

# State of the Nation

@jpembroke

# The assessment hiatus

- No statutory assessment in primary schools in 2020 or 2021
- No collection of EYFSP, Phonics (sort of!), MTC, KS1 and KS2 data
- The knock on effects:
  - No accountability measures for primary schools in 2020 or 2021
  - Roll-out of MTC and Reception Baseline (RBa) delayed until 2021/22
  - Scrapping KS1 statutory assessment delayed until (possibly) 2024/25
  - Phonics check in autumn term Y2 rather than summer Y1
  - No KS1-2 progress measures in 2024 or 2025 due to lack of KS1
  - No progress 8 in 2025 and 2026 (unless DfE bodge something) because no KS2 baseline from 2020 and 2021

# ‘Learning loss’

- Bigger drop in maths than reading, and disadvantaged pupils most affected. Widening of disadvantaged gap.
- Studies by DfE, EEF, GL Assessment, RS Assessment, and NFER
- [DfE research](#): by Spring 2021, loss equivalent to 2.2 months’ progress in reading, and 3.4 months in maths (compared with Spring 2020\*)
- Midlands and NE most affected regions
- Data shows recovery by summer 2021 but gaps persist
- *\*results compared to estimated scores based on progress made by similar pupils in previous years.*

# Update on Key Stage 2 measures

# Key Stage 2 results 2022

|         | <b>%EXS</b> | <b>Change</b> | <b>%High/GDS</b> | <b>Change</b> |
|---------|-------------|---------------|------------------|---------------|
| Reading | 74%         | +1            | 28%              | +1            |
| Writing | 69%         | -9            | 13%              | -7            |
| Maths   | 71%         | -7            | 22%              | -5            |
| RWM     | 59%         | -6            | 7%               | -4            |

High score threshold maintained at 110  
Writing lower than reading for first time

# How progress is measured

- First cohort to have progress measured from assessments made under new key stage 1 frameworks
- Methodology is broadly same as used previously
- Pupils place into prior attainment groups (PAG) and their KS2 score is compared to national average KS2 score of their PAG
- Pupils that are below standard of test are assigned nominal scores
- Writing also involves nominal scores
- Extreme negative progress scores are limited

# Prior attainment groups: calculations

- Scores are assigned to KS1 assessments as follows:
  - Foundations for expected standard (PKF) = 4
  - Working towards expected standard = 6
  - Working at expected standard = 8
  - Working at greater depth = 10
- P scales assigned same scores as previous years (e.g. P8 = 2.75, then decrease by 0.25 for each lower p scale)
- An KS1 average score is calculated with maths double-weighted to ensure parity with English
- Pupils without KS1 results will be omitted from progress

# Low/middle/high prior attainment bands

Guidance confirms thresholds for low/middle/high prior attainment:

- Low:  $<7$
- Middle: 7-8
- High:  $>8$

These bands will be used in ASP and IDSR to broadly categorise pupils by KS1 prior attainment.

# KS1 PAGs and KS2 benchmarks

| PA Band | Prior Attainment Group (PAG) | KS1 average points score | Average KS2 Reading Score for PAG | Average KS2 Writing Score for PAG | Average KS2 Maths Score for PAG |
|---------|------------------------------|--------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| Low     | 1                            | >0 to <1.75              | 63.01                             | 62.82                             | 63.15                           |
|         | 2                            | >=1.75 to <2             | 67.27                             | 66.68                             | 67.89                           |
|         | 3                            | >=2 to <2.25             | 70.64                             | 70.10                             | 71.45                           |
|         | 4                            | >=2.25 to <2.5           | 74.02                             | 73.23                             | 74.89                           |
|         | 5                            | >=2.5 to <2.75           | 78.13                             | 76.86                             | 78.90                           |
|         | 6                            | >=2.75 to <3             | 82.19                             | 80.13                             | 81.97                           |
|         | 7                            | >=3 to <3.5              | 85.66                             | 83.35                             | 86.17                           |
|         | 8                            | >=3.5 to <=4             | 87.15                             | 84.65                             | 87.00                           |
|         | 9                            | >4 to <5                 | 91.33                             | 88.02                             | 89.84                           |
|         | 10                           | 5                        | 92.64                             | 89.09                             | 92.80                           |
|         | 11                           | >5 to <6                 | 94.14                             | 90.07                             | 94.00                           |
|         | 12                           | 6                        | 96.13                             | 92.49                             | 95.11                           |
|         | 13                           | >6 to <7                 | 100.63                            | 95.80                             | 97.24                           |
| Middle  | 14                           | 7                        | 100.88                            | 96.77                             | 100.35                          |
|         | 15                           | >7 to <8                 | 102.72                            | 97.64                             | 102.42                          |
|         | 16                           | 8                        | 105.46                            | 101.57                            | 104.19                          |
| High    | 17                           | >8 to <9.5               | 108.97                            | 104.43                            | 107.36                          |
|         | 18                           | >=9.5 to <10             | 110.13                            | 105.16                            | 110.33                          |
|         | 19                           | 10                       | 112.18                            | 108.51                            | 111.59                          |

There are now 19 PAGs, down from 24 in 2019

Pupils assessed at P8 at KS1 need to sit tests and score at least 83 to gain a positive progress score

Pupils assessed as WTS at KS1 need to reach EXS in writing at KS2 (which results in a progress score of +10.51!)

Pupils in PAGs 18-19 require KS2 score >110 for positive progress

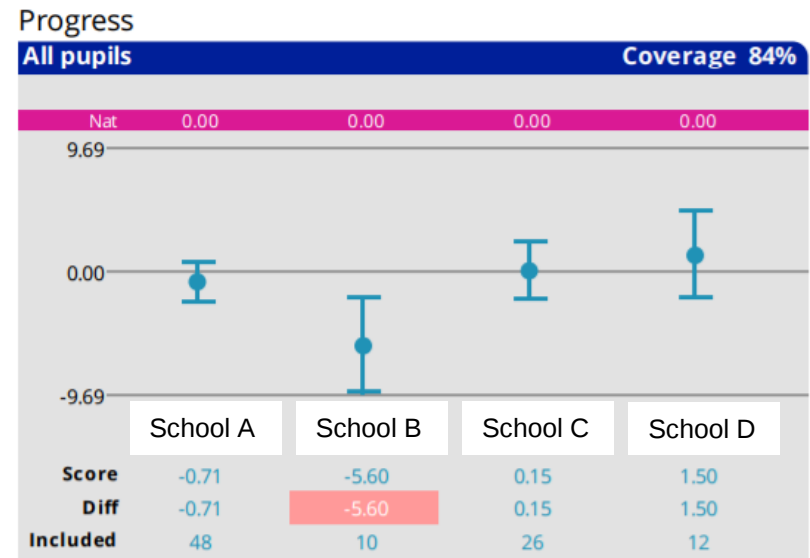
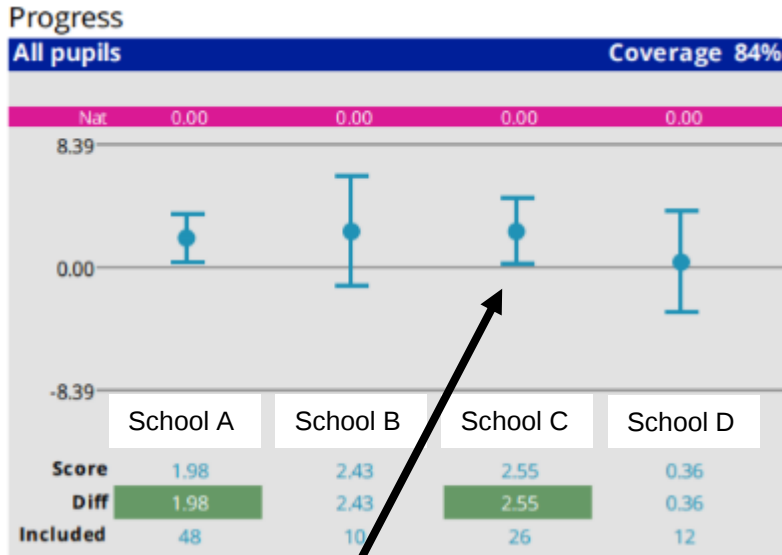
No group has GDS estimate in writing

# Nominal scores used in place of KS2 results

| Assessment | Nominal Score | Assessment          | Nominal Score |
|------------|---------------|---------------------|---------------|
| EM         | 60            | PK6                 | 79            |
| PK1        | 64            | N*                  | 79            |
| PK2        | 67            | <b>Writing Only</b> |               |
| PK3        | 70            | WTS                 | 91            |
| PK4        | 73            | EXS                 | 103           |
| PK5        | 76            | GDS                 | 113           |

**Note:** there are some codes that do not attract a nominal score and will therefore result in pupil's omission from progress measures e.g. A, D, F, U

# Progress bands still depend on confidence intervals



One pupil dropping one mark in School C is enough to drop from green (above) to yellow (average)

A small change can drastically change how a school is perceived

# MAT Measures

- Aggregated MAT measures involve:
  - % reaching expected standards in reading, writing and maths (combined subjects = 1 measure)
  - Progress in reading, writing and maths (single subjects = 3 measures)
- MAT must have at least 3 schools
- Schools must have been with MAT for 3+ years
- Measures are weighted for number of pupils and length of time school has been with MAT
- Same is done for disadvantaged pupils

|  | (i)<br>Number of pupils at the end of KS | (ii)<br>Number of pupils meeting expected standard in RWM | (iii)<br>Years with MAT | (iv)<br>Total weighted pupils at the end of KS2 | (v)<br>Total weighted pupils meeting expected standard in RWM<br>(ii) * (iii) |
|--|------------------------------------------|-----------------------------------------------------------|-------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|
|--|------------------------------------------|-----------------------------------------------------------|-------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|

|           |    |  |                                  |                                        |                                   |                                      |                                     |
|-----------|----|--|----------------------------------|----------------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|
| Academy 1 | 25 |  | (i)<br>Progress score in reading | (ii)<br>Number of pupils at end of key | (iii)<br>Number of years with MAT | (iv)<br>Total weight<br>(ii) * (iii) | (v)<br>Weighted score<br>(i) * (iv) |
| Academy 2 | 59 |  |                                  |                                        |                                   |                                      |                                     |

|                                                 |     |                                            |      |                                                   |    |       |                                                        |     |
|-------------------------------------------------|-----|--------------------------------------------|------|---------------------------------------------------|----|-------|--------------------------------------------------------|-----|
| Academy 3                                       | 50  | Academy 1                                  | 2.5  |                                                   |    |       |                                                        |     |
| Academy 4                                       | 22  | Academy 2                                  | -2.5 |                                                   |    |       |                                                        |     |
| Academy 5                                       | 90  | Academy 3                                  | 3.3  |                                                   |    |       |                                                        |     |
| <b>Total</b>                                    | 246 | Academy 4                                  | -1.5 |                                                   |    |       |                                                        |     |
| Unweighted MAT meeting expected standard in RWM |     | Academy 5                                  | -1.5 | Academy 1                                         | 17 | 8     | 3                                                      | 51  |
|                                                 |     | <b>Total</b>                               |      | Academy 2                                         | 21 | 7     | 3                                                      | 63  |
|                                                 |     | <b>MAT score</b><br>(sum of v / sum of iv) |      | Academy 3                                         | 26 | 13    | 4                                                      | 104 |
|                                                 |     |                                            |      | Academy 4                                         | 19 | 12    | 3                                                      | 57  |
|                                                 |     |                                            |      | Academy 5                                         | 15 | 6     | 5                                                      | 60  |
|                                                 |     |                                            |      | <b>Total</b>                                      | 98 | 46    |                                                        | 335 |
|                                                 |     |                                            |      | Unweighted MAT % meeting expected standard in RWM |    | 46.9% | <b>Weighted MAT % meeting expected standard in RWM</b> |     |
|                                                 |     |                                            |      |                                                   |    |       | 46.9%                                                  |     |

# Other assessment updates

# Transition to new pre-key stage standards

| KS1                        | 2018                                                                                                                          | 2019                                                                                                                                                         | 2022                                                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject specific study     | Interim pre-key stage 1 standards:<br><ul style="list-style-type: none"> <li>Foundations for the expected standard</li> </ul> | Final pre-key stage 1 standards:<br><ul style="list-style-type: none"> <li>Standard 4</li> <li>Standard 3</li> <li>Standard 2</li> <li>Standard 1</li> </ul> | Final pre-key stage 1 standards:<br><ul style="list-style-type: none"> <li>Standard 4</li> <li>Standard 3</li> <li>Standard 2</li> <li>Standard 1</li> </ul> |
|                            | P-scales 5-8                                                                                                                  |                                                                                                                                                              |                                                                                                                                                              |
| Non-subject specific study | P-scales 1-4                                                                                                                  | P-scales 1-4                                                                                                                                                 | Engagement Model                                                                                                                                             |

| KS2                        | 2018                                                                                                                                                                                                                            | 2019                                                                                                                                                                                                 | 2022                                                                                                                                                                                                 |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject specific study     | Interim pre-key stage 2 standards:<br><ul style="list-style-type: none"> <li>Growing development of expected standard</li> <li>Early development of expected standard</li> <li>Foundations for the expected standard</li> </ul> | Final pre-key stage 2 standards:<br><ul style="list-style-type: none"> <li>Standard 6</li> <li>Standard 5</li> <li>Standard 4</li> <li>Standard 3</li> <li>Standard 2</li> <li>Standard 1</li> </ul> | Final pre-key stage 2 standards:<br><ul style="list-style-type: none"> <li>Standard 6</li> <li>Standard 5</li> <li>Standard 4</li> <li>Standard 3</li> <li>Standard 2</li> <li>Standard 1</li> </ul> |
|                            | P-scales 5-8                                                                                                                                                                                                                    |                                                                                                                                                                                                      |                                                                                                                                                                                                      |
| Non-subject specific study | P-scales 1-4                                                                                                                                                                                                                    | P-scales 1-4                                                                                                                                                                                         | Engagement Model                                                                                                                                                                                     |

PKS 1-4 are same at KS1 and KS2

PK5 = KS1 WTS

PK6 = KS1 EXS

5 areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Each assigned nominal scores for progress measures

# Reception baseline v2.0 (NFER)

- 2018/19 was a *trial* year
- 2019/20 was the *pilot* year (of the 9,657 schools that signed up 7,046 schools submitted assessments for all pupils)
- 2020/21 RBa due to become statutory...but...
- 2020/21 becomes '*early adopter*' year
- Data from 'early adopter' schools will not be used for accountability measures
- 2022/23 RBa becomes statutory
- First official YR-KS2 progress measures: 2028/29

# How will progress be measured from now on?

- From KS1 until 2027/28
- From Reception Baseline from 2028/29 onwards
- Methodology will be broadly the same as current measures
- Pupils KS2 scores will be compared to national average KS2 score of the prior attainment group (as now)
- Cohort progress score is average of individual pupil progress scores (as now)
- Pupils' baseline scores follow them if they change school (as now)

# Infant and junior Schools: an odd quirk of RBa

- Reception baseline will be statutory for all schools with a reception year
- KS1 becomes non-statutory for all schools in 2023/24
- Progress measures will not be introduced for infant and first schools
- Progress measures scrapped for junior and middle schools from 2028
- Published progress measures for all-through primary schools only
- Other types of schools '*will have responsibility for evidencing progress based on their own assessment information*'
- Baseline scores from infant/first schools only used if pupil moves to an all-through primary.

# EYFSP

- Pilot of new EYFSP by EEF June 2018 - Oct 2019
- DfE reports findings Jan 2020 and publishes new EYFSP framework July 2020
- Many schools were 'early adopters' 2020/21
- New profile becomes statutory for 2021/22 reception year
- Changes to ELGs and no 'exceeding' grade
- **No EYFSP data in ASP or IDSR from now on**
- **Suggests the end of GLD measure**

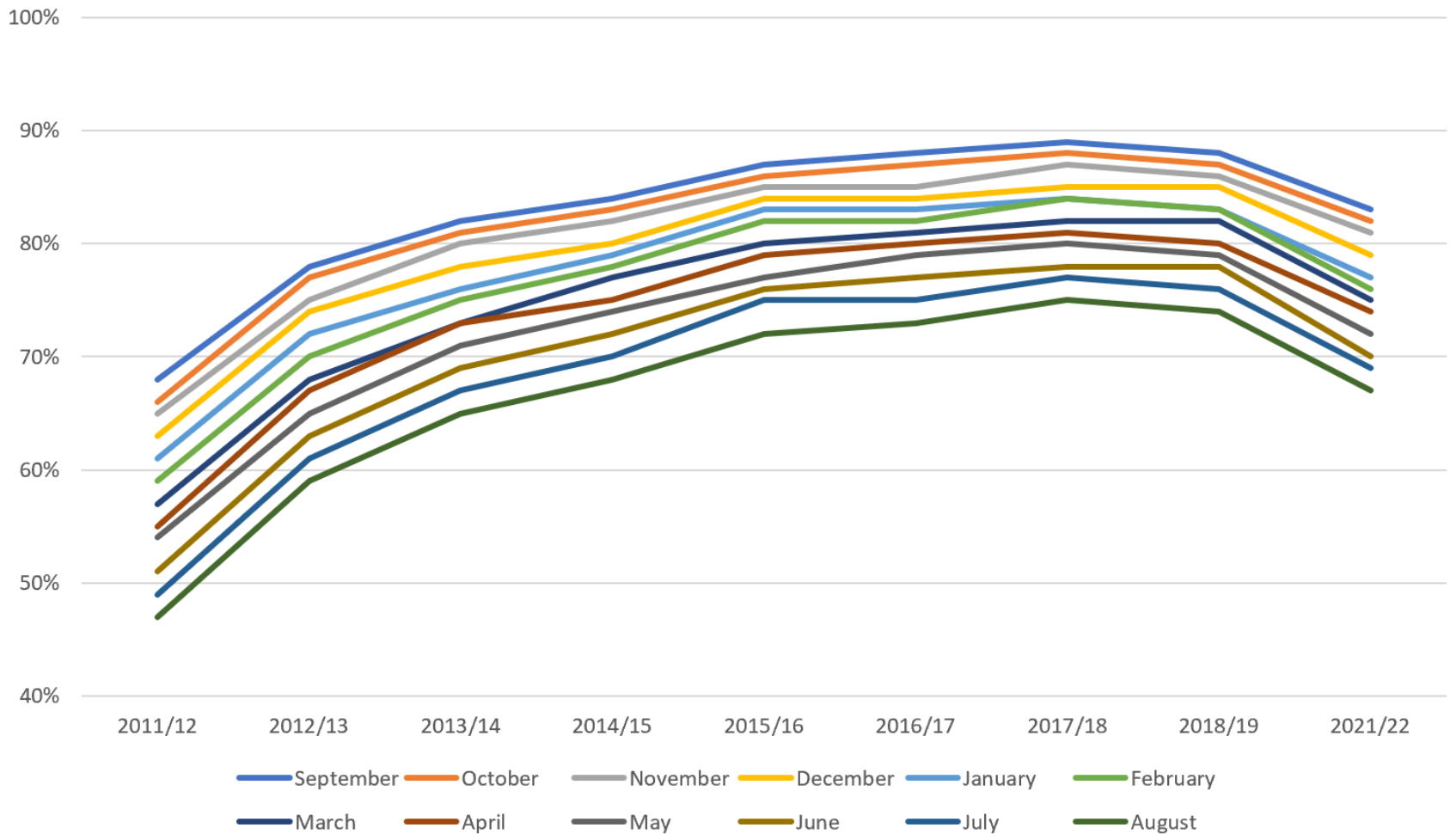
# Development matters

- New Development Matters framework is divided into the 7 areas, not 17 ELGs
- The overlapping month bands are replaced by 3 very broad age categories:
  - Birth to 3
  - Age 3 to 4
  - Reception
- Criteria for the areas do not neatly break down to ELGs
- An opportunity to rethink and simplify tracking across early years

# Phonics

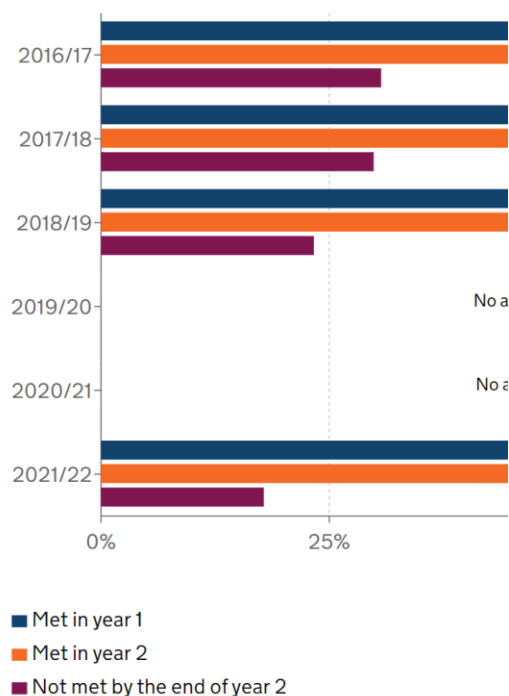
- There were no phonics assessments in June 2020 or June 2021. Instead all Y2 pupils took a previous year's phonics check in second half of the autumn term.
- Y2 pupils that didn't meet EXS in autumn 2021 re-sat in June 2022 alongside Y1 pupils. 2020/21 Y3 pupils that missed resit in Y2 did not retake in autumn.
- **2022 national = 75% (-7)**
- DfE comparing KS2 results to phonics prior attainment is an interesting development.

# Phonics attainment by month of birth

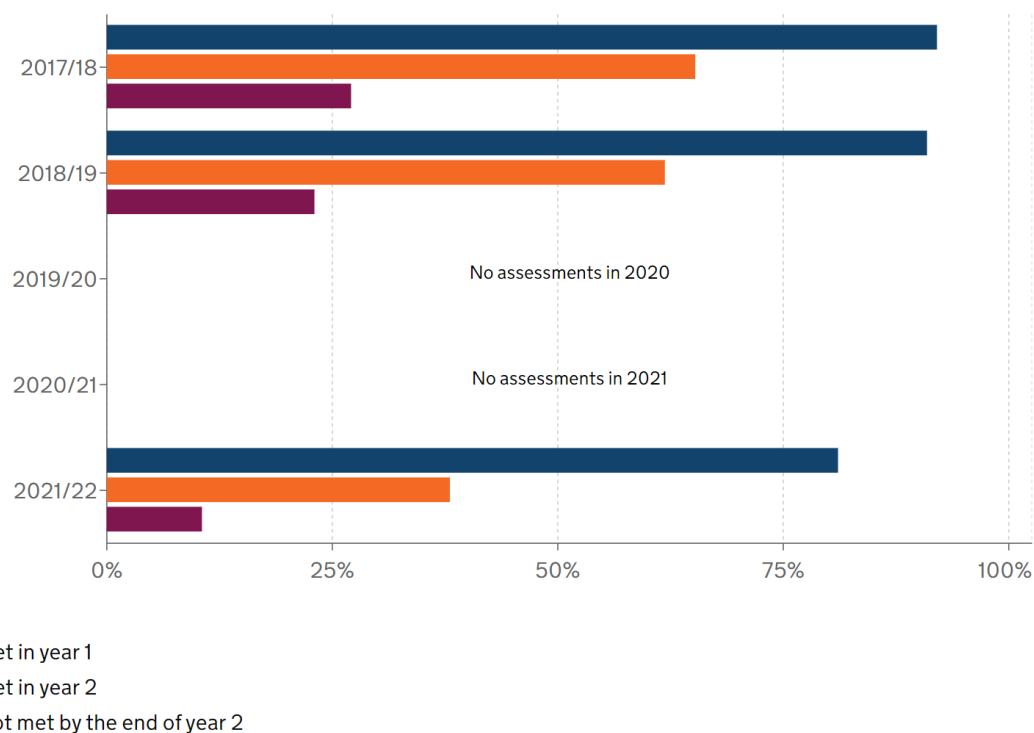


# KS2 results by phonics prior attainment

The percentage of pupils meeting the expected standard in reading by phonic prior attainment, 2017 to 2022 (England, all schools)



Percentage of pupils meeting the expected standard in writing by phonics prior attainment, 2018 to 2022 (England, all schools)



# Key Stage 1 results 2022

|         | %EXS | Change | %GDS | Change |
|---------|------|--------|------|--------|
| Reading | 67%  | -8     | 18%  | -7     |
| Writing | 58%  | -11    | 8%   | -7     |
| Maths   | 68%  | -8     | 15%  | -7     |

# MTC

- school-level results and individual pupil results will be made available to schools. This will allow them to provide additional support to pupils who require it
- as is the case with the phonics screening check, school-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP) data system
- national results will be reported by the Department for Education (DfE) to track standards over time
- national and local authority results will be reported by the DfE to allow schools to benchmark the performance of their pupils
- **Mean = 20; 30% scored 25/25;  $\leq 15/20$  = lowest 20%**  
(Source: Insight)

# Accountability

- No ASP, IDSR or performance tables in 2020 or 2021
- No performance tables in 2022 (but data in ASP)
- Gaps in the record for years to come
- Will results over next few years be comparable?
- Are they ever really comparable even without a pandemic and lockdowns?
- When will we next have reliable data? 2028, when current reception intake reach end KS2?
- How will Ofsted view results?