in the first window and then more detailed assessment information and profile reports are available to view or download in 'pdf' format at the click of a button. Every parent / carer has been provided with a unique username and password to access the Report Portal and the school is currently investigating infrastructure and funding sources to enable them to provide parents/ carers without internet access (approximately 4%) a broadband connection. The schools have received feedback from parents/carers which has been positive with one stating *"The on-line report has brought the whole family around the PC - a first in our household!"*

In addition to engaging parents/ carers, the school is also creating a pupil report portal to enable pupils to access their latest profile reports and data in a more innovative and interactive format than simply downloading an electronic copy. Using Flash animation, the school is creating a visually appealing and interactive facility using dynamic line graphs, to enable pupils to view their current progress against their expected progress 'flight path' based on their targets. Pupils will be able to click on their current performance grade and open a new window to view their numeric targets to reach the next grade. Pupils will also be able to choose an animated insect (such as a millipede or a maggot) that will enable them trace their progress to date compared to their expected progress. This new reporting interface will go 'live' in late November 2009 and it is hoped this new format will ensure more pupils use the information provided for them about their progress from subject teachers, to help them improve further.

"APP statements are part of reporting to parents, [via the] parents online portal - [where there is a pupil] statement for every subject. Went live last week, with positive feedback from parents. The next stage is more training sessions to work with pupils on APP."

(Headteacher, Secondary School)

One National Stakeholder Organisation felt that dialogue between teachers and parents/ carers should encompass information not just on APP assessment criteria but also SLTs and targets.

6.4 Single Level Tests

This strand appears to have played a relatively minor role in boosting engagement of pupils and parents / carers. As reflected in Chapter 3, this is mainly due to SLTs being positioned in schools as low key. SLTs are also seen by many interviewees as a *measure* of progression rather than a tool to enhance engagement and motivation.

"As far as I know, it [SLTs] has not really had an impact because a lot of schools did not big them up. That will possibly need to change if they're to be used for accountability."
(Local Authority Pilot Leader)

6.4.1 SLT impact on pupil engagement

Across all interviewees, the most commonly cited impact of the SLT strand on pupil engagement was had increased pupil confidence after sitting a test. This was particularly true for pupils with SEN, who found all questions in the tests accessible. However, overall 58% of teachers surveyed felt that this strand had no impact on pupil engagement in their own learning and progression.

Half of the pupils involved in focus groups said they liked sitting SLTs and linked this to the fact that the tests did not require any specific preparation. Pupils who did not enjoy sitting their SLTs (35%) related this to considering testing generally onerous.

"Children felt positive. They felt they were easy compared to other tests they do (like National Curriculum Tests (NCTs))"
(School Pilot Leader, Primary School)

"Children liked the test. They liked the maths as there was a variety of things to do. One student who did all Level 6 papers really enjoyed it."
(Headteacher, Primary School)

"Pupils with SEN like these tests. We have anecdotal evidence (and from the SEN Steering Group) that they are motivational."
(National Stakeholder Organisation)

Half of the pupils interviewed were informed of their results. Survey and focus group evidence suggests that this might have an impact on engagement with two thirds (66%) of pupil survey respondents considering that when they received information about how they were performing, they felt more interested in their work. In addition, 59% of pupil focus group respondents reported wanting more assessment information. Where results were shared, schools often took the opportunity to celebrate success by distributing certificates during assemblies and sending commendation letters home. Where results were not shared this was linked to a number of reasons: a desire to keep the Pilot low profile; disappointment at the lateness of previous results and; disappointment at the success rates in previous testing cycles. This suggests that as test processes become more established and schools become more confident in their pupil selection results may become more widely shared.

6.4.2 SLT impact on parent / carers engagement

The impact of SLTs on parent / carer engagement was low. A quarter of teachers surveyed felt that this strand had caused parents / carers to become more engaged in their child's learning and progression. Interviewees considered that this was linked to some schools not sharing results or process information with parents. Just over a third (34%) of primary school headteachers interviewed reported not sharing results with parents/ carers and most others reported only sharing results if pupils passed. The main reason for not sharing results was often the school deciding that SLTs were not a priority and that it may be confusing alongside National Curriculum Test (NCT) results. As the SLTs are piloted in an accountability context in mathematics, the level of parental involvement should be further monitored.

6.5 Progression tuition

Chapter 3 outlined how one-to-one tuition had been implemented in schools and interviewees' views on the key features of effective delivery. This section describes the *impact* of tuition on the engagement of pupils and their parents and carers.

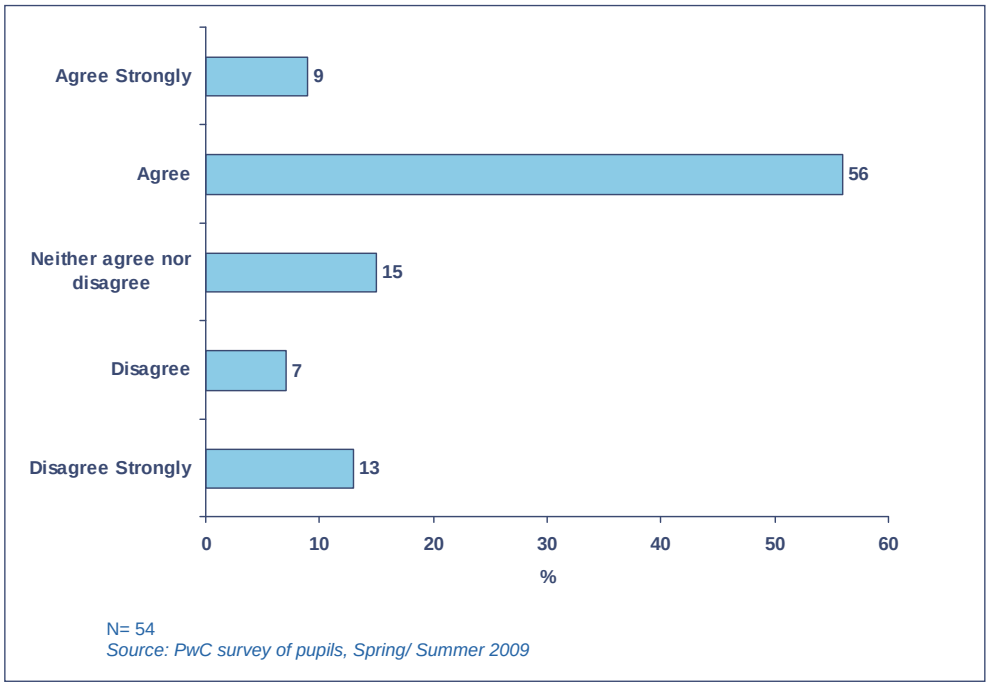
6.5.1 Impact on pupil engagement

One-to-one tuition was seen to be important in supporting pupil engagement. Nine out of ten tutors and nearly three quarters (72%) of teachers surveyed believed that the tuition strand had caused pupils to become more engaged in their own learning and progression. The positive impact of one-to-one tuition was linked to increases in pupil confidence, resulting in them trying harder and performing better in classes.

> *"There has been a phenomenal increase in confidence in the tutored students and the impact has been significant."*
>
> (Headteacher, Secondary School)
>
> *"I have noticed a difference; those kids being tutored are more attentive in class than perhaps before. They are following things better and do ask questions slightly more then before."*
>
> (English Teacher, Secondary School)
>
> *"In Year 5 I had a lot of children who were being tutored and I noticed a real change in attitude."*
>
> (Teacher, Primary School)
>
> *"Pupils are keener to correct their mistakes because they now know why they have gone wrong. Normally when they make a mistake in maths, students sometimes just carry on or get stuck trying to understand where they have gone wrong. With the tutored kids you can see that they want to put into practice what they have learnt."*
>
> (Mathematics Teacher, Secondary School)

Pupils themselves expressed positivity towards the strand, with 65% of secondary schools pupils surveyed reporting that they felt more motivated since receiving tuition. This was linked to pupils growing in confidence and having more personalised learning.

Figure 6.2 - Pupil survey: I feel more motivated about school since working with my tutor



N= 54
Source: PwC survey of pupils, Spring/ Summer 2009

However, 20% of pupil survey respondents did not consider that they had been more motivated by one-to-one tuition which suggests that teachers and tutors are slightly more positive about the impact on engagement. This may indicate **a need to ensure that tuition is robustly quality assured in the future, that tutors are adequately trained** (as highlighted in section 3.2.4 above, nine out of ten tutors had received specific training in relation to MGP one-to one tuition) **and that pupils are given the opportunity to voice their views to influence best practice in their school**. The case study below provides an example of how this has been done in a small primary school.

Case study - Using pupil voice to understand the impact of tuition in a school

This small primary school has approximately 70 pupils in KS2. The SPL made use of 'Pupil Voice' activities, including a survey, to provide a mechanism for pupils to tell teachers how they think tutoring is helping them and what advice they would give to a new tutor. This included being a good listener to make sure tutors understand where pupils need help.
In the survey, the children agreed that tutoring had helped them to achieve their targets and make progress in their particular areas and that tutoring has helped them in the classroom too. The survey also showed that pupils identified the main benefits as: extra time and one-to-one attention to understand concepts; a learning environment with fewer distractions; understanding problem solving techniques.

"I remember what I have learnt and use it in class."

"It reminded me of things I had already learnt but hadn't understood."

"You have a turn all the time when you need to say something."

"I can hear the teacher talking."

"It taught me strategies to help make it easier and help me help myself."

As a result of mathematics tuition, pupils stated they knew how to use different strategies for working out problems. As a result of writing tuition, pupils stated that they could write more clearly, spell better and were more able to harness a wider vocabulary to describe something.

"I use interesting words in my writings, not always the same words."

The SPL who conducted this survey shared results with tutors to inform future planning and improved responsiveness to pupil needs.

6.5.2 Impact on parent / carer engagement

The one-to-one tuition is reported to be the strand that has had the most impact on levels of parent/ carer engagement. Over two thirds (69%) of teachers surveyed and the vast majority of headteachers and other interviewees believed that the tuition strand has caused parents/ carers to become more engaged in their child's learning and progression.

"Parents have responded very well. Some parents ask for it. Parents were supportive anyway but this is an extraordinary thing for a school. Sometimes they don't realise how lucky they are. It would probably cost them £40 an hour if they got it privately."
(School Pilot Leader, Secondary School)

School-based interviewees stated that parents / carers were engaged via discussion with their child's tutor. This was particularly true at primary school level where interviewees reported that there was generally greater contact between parents / carers and schools. Other means of involving parents / carers reported by interviewees were via the pupil passport, and through parents / carers helping their child with their homework. This was supported by what parents / carers themselves said:

- 67% of parents / carers surveyed felt the pupil passport had helped them become more involved in their child's tuition; and

- 69% of parents / carers surveyed felt that the school / tutor had helped them to understand what they needed to do to help their child progress further.

> *"In a way [parents] are [more engaged] because it highlighted to the parents that their child needed help; it brought it to their attention. All want the best for their children. I give them homework that involves their parents e.g. games they have to play together."*
> (Mathematics Tutor, Primary School)
>
> *"Parents appreciate two or three minutes at the end of each session to see how their children are doing. We also go through the dates at the beginning and I do use the pupil passport."*
> (English Tutor, Primary School)
>
> *"It enables the school to acknowledge that my daughter had a problem; she is now receiving the teaching that she is entitled to and deserves. This has had a huge impact on her confidence and subsequent achievements. One to one also enables her to catch up in maths and English and she is improving all the time."*
> (Parent / Carer Survey Respondent)

Interviewees acknowledged that there was still room for improvement in order for schools to maximise the full benefits of parent / carer engagement. Around a quarter of parents and carers surveyed considered:

- The school / tutor could do more to help them to understand what they need to do to help their child progress further;
- They were unsure about whether tuition had caused them to become more engaged in their child's learning; and
- They were indifferent to the extent to which the pupil passport was enabling them to become involved in their child's learning.

A minority of tutors also reiterated these mixed views on the impact of tuition on parent / carer engagement.

> *"There has been no parent engagement for tutoring. I would be more then happy to meet parents to discuss progress. However, the school has not pushed this forward."*
> (Agency Tutor, Secondary School)

6.6 Concluding remarks and implications of findings

6.6.1 Concluding remarks

The final phase of the evaluation has shown that **where schools have deeply embedded Pilot strands and shared progression information with pupils and parents/ carers, there has been a positive impact on their engagement**. To date, the AfL and one-to-one tuition strands have had the most impact on pupil engagement in their learning and progression. The impact of these strands on parent/ carer engagement is still in the early stages and schools recognise that this should be an area of focus going forward.

A National Stakeholder Organisation felt that dialogue between teachers and parents/ carers should encompass information not just on APP assessment criteria but also SLTs and targets. Not all schools are currently in a position to have this level of detailed conversation with parents / carers and require further support.

6.6.2 Implications of the evaluation findings

To enable schools to fully maximise the benefits of engagement of pupils, parents and carers, the Department for Children Schools and Families (DCSF) could consider:

- **Providing further guidance and support on how teachers can incorporate APP language into parent and carer discussions,** making the concept accessible to a wider audience, without changing the content of the APP assessment criteria. This should be made available to teachers at the earliest opportunity as part of their ongoing Continued Professional Development (CPD) and consideration could also be given to how this could be included in Initial Teacher Training (ITT); and

- **Encouraging schools to use pupil voice activities on tuition as part of the national roll-out** to ensure that pupils have a mechanism to influence the delivery model in their schools. Surveys could be monitored at a regional level to cascade best practice.

7 Impact on workload

7.1 Summary

This section reflects views on the impact of the Pilot on participants' workload. Findings include the following:

- Overall, the Pilot has caused an initial increase in the workload for teaching staff and school leaders, particularly through the Assessment for Learning (AfL) and one-to-one tuition strands;
- In the final year of the Pilot, the majority of interviewees and survey respondents considered that workload issues have stabilised, and schools have begun to experience the benefits of the Pilot related activities, in particular around Assessing Pupil Progress (APP) criteria and one-to-one tuition;
- Local Authority (LA) Pilot Leader's felt that their role has changed over the course of the Pilot from a 'messenger role' where they had been pivotal in getting the Pilot up and running in schools, to an increasingly supportive role, working collaboratively with schools to further embed the implementation of each strand;
- The AfL strand was perceived by teacher survey respondents as one of the main sources of additional workload. This was true for 92% of all teachers surveyed, the majority (63%) of which came from secondary schools;
- In the second year of the Pilot, the impact of one-to-one tuition on class teachers' workload has reduced although 55% of teachers surveyed still reported a heightened workload, of which the majority were secondary school teachers. This was reported to reflect the fact that Key Stage (KS) 3 practitioners teach larger numbers of pupils and even if they are not tutoring themselves, they may need to dedicate comparatively higher volumes of tutor liaison time to keep track of all their pupils;
- Workload implications caused by the one-to-one tuition strand were mainly linked to three activities: the impact on school leaders of organising the tuition and the related administrative tasks; the impact on classroom teachers as tutors; and the impact on classroom teachers of teacher-tutor liaison; and
- Schools took different actions to overcome workload barriers related to each Pilot strand. However, the level of support to be provided by regional hubs, which are being set-up to support national-roll-out, should be considered to ensure smooth implementation.

Implications of these findings relate to monitoring how the new regional hubs will deliver support to schools in managing and overcoming workload issues in the future, and ensuring that levels of support are as effective as the LA Pilot Leader support model.

The remainder of this chapter provides more detailed findings on the impact of the Pilot as a whole and by Pilot strand on the workload of school leaders, teachers and staff. It also summarises key implications of the findings.

7.2 Overall

7.2.1 Impact on workload

All interviewees felt that the *Making Good Progress* (MGP) Pilot as a whole had involved an increase in workload. In common with findings reported at the interim stage, interviewees linked workload increases mainly to the Assessment for Learning (AfL) and one-to-one tuition strands.

However, half of the Local Authority (LA) Pilot Leaders interviewed and most headteachers / School Pilot Leaders (SPLs) felt that **workload issues had stabilised over the second year of the Pilot** as staff had become more familiar with the systems and processes involved. A minority of interviewees also suggested that while workload had not increased or decreased, it had changed school and teacher practice, for example they had introduced new tracking practices and the introduction of new roles such as a 'tuition administrator' (see section 7.4.2 below).

> *"The workload has calmed down and schools have seen that the advantages outweigh implementation obstacles. Teachers now know that if done properly they won't be marking tests anymore, or certainly a reduction of this."*
>
> (Local Authority Pilot Leader)
>
> *"It has changed the way we work but not increased what we do. It has made us focus differently from what we did before."*
>
> (School Pilot Leader, Primary School)

7.2.2 LA Pilot Leader workload

While not highlighted as a change to their workload, LA Pilot Leaders felt that **their roles had changed over the course of the Pilot.** In the early stages, they performed a 'messenger role' whereby they were integral to getting the Pilot up and running in schools by sharing process information from the centre. As the Pilot has progressed, they have played an increasingly supportive role, working collaboratively with schools to add value to the way teachers are delivering each strand. This type of support will be important for the development of lead schools who will take the work of the Pilot forward in the future. Regional hubs may also want to be as effective as high performing LA Pilot Leaders in supporting schools mature in their delivery of the Pilot's principles. Further, the future role of LAs or other supporting organisations may move to be one of quality assurance, monitoring and review. During the course of the Pilot, two LA Pilot Leaders reported explicitly delivering this kind of activity (see Chapter 3 for more details).

> *"At the beginning of the Pilot it was about setting up structures and sorting out tuition e.g. with people in the HR department, and teaching people about the APP. It has [now] moved to become more about quality assuring, getting out information, observing at the classroom level what is going on and planning for how this will be rolled out in the whole LA."*
>
> (Local Authority Pilot Leader)

7.3 Assessment for Learning

7.3.1 Impact on workload

Chapter 3 highlighted a number of Pilot activities associated with implementing the AfL strand including attending initial training, ongoing moderation activities, assessment and tracking and maintenance of pupil Assessing Pupil Progress (APP) sheet. As a result of these, **interviewees felt that the AfL strand was one of the main sources of additional workload associated with the Pilot.** These processes had implications mainly at the class teacher level, for instance 92% of teachers surveyed believed this strand increased their workload.

> *"Workload has increased because I have had to spend time absorbing the difference between our previous assessment system and APP grids. Also I have spent time preparing materials to support colleagues in the introduction of the grids."*
>
> (Teacher survey respondent)

The results of the teacher survey show that **secondary school teachers (63%) in particular considered that this strand had contributed to increased workload**. This was also supported by interviewees who linked this to Key Stage (KS) 3 teachers feeling that having numerous classes to implement APP with placed a significant pressure on their time.

The increase in workload was particularly noted at the start of the Pilot where teachers were on a steep learning curve in terms of familiarising themselves with the materials and advice provided, and collecting data for termly submission of Teacher Assessments (TAs) to the Key 2 Success website. Further, at the start of the Pilot, teachers were more likely to feel that AfL in the context of the Pilot was a **series of processes linked to TA submission and APP 'grids' rather than becoming an intrinsic part of what they do**. As was highlighted in section 3.3.1 above, workload appeared to be perceived as worse when seen only as a tool to support periodic assessment. However, this appears to be slowly changing in the second year of the Pilot and the benefits of ongoing assessment are starting to be recognised as more accurate and ultimately more time-effective. For example, one National Stakeholder Organisation highlighted that **the use of APP allowed schools to replace more burdensome assessment previously in place**. It should be noted that the requirement to submit termly TA data is a pilot criterion, to enable analysis of pupil progression over the course of the pilot. It is not currently intended as a requirement of national roll-out activity.

> *"Although it is something extra [in addition to testing], in the long run it will make things easier I see it as a working document rather than assessing them at the end. You need to keep it up as you go."*
>
> (Head of English, Primary School)
>
> *"APP provides an opportunity to replace existing bureaucratic and workload-intensive internal school assessment practices with a more streamlined and purposeful approach to making professional judgements about pupil progress and achievement. "*
>
> (National Stakeholder Organisation)

Further, some National Stakeholder Organisations recognised that **time is required for practice to become fully embedded and that in the meantime there will be initial increases to workload.** This is supported by the majority of evaluation interviewees who recognised the upfront workload implication around attending training, understanding the

criteria, lesson planning and moderation. It was also generally agreed that **AfL related workload increases would stabilise as teachers became familiar with the requirements and recognised the benefits full implementation could bring**.

"APP workload diminishes, that is why we say it takes two years. When it becomes second nature, they do not notice the workload."

(National Stakeholder Organisation)

"All schools have said it increased workload however after they have seen the positive impact from the APP to the child's learning they are prepared to continue. It does get easier when they understand what the criteria means, the standards and moderation. Schools have to make it a priority in school improvement plans and give it time."

(Local Authority Pilot Leader)

"The benefits of APP far outweigh any additional workload strain on teachers. As teachers once you fully understand how the Pilot works, the workload will even out - it will become part of your daily routine."

(Head of Mathematics, Primary school)

7.3.2 Overcoming workload barriers

Schools have responded to the workload implication in various ways including:

- **Allowing teachers release time** for moderation and to become familiar with APP. In the small number of cases where it was reported that headteachers were able to devote whole staff training time to APP, workload implications were lessened. Nearly two thirds (62%) of teacher survey respondents reported that their schools had introduced *new* tracking systems since implementing the MGP Pilot (see Chapter 3 for more details). It was suggested that this had reduced the administrative burdens associated with submitting termly TA data to the Department for Children Schools and Families (DCSF) where new tracking systems synchronised TA collection timelines with school data collection periods.

The case study below highlights the APP practice of a school tracked over the course of the Pilot.

Case study - investing time in the first year for teachers to familiarise themselves with the APP

One inner city primary school allowed teachers in the first year of the pilot time off timetable to immerse themselves in the APP and invested significantly in staff training and supporting teachers to ensure consistency and application of the APP criteria. Recognising that it would take time for teachers to familiarise themselves with the tools and make the first sets of TAs the SPL took all teachers out of class to provide tailored support.

"In the second year of the pilot teachers were already familiar with the use of APP and had work with them sufficiently to know the value of completing them."

(School Pilot Leader, Primary School)

In the final year of the Pilot, this school reported seeing the benefits of effectively delivered APP, including stabilising workload implications linked to this strand. To further limit workload implications, the school also made an active decision in the second year to stop using testing to level children and to rely entirely on teacher assessment, which was possible as teachers had gained a thorough understanding of, and confidence in, using the APP. This meant that teachers could use the time they used to spend marking tests to complete the APP.

"Personally for me there hasn't been a time issue. The SPL has given us supply cover to do certain things."

(Head of English, Primary School)

This practice was not explicitly reported as widespread in the final phase of the evaluation but other schools that had done this were also reaping the benefits in the final year.

- **Workload implications were reduced where schools had replaced some of their current practice with MGP related activities**, for example where schools limited their use of optional testing. However a small group of interviewees highlighted that they were reluctant to use fewer tests which they considered helped pupils prepare for KS2 National Curriculum Test (NCT). LA Pilot Leaders reported that the next step was to work closely with schools to identify what will work best for them in terms of reducing the testing burdens and workload implications more generally.

"The next step for the LA is to work with schools to explain what they cannot do (i.e. what they should stop doing) and make them do the APP better, for example in some schools that might be to decrease the number of writing pieces they do and instead get the evidence from their ongoing teaching. In KS2 they have to let go of optional tests. They all know this but they have not yet let go. Trusting it...that takes a while."

(Local Authority Pilot Leader)

"At this point we are trying to run two systems at the same time; we need to come to a balance between those two, test and TAs."

(Mathematics Teacher, Secondary School)

- **Streamlining the recording of assessments, or introducing new software** e.g. an e-version of the APP, was suggested by a small number of teachers as something which would help them overcome some of the workload concerns. These teachers also suggested that they needed advice as to the extent to which they can tailor the recording of APP assessment information so that any 'shorthand' approaches do not compromise the robustness of the system.

"The recording of assessments in English for reading and writing needs streamlining - it is too labour intensive."

(Teacher survey respondent)

"Some software would have been needed…I fear there might be just lip service by teachers if they do not have the time to do it."

(Head of Mathematics, Secondary school)

7.4 Progression tuition

7.4.1 Impact on workload

Workload implications related to the one-to-one tuition strand have changed over the course of the Pilot. In the first year, headteachers reported concerns around the administrative burden of organising tuition. This related in particular to issues around payment of tutors and tutor recruitment (see Section 3.5.2 for more detail). While some of these issues have remained in the second year, schools have increasingly started to develop their own solutions to ensure the smooth implementation of the strand.

"Administering and organising the tutoring has been a mammoth task."

(School Pilot Leader, Secondary School)

55% of teachers surveyed reported that tuition had increased their workload. This was linked particularly to the teacher-tutor liaison. A slight majority of these (57%) were secondary teachers who reported that since they teach comparatively larger numbers of pupils compared to KS2 colleagues, they devoted higher volumes of tutor liaison time.

In the second year of the Pilot, schools increasingly used their own staff as tutors. As such the workload associated with the **liaison was becoming easier as discussions could take place on an ad hoc basis during the school day**. The change in the tuition guidelines (see Section 3.5.2) allowing tuition to take place during the school day has further contributed to facilitating efficient teacher-tutor liaison.

Teachers who are also tutors from both key stages reported that planning and delivering tuition is contributing to increased workload. Although the tutor role is distinct from classroom teaching and is remunerated separately, this indicates that teachers who become tutors do experience some additional burden.

> *"Workload has tended to increase. Planning for tuition, delivering tuition and keeping class data logs has all increased the amount of work we have had to complete."*
> (Teacher survey respondent)

7.4.2 Overcoming workload barriers

Schools and LAs have taken a variety of measures to support the implementation of tuition which have also contributed to reduce the workload burden. Examples of this include:

- Interviewees reported that some schools were covering the costs for class teachers to have dedicated liaison time with tutors;
- LA Pilot Leaders have assisted schools in recruiting external tutors e.g. by liaising with and signing up agencies to ease the administrative burden on schools;
- LAs and the DCSF have assisted schools in resolving HR issues associated with the hiring and payment of tutors; and
- Anecdotal evidence suggests that schools who assigned the tuition administration to a non-teaching staff member reduced the overall burden placed on teaching staff.

> *We need a dedicated admin person to help with organising tutoring, liaising with tutors, facilitating sessions, chasing students etc. This has been very time consuming."*
> (School Pilot Leader, Secondary School)

7.5 Other strands

Single Level Tests (SLTs) have had a limited impact on workload for school leaders and teaching staff. A fifth (20%) of class teachers surveyed believed that SLTs had caused an increase in their workload. Where primary school headteachers / SPLs (or others responsible for overall school management of the tests) noted an impact this was linked to managing the pupil selection process; liaising with the LA; and the actual delivery of the SLTs themselves. However, logistical issues such as securing a room, planning and ordering tests were reported to be time consuming but manageable.

A small group of teachers from small primary schools reported that the invigilation of SLTs had some impact on workload. However, this should be considered alongside Teacher Workload Agreement requirements which highlight that teachers should not be used for invigilation. Looking forward, considering that schools have reported keeping the tests low key during the Pilot, it may be important to monitor potential impact on workload as SLTs are trialled in an accountability context.

Interviewees and survey respondents held mixed views on whether the Progression Target has had any impact on workload. Under half (48%) of teachers surveyed reported that this strand has increased their workload, of which a slight majority (56%) were secondary school teachers. Where teachers felt that this strand had impacted on their workload they linked the Target to them assessing pupils more often and more accurately in order to track the school's progression towards the Target.

"There has been a bit of a backlash in terms of staff feeling like we are demanding more [in terms of tracking against the target]. But in the long term staff will come on board."
(School Pilot Leader, Secondary School)

Teacher survey respondents reported that the Progression Premium had had a minimal impact on workload for school leaders and teaching staff[61]. Interviewees linked this mainly to the Premium being a *measure* of pupil progress within a school, rather than something to be implemented in class. Those teachers that noted an impact on workload linked this to the increased tracking required to ensure all pupils make at least two levels of progress across the key stage.

7.6 Concluding remarks and implications of findings

7.6.1 Concluding remarks

The final phase of the evaluation has shown that after the initial increases in workload, burdens for schools have stabilised. This is mainly due to school leaders and teaching staff becoming familiar with APP processes and practice, as well as more efficient organisation of one-to-one tuition. Overall, the SLTs, the Target and the Premium had a minor impact on workload.

Implementing AfL has been one of the main sources of increased workload, particularly for KS3 class teachers. However, teachers were beginning to see the benefits of APP and wider assessment for learning activities, which they felt were effective and more efficient when tracking pupil progress. Where schools had started to replace some old assessment activities e.g. optional tests, with MGP activities workload was further reduced. In particular where schools replaced existing monitoring and tracking regimes to include MGP related activities, teachers reported fewer burdens.

The workload demands created by one-to-one tuition relate mainly to the administration and organisation of tuition and the teacher-tutor liaison time. To a large extent, the associated workload was reported to have decreased in the second year of the Pilot.

Nevertheless, teacher-tutor liaison continues to impact on teachers' workload and the impact was reported to be greater for secondary school teachers who teach larger numbers of pupils.

Schools have taken different approaches to overcoming workload burdens across each strand.

For AfL, this has included **introducing new processes and systems and giving teachers release time to familiarise themselves with APP**. For one-to-one tuition, this has included **releasing staff to undertake the teacher-tutor liaison,** giving non-teaching staff responsibility for organising tuition or assembling a tuition co-ordination hub in the school. The use of school teachers as tutors also helped to lessen the workload burden as the liaison took place on an ad hoc basis.

[61] 86% of teachers surveyed felt the Target had not caused any change to their workload.

The LA Pilot Leader role has been critical to the implementation of the Pilot both in terms of providing advice on initial set up and later on in embedding the strands in schools, including advising on how workload implications can be minimised. It is essential that LA Pilot Leaders and regional hubs work together to cascade this learning to non-MGP schools in the future so that they too will benefit from ways to keep workload burdens manageable.

7.6.2 Implications of the evaluation findings

To enable schools to fully maximise the benefits of the Pilot whilst keeping workload implications at manageable levels the DCSF could consider:

- **Monitoring how the new regional hubs *differ* from the LA Pilot Leader model,** in its effectiveness of overall support, particularly in relation to helping non-MGP schools manage workload issues. LA Pilot Leaders have played a critical role, which has changed as schools have matured in their delivery of the Pilot. A strength has been their 'localness' and responsiveness, providing training, trouble shooting and cascading best practice. It is important that this impact is not diluted at regional level; and

- Ensuring that **LA Pilot Leaders and the new regional hubs work collaboratively to:**

  – **Create a mechanism that will cascade good practice on where MGP schools have discovered ways to reduce workload burdens**; and

  – This mechanism should also consider **monitoring the impact SLTs have on the workload of teaching staff and school leaders when they are trialled in an accountability context next year.**

8 Early Years Foundation Stage and Key Stage 1 Sub-Pilot

8.1 Summary

This section reflects participant views on the Early Years Foundation Stage (EYFS) and Key Stage (KS) 1 Sub-Pilot. The Sub-Pilot involved eight schools and eight settings in Leicestershire trialling a number of elements of *Making Good Progress* (MGP) with younger children. Findings include the following:

- All school and setting interviewees reported that the assessment and tracking strand either had already or would in the future have a positive impact on teaching practice and pupil progress**;**
- The implementation of the assessment and tracking strand has required a steep learning curve for settings in particular. The submission of tracking data for Year 1 pupils progressing from EYFS Profile points to National Curriculum levels was challenging in the Autumn term due to a combination of software limitations and instances of limited teacher understanding of the EYFS points system;
- Interviewees believed that one-to-one tuition in schools and one-to-one support in settings either had already, or would in the future, help children progress. In addition, there were few challenges around the recruitment of tutors in the Sub-Pilot. Some interviewees, however, considered that group activities, as opposed to one-to-one sessions, would be equally beneficial;
- Schools in the Sub-Pilot had set their Progression Targets and some interviewees suggested that this has encouraged schools to assess and monitor progress more frequently. However, other interviewees reported that targets were not widely understood or focused on;
- School interviewees were largely indifferent towards the Progression Premium and the formula for distribution was not commonly understood. There were some concerns about poor or incomplete data which interviewees felt would impact their ability to obtain the Premium; and
- Data analysis showed that the majority of pupils in the Sub-Pilot achieved the level expected by the Department for Children Schools and Families' (DCSF) hypothesis of good progress. The majority of interviewees were comfortable with the hypotheses for good progress over KS1, which calculated expected progress in relation to EYFS points score and National Curriculum levels. However, interviewees reported that the lowest band of Foundation Stage Point (FSP) scores of below 78 was too wide and covered too broad a range of ability to expect uniform progress to a certain National Curriculum level, although this is not supported by the data analysis.

The DCSF have no current plans to continue the MGP Sub-Pilot strands hence no recommendations have been made in relation to this pilot.

The remainder of this chapter provides a more detailed introduction to the Sub-Pilot and its different strands. It also details findings, by strand, on the implementation of the Sub-Pilot and processes associated with its delivery and the impact of it on each of the four evaluation aims. It also summarises key implications of the findings.

8.2 Introduction

In Autumn 2008 PricewaterhouseCoopers LLP (PwC) was commissioned by the Department for Children, Schools and Families (DCSF) to extend its independent evaluation of the Making Good Progress (MGP) Pilot to include a Sub-Pilot looking at activities in the Early Years Foundation Stage (EYFS) and Key Stage (KS) 1. The aim of the evaluation was to provide an independent assessment of the Sub-Pilot to support judgments about how aspects of the main Pilot might be applicable to the EYFS and KS1. The Sub-Pilot involved eight schools and eight settings in Leicestershire trialling a number of initiatives in the EYFS and KS1. Sub-Pilot strands include:

- **Assessment and tracking** - This strand aims to ensure consistent practice in pupil tracking and Teacher Assessment (TA) through the introduction of Assessing Pupil Progress (APP) assessment criteria in KS1 and observational assessment data in the EYFS. For Sub-Pilot purposes, this strand also includes a requirement for all schools/ settings to submit termly tracking data to the Local Authority (LA);

- **Tuition / one-to-one support** - Funding was made available to participating schools/ settings to provide targeted support for at least 10% of pupils in KS1 in both English and mathematics and the reception year and children in settings focused on Communication, Language and Literacy (CLL), Problem Solving, Reasoning and Numeracy (PSRN) and Personal, Social and Emotional Development (PSED). Guidelines stated that this should be delivered in a series of ten one-hour sessions by a qualified teacher in KS1 and by a Level 3 or above qualified practitioner or a qualified teacher in the EYFS in shorter timeslots;

- **Progression Target** - Only Sub-Pilot schools set annual targets based around the proportion of children making the expected progress from the end of the EYFS to the end of KS1. A standard Target of a 4% increase of the numbers making expected progress was suggested to all schools. However, this has been revised to reflect individual school circumstances where appropriate; and

- **Progression Premium** - An additional payment was made to schools based on increases to the proportion of pupils that entered KS1 behind expectations (scoring 77 or less in the EYFS Profile) and went on to reach Level 2c or above by the end of KS1.

The evaluation was conducted via two phases of research activity in February 2009 and June / July 2009 to coincide with main Pilot evaluation activities. The February 2009 research involved telephone interviews with representatives of each of the eight Sub-Pilot schools and eight Sub-Pilot settings and with the LA Pilot Leader for Leicestershire. In June/ July 2009, further telephone interviews were supplemented with visits to four Sub-Pilot schools and four Sub-Pilot settings to speak to practitioners, pupils and parents as well as analysis of Sub-Pilot progression data.

The remainder of this chapter details findings in relation to each strand of the Sub-Pilot, themes emerging across all strands and emerging implications of these findings. It is important to note that generally across all strands a small group of interviewees felt that since the Sub-Pilot was conducted over short time-frames, it was still too early to judge whether MGP activities would impact on rates of progression and practice, and/ or that they had limited data to verify what the impact had been to date

8.3 Assessment and tracking

8.3.1 Assessment

Settings and school interviewees reported assessing all their pupils using the required assessment criteria / data. Methods used to gather evidence for assessment included:

- All settings based their pupil assessment on classroom observations in relation to age band descriptions for each area of learning in the EYFS;
- In the reception year, schools used a mixture of focussed activities, work samples, photographic evidence and one-to-one interaction with children to make assessments; and
- In KS1, all schools based their TAs on the APP assessment criteria. Some mentioned that they had used a wider bank of evidence which in two cases included using end of unit tests to validate teacher judgements.

During the period September 2008 to June 2009, setting practitioners became familiar with the EYFS process *and* the Sub-Pilot's additional requirement to submit termly tracking pupil progress to the LA. **This required a steep learning curve in the systematic collection and monitoring of pupil assessment data.** However, the majority recognised the benefits of more thorough observations and assessment and as such some reported that they would to continue to use the assessment and tracking requirements after the end of the Sub-Pilot.

> *"They [settings] have enjoyed managing the data and use it. It is bringing new skills to them but we had to give them some training on that but the feedback says it works for them. It has been new for them to collect this data. The data have been useful to settings as a management tool for their "business" as well; they can see where they have to put in more work."*
>
> (Local Authority Pilot Leader)

Sub-Pilot schools, who were all also part of the main Pilot, reported that they were familiar with assessing and tracking pupils in the ways required by the Sub-Pilot. Some interviewees reported that they had entered the Sub-Pilot specifically to expand the use of APP materials into KS1 having seen the benefits at KS2.

In the first phase of research which took place in February 2009, some school-based interviewees raised a particular issue relating to the 'dual assessment' system of Year 1 pupils. Where Year 1 pupils are not yet working at National Curriculum Level 1 (generally in the Autumn term), they continue to be observed against the EYFS Profile and as such, **Year 1 teachers need to be conversant in both scales.** This has posed some challenges, mainly due to a lack of uniformity in teachers understanding of the EYFS.

However interviewees noted that the use of the EYFS observational assessment data in conjunction with the APP assessment criteria (Level 1) provided a good 'scaffold' to support teachers in accurately assessing pupils at their correct National Curriculum level at this point of transition. Whilst this is not a Sub-Pilot specific issue, some interviewees highlighted that the APP criteria were particularly helpful when tackling this wider problem.

"There are issues around transition from EYFS and the National Curriculum, and understanding what good progress looks like in Year 1 and to the end of the Key Stage. As an LA we have had to do a lot of work with Year 1. They are sandwiched between two criteria...some have developed their own methods… The APP will help getting the two systems to work together, and we do a lot of work on that in the LA. This is not pilot specific but the pilot has highlighted the problem to us."

(Local Authority Pilot Leader)

8.3.2 Tracking

Sub-Pilot schools and settings were required to submit termly tracking data to the LA. In line with the main Pilot, schools used existing electronic systems to track and disseminate data. However, settings generally did not have access to the same technology and many used paper-based tracking systems to submit termly data[62]. Further, the lack of Unique Pupil Numbers (UPNs) for pupils in settings has limited the capacity to monitor the impact of the Sub-Pilot strands on pupil progress.

In the Autumn Term, the submission of assessment data for Year 1 pupils in transition from EYFS Profile scores to National Curriculum levels, presented challenges to schools that were using p-scales, rather than EYFS Profile scores. This issue was linked either to software limitations and/ or some Year 1 teachers not being fully conversant in EYFS Profile scores. This may have impacted on the accuracy of tracking data for this group. While this is not a Sub-Pilot specific issue, the LA Pilot Leader acknowledged a need for further training on the EYFS for Year 1 teachers.

Despite the issues described above, the use of APP criteria and observational assessment and the requirement to submit termly data on pupils was generally welcomed by schools and settings. Positive views were linked to a feeling that the assessment and tracking strand had added rigour to the assessment process and had therefore allowed schools and settings to gain a better understanding of children which helped them to address learning issues earlier in the key stage.

"[Regular tracking] is very useful - we used to do that in Year 2 but now by looking at the data termly you can see issues earlier, and that is useful for targeting our interventions, not just the tuition but we can have discussions of how and why pupils might not be making the expected progress. We will carry on with that. We have not done that for Year 1 before but we will now, so it has been really useful. There are no surprises at the end of the year, we now have time to do something about it in the spring rather than leave to the end of the summer term."

(School Pilot Leader, Primary School)

"Every 2-3 weeks we record children in an age band for each area [and then] at the end of the term we do progression summaries. It has been really good; the teachers know the child better than before. Now they have more context from the observations and we have more written information about each child now."

(Pilot Leader, Setting)

[62] The varied funding landscape for settings that supports Private, Voluntary and Independent (PVI) providers makes a uniform technology solution challenging to implement.

8.3.3 Moderation

Setting interviewees reported that internal moderation activities mainly occurred informally through daily discussions and/ or staff meetings. They also suggested that external moderation occurred where:

- A child attended two settings;
- The setting was part of a chain, or had a 'sister' setting; and/ or
- A teacher working within the setting had access to observation assessment data from other settings.

All Sub-Pilot schools reported taking part in some same-phase internal moderation activities. The Sub-Pilot requirement to submit termly data had provided additional moderation opportunities to support traditional end of year moderation practices.

Interviewees reported that some cross school moderation, organised by the LA Pilot Leader, had taken place but that more work was needed in this area. Most schools reported that they were planning moderation between KS1 and KS2 in the future. School and setting interviewees highlighted a need for further training to support moderation, particularly cross-phase activities.

> *"What I want to do more of is moderation of Foundation stage; that is an area that we need to develop more, between Year 1 and Foundation stage. We have done little bit but I want to do more. KS1 and KS2 teachers are [already] working together, particularly at the lower level e.g. writing where a teacher in KS2 might bring work to me in KS1."*
>
> (School Pilot Leader, Primary School)

8.3.4 Emerging views on impact

Interviewees from schools, settings and the LA were **overwhelmingly positive in terms of the strand's current and potential impact on rates of progression, shaping teaching practice and engagement of pupils and parents / carers.**

Rates of progression

The majority of interviewees across schools and settings felt that this strand either had already or would in the future contribute to increased rates of progression. This was linked to structured observations and more accurate and regular assessment of pupils contributing to personalised teaching and learning.

> *"Yes anything that focuses on things early on is a bonus…It is still early days so a bit soon to make a judgement but it should have a great impact."*
>
> (Headteacher, Primary School)

Shaping teaching

All headteachers / School Pilot Leaders (SPLs) and the majority of setting leaders believed the assessment and tracking strand had led to a positive impact on teacher/practitioner practice. In line with findings from the main Pilot evaluation, positive impact was linked to the following areas:

- **Personalisation and planning** - Interviewees suggested that APP criteria and EYFS observational assessment data had enabled teachers and practitioners to set more individualised targets with better identification of pupils' next steps and more personalised classroom planning.

- **Improved tracking and monitoring** - Interviewees suggested that APP criteria and EYFS observational assessment data had enabled teachers and practitioners to undertake more regular and accurate pupil assessments. This process has highlighting opportunities for intervention at an earlier stage, including the identification of any potential Special Educational Needs (SEN) issues.

The case study below highlights the impact the assessment and tracking strand has had on planning and personalisation in one setting.

Case study - The impact of the assessment and tracking strand on a setting

This Private, Voluntary and Independent (PVI) setting is situated in one of the most deprived areas in the LA. The use of the MGP observational assessment and tracking processes, parallel to the introduction of the EYFS, has had a positive impact on practice and progression in the setting. Using the MGP and EYFS material, practitioners record children in an age band for each area every two to three weeks based on ongoing observations. At the end of the term they produce progression summaries for each child. The ongoing observations are in putted into each child's learning journeys using photos and other evidence they have collected. The observations are linked to the development criteria, and the practitioner sets out the child's next steps, as such building up a picture for every child.

As a result of the new assessment and tracking practice, the practitioners feel they know the children better than they did before, for example as a result of the ongoing observations, they now feel that they have more context and more written information about each child than they did before - they have not just been highlighting of a sheet of criteria as they used to do before. The next steps identified from this process are incorporated into the settings planning which in turn generate observations. As such planning has become more flexible and based around each individual child, not focusing on the age band they are in as was the case before. Planning has become personalised and tailored to the child's interest.

"We incorporate observations in all we do…Now planning is much more flexible and we change it all the time - we have been brave and can justify that to Ofsted as all our observations are merged together with our planning"

"[It has impacted] because we know the children better. This process means we know them a lot better and because we pick up what the children are ready to work on, not force them, it is their interest. The system allows the practitioners to be led by the child, in the old system we could not do that, we were forced to cover certain areas." (Setting Pilot Leader)

Parental / carer and pupil engagement

The majority of settings felt that this strand had led to a positive impact on parent/ carer engagement. In particular, some practitioners felt more confident in conversations with parents/ carers since they were able to reference the documented observational assessment data.

> *"As staff are more confident in assessing and understanding of child, this will show in conversation with parents who may then become more engaged if not already engaged with the setting."*
>
> (Pilot Leader, Setting

Some schools had started to share the content of the APP assessment materials at parent evenings, and reported that this had helped to provide a structure, or 'aide memoire', for conversations with parents/ carers. However, the extent to which schools did this varied. Factors that determined levels of information sharing included whether the Sub-Pilot was part of a whole school approach and the frequency and the detail of information which was already shared. **As such schools, unlike settings, felt that this strand had not yet contributed to increasing general levels of parental engagement**, but that it could potentially do so in the future once practices have become more embedded.

The parent / carer focus group reported mixed views on the quality and frequency of information received from the school on their child's progress. Some parents reported that they wanted more in depth information about their child in relation to other children their age and felt this was particularly important where their child falling behind. Other parents felt that this level of detail was not necessary. Some wanted to know more about the assessment criteria since they reported not understanding the language. This finding highlight that schools may need to discover the right balance of frequency, content and language to keep their parent/carer community up to date and engaged.

> *"We are very much in the dark about what they are doing. That is school in general…we do not get enough information generally. If I have a child that is not doing well, I want and need to know about it. My child is below average, Had I been more aware I would have done more, earlier, but without knowing.... I do not understand the levels i.e. the colours on the books.*
>
> (Parent Focus Group)
>
> *"Usually on paper, we receive a key stage profile at the beginning of term and a sheet of what our children will be learning during the term. This is really helpful in terms of planning learning activities at home. School also has 'open door' policy so can get more."*
>
> (Parent Focus Group)

Pupil focus groups participants were positive about the assessment and tracking strand. 85% felt that when their teacher gives them feedback on how to improve it makes them more interested in their school work. However, pupils reported that they would still like to hear more about how they can improve in English and mathematics.

8.4 Tuition / one-to-one support

Tuition / one-to-one support had been delivered in all schools in KS1, all settings and in the majority of reception year classes. Where one-to-one sessions had not yet commenced in the reception year this was primarily because children in need of extra support had not been identified. Some interviewees felt that as these pupils were new to school, they needed time to settle in to the new environment and teachers needed time to get to know the pupils in before they could properly assess learning needs.

> *"We did not think the need was there [in reception year], they are coping well. The need was in Year 1 and 2."*
>
> (Headteacher, Primary School)

8.4.1 Pupil selection

Schools and settings reported following the DCSF's criteria (of stuck and slow-moving pupils) when selecting pupils for tuition/ one-to-one support. **Data analysis show that he vast majority of KS1 pupils identified and selected for tuition had a Foundation Stage Point score (FSP) of below 91, with the greatest group (54%) scoring less than 78** when they entered the key stage.

Schools also reported taking into account pupils' confidence levels, attitude to learning and behaviour to assess whether they would enjoy the sessions and be receptive to one-to-one tuition.

The LA Pilot Leader reported that while **the selection process had been straightforward in schools, there had been some issues associated with the EYFS age band.** This was linked to the view that children progress at such different rates at this age without necessarily having learning needs as per the one-to-one criteria. As such, rather that just considering whether a child was within their age band, children's level of involvement and wellbeing was also taken into account by settings when selecting pupil for one-to-one support.

> *"Setting looked at the EYFS age bands but they had some problems as there is overlap between the stages, so we also used their level of involvement and wellbeing - if that was high they did no have it even if they were not in the age band. If that was low but they were in the age band that is an indication."*
>
> (Local Authority Pilot Leader)

Interviewees from both schools and settings also stated that they would take the level of parental support into consideration when making decisions about which pupils would receive tuition / one-to-one support.

Pupil profile

Data analysis shows that the majority (65%) of KS1 pupils who received one-to-one tuition were Year 2 pupils (see Figure 8.1 below). Across the key stage as a whole, the majority of one-to-one tuition (52%) was provided in writing and the least was provided in mathematics, although in Year 1 one-to-one was most common in reading (see Figure 8.2).

Figure 8.1: Number of pupils receiving one-to-one tuition by year group

Year group	Total	
	Number	% of total
Year 2	35	65%
Year 1	19	35%
Total	54	100%

Source: DCSF (2009)

Figure 8.2: Number of pupils receiving one-to-one tuition by year group and subject

Year group	Reading		Writing		Mathematics		Total	
	Number	% of total KS1 pupils receiving tuition	Number	% of total KS1 pupils receiving tuition	Number	% of total KS1 pupils receiving tuition	Number	% of total KS1 pupils receiving tuition
Year 2	9	17%	22	41%	4	7%	35	65%
Year 1	8	15%	6	11%	5	9%	19	35%
Total	**17**	**32%**	**28**	**52%**	**9**	**16%**	**54**	**100%**

Source: DCSF (2009)

In the EYFS, 15% of pupils who received one-to-one were from the reception year. **Across all pupils in the EYFS the majority (58%) received one-to-one in CLLD.**

The LA Pilot Leader reported that a slight majority (56%) of KS1 pupils who received one-to-one tuition were boys. In the EYFS boys were significantly overrepresented (73%) among the cohort who received one-to-one.

8.4.2 Tutors

As in the main Pilot (see Section 3.5.2 above) **the majority of schools used their own teachers as tutors**. In addition, one school reported also using teachers from KS2 to tutor KS1 and reception year pupils. A small number of schools also used supply teachers and other external staff known to the school as tutors.

All settings have used their own practitioners as tutors. Where possible this tended to be the child's key worker. The rationale for this practice was that key workers were known to the school/ setting and child and that it was logistically easier. The use of external tutors (e.g. supply or agency staff) was particularly challenging for settings where only a small number of children were receiving one-to-one support and it was not economical for tutors. The short time slots (often shorter than one hour) also posed problems as tutors were not willing to travel to the setting to deliver such short sessions.

Overall, **the majority of schools and settings were satisfied with the recruitment arrangements.** Schools reported that they had built on their experience from the main Pilot and settings considered that they were beginning to develop flexible methods to work around the individual child and the availability of the staff.

"It was difficult to get tutors. To start with we could only have two hours per week with the funding we got. All the tutors we knew worked…so there were not many suitable staff available for that. Supply staff had to have four hours booked and that was too expensive for us, so it was really difficult. Now [we use someone who works in the school] but we have to cover for her when she does tuition. It seems to be easier to do more tuition than to do less. The logistics are difficult."

(Pilot Leader, Setting)

All tutors used by schools were qualified teachers. In the reception year and settings tutors were Level 3 qualified or above, with one exception where a tutor was Level 2 working towards Level 3 (this had been approved with the LA Pilot Leader).

Tutors interviewed from both schools and settings reported that they had taken the role as a tutor as they wanted to support children and gain a greater understanding of progression levels.

8.4.3 Tuition sessions

All tuition in schools took place on the school site but in various locations (including outdoors on occasion) and at various times (both during and outside school hours.) One-to-one support in the EYFS always took place during the school day, although timings and location were flexible, particularly in settings. **Timings and locations were dependent on the needs and habits of the individual child and when the tutor was available.** In the EYFS, sessions were often shorter than one hour.

"During the day. We do not do a full hour; we do two 30 minute sessions per week per child. That is our aim…but the tutor has to work around her schedule in the school, so we do it when she is available; we plan week by week."

(Pilot Leader, Setting)

In the EYFS the majority of schools and settings organised one-to-one support as a combination of one-to-one and group activities. The model used depended on the child's needs and the learning area under consideration. In particular, interviewees highlighted that support with PSED was delivered in groups since the activities focused on developing social skills and involvement. However, in these circumstances, interviewees reported that the child targeted for the intervention was still the focus of the session.

While the LA Pilot Leader agreed with the need to involve other children on occasions, there was some **concern that this risked reducing the impact of one-to-one support.** As the LA Pilot Leader suggested that further monitoring and analysis were required in order to ensure there is an appropriate balance between one-to-one and group activities to achieve the intended benefits.

"[Group activities] have diluted the impact in some cases. It has impacted on all children in the group; it is not as powerful as one-to-one...But for PSED, you have to get the balance right; sometimes it has to be in a groups...but it needs unpicking."

(Local Authority Pilot Leader)

Interviewees highlighted similar features of effective one-to-one sessions as to those identified by teachers and tutors in KS2 and 3 (see Chapter 3). Key features included:

- Ensuring tuition / one-to-one support is personal and targeted to the child's learning, confidence and self-esteem needs, and that sessions are tailored to the child's interests;
- Having a tutor with a strong understanding not only of the child's needs but also of child development, especially with the younger children;
- Sessions which have been carefully planned but which allow for flexibility where needs change or the tutor discovers additional issues;
- Good communication between the tutor and the class teacher to ensure issues identified in class and/or the tuition sessions are shared; and
- Working with and involving parents / carers by keeping them informed of pupil progress and suggesting supporting activities that can be done at home.

Tutors interviewed reported that sessions tended to be tutor-led (more so in KS1 than in KS2 according to one tutor who tutored in both key stages) and that they tried to keep the sessions interesting by using a variety of activities. **As in the main Pilot, teacher-tutor liaison is mainly undertaken informally** (see Chapter 3). One external tutor interviewed reported using the Individual Pupil Passport (IPP) to liaise with the school and parents / carers.

8.4.4 Emerging views on impact

In common with the main Pilot, **the vast majority of interviewees believed that the tuition/ one-to-one support positively impacted on rates of progression / children's development**. Further, a small group of schools had anecdotal evidence to demonstrate progress in curriculum levels. Interviewees linked this to improvements in pupils' confidence and attitude / wellbeing. The majority of interviewees reported that more confident and happy pupils were more positive towards their learning and willing to try new things.

> *"The children in writing have gone form 1a to 2b and that was an area of difficulty so that was really good."*
>
> (School Pilot Leader, Primary School)

Parent / carers reported that they have seen a positive impact on their child after having had tuition / one-to-one support. This was linked to changes in their attitude to learning and increased confidence. This is supported by **the vast majority of KS1 pupils who reported that they were more interested in their school work and were doing better in school since having had a tutor.**

> *"After tuition they are more keen to do homework; it is very important to her now. She has really enjoyed it. She is getting better; it is getting her to focus more."*
>
> (Parents / carer focus group)

As in the main Pilot (see Chapter 4) there were mixed views regarding which subjects or pupil group tuition / one-to-one was most beneficial for. Most considered that individual pupil attitude to learning had a greater influence on the impact of tuition / one-to-one than other factors.

Despite the data analysis showing the vast majority (70%) of pupils in settings who received one-to-one support did so in CLLD, most setting interviewees felt that one-to-one support was particularly beneficial in PSED. This was linked to a view that weaknesses in this area e.g. behavioural problems, concentration difficulties or problems in interacting with other children, could be a barrier to development in other learning areas and as such helping the child overcome these issues would support their engagement with the learning in the other areas and also benefit the rest of the class where disruptions were limited.

A small number of interviewees highlighted that although the impact of tuition/ one-to-one appeared to be greater for boys. This was because more boys tended to need the extra support at this age and therefore more boys received tuition or one-to-one support. Interviewees stressed that both genders had the capacity to benefit from tuition / one-to-one support.

"PSED is a building block, until they have that we can't look at anything else - [one-to-one in] PSRN and CLLD came secondary to that"

(School Pilot Leader, Setting)

"We have only [tutored] boys. The girls can read and are often more willing to engage with de-coding."

(Subject Leader, Primary School)

In contrast to interviewees involved in the main Pilot, Sub-Pilot interviewees raised concerns regarding the right age group at which to target tuition / one-to-one sessions although the views were mixed. Some argued that interventions should come at an early stage, giving the pupil time to consolidate their learning. Others considered that the intervention should not be put in place too early when a child may not be receptive. This suggests that further analysis of the impact on pupils receiving tuition across all key stages will be important in order to better understand when the intervention is most effective although at this stage the limited data available from the Sub-Pilot limits such analysis.

"We think it has had more impact at KS1 than KS2 as there is a need to intervene earlier. Later young people can be disaffected; getting to the problem early we can alleviate the problem later on."

(Headteacher, Primary School)

"It can maybe be easier with older children to see the pay-off of tuition and sometimes the impact is delayed in the younger children. You might not see a score jump up with the younger children but the level of involvement increases and they carry the increased confidence into their classroom."

(School Pilot Leader, Primary School)

Further, some interviewees were uncertain about the additional benefits one-to-one support brought to the very young children in settings. Some felt settings were already developing highly personalised learning offers, through the EYFS framework and were therefore unsure if further one-to-one support was necessary.

Parent / carer engagement

The majority of interviewees believed that this strand had led to a positive impact on parent /carer engagement in their child's development. Further, all schools and settings reported that they had received positive feedback from parent / carers and KS1 parent / carer focus group participants were all positive about the strand.

Examples of parent / carer engagement in the strand included:

- Involvement in the decision about whether their child would receive tuition / one-to-one support, usually via approving or opting out of the decision the school / setting has already made;
- As in the main Pilot, parents / carers have mainly received communications via non-face-to-face contact from the tutor. In some instances, parents / carers have met the tutor before or after each session. A minority of parents / carers felt that they had not received enough information from the school and that they would have liked to be more engaged. Face-to-face contact appears to have been more limited in settings where six of those practitioners interviewed reported no involvement of parents, mainly due to their inability to attend during the day; and
- A small number of interviewees in settings commented that parent /carers could learn more about their child as a result of them having extra support and cited of examples of parents / carers building on work done in tuition/one-to-one sessions at home.

> *"I would not mind sitting in on a session…Not every session but a couple, to see the structure and how they approach things. It might not work in the same way [if we were involved]..."*
>
> (Parents / carer focus group)

8.5 Progression Target

All Sub-Pilot schools had a Progression Target for 2008/09 which was communicated to staff via staff meetings, individual discussions and in some cases individual performance management arrangements (it should be noted that this was not a Sub-Pilot requirement). **Most interviewees considered that the Target helped to spread accountability for progression across the key stage.** Three of the eight schools were able to set their Target below the required 4% due to school-level historical issues with KS1 assessment data.

Interviewees reported that monitoring progress against the Target involved a wide range of school staff including teachers, and that this was done more regularly due to the requirement to submit termly assessment data. Some headteachers specifically mentioned that their School Improvement Partner (SIP) had helped to monitor progress against the Target.

> *"We are weaving the Progression Target into school data analysis - classroom teachers are aware of Progression Target and look at this in relation to individual level pupil progress."*
>
> (Headteacher, Primary School)

The majority of interviewees considered the impact of the Target to be limited or felt it was too early to judge. Nevertheless, **interviewees highlighted that the Target had the potential to contribute to increased rates of progression**. Current or future impact of the Target was linked to the following points:

- The Target serves as **a focus and reminder of the importance of rigour in assessing and tracking pupils accurately and regularly** to ensure they are not stuck or slow moving;
- The Target **increases general awareness of progression** as a focus, rather than just concentrating on attainment;
- The Target **makes all teachers within a key stage accountable for pupil progress**, not just teachers in Year 2; and
- For the senior leadership team, **it provides a high-level tool which can support strategic decisions** such as school wide or year group specific intervention strategies.

"Staff are more aware of two levels of progress. The emphasis has changed from realising Level 4, to two levels of progress so that has changed when we do analysis. Even in the EYFS they are aware of what progress should be. The numerical Target is just a summary of that discussion. It has moved the focus to Year 1 to see that they are reaching the levels to put them on track to reach the two levels."

(Headteacher, Primary School)

"Leadership teams have a better understanding about progression and that is shaping discussions with teachers and what they should do about it."

(Local Authority Pilot Leader)

8.6 Progression Premium

Interview findings suggested that the formula to distribute the Premium was not uniformly understood or supported. In common with the main Pilot, this was due to teachers not being motivated by the Premium and it playing a minor role in schools' decision to participate in the Sub-Pilot. Some interviewees considered that money upfront rather than via a Premium would serve pupils better.

"I do not feel I need to [understand it] really; it has not been the reason for doing anything. It was all explained but it was not important enough for remembering."

(School Pilot Leader, Primary School)

Although at the time of this research, schools were not aware of whether they had achieved the Premium award[63], the vast majority of interviewees did not consider that this strand contributed to increased rates of progression.

[63] We understand that DCSF data show that seven out of the eight Sub-Pilot schools will receive some Premium payment.

Further, many felt that the implementation of the Premium was challenging. This was linked to a view that poor or incomplete Foundation Stage Profile pupil data[64] and pupil mobility could impact on the ability to evidence progression. Nevertheless, one school mentioned that an unanticipated benefit of the Premium in KS2 was that it had been used to fund additional tuition in KS1.

8.7 Cross-strand themes

8.7.1 Training and support

Schools and setting interviewees were generally positive about the training, support and guidance they had received. In common with the main Pilot, interviewees particularly appreciated the opportunity to share practice with other schools and take part in TA moderation activities. They also valued the general support they had received from the LA Pilot Leader.

However, teacher interviewees reported that often Sub-Pilot specific training was limited to the headteacher and/ or SPL and teacher support was based around learning from the main Pilot. Similarly, setting practitioners reported that the training they had received had come from the setting Pilot Leader. Training and support appears to have been limited for tutors in the Sub-Pilot with two out of five not having had any training as part of the Sub-Pilot.

KS1 staff reported that they wanted more training and support particularly around the EYFS. They also reported that they would value more networking opportunities with other Sub-Pilot participants and wider training on the Sub-Pilot strands.

> *"It would have been nice if all staff had had some e.g. a half day course to introduce MGP…We could have supported the lead practitioner better, we could have discussed together, and that would have helped us as a group."*
>
> (Practitioner, Setting)

8.7.2 Transition

The LA Pilot Leader considered that Sub-Pilot activities were beginning to support transition from reception to Year 1. This was linked to many headteachers reporting that assessment in Year 1 had improved and that the APP criteria were providing a bridge between EYFS and the National Curriculum to ensure that pupils were accessed at their correct National Curriculum level (see Section 8.3.1s above). It was also noted that the APP criteria supported effective assessment related conversations between Year 1 and 2 teachers by providing a common language and understanding about National Curriculum levels.

Further, some school interviewees suggest that moderation discussions between teachers from different KS were becoming more focused and informed by the availability of assessment data. However, they acknowledged that this practice was not yet widespread.

[64] Following the fieldwork in February, the DCSF obtained EYFSP baseline data from 2007 and 2008 for Year 1 and Year 2 cohorts.

"Yes it has had an impact but it has not been done for a full year yet so we have not had any transition yet. We have an LA document which schools can use when they have transition discussions. Understanding of transition has been helped [by the Sub-Pilot]..."

(Local Authority Pilot Leader)

8.7.3 Piloting 'good progress' hypotheses

The DCSF have developed hypotheses for 'good progress' from the end of the EYFS to the end of KS1 for initial testing during the Sub-Pilot. Progress levels were based on data that maps the 2005 EYFS Profile scores of a random 10% sample of children against their end of KS1 National Curriculum assessment scores. Figure 8.3 below highlights the measures for 'good progress' in relation to prior attainment:

Figure 8.3 - Progression from the end of EYFS to the end of KS1

End of EYFS	Below 78	78-90	91-103	104+
End of KS1	2C+	2B+	2A+	3+

Source: DCSF 2009

Data analysis undertaken on progression data from Year 2 pupils participating in the Sub-Pilot comparing their FSP score at the end of the EYFS to their Summer 2009 TA at the end of KS1 shows that **the majority of pupils are progressing in line with the hypothesis** (see Figures 8.4, 8.5, and 8.6 below). This was particularly the case in mathematics where nearly 80% of pupils went on to achieve the expected progression as per the hypothesis. In reading 61% of pupils achieved the expected level. This might suggest that further consideration is needed as to whether the expectation should be set at the same level for all three subjects.

Figure 8.4 - Proportion of pupils progressing in line with the DCSF hypothesis of good progress from the end of the EYFS to the end of KS1 per subject (Mathematics)

	Mathematics				
End of EYFS	**Less than 78**	**78-90**	**91-103**	**104**	**Total**
Progression in line with hypothesis	76%	92%	75%	62%	80%
Progression not in line with hypothesis	24%	8%	25%	38%	20%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

Source: DCSF 2009

Figure 8.5 - Proportion of pupils progressing in line with the DCSF hypothesis of good progress from the end of the EYFS to the end of KS1 per subject (Reading)

Reading					
End of EYFS	**Less than 78**	**78-90**	**91-103**	**104**	**Total**
Progression in line with hypothesis	71%	84%	71%	73%	76%
Progression not in line with hypothesis	29%	16%	29%	27%	24%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

Source: DCSF 2009

Figure 8.6 - Proportion of pupils progressing in line with the DCSF hypothesis of good progress from the end of the EYFS to the end of KS1 per subject (Writing)

Writing					
End of EYFS	**Less than 78**	**78-90**	**91-103**	**104**	**Total**
Progression in line with hypothesis	69%	73%	49%	31%	61%
Progression not in line with hypothesis	31%	27%	51%	69%	39%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

Source: DCSF 2009

The majority of interviewees, including teachers and the LA Pilot Leader, felt these hypotheses were generally reasonable. Some interviewees reported that although these could be challenging they proved useful when analysing the progress of their cohorts.

> *"The target [the characteristics of good progress by DCSF] I found interesting. It is a blunt tool but I have used it to analyse the children and if I thought they were realistic, and if not why did I not think so, and what are the reasons why they would not reach their targets, and do they need interventions etc."*
>
> (Headteacher, Primary School)

However, interviewees considered that pupils who were 'below 78' on the EYFS points score (i.e. the lowest levels of performance) should not be expected to make the same levels of progress. Interviewees reported that the 'below 78' Foundation Stage Point (FSP) score band was too wide and covered too broad a range of ability to expect uniform progress to a certain National Curriculum level. As demonstrated in Figures 8.4, 8.5, and 8.6 **the data analysis shows that in reading and mathematics a slightly smaller proportion of pupils are progressing in line with the hypothesis than the average for that subject. In writing however, a larger proportion of the 'below 78' FSP score group is achieving the expected level than the average for that subject**.

A small group of interviewees also argued EYFS Profile scores were made up of academic and non-academic achievement and therefore may over-estimate a child's expected progress in reading, writing and mathematics.

> *"This is a question we might want to pass on until we have looked at the data….I know there are issues about the below 78 band and where they get the points from i.e. if it is different between the areas, e.g. if they get the points in sports but not in CLLD."*
>
> (Local Authority Pilot Leader)
>
> *"A blanket score will not say what the issues are, so I have refined it by looking at the score per area e.g. I looked at data on individual scores and analysed which parts I would expect them to be higher in, so it is a good starting point. It gave me questions, what would work. …I have also refined the lower band [below 78; that is ridiculous. I have made more bands at the lower end and those children have made very good progress. They are not 2c but have made at least four points progress, so it has helped me to refine looking at progress and what to expect and helping people to set targets."*
>
> (School Pilot Leader, Primary School)

Further, some interviewees, particularly those in settings, felt that **younger children developed at very different speeds in different subjects / learning areas. As such they questioned whether having the same expectation for all areas was realistic**.

8.7.4 Impact on staff workload

The majority of headteachers and lead practitioners reported that the assessment and tracking strand had increased workload for teachers and practitioners. Interviewees linked this to the time involved in gaining an understanding of the assessment criteria and updating the associated sheets. Further, **some setting interviewees highlighted that this was particularly challenging as they do not have non-contact time**.

As in the main Pilot, **the organisation and administration of tuition / one-to-one support had increased workload for the person responsible, often the SPL**. Training events and meetings in relation to the Sub-Pilot also put some constraints on schools and settings, in particular smaller organisations that often struggled to find staff to cover.

In the early stages of the Sub-Pilot, settings reported more general increases in workload linked to administrative work and the time needed for practitioners to get used to new processes e.g. submission of tracking data. This was less pronounced in the second stage of research where the majority of interviewees suggested they had become accustomed to Sub-Pilot systems. **As such they considered that administrative related workload concerns had stabilised**. Settings also recognised that some of the increased workload they had experienced during the year was a result of the implementation of the EYFS rather than the Sub-Pilot.

8.8 Concluding remarks and implications of findings

8.8.1 Concluding remarks

This chapter has set out findings on the implementation and emerging views on impact of each strand of the Sub-Pilot. Key findings on each strand are as follows:

- **Assessment and tracking** - Across all schools and settings, the vast majority of interviewees reported that this strand had led to a positive impact on rates of progression, teaching practice and pupil and parents / carer engagement. Schools

have been better able to implement the strand because of their involvement in the main Pilot but for setting practitioners this has meant a steep learning curve. Overall, most interviewees felt the benefits of this strand outweighed the additional workload associated with some of the activities;

- **Progression tuition / one-to-one support** - In common with the main Pilot, the positive impact of this strand was linked to increased pupil confidence and wellbeing that it was anticipated would help pupils progress. There appear to be fewer recruitment issues than in the first year of the main Pilot;

- **Progression Targets** - Schools in the Sub-Pilot have set their Targets but they are not yet prioritised by headteachers' or fully understood by all teachers. However, interviewees recognised that Progression Targets highlighted the importance of frequent and rigorous tracking;

- **Progression Premium** - The majority of interviewees did not consider that the Premium had impacted on them or the school and were largely indifferent to it. At the start of the Sub-Pilot issues around completeness of the EYFS Profile data led to concerns around schools' ability to achieve the Premium; and

- **Cross strand** - The majority of school based interviewees are comfortable with the DCSF's hypothesis of 'good progress' with a minority recognising that this could provide a useful tool for them when analysing the progress of their cohort. However there was widespread concern around notions of 'good progress for pupils in the 'below 78' FSP score band and some questions on how the make up of the EYFS Profile score would impact on progression in the different subjects.

It should be noted that the DCSF have no current plans to continue the MGP Sub-Pilot strands hence no recommendations have been made in relation to this pilot.

9 Conclusions and implications

This report concludes the two-year evaluation of the *Making Good Progress* (MGP) Pilot. It has set out emerging findings on the implementation and impact of each strand of the Pilot to date and implications for moving forward. The findings presented in this report have been drawn from:

- Visits to nine 'deep dive' schools to interview a range of individuals involved in developing aspects of the Pilot in their school;
- Telephone interviews with headteachers or School Pilot Leaders (SPLs) of 38 'light touch' schools;
- Surveys of teachers, parents / carers and pupils;
- Interviews with Local Authority (LA) Pilot Leaders;
- Analysis of pilot datasets; and
- Interviews with national stakeholder organisations and the Department for Children, Schools and Families (DCSF).

Overall, Pilot processes have become more embedded during the second year of Pilot implementation. For example, the use of Assessing Pupil Progress (APP) criteria with all pupils across a key stage has increased and there are examples of wider Assessment for Learning (AfL) practice, a greater proportion of testing cohorts have been entered for Single Level Tests (SLTs) at appropriate levels, one-to-one tuition has been taken up by a larger number pupils and the Progression Target is widely understood by members of the school community. The Progression Premium remains the least understood and least well supported strand.

9.1 Key findings

Across the strands, this report has provided evidence in response to the four key evaluation aims posed by the DCSF and key findings and progress in answering each question are detailed below:

- **Does the Pilot lead towards improved rates of progression?**
  Data analysis shows that a high proportion of pupils in the Pilot are making two levels of progress at KS2. Most interviewees considered that the Pilot either had already or would in the future have a positive impact on pupil progression. Interviewees linked this primarily to the AfL strand which improved classroom practice by increasing awareness of individual pupil levels which in turn led to teachers planning appropriate targeted interventions. Interviewees also linked impact on progression to the one-to-one tuition strand since it supported pupils in addressing learning challenges which once resolved could facilitate rapid progression. Data analysis shows that one-to-one tuition had a positive impact on progress over the course of the Pilot when controlling for other factors. However, some interviewees expressed the need to wait for further evidence, based primarily on National Curriculum Tests (NCTs) or other end-of-key stage or external tests, to assess the impact on progression rates. Some still considered that views on the impact of rates of progression were largely anecdotal and perceptual at this stage. Interviewees reported that the Progression Target had contributed to increased rates of progression through a focus on the progress levels for every child which has led to teachers personalising learning in class.

A small group of interviewees felt unable to say whether the Pilot had impacted on rates of progression citing that limited evidence was available or that it was too soon to tell at this stage. This was mainly linked to some activities having been slow to take hold in the school or issues with leadership around the Pilot rather than a general opposition to the Pilot activities.

- **Is the Pilot effective in shaping current and future teaching for all pupils?**
  Interviewees across all evaluation groups, but particularly teachers, considered that overall the Pilot has had a positive impact on teaching practice. Interviewees primarily linked impact to the AfL strand which supported more accurate teacher assessment (TA) and wider classroom good practice e.g. peer and self-assessment, planning informed by APP criteria and Assessment Focuses (AFs), and non-numerical, individualised target setting. Although less pronounced, interviewees considered that the one-to-one tuition strand had also impacted positively on teacher practice, mainly by supporting further training in personalised learning techniques but also by giving teachers a deeper understanding of individual pupils who they both taught and tutored, which they could apply in class on an ongoing basis. Interviewees considered that the Progression Target primarily supported a focus on the progress of every child in terms of planning and tracking. SLTs and the Progression Premium were not considered to have had an impact on teaching. In the case of SLTs, interviewees considered this a positive outcome since it suggested that teachers were not 'teaching to the test.'

- **Does the Pilot lead to greater engagement by parents, pupils and teachers?**
  Pupils themselves and most other interviewees reported a positive impact on pupil engagement as a result of the Pilot. Interviewees linked this either to the AfL strand which when well embedded supported pupils in clearly understanding their levels of performance and the next steps they needed to take to progress, or the one-to-one tuition strand which allowed pupils to grow in confidence as they resolved learning challenges. Views on the impact on parent / carer engagement were more mixed. Whilst parents / carers were supportive of one-to-one tuition, they still had limited knowledge about the SLT strand. Further, parents / carers reported wanting to receive more AfL related information in order to help their child(ren) progress. Schools themselves acknowledged that engaging parent / carers with AfL was an area for development. Teachers have been most engaged with the AfL strand which they widely supported. They also considered that the one-to-one tuition strand was effective in terms on increasing pupil engagement in their learning. Overall, the majority of teachers considered that the Pilot should continue to full roll-out.

- **Does the Pilot involve different or additional workload for school leaders, teachers and staff?**
  Interviewees reported that workload implications attached to the Pilot had largely stabilised during the second year. This was linked to schools reporting that they had become more familiar with the processes and practices involved, in particular TA submission, SLT organisation and one-to-one tuition delivery. However, some teachers considered that the AfL strand had led to some workload challenges where new systems informed by APP assessment criteria did not replace but were additional to existing assessment systems. Some interviewees also considered that to fully embed the AfL strand in every day practice required a significant investment of time, at least initially, in order to become conversant with the techniques.

9.2 Implications of the evaluation findings

Throughout the report a number of implications have been identified for MGP and its respective strands. Key themes include:

- **Continued support for the AfL strand** - Interviewees considered that not only did this strand have the greatest impact on teacher practice, pupil engagement and rates of progression, but it also had the potential to cause workload implications. As such the DCSF, either through its existing AfL Strategy or other mechanisms including teacher training, should consider innovative ways to support the broad and deep implementation of the strand including using peer to peer support networks, interactive platforms for sharing best practice and regional and local support systems;

- **Monitoring entry behaviour and teaching practice to support SLTs during continued piloting to limit 'teaching to the test' and 'over-testing'** - Overall interviewees considered that, in line with the philosophy of 'when ready' testing, the piloting of SLTs had not led to changed teacher practice or the repeated re-entry of pupils to secure national benchmarks. However, one of the aspects of the Pilot that headteachers supported was the possibility of moving away from high stakes single testing experiences such as end of KS2 NCTs. It may therefore be important, as mathematics SLTs are piloted in an accountability context in 2009/10 that the DCSF monitors test entry behaviour and teaching practice to ensure the tests are trialled in the spirit of 'when ready testing'. This will be the subject of further independent evaluation as mathematics SLTs are piloted in an accountability context in 2009/10; and

- **Monitoring of the impact of rates of progression linked to certain aspects of Pilot, particularly one-to-one tuition** - Although interviewees considered that the Pilot had impacted on rates of progression and that this was primarily linked to the AfL and one-to-one tuition strands, some still considered that they wanted 'hard' evidence to prove this. In order to ensure widespread support for the considerable investment attached to the national roll-out of one-to-one tuition in particular, the DCSF should continue to monitor and evaluate the impact of this strand with a focus on rates of progression.

The Pilot overall has generated a great deal of support from evaluation interviewees and survey respondents and particularly in terms of process and implementation there have been improvements over the past two years. The challenge going forward as different aspects move to different stages of national roll-out is to maintain that support and momentum and to continue to monitor the benefits and impact.

Appendix 1 - Evaluation questions

Figure A1.1 below outlines the questions which the evaluation seeks to answer (as posed to PwC by the DCSF). Separate research tools - including surveys, interview guides and focus group materials - have been devised to gather information to answer these questions.

Figure A1.1 - MGP Pilot evaluation questions

Area / Strand	Evaluation aim
Assessment for learning, and single-level tests	What evidence is there to suggest the adjustments to classroom assessment and testing set a clearer focus on the progress of every individual pupil?
	What teaching and learning adjustments have been effective in supporting the progress of particular groups such as the most and least able?
	How do the new tracking and testing systems influence teachers' planning and classroom practice, particularly in mathematics and English?
	What impact have the Single Level Tests and Assessment for Learning had on teachers' ability to personalise the curriculum for pupils?
	What pilot techniques are schools using to help pupils, especially those who started behind their peers and are progressing slowly or even stuck?
	How do pupils feel about the focus on assessment for learning? Do they feel it is helping them to understand what they need to do to improve?
	Are parents, carers, and pupils themselves, more involved in monitoring progress? Are they in receipt of better information, delivered in ways that they can easily respond to?
	What is the perceived impact on teachers, including the burdens added or removed and the relative value of the new regime?
	What further support (e.g. tools / materials / training) do schools need to support assessment for learning?
Individual tuition	What is the impact on the attainment of pupils?
	What has been the effect of the tuition on the attainment of boys, SEN pupils and BME pupils?
	Has the tuition had more / less effect in mathematics or English?
	Which schools and pupils benefit most from tuition (i.e. should we target further)?
	How is tuition implemented? I.e. How many pupils are receiving individual tutoring? What is the profile of these pupils? Who is delivering this tuition, and where and when does it happen?
	What are the features of effective one-to-one tuition?
	How do parents view tuition? Is there a model that they believe would be more effective or easier to access?

Continued over page.

Area / Strand	Evaluation aim
Progression targets	What evidence is there to suggest that progress targets have led to improved quality of teaching and learning and attainment at school level?
	In what ways do progression targets influence teacher behaviours?
	In what ways do progression targets impact on pupil behaviours?
	In what ways do progression targets influence school behaviours?
	How has progression data been most effectively collected, shared and used in the schools? What have been the barriers, and how have schools overcome them? What can we do it improve the collection and use of progression data?
	Do governing bodies have a good understanding of the progression targets? What has the role of governors been in setting targets and monitoring progress against them?
	What has been the contribution of the LA pilot leaders in delivering the Pilot? Which aspects of this have been perceived by schools to be most effective in supporting the delivery of the Pilot? How can this role be developed to best support schools in delivering the Pilot?
	What has been the contribution of SIPs / link advisers in delivering the Pilot? Which aspects of this have been perceived by schools to be most effective in supporting the delivery of the Pilot? What further support do schools require from SIPs / link advisers to deliver the Pilot?
	How helpful did schools find the guidance and support they received from the (then) DfES on the use of progress targets? How can we improve it?
Progression premium	What patterns were there in the distribution of premium payments? Were particular schools or approaches advantaged or disadvantaged in the distribution?
	What evidence is there that incentives influenced motivation? Can we sharpen the use of incentives?
	What has been the overall response of the teachers in the pilot schools to the premium payments?
	How did schools spend or plan to spend the premium?
	Have the schools' attitudes to incentive payments changed over time?
Overview	What has been the impact of the Pilot and its individual strands on teacher workload?
	What organisational adjustments have occurred within schools as a result of the Pilot and its individual strands? Which have been effective in supporting the delivery of the Pilot?

Appendix 2 - Baseline data analysis of Pilot school characteristics

Please note the following data analysis was conducted in October 2007 and all findings relate to the schools participating in the Pilot at that time.

Introduction

Ten Local Authority (LA) areas are participating in the Pilot - one from each Government Office Region with two from London (north and south). This appendix provides a summary of findings from the baseline data analysis of key quantitative descriptors of the Pilot schools from these ten LAs, comparing these to the national picture to understand the relative context and 'starting point' of Pilot schools.

At the time of this baseline data analysis work the number of Pilot schools was 460 (as at 29 October 2007) and the findings in this section are based on this total number. Figure A2.1 details the spread of these schools across the ten LAs.

Figure A2.1 - Pilot schools by LA

LA	Primary schools participating in the MGP pilot	Middle schools participating in the MGP pilot[65]	Secondary schools participating in the MGP pilot	Total schools participating in the MGP pilot
Bexley	36	0	8	44
East Sussex	37	0	9	46
Essex	61	0	10	71
Leicestershire	38	6	3	47
Liverpool	30	0	10	40
Westminster	19	0	8	27
Gloucestershire	43	0	7	50
South Tyneside	30	0	9	39
Solihull	36	0	8	44
Calderdale	43	0	9	52
Total	**373**	**6**	**81**	**460**

17 schools had withdrawn from the Pilot between PwC receiving the initial Pilot school performance data (28 August 2007) and subsequently receiving Pilot school census data on which this data analysis is based (29 October 2007). All of these were primary schools and further analysis is provided below.

Baseline analysis

Analysis of the 2007 Annual School Census data allowed us to compare the profile of the schools involved in the Pilot against the general population of schools. Figure A2.2 below compares the number and percentage of each school type in the Pilot with that at the national scale.

[65] For sampling, analysis and reporting purposes, all 10-14 middle schools have been categorised as secondary schools.

Figure A2.2 - Sample comparison

School type	Number of Pilot schools (%)	Number in national population of schools (%)
Academy	3 (1%)	N/A
City Technology College	1 (0%)	1 (0%)
Comprehensive 2 tier Junior 11-14 auto transfer	3 (1%)	30 (0%)
Comprehensive all-through 11-16	31 (7%)	1,218 (6%)
Comprehensive all-through 11-18	38 (8%)	1,388 (7%)
First and Middle School 5-12	1 (0%)	68 (0%)
First School 5-10	29 (6%)	137 (1%)
Grammar School	1 (0%)	164 (1%)
Infant and Junior School 5-11	301 (65%)	12,845 (62%)
Junior School 7-11 or 8-11	40 (9%)	1,542 (7%)
Middle School 10-14 (deemed Secondary)	6 (1%)	9 (0%)
Modern School	2 (0%)	113 (1%)
Other Secondary School	1 (0%)	23 (0%)
Pupil Referral Unit	1 (0%)	N/A
not appropriate information	2 (0%)	N/A
Total	**460 (100%)**	**20,710 (100%)**[66]

From Figure A2.2 it can be concluded that the initial sample was broadly representative of the national spread of schools, with a high proportion of infant and junior schools 5-11 and significant numbers of the different comprehensive schools and junior schools 7-11 or 8-11 as in the national population. There is evidence that middle schools 10-14 were quite significantly over-represented with six of the nine schools from the national population being represented in the Pilot group.

The remainder of this section compares further characteristics of the Pilot schools to national averages (and, where applicable, to the average characteristics of schools which have withdrawn from the Pilot) by school phase.

Primary schools

Figure A2.3 below details Pilot **primary** schools' key characteristics in comparison to national averages and the average of the schools that have dropped out ('withdrawn schools') of the pilot initiative since the initial sampling activity (all of which are primary schools).

[66] The population total figure does not add up to the constituent parts in the table as there are other types of schools that are not captured within the pilot sample and hence have not been compared. The LA level PLASC data delivered by the Department also contained no details pertaining to PRU and Academy schools.

Figure A2.3 - Primary school characteristics[67]

Variable	Pilot schools mean	Pilot schools st. dev.	Pilot schools min	Pilot schools max	Withdrawn schools[68] mean	National population mean
FTE pupils	248.3	122.6	33.0	841.0	233.5	350.0
Pupil : teacher ratio	21.5	3.6	7.8	33.4	21.5	20.7
% eligible for FSM	15.8	15.2	0.0	73.7	18.1	15.5
% SEN with statements	1.6	1.7	0.0	16.0	1.5	1.7
% SEN without statements	17.7	8.9	1.8	68.8	18.6	17.6
% EAL	8.2	18.1	0.0	94.0	13.2	10.3

As Figure A2.3 indicates, overall, the Pilot primary schools were broadly representative of the national picture at the baseline stage. However, the Pilot primary schools were, on average, quite considerably smaller in terms of the number of full-time equivalent (FTE) pupils than the national average and this should be considered when reviewing the findings of this evaluation. However, they shared a similar composition in terms of the proportion of pupils that were eligible for free school meals (FSM) and who had some form of special educational need (SEN). Not surprisingly, given that these are the factors that tend to drive funding, the pupil: teacher ratios in the sample schools were also broadly comparable to the national average. The proportion of pupils who had English as an additional language (EAL) was slightly lower in the Pilot schools compared to the national average, but within the sample of Pilot primary schools there was a good range so this should not prove to be an issue during the evaluation stage.

The schools that had subsequently reversed their decision to take part in the pilot appeared to be the smaller primary schools and also those facing slightly more challenging circumstances as on average they had more pupils who were eligible for FSM, had SEN (without statements) and who had EAL. Headteachers and LA Pilot Leaders interviewed echoed this trend:

"I am the headteacher, Pilot Leader, Head of Literacy and Head of Maths because it's a small school and I have a teacher on long-term sick leave."

(Headteacher, Primary School)

In response to the above comment: *"In our cluster two small schools have already pulled out because of this."*

(Headteacher, Primary School)

"We have a number of small schools where £10 per pupil is very low and even the minimum of £500 per school is low given the expectations of the numbers of meetings. We are having to find funding from the LA to support these schools."

(LA Pilot Leader)

"The most important thing learnt should be not to roll out the pilot as it is being delivered i.e. schools should not learn about the pilot and implement it at the same time. It needs time to implement it…Schools panic if it goes too fast! And the time problem is even worse in small schools."

(Headteacher, Primary School)

[67] Bexley Academy was excluded from this analysis as although categorised as Primary by PLASC it actually teaches pupils up until the age of 18.

[68] This column includes data on the 17 primary schools to have withdrawn from the Pilot between 28 August and 29 October 2007.

Research with schools which have withdrawn from the Pilot is outside the scope of this evaluation but the DCSF may wish to consider further evaluation of these withdrawals. Whilst the 17 schools which had withdrawn at the time of this baseline analysis represented only 3.6% of the original Pilot school sample, the patterns emerging around this are significant. As such this should be considered further to ensure issues in implementing the *Making Good Progress* (MGP) initiative in these types of school are addressed for any national roll-out.

Secondary schools

Figure A2.4 below details Pilot **secondary** schools' key characteristics in comparison to national averages.

Figure A2.4 - Secondary school characteristics[69]

Variable	Pilot schools mean	Pilot schools st. dev.	Pilot schools min	Pilot schools max	National population mean
FTE Pupils	1027.4	350.8	9.0	2114.0	888.2
Pupil : teacher ratio	15.9	2.8	3.0	26.3	17.4
% eligible for FSM	20.2	15.7	2.2	69.9	13.9
% SEN with statements	2.8	3.8	0.2	33.3	2.2
% SEN without statements	21.3	14.8	0.0	93.0	17.0
% EAL	11.8	20.8	0.0	100.0	10.2

As Figure A2.4 illustrates, contrary to Pilot primary schools, Pilot secondary schools were, on average, larger (in terms of FTE pupils) than the national population average. Given the comments from headteachers and LA Pilot Leaders above, this could be linked to capacity and funding availability, but this hypothesis would need further testing with Pilot secondary schools as well as those who declined to volunteer to participate.

The Pilot secondary schools also appeared to be facing more challenging circumstances with a higher proportion of pupils eligible for FSM, with SEN and who had EAL. Linked to this, they were also found to have lower pupil to teacher ratios. These characteristics should be borne in mind when assessing subsequent success of the Pilot initiative within secondary schools, especially if any comparisons of raw performance scores are conducted as this would not be comparing like for like. However the ranges of schools involved in the Pilot do suggest that there is a broad spectrum of schools in the sample and hence it will be possible to assess the impact of MGP on schools facing a spectrum of different circumstances.

[69] This sample includes one Pupil Referral Unit.

Middle schools

Figure A2.5 details Pilot **middle** schools' key characteristics in comparison to national averages.

Figure A2.5 - Middle school characteristics

Variable	Pilot schools mean	Pilot schools st. dev.	Pilot schools min	Pilot schools max	National population mean
FTE pupils	545.7	128.6	372.0	753.0	860.2
Pupil : teacher ratio	18.3	2.1	15.0	21.4	17.6
% eligible for FSM	7.0	3.3	3.3	12.3	14.3
% SEN with statements	3.0	1.2	1.2	4.7	2.2
% SEN without statements	14.3	3.9	10.2	21.1	17.3
% EAL	3.5	4.6	0.0	13.4	10.5

As the Pilot middle schools group includes six of the nine schools that are categorised in the PLASC data as 'middle schools 10-14' the Pilot sample could be considered to be broadly representative of the national picture. However, for completeness, as Figure A2.5 illustrates the Pilot sample may include some of the smaller middle schools which have slightly less challenging circumstances in terms of FSM, SEN with statements and EAL proportions. Given the size of this group in the overall Pilot sample these small variations should not dramatically alter the research.

Progression data

In addition to the analysis of school characteristics Figure A2.6 below presents, by phase, the average proportion of children that are progressing at least two levels at the relevant Key Stages over the Pilot schools.

Figure A2.6 - Average proportion of children in Pilot schools progressing at least two levels at the relevant Key Stage (2006)

Performance	Proportion of pupils progressing 2 levels KS1-2 English	Proportion of pupils progressing 2 levels KS1-2 Mathematics	Proportion of pupils progressing 2 levels KS2-3 English	Proportion of pupils progressing 2 levels KS2-3 Mathematics
Pilot primary schools average (n=373)	81%	74%	N/A[70]	N/A
Pilot middle schools average (n=6)	79%	60%	40%	79%
Pilot secondary schools average (n=81)	N/A	N/A	27%	55%
Withdrawn schools average (n=17)	78%	72%	N/A	N/A
National average	**81%**	**73%**	**30%**	**62%**

[70] Blank cells in this table refer to Key Stages not included in that sample of schools.

Figure A2.6 shows that Pilot primary schools (which constituted 81% of the total pilot group) had broadly consistent performance levels when compared to the national average. Pilot secondary schools appeared, on average, to be performing slightly lower than the national average performance levels, which may link to the characteristics detailed in Figure A2.4 that showed that the Pilot secondary schools faced more challenging circumstances than the national average.

In future phases of the evaluations, as further progression data becomes available, it will be important to revisit this comparison to assess the impact of the Pilot on progression.
A further interesting finding from Figure A2.6 is that those primary schools that decided to withdraw from the Pilot had lower attainment results than the average of those remaining in the Pilot. Again, the significance of this trend could be further considered by the DCSF in consultation with the schools which withdrew from the Pilot.

Summary of data analysis findings

The descriptive baseline data analysis indicated the following in October 2007:

- The 460 Pilot schools were broadly representative of proportions of each of the key types of school in the national population of schools;

- Pilot primary schools were, on average, smaller in terms of FTE pupils than the national average but were comparable in terms of other indicators including progression rates;

- Pilot secondary schools were, on average, bigger in terms of FTE pupils than the national average and were facing slightly more challenging circumstances. They also appeared, on average, to be performing slightly lower than the national average in terms of progression;

- Middle schools were slightly over-represented in terms of the Pilot sample size but are therefore likely to be relatively representative of the national sample; and

- 17 schools had withdrawn from the Pilot since PwC between 28 August and 29 October 2007. Significantly all of these were primary schools which, on average, were smaller in size and facing slightly more challenging circumstances than the wider Pilot schools sample. Qualitative evidence gathered during the first round of fieldwork supported the significance of these findings, suggesting challenges in implementing this initiative and/ or workload issues for certain groups of schools.

Appendix 3 - Additional data analysis

Further analysis of June 2009 SLT entries

Figure A3.1 - SLT entries by level

Level	Reading	Writing	Mathematics
3	48.1%	61.2%	58.4%
4	42.7%	33.2%	33.5%
5	8.8%	5.3%	6.7%
6	0.5%	0.3%	1.4%
Total	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.2 - SLT entries by level by year group - Reading

Year Group	Level				
	3	4	5	6	Total
3	90.6%	9.4%	0.0%	0.0%	100.0%
4	65.1%	34.4%	0.4%	0.0%	100.0%
5	40.1%	53.7%	6.2%	0.0%	100.0%
6	12.6%	45.2%	39.2%	3.1%	100.0%
Total	**48.1%**	**42.7%**	**8.8%**	**0.5%**	**100.0%**

Source: DCSF (2009)

Figure A3.3 - SLT entries by level by year group - Writing

Year Group	Level				
	3	4	5	6	Total
3	95.9%	4.1%	0.0%	0.0%	100.0%
4	83.6%	16.3%	0.1%	0.0%	100.0%
5	56.2%	41.3%	2.5%	0.0%	100.0%
6	21.4%	52.6%	24.4%	1.6%	100.0%
Total	**61.2%**	**33.2%**	**5.3%**	**0.3%**	**100.0%**

Source: DCSF (2009)

Figure A3.4 - SLT entries by level by year group - Mathematics

Year Group	Level				
	3	4	5	6	Total
3	95.7%	4.3%	0.0%	0.0%	100.0%
4	79.4%	20.4%	0.2%	0.0%	100.0%
5	55.5%	40.4%	4.1%	0.0%	100.0%
6	18.0%	47.7%	26.5%	7.8%	100.0%
Total	**58.4%**	**33.5%**	**6.7%**	**1.4%**	**100.0%**

Source: DCSF (2009)

Figure A3.5 - SLT entries by TA - Reading

	Level				
TA	**3**	**4**	**5**	**6**	**Total**
2C	0.1%	0.0%	0.0%	0.0%	0.0%
2B	0.4%	0.0%	0.0%	0.0%	0.2%
2A	2.7%	0.1%	0.0%	0.0%	1.3%
3C	9.3%	0.1%	0.0%	0.0%	4.5%
3B	27.1%	0.4%	0.0%	0.0%	13.2%
3A	35.7%	3.2%	0.0%	0.0%	18.5%
4C	19.3%	13.8%	0.0%	0.0%	15.2%
4B	4.5%	32.9%	0.6%	0.0%	16.3%
4A	1.0%	34.9%	13.1%	0.0%	16.5%
5C	0.1%	13.0%	35.9%	4.3%	8.8%
5B	0.0%	1.3%	37.4%	8.5%	3.9%
5A	0.0%	0.2%	12.2%	42.6%	1.4%
6C	0.0%	0.0%	0.8%	27.7%	0.2%
6B	0.0%	0.0%	0.0%	17.0%	0.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.6 - SLT entries by TA -Writing

	Level				
TA	**3**	**4**	**5**	**6**	**Total**
2C	0.1%	0.0%	0.0%	0.0%	0.0%
2B	0.3%	0.0%	0.0%	0.0%	0.2%
2A	2.9%	0.0%	0.0%	0.0%	1.8%
3C	10.4%	0.2%	0.0%	0.0%	6.4%
3B	30.2%	0.5%	0.0%	0.0%	18.6%
3A	36.7%	5.3%	0.0%	0.0%	24.2%
4C	15.5%	17.1%	0.2%	0.0%	15.2%
4B	3.2%	34.3%	0.9%	0.0%	13.4%
4A	0.6%	29.9%	12.8%	0.0%	11.0%
5C	0.0%	11.3%	38.8%	3.8%	5.9%
5B	0.0%	1.5%	34.3%	11.5%	2.4%
5A	0.0%	0.0%	11.7%	23.1%	0.7%
6C	0.0%	0.0%	1.3%	11.5%	0.1%
6B	0.0%	0.0%	0.0%	50.0%	0.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.7 - SLT entries by TA - Mathematics

	Level				
TA	**3**	**4**	**5**	**6**	**Total**
2C	0.0%	0.0%	0.0%	0.0%	0.0%
2B	0.4%	0.0%	0.0%	0.0%	0.2%
2A	2.9%	0.0%	0.0%	0.0%	1.7%
3C	11.2%	0.1%	0.0%	0.0%	6.6%
3B	31.2%	0.7%	0.0%	0.0%	18.4%
3A	37.0%	5.4%	0.0%	0.0%	23.4%
4C	14.6%	18.0%	0.0%	0.0%	14.6%
4B	2.2%	30.6%	0.3%	0.0%	11.6%
4A	0.3%	31.1%	9.8%	0.0%	11.2%
5C	0.0%	12.2%	33.7%	1.4%	6.4%
5B	0.0%	1.9%	37.4%	9.2%	3.3%
5A	0.0%	0.0%	17.6%	45.1%	1.8%
6C	0.0%	0.0%	1.2%	22.5%	0.4%
6B	0.0%	0.0%	0.0%	21.1%	0.3%
6A	0.0%	0.0%	0.0%	0.7%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

SLT entries by pupil characteristics[71]

Figure A3.8 - Summary of entry of pupils with SEN for December and June SLTs by year group

	December 2008				June 2009			
Year group	**No. of pupils with SEN entered for SLT**	**Total number of pupils with SEN in year group**	**% of total entries with SEN**	**% of total year group with SEN**	**No. of pupils with SEN entered for SLT**	**Total number of pupils with SEN in year group**	**% of total entries with SEN**	**% of total year group with SEN**
Year 4	232	3,081	6.6%	7.5%	726	3,099	8.5%	23.4%
Year 5	748	3,270	8.9%	22.9%	1,632	3,248	12.7%	50.2%
Year 6	1,712	3,192	14.3%	53.6%	819	3,165	17.4%	25.9%

Source: DCSF (2009)

[71] Please note that due to small numbers participating in the Pilot, pupils from Gypsy/Roma, Traveller of Irish Heritage, White and Black Africans and White Irish pupils have been excluded from the analysis. In table A3.8, the Year 3 analysis has been removed due to the small numbers involved in the Pilot.

Figure A3.9 - SLT entries by SEN by year - Reading

SEN	Year 3		Year 4			Year 5			
	3	4	3	4	5	3	4	5	6
School Action	3.2%	0.0%	9.9%	1.5%	14.3%	19.7%	2.6%	2.6%	0.0%
No SEN	94.5%	98.6%	86.7%	97.7%	85.7%	72.6%	95.2%	97.0%	100.0%
School Action Plus	1.3%	1.4%	2.9%	0.7%	0.0%	6.9%	1.7%	0.4%	0.0%
Statement of SEN	1.0%	0.0%	0.5%	0.1%	0.0%	0.7%	0.5%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.10 - SLT entries by SEN by year - Writing

SEN	Year 3		Year 4			Year 5			
	3	4	3	4	5	3	4	5	6
School Action	2.2%	0.0%	5.5%	1.5%	0.0%	11.6%	0.8%	0.0%	0.0%
No SEN	96.2%	100.0%	92.2%	97.5%	100.0%	83.7%	98.0%	99.0%	100.0%
School Action Plus	1.0%	0.0%	2.0%	0.7%	0.0%	3.7%	1.0%	1.0%	0.0%
Statement of SEN	0.6%	0.0%	0.2%	0.2%	0.0%	0.9%	0.1%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.11 - SLT entries by SEN by year - Mathematics

SEN	Year 3		Year 4			Year 5			
	3	4	3	4	5	3	4	5	6
School Action	2.8%	7.4%	7.0%	1.8%	0.0%	15.3%	2.8%	0.5%	50.0%
No SEN	93.8%	88.9%	89.7%	97.2%	100.0%	77.9%	95.3%	98.9%	50.0%
School Action Plus	2.3%	3.7%	2.8%	0.8%	0.0%	5.6%	1.4%	0.5%	0.0%
Statement of SEN	1.0%	0.0%	0.6%	0.2%	0.0%	1.2%	0.4%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.12 - Summary of entry of pupils with SEN for December and June SLTs by level (instances)

Level	December 2008			June 2009		
	No of pupils with SEN entered for SLT	No of pupils without SEN entered for SLT	% of total entries with SEN	No of pupils with SEN entered for SLT	No of pupils without SEN entered for SLT	% of total entries with SEN
Level 3	2,126	10,052	21.4%	2,609	13,073	20.0%
Level 4	532	9,542	5.6%	625	9,688	4.8%
Level 5	35	1,638	2.1%	47	1,929	10.7%
Level 6	0	4	0.0%	4	211	1.9%

Source: DCSF (2009)

Figure A3.13 - Summer 2009 TAs mapped against SEN data at Levels 1- 4 (instances)

	Level 1	Level 2	Level 3	Level 4
	% of total assessed at this level	% of total assessed at this level	% of total assessed at this level	% of total assessed at this level
School Action	30.6%	28.8%	17.3%	15.3%
School Action plus	36.5%	16.5%	8.7%	6.2%
Statement of SEN	18.3%	4.8%	2.4%	1.4%
Not SEN	14.6%	49.9%	71.5%	77.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.14 - Summer 2009 TAs mapped against SEN data at Levels 5-8 (instances)

	Level 5	Level 6	Level 7	Level 8
	% of total assessed at this level	% of total assessed at this level	% of total assessed at this level	% of total assessed at this level
School Action	9.2%	6.0%	3.6%	2.2%
School Action plus	3.6%	2.8%	2.1%	1.3%
Statement of SEN	0.8%	0.5%	0.6%	0.6%
Not SEN	86.5%	90.7%	93.7%	95.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.15 - SLT entry by FSM eligible by level

Subject	FSM	Level				
		3	4	5	6	Total
Reading	Non FSM	83.5%	88.7%	93.4%	93.6%	86.7%
	FSM	16.5%	11.3%	6.6%	6.4%	13.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Writing	Non FSM	85.9%	89.8%	95.7%	92.3%	87.7%
	FSM	14.1%	10.2%	4.3%	7.7%	12.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mathematics	Non FSM	83.8%	90.6%	93.2%	95.1%	86.8%
	FSM	16.2%	9.4%	6.8%	4.9%	13.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Total	**Non FSM**	**84.4%**	**89.6%**	**93.9%**	**94.4%**	**87.0%**
	FSM	**15.6%**	**10.4%**	**6.1%**	**5.6%**	**13.0%**
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.16 - SLT entry by in-care by level

Subject	In care	Level				
		3	4	5	6	Total
Reading	Not in care	99.6%	99.8%	99.9%	100.0%	99.7%
	In care	0.4%	0.2%	0.1%	0.0%	0.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Writing	Not in care	99.5%	99.9%	100.0%	100.0%	99.6%
	In care	0.5%	0.1%	0.0%	0.0%	0.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Mathematics	Not in care	99.5%	99.9%	99.8%	100.0%	99.7%
	In care	0.5%	0.1%	0.2%	0.0%	0.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Total	**Not in care**	**99.5%**	**99.9%**	**99.9%**	**100.0%**	**99.7%**
	In care	**0.5%**	**0.1%**	**0.1%**	**0.0%**	**0.3%**
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: DCSF (2009)

Figure A3.17 - SLT entry by ethnicity by level - Reading

Ethnicity	3	4	5	6	Total
White - British	46.9%	43.4%	9.3%	0.5%	100.0%
Any Other White Background	46.9%	45.3%	7.5%	0.4%	100.0%
White and Black Caribbean	57.3%	32.8%	7.6%	2.3%	100.0%
White and Asian	53.4%	38.6%	8.0%	0.0%	100.0%
Any Other Mixed Background	44.5%	45.9%	8.9%	0.7%	100.0%
Indian	51.2%	39.3%	9.1%	0.4%	100.0%
Pakistani	50.0%	41.9%	8.1%	0.0%	100.0%
Bangladeshi	58.3%	35.7%	6.1%	0.0%	100.0%
Any Other Asian Background	50.0%	32.9%	17.1%	0.0%	100.0%
Black Caribbean	63.1%	35.4%	0.0%	1.5%	100.0%
Black - African	55.4%	39.9%	4.7%	0.0%	100.0%
Any Other Black Background	51.3%	48.7%	0.0%	0.0%	100.0%
Chinese	40.5%	45.9%	8.1%	5.4%	100.0%
Any Other Ethnic Group	63.5%	32.9%	3.6%	0.0%	100.0%
Total	**47.9%**	**42.8%**	**8.9%**	**0.5%**	**100.0%**

Source: DCSF (2009)

Figure A3.18 - SLT entry by ethnicity by level - Writing

Ethnicity	3	4	5	6	Total
White - British	60.1%	33.8%	5.7%	0.3%	100.0%
Any Other White Background	58.3%	37.4%	3.8%	0.4%	100.0%
White and Black Caribbean	61.5%	31.2%	6.4%	0.9%	100.0%
White and Asian	63.9%	30.6%	5.6%	0.0%	100.0%
Any Other Mixed Background	62.9%	35.0%	2.1%	0.0%	100.0%
Indian	60.2%	34.0%	4.9%	0.8%	100.0%
Pakistani	63.6%	32.9%	3.6%	0.0%	100.0%
Bangladeshi	63.4%	33.3%	3.2%	0.0%	100.0%
Any Other Asian Background	64.2%	26.9%	9.0%	0.0%	100.0%
Black Caribbean	85.7%	10.2%	4.1%	0.0%	100.0%
Black - African	73.1%	25.7%	1.2%	0.0%	100.0%
Any Other Black Background	69.2%	30.8%	0.0%	0.0%	100.0%
Chinese	42.9%	42.9%	11.4%	2.9%	100.0%
Any Other Ethnic Group	74.3%	23.6%	2.0%	0.0%	100.0%
Total	**61.0%**	**33.3%**	**5.4%**	**0.3%**	**100.0%**

Source: DCSF (2009)

Figure A3.19 - SLT entry by ethnicity by level - Mathematics

Ethnicity	3	4	5	6	Total
White - British	57.7%	33.9%	7.1%	1.4%	100.0%
Any Other White Background	60.5%	33.2%	5.3%	1.0%	100.0%
White and Black Caribbean	67.2%	27.3%	3.9%	1.6%	100.0%
White and Asian	58.8%	30.6%	8.2%	2.4%	100.0%
Any Other Mixed Background	57.0%	36.4%	5.5%	1.2%	100.0%
Indian	50.2%	41.4%	5.7%	2.7%	100.0%
Pakistani	62.5%	32.2%	3.9%	1.3%	100.0%
Bangladeshi	60.5%	34.7%	2.4%	2.4%	100.0%
Any Other Asian Background	52.0%	30.6%	13.3%	4.1%	100.0%
Black Caribbean	74.1%	24.1%	1.7%	0.0%	100.0%
Black - African	69.8%	26.5%	2.6%	1.1%	100.0%
Any Other Black Background	62.1%	34.5%	0.0%	3.4%	100.0%
Chinese	34.0%	46.0%	16.0%	4.0%	100.0%
Any Other Ethnic Group	67.4%	25.8%	4.5%	2.2%	100.0%
Total	**58.3%**	**33.5%**	**6.7%**	**1.5%**	**100.0%**

Source: DCSF (2009)

Figure A3.20 - Pupils eligible but not entered for June 2009 SLTs by ethnicity

Ethnicity	Reading	Writing	Mathematics	Total (instances)
White British	76.1%	77.8%	76.8%	76.9%
Any other White background	73.2%	74.0%	70.9%	72.6%
Mixed - White and Black Caribbean	72.8%	75.3%	73.4%	73.8%
Mixed - White and Asian	70.4%	75.6%	73.3%	73.1%
Mixed - any other mixed background	71.9%	71.7%	70.3%	71.3%
Indian	70.3%	69.5%	68.0%	69.2%
Pakistani	80.4%	76.7%	76.4%	77.9%
Bangladeshi	68.4%	72.3%	67.1%	69.2%
Any other Asian background	72.4%	75.2%	68.0%	71.7%
Black Caribbean	73.2%	79.3%	76.6%	76.3%
Black African	81.8%	78.7%	78.2%	79.5%
Any other Black background	77.4%	83.1%	82.0%	80.8%
Chinese	74.3%	75.7%	71.9%	73.8%
Any other ethnic group	71.3%	72.4%	73.6%	72.5%
Total	**75.7%**	**77.3%**	**76.1%**	**76.4%**

Source: DCSF (2009)

Further analysis of SLT pass rates

Figure A3.21 - Analysis of those who passed in June 2009 by ethnicity

Ethnicity	Reading	Writing	Mathematics
White - British	92.4%	88.7%	80.0%
Any Other White Background	92.6%	91.1%	81.3%
White and Black Caribbean	90.1%	88.0%	69.2%
White and Asian	88.5%	89.6%	84.9%
Any Other Mixed Background	85.0%	90.8%	75.7%
Indian	91.4%	93.2%	78.5%
Pakistani	88.8%	85.5%	74.3%
Bangladeshi	89.8%	87.8%	74.6%
Any Other Asian Background	94.5%	85.5%	81.3%
Black Caribbean	82.8%	86.7%	73.7%
Black - African	91.6%	91.4%	75.4%
Any Other Black Background	86.5%	91.7%	78.6%
Chinese	97.3%	91.2%	87.8%
Any Other Ethnic Group	85.3%	84.1%	74.0%
Total	**91.6%**	**88.7%**	**79.3%**

Source: DCSF (2009)

Further analysis of pupils receiving one-to-one tuition

Figure A3. 22 - Number of pupils receiving one-to-one tuition in Summer 2009 by ethnicity[72]

Ethnicity	English		Mathematics	
	Number	% of total	Number	% of total
White British	1,909	2.5%	1,709	2.2%
Any other White background	67	2.4%	64	2.3%
Mixed - White and Black Caribbean	20	1.9%	20	1.9%
Mixed - White and Asian	7	1.1%	11	1.7%
Mixed - any other mixed background	35	2.9%	21	1.8%
Indian	27	1.8%	21	1.4%
Pakistani	38	2.2%	49	2.9%
Bangladeshi	16	1.9%	20	2.3%
Any other Asian background	23	3.4%	19	2.8%
Black Caribbean	25	3.8%	23	3.5%
Black African	56	2.8%	55	2.7%
Any other Black background	11	2.6%	13	3.1%
Chinese	4	1.1%	4	1.1%
Any other ethnic group	52	3.4%	41	2.7%
Total	**2,304**	**2.5%**	**2,085**	**2.2%**

Source: DCSF (2009)

[72] Please note that pupils with valid data that have subsequently left the Pilot are included in these figures.

Teacher Assessments

Figure A3.23 - Average levels of progress made according to termly teacher assessments (1.0 = 1 sub-level) - Reading

Reading		TA1 - TA2	TA2 - TA3	TA3 - TA4	TA4 - TA5	TA5 - TA6	Total
FSM	Mean score	0.5	0.7	0.2	0.6	0.7	2.7
	non-FSM	0.5	0.7	0.2	0.6	0.7	2.7
	FSM	0.5	0.7	0.1	0.6	0.6	2.5
Ethnicity	Any Other Asian Background	0.5	0.8	0.2	0.8	0.7	3.0
	Any Other Black Background	0.6	0.6	0.3	0.8	0.7	3.0
	Any Other Ethnic Group	0.7	0.7	0.0	0.7	0.6	2.8
	Any Other Mixed Background	0.6	0.8	0.2	0.6	0.7	2.9
	Any Other White Background	0.5	0.8	0.1	0.7	0.7	2.8
	Bangladeshi	0.7	0.8	0.0	0.7	0.6	2.8
	Black - African	0.7	0.6	0.2	0.7	0.7	2.9
	Black Caribbean	0.5	0.8	0.0	0.6	0.7	2.6
	Chinese	0.4	0.7	0.4	0.6	0.7	3.0
	Indian	0.6	0.7	0.3	0.6	0.6	2.8
	Information Not Yet Obtained	0.4	1.0	-0.2	0.5	0.7	2.3
	Pakistani	0.5	0.7	0.4	0.6	0.7	2.8
	Refused	0.6	0.7	0.1	0.5	0.8	2.7
	White - British	0.5	0.7	0.2	0.6	0.7	2.7
	White and Asian	0.6	0.7	0.2	0.7	0.7	2.8
	White and Black Caribbean	0.6	0.7	0.2	0.5	0.7	2.7
Language	English	0.5	0.7	0.2	0.6	0.7	2.7
	Information not obtained	0.3	0.5	0.2	0.5	0.7	2.3
	Not known but believed to be English	0.5	0.4	0.2	0.6	0.7	2.4
	Not known but believed to be other than English	0.6	0.7	0.2	0.6	0.7	2.9
	Other than English	0.8	0.7	0.0	0.9	0.5	2.8
SEN	School Action	0.5	0.6	0.2	0.6	0.6	2.6
	No SEN	0.5	0.8	0.2	0.6	0.7	2.8
	School Action Plus	0.4	0.6	0.3	0.5	0.6	2.4
	Statement of SEN	0.3	0.4	0.3	0.4	0.5	1.9
Care	Not in care at current school	0.5	0.7	0.2	0.6	0.7	2.7
	In care at current school	0.4	0.6	0.2	0.4	0.7	2.3

Source: DCSF (2009)

Figure A3.24 - Average levels of progress made according to termly teacher assessments (1.0 - 1 sub-level) - Writing

Writing		TA1 - TA2	TA2 - TA3	TA3 - TA4	TA4 - TA5	TA5 - TA6	Total
	Mean score	0.5	0.7	0.3	0.6	0.6	2.7
FSM	non-FSM	0.5	0.7	0.3	0.6	0.7	2.8
	FSM	0.5	0.6	0.2	0.5	0.6	2.5
Ethnicity	Any Other Asian Background	0.5	0.8	0.2	0.7	0.8	3.0
	Any Other Black Background	0.6	0.7	0.3	0.6	0.6	2.9
	Any Other Ethnic Group	0.7	0.7	0.0	0.7	0.6	2.7
	Any Other Mixed Background	0.6	0.8	0.3	0.6	0.7	3.0
	Any Other White Background	0.5	0.5	0.4	0.7	0.6	2.7
	Bangladeshi	0.7	0.7	0.1	0.7	0.5	2.7
	Black - African	0.6	0.6	0.3	0.7	0.6	2.8
	Black Caribbean	0.4	0.7	0.2	0.6	0.7	2.6
	Chinese	0.4	0.8	0.3	0.6	0.6	2.8
	Indian	0.6	0.7	0.3	0.6	0.6	3.0
	Information Not Yet Obtained	0.5	0.2	0.7	0.5	0.6	2.5
	Pakistani	0.6	0.7	0.4	0.6	0.6	2.9
	Refused	0.5	0.7	0.4	0.6	0.8	3.0
	White - British	0.5	0.7	0.3	0.6	0.6	2.7
	White and Asian	0.5	0.7	0.4	0.6	0.6	2.8
	White and Black Caribbean	0.5	0.7	0.3	0.6	0.7	2.8
Language	English	0.5	0.7	0.3	0.6	0.7	2.8
	Information not obtained	0.4	0.6	0.2	0.6	0.6	2.4
	Not known but believed to be English	0.5	0.5	0.2	0.5	0.7	2.4
	Not known but believed to be other than English	0.6	0.7	0.3	0.7	0.6	2.8
	Other than English	0.6	0.7	0.1	0.8	0.6	2.7
SEN	School Action	0.5	0.6	0.3	0.6	0.6	2.5
	No SEN	0.6	0.7	0.3	0.6	0.7	2.9
	School Action Plus	0.4	0.5	0.3	0.4	0.6	2.2
	Statement of SEN	0.3	0.3	0.4	0.4	0.4	1.8
Care	Not in care at current school	0.5	0.7	0.3	0.6	0.6	2.8
	In care at current school	0.3	0.6	0.3	0.4	0.6	2.3

Source: DCSF (2009)

Figure A3.25 - Average levels of progress made according to termly teacher assessments (1.0 = 1 sub-level) - Mathematics

Mathematics		TA1 - TA2	TA2 - TA3	TA3 - TA4	TA4 - TA5	TA5 - TA6	Total
	Mean score	0.6	0.6	0.4	0.6	0.7	2.9
FSM	non-FSM	0.6	0.6	0.4	0.6	0.7	3.0
	FSM	0.5	0.5	0.3	0.5	0.7	2.6
Ethnicity	Any Other Asian Background	0.8	0.6	0.3	0.8	0.8	3.3
	Any Other Black Background	0.6	0.8	0.2	0.8	0.8	3.2
	Any Other Ethnic Group	0.8	0.5	0.1	0.5	1.2	3.1
	Any Other Mixed Background	0.6	0.7	0.4	0.6	0.7	3.0
	Any Other White Background	0.5	0.5	0.5	0.5	1.0	3.0
	Bangladeshi	0.6	0.7	0.1	0.5	1.0	2.9
	Black - African	0.6	0.6	0.4	0.7	0.7	3.0
	Black Caribbean	0.7	0.5	0.3	0.6	0.6	2.7
	Chinese	0.7	0.8	0.5	0.7	0.8	3.5
	Indian	0.7	0.6	0.5	0.6	0.7	3.2
	Information Not Yet Obtained	0.6	-0.2	1.1	0.4	0.9	2.8
	Pakistani	0.8	0.7	0.4	0.7	0.6	3.0
	Refused	0.7	0.5	0.4	0.6	0.6	2.8
	White - British	0.6	0.6	0.4	0.6	0.7	2.9
	White and Asian	0.7	0.6	0.5	0.6	0.8	3.2
	White and Black Caribbean	0.6	0.6	0.3	0.6	0.8	2.8
Language	English	0.6	0.6	0.4	0.6	0.7	2.9
	Information not obtained	0.8	0.4	0.6	0.8	0.6	3.2
	Not known but believed to be English	0.6	0.6	0.3	0.5	0.8	2.9
	Not known but believed to be other than English	0.7	0.7	0.3	0.6	0.8	3.1
	Other than English	0.7	0.6	0.2	0.6	1.1	3.1
SEN	School Action	0.5	0.5	0.4	0.5	0.6	2.5
	No SEN	0.7	0.6	0.5	0.6	0.7	3.1
	School Action Plus	0.4	0.4	0.4	0.5	0.6	2.3
	Statement of SEN	0.4	0.4	0.4	0.4	0.5	2.1
Care	Not in care at current school	0.6	0.6	0.4	0.6	0.7	2.9
	In care at current school	0.5	0.6	0.3	0.4	0.6	2.5

Source: DCSF (2009)

NCT Progression from KS1 to KS2

Figure A3.26 - Proportion of pupils making at least two levels of progress

Pupil characteristic	Reading	Writing	English	Mathematics	Total
Not FSM eligible	88.7%	73.3%	81.4%	80.6%	100.0%
FSM eligible	81.7%	69.5%	77.6%	69.6%	100.0%
Not in care	87.9%	72.8%	80.9%	79.3%	100.0%
In care	74.6%	60.3%	77.8%	61.9%	100.0%
White - British	87.6%	71.9%	80.2%	78.5%	100.0%
Any Other White Background	87.8%	77.5%	85.7%	79.8%	100.0%
White and Black Caribbean	83.9%	73.0%	79.9%	73.1%	100.0%
White and Asian	91.2%	71.8%	89.4%	90.1%	100.0%
Any Other Mixed Background	85.0%	75.0%	80.5%	83.1%	100.0%
Indian	89.6%	81.1%	85.1%	80.0%	100.0%
Pakistani	83.6%	80.6%	79.6%	67.7%	100.0%
Bangladeshi	87.7%	74.6%	83.2%	81.7%	100.0%
Any Other Asian Background	89.9%	73.3%	85.3%	80.2%	100.0%
Black Caribbean	90.9%	80.6%	82.2%	84.9%	100.0%
Black - African	82.3%	72.4%	77.9%	70.1%	100.0%
Any Other Black Background	89.6%	76.1%	89.1%	76.1%	100.0%
Chinese	96.3%	79.6%	88.9%	96.6%	100.0%
Any Other Ethnic Group	84.1%	75.3%	83.8%	84.9%	100.0%
Total	**87.5%**	**72.6%**	**80.7%**	**78.8%**	**100.0%**

Source: DCSF (2009)

Appendix 4 - Multi-variate regression model explanation

This Appendix provides further explanation of the multi-variate regression model used to assess the independent impact of tuition during the pilot.

Figure A4.1 below highlights the explanatory variables used when constructing the model.

Figure A4.1 - Explanatory variables used

Explanatory Variables	Description
In Care	This is a binary variable so equals one if a pupil is in care and zero if not.
Eligible for FSM	This is a binary variable so equals one if a pupil is eligible for free school meals and zero if not.
Ethnicity	This is a set of dummy variables referenced to White British pupils
English as an additional language	This is a binary variable so equals one if a pupils first language is known to be other than English and zero if not.
Year	This is a set of dummy variables referenced to Year 4
Received tuition in Autumn 07	This is a binary variable so equals one if a pupil received tuition in Autumn 2007 and zero if not.
Received tuition Spring 08	This is a binary variable so equals one if a pupil received tuition in Autumn 2007 and zero if not.
Received tuition in Summer 08	This is a binary variable so equals one if a pupil received tuition in Summer 2008 and zero if not.
Received tuition in Autumn 08	This is a binary variable so equals one if a pupil received tuition in Autumn 2008 and zero if not.
Received tuition in Spring 09	This is a binary variable so equals one if a pupil received tuition in Spring 2009 and zero if not.
Received tuition in Summer 09	This is a binary variable so equals one if a pupil received tuition in Summer 2009 and zero if not.

In line with the academic literature[73], the model shows that there were different impacts on progression for different groups of pupils throughout the Pilot. For example:

- There is a negative impact for LAC on progression such that LAC are likely to make two fifths of a sub level less progress than pupils who are not LAC;
- Being eligible for free school meals had an independent negative impact on progression, with a pupil who is eligible for free school meals making on average just over a third of a sub level less progress then their non FSM peers;
- The ethnicity variable suggests that those from an ethnic minority (i.e. non-White British) background were likely to make slightly better progress than their British counterparts. However this is reflective of the fact that the binary coding of ethnicity is not entirely robust. Previous literature shows that if you break ethnicity up to a more granular level there are many different groups that would fall into the non-White British category that are associated with very varying levels of attainment;

[73] Levacic, R (2007) 'The relationship between student attainment and school resources', International Handbook of school effectiveness and resources, p.395-410 *et al.*

- Pupils with English as an additional language (EAL) were associated with on average greater progression. Pupils with EAL progressed at a fifth of a sub-level more than their non-EAL peers over the period of the Pilot. This is a common finding when looking at measures of progression as often these pupils are initially hindered in their learning by language barriers, however once this barrier is overcome they are able to display their true ability and hence make significant progress from their early assessments.

As such the model has highlighted the impact on progression over the course of the Pilot controlling for variables such as SEN, EAL, LAC and ethnicity. Figure A4.2 below demonstrates the impact of additional variables for pupils receiving tuition with 1 point equalling one sub-level of progress.

Figure A4.2 - The impact of additional variables for pupils receiving tuition with 1 point equalling one sub-level of progress

Explanatory Variables	Reading (1.0=sub-level of progress)	Writing (1.0=sub-level of progress)	Mathematics (1.0=sub-level of progress)
In Care	-0.18	-0.29*	-0.17
Eligible for FSM	-0.11*	-0.16*	-0.25*
School Action	-0.09*	-0.24*	-0.62*
School Action Plus	-0.15*	-0.34*	-0.65*
Statement of SEN	-0.39*	-0.55*	-0.70*
English as an additional language	0.11*	0.03	0.15*
Year 5	-0.12*	0.24*	0.20*
Year 6	0.13*	0.51*	0.80*
Year 7	-0.98*	0.07*	0.76*
Year 8	-1.18*	-0.65*	0.12*
Year 9	-0.61*	-0.36*	0.21*
Any other White	0.20*	0.11*	0.05
White and Black Caribbean	0.04	0.05	-0.04
White and Asian	0.13	0.04*	0.29*
Any other mixed race	0.15*	0.19*	0.09
Indian	0.01	0.09	0.12*
Pakistani	0.16*	0.21*	0. 02
Bangladeshi	0.29*	0.22*	0.12
Any other Asian	0.22*	0.21*	0.29*
Black Caribbean	0.00	-0.03	-0.10
Black African	0.25*	0.17*	0.20*
Chinese	0.19	0.09	0.37*
Any other Ethnic Group	0.10	0.10	0.22*
Refused	0.09	0.20*	-0.14*
No Info	-0.05	0.00	0.26*

** denotes statistical significance at 5% Source: DCSF (2009)*

Appendix 5 - Analysis of 2007 and 2008 testing cohorts

This Appendix provides analysis from our interim report of the December 2007 and June 2008 testing cohorts.

The total number of pupils entered for the December and June cycles is detailed in Figure A5.1 below. Further breakdown of entry patterns is discussed in further detail in the remainder of this chapter.

Figure A5.1 - Total SLT entries for December 2007 and June 2008

Test window	English reading	English writing	Mathematics	Total entries
December 2007	14,017	13,647	15,137	42,801
June 2008	11,910	11,382	12,961	36, 253

Source: DCSF (2008)

Profile of test entries

This section provides a high level profile of the pupils entered for the December 2007 and June 2008 SLTs for mathematics, reading and writing. Findings relate to numbers of students entered by phase, subject, levels of attainment and Special Educational Needs (SEN).

Figure A5.2 - SLT entries by subject in December and June

Subject	December		June		Change December to June	
	No. of entries	%	No. of entries	%	No. of entries	% change
Mathematics	15,137	35%	12, 961	36%	-2,176	-14%
Writing	13,647	32%	11, 382	31%	-2,265	-17%
Reading	14,017	33%	11, 910	33%	-2,107	-15%
Total	**42,801**	**100%**	**36, 253**	**100%**	**-6,548**	**- 15%**

Source: DCSF (2008)

Figure A5.3 - SLT entries by level in December and June

Level	December		June		Change December to June	
	No. of entries	%	No. of entries	%	No. of entries	% change
Level 3	12,577	29%	14,829	41%	+2,252	+18%
Level 4	14,229	33%	11,881	33%	-2,348	-17%
Level 5	10,604	25%	6,592	18%	-4,012	-38%
Level 6	5,391	13%	2,628	7%	-2,763	-51%
Level 7	N/A	N/A	312	1%	N/A	N/A
Level 8	N/A	N/A	11	0%	N/A	N/A
Total	**42,801**	**100%**	**36,253**	**100%**	**N/A**	**N/A**

Figure A5.4 - December and June SLT entries in Years 6 and 9

Year Group	December Entries		June Entries		Change December to June	
	No. of entries	% of total entries	No. of entries	% of total entries	No. of entries	% of total entries change
Year 6	14,606	34%	5,225	14%	-9,381	-64%
Year 9	15,381	46%	3,864	11%	-11,517	-75%
Total	**29,987**	**80%**	**9,089**	**25%**	**-20,898**	**-70%**

Source: DCSF (2008)

Figure A5.5 - Reading SLT entries in June and December

Category	December Reading Entries		June Reading Entries		Total pupils in Pilot (December)		Total pupils in Pilot (June)	
	No. pupils	%	No. pupils	%	No. pupils	%	No. pupils	%
KS2	9.543	67%	9,278	78%	57,138	56%	56,417	56%
KS3	4,457	32%	2,632	23%	44,934	44%	44,884	44%
Total	**14,017**	**100%**[74]	**11,910**	**100%**[75]	**102,072**	**100%**	**101,301**	**100%**

Source: DCSF (2008)

Entry profile by attainment

Figure x gives a break-down of the number of entries for December and June where TAs deemed the pupils to already be performing at or above the entry level compared to those below this point.

[74] Totals do not sum 100% due to rounding
[75] As above

Figure A5.6 - December and June SLT entries by TA Level[76]

TA Level	Total SLT entries			
	December (No. pupils)	December (%)	June (No. pupils)	June (%)
Entries of pupils where TA judges them to be performing at entry level or above[77]	29,097	71%	34,723	96%
Entries of pupils where TA judges them to be performing below entry level[78]	11,934	29%	1,513	4%
Total	**41,031**	**100%**	**36, 236**	**100%[79]**

Source: DCSF (2008)

Figure A5.7 - April TAs mapped against June SLT entries[80]

April TAs vs. June SLT entries	SLT entries					
	Mathematics no. of pupils	% of entries at that level	Reading no of pupils	% of entries of that level	Writing no of pupils	% of entries at that level
3 vs. 3	4,365	86%	3,710	76%	4,161	89%
4 vs. 4	3,129	86%	3,943	86%	3,079	84%
5 vs. 5	2,045	79%	1,474	84%	1,815	81%
6 vs. 6	1,123	77%	461	75%	402	78%
7 vs. 7	186	86%	33	61%	20	48%
8 vs. 8	8	72%	N/A	N/A	N/A	N/A

Source: DCSF (2008)

[76] December SLT entries are compared to December TAs and June SLT entries are compared to April TAs. NB Total entries do not sum to those indicated in Figure 5.1 as TAs are not known for all pupils entered.
[77] Please note, for December this includes pupils whose December TA is at sub-level (b) of the relevant level or above; for June this includes pupils whose April TA is at sub-level (c) of the relevant level or above. This reflects the change in entry criteria between the two testing rounds and compares data to the TA completed nearest to the point of test entry.
[78] Please note, for December this includes pupils whose December TA is at sub-level (c) of the relevant level or below; for June this includes pupils whose April TA is at the level below (as above).
[79] Totals do not sum 100% due to rounding
[80] Please note, not all SLT entries are included in this table (e.g. where a pupil with a TA at one level was entered for a test at a level above or below

Figure A5.8 - Proportion of Key Stage 2 pupils eligible to be put forward for a SLT[81]

SEN status	Proportion (%) KS2 pupils eligible to be put forward for a SLT in reading	Proportion (%) KS2 pupils eligible to be put forward for a SLT in writing	Proportion (%) KS2 pupils eligible to be put forward for a SLT in mathematics
Pupils with SEN	77%	75%	73%
Pupils with no SEN	77%	72%	75%

Entry profile by Special Educational Needs category

Figure A5.9 - Summary of SLT entries in relation to pupils with SEN

Category	December Entries		June Entries		Total pupils in Pilot (December) for whom SEN status is known		Total pupils in Pilot (June) for whom SEN status is known	
	No. pupils	%	No. pupils	%	No. pupils	%	No. pupils	%
No SEN	**36,526**	**86%**	**30, 769**	**86%**	**76,221**	**78%**	**74,087**	**76%**
SEN	**5,835**	**14%**	**4,978**	**14%**	**21,914**	**22%**	**23,591**	**24%**
School Action	*3,937*	*9%*	*3,315*	*9%*	*13,605*	*14%*	*14,436*	*15%*
School Action Plus	*1,518*	*4%*	*1,309*	*4%*	*6,292*	*6%*	*7,018*	*7%*
Statement of SEN	*380*	*1%*	*354*	*1%*	*2,017*	*2%*	*2,137*	*2%*
Total[82]	**42,361**	**100%**	**35, 747**	**100%**	**98,135**	**100%**	**97,678**	**100%**

Source: DCSF (2008)

[81] This analysis looks at the proportion of pupils in KS2 who were 'eligible' to be entered for a SLT i.e. had progressed a minimum of one level from their previous recorded prior attainment (either their KS1 results or December SLT, whichever is appropriate).This analysis excludes those pupils that were recorded as absent, withdrawn, mal-administered or left the institution for both KS1 tests or SLTs.

[82] Total entries and total pupils do not match the totals in each period (e.g. as detailed in Figure 5.1) due to missing SEN data for some pupils

Figure A5.10 - Summary of entry of pupils with SEN for June SLTs by year group

Year group	No of pupils with SEN entered for SLT	Total number of pupils with SEN in year group	% of total entries with SEN	% of total year group with SEN
Year 3	24	3,079	4%	23%
Year 4	351	3,226	6%	23%
Year 5	1,176	3,315	10%	23%
Year 6	890	3,337	21%	23%
Year 7	468	3,829	33%	27%
Year 8	1,256	3,766	30%	26%
Year 9	813	3,715	27%	25%

Source: DCSF (2008)

Figure A5.11 - Summary of entry of pupils with SEN for June SLTs by level

Year group	No of pupils with SEN entered for SLT	No of pupils without SEN entered for SLT	% of total entries with SEN
Level 3	2,500	12,246	17%
Level 4	1,655	10,027	14%
Level 5	909	5,667	14%
Level 6	138	2425	5%
Level 7	11	300	4%
Level 8	2	9	18%

Source: DCSF (2008)

Figure A5.12 - April TAs mapped against SEN data at Levels 1-4

	1		2		3		4	
	No. Pupils	%	No. Pupils	%	No. Pupils	%	No. Pupils	%
School Action	2,517	6%	1,1537	26%	12,737	29%	11,569	26%
School Action plus	2,469	12%	5,825	28%	6,028	29%	4,428	21%
Statement of SEN	902	15%	1,731	29%	1,731	29%	1,081	18%
Not SEN	1,340	1%	27,879	12%	57,664	26%	65,055	29%

Figure A5.13 - April TAs mapped against SEN data at Levels 5-8 and total pupils for all levels

	5		6		7		8		
	No. Pupils	%	No. Pupils	%	No. Pupils	%	No. Pupils	%	Total Pupils for all levels
School Action	4,538	10%	8,84	2%	1,01	0%	15	0%	43,898
School Action plus	1,633	8%	3,46	2%	80	0%	17	0%	20,826
Statement of SEN	383	6%	87	1%	18	0%	3	0%	5,936
Not SEN	51,179	23%	17,052	8%	3,713	2%	728	0%	224,610

Test results

Throughout this section, pass rates have been calculated as the number of pupils who passed the relevant test(s) divided by the total number of pupils entered for the test. A number of assumptions have informed the denominator of this equation:

- **Pupils recorded as absent on the day of the test are included** in the denominator as qualitative evidence suggests that this figure may also include children withdrawn from the tests if teachers did not feel they were ready on the day; and

- **Test results categorised as having scripts missing, being mal-administered or withdrawn are excluded** from the denominator (please note these formed a very small proportion of the overall population).

December test results

Figure A5.14 - December SLT pass rates by subject and Key Stage

Subject	KS2 pass rate	KS3 pass rate
Reading	62%	13%
Writing	63%	31%
Mathematics	69%	12%
Overall	**65%**	**19%**

Figure A5.15 shows the SLT pass rates by subject and level and also compares the results with the December TA level.

Figure A5.15 - December SLT pass rates by TA Level ('inappropriate entries' italicised and shown in red text)[83]

TA Level	Mathematics		Writing		Reading		All subjects	
	No. of pupils entered	Pass rate	No. of pupils entered	Pass rate	No. of pupils entered	Pass rate	No. of pupils entered	Pass rate
Level 3 SLT								
Level 3A and above	2,001	83%	1,978	74%	2,393	80%	6,372	79%
Level 3B	1,299	62%	1,396	59%	1,030	63%	3,725	61%
Level 3C and below	*843*	*30%*	*828*	*39%*	*597*	*35%*	*2,268*	*34%*
Total	**4,143**	**66%**	**4,202**	**62%**	**4,020**	**69%**	**12,365**	**65%**
Level 4 SLT								
Level 4A and above	1,843	78%	1,298	64%	2,204	74%	5,345	73%
Level 4B	1,505	56%	1,397	56%	1,712	56%	4,614	56%
Level 4C and below	*1,115*	*34%*	*1,487*	*41%*	*1,418*	*36%*	*4,020*	*37%*
Total	**4,463**	**59%**	**4,182**	**53%**	**5,334**	**58%**	**13,979**	**57%**
Level 5 SLT								
Level 5A and above	1,360	19%	954	58%	1,217	12%	3,531	27%
Level 5B	1,204	14%	942	33%	413	51%	2,559	27%
Level 5C and below	*1,275*	*8%*	*1,605*	*26%*	*511*	*39%*	*3,391*	*21%*
Total	**3,839**	**14%**	**3,501**	**37%**	**2,141**	**26%**	**9,481**	**25%**
Level 6 SLT								
Level 6A and above	1,008	33%	257	49%	227	9%	1,492	32%
Level 6B	723	9%	311	44%	425	3%	1,459	15%
Level 6C and below	*627*	*3%*	*790*	*29%*	*838*	*3%*	*2,255*	*12%*
Total	**2,358**	**18%**	**1,358**	**36%**	**1,490**	**4%**	**5,206**	**18%**
All SLT Levels								
Level xA and above	6,212	59%	4,487	66%	6,041	61%	16,740	62%
Level xB	4,731	40%	4,046	51%	3,580	51%	12,357	47%
Level xC and below	*3,860*	*19%*	*4,710*	*34%*	*3,364*	*28%*	*11,934*	*27%*
Total	**14,803**	**43%**	**13,243**	**50%**	**12,985**	**50%**	**41,031**	**47%**

Source: DCSF (2008)

Description of June test results

Figure A5.16 - June SLT pass rates by subject and level

Level	Mathematics pass rate	Writing pass rate	Reading pass rate	Overall
Level 3	84%	92%	89%	**88%**
Level 4	88%	86%	91%	**89%**
Level 5	78%	59%	83%	**76%**
Overall	**85%**	**89%**	**89%**	**88%**

[83] NB Total entries do not sum to those indicated in Figure 5.1 as TAs are not known for all pupils entered.

Ref: DCSF-RR184

ISBN: 978 1 84775 611 4

www.dcsf.gov.uk/research

Published by the Department for
Children, Schools and Families

department for
children, schools and families