This briefing paper outlines information on the following aspects of statutory assessment:

- **Data Collection arrangements for 2017**;
- **Timetable for data returns and checking to the local authority**;
- **LA monitoring arrangements for KS2 tests and Phonics screening check**;
- **LA moderation**.

**Capita ONE online**

Schools will be asked to return their end of key stage data to the local authority via Capita ONE online. Dates by which the end of key stage data needs to be returned to the local authority are included in this briefing. The Data Team will be sending guidance to schools regarding data collection procedures by 8th May. ICT Services are updating End of Key Stage Procedure notes and these will be available on their website by the 15th May. If you require any support in using the SIMs programme please contact ICT Services on 7678 6620.

**Early Years Foundation Stage Profile**

EYFS profile outcomes can be entered directly onto the SIMS system or collated on your in school tracking system and then imported into SIMS. Year R practitioners need to be involved in checking the accuracy of the data by printing off a summary report from the SIMS system. The EYFS data should be submitted to the local authority by the 1st July, data will then be returned to schools for final checking and verification by 8th July before the local authority sends the data to the DfE.

**Phonic Screening Check**

All children in Year 1 in the school year 2016/17 must take the phonics screening check in the week beginning 12th June, unless they are working below the level of the check. Children in Year 2 must also take the check if they did not meet the required standard in Year 1. The Data Team will be sending schools numbers of children in Year 1 and Year 2 who need to be screened or rechecked. This information will include newly arrived children and children new to Year 1 and 2 in your school.

All data must be returned to the authority by 23rd June, subsequently the threshold mark will be available from 26th June. Head teachers must report each child’s phonics screening check score to parents by the end of the summer term at the latest. Head teachers must also report whether or not a child has met the standard, it is up to head teachers how they communicate this information to parents.

<table>
<thead>
<tr>
<th>Description</th>
<th>What to record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil took the phonics screening check and met the expected standard</td>
<td>Score - record in the Phonics mark field</td>
</tr>
<tr>
<td>Pupil took the phonics screening check and did not meet the expected standard</td>
<td>Score – record in the Phonics mark field</td>
</tr>
<tr>
<td>Absent</td>
<td>A – record in the Phonics outcome field</td>
</tr>
<tr>
<td>Pupil did not take the phonics screening check</td>
<td>D – record in the Phonics outcome field</td>
</tr>
<tr>
<td>Pupil has left the school</td>
<td>L – record in the Phonics outcome</td>
</tr>
</tbody>
</table>

Any queries regarding codes please contact Data Team on 7683 1749.
KS1 Teacher Assessment
Teacher assessment is the main focus for end of KS1 assessment and reporting. Teacher assessment must be reported using the standards as set out in the Interim teacher assessment frameworks, available [here](#).

It is the duty of the head teacher to submit their KS1 TA outcomes to the LA by Thursday 29th June.

This data will be processed and returned to school for checking by the 7th July.

The Interim Framework for English reading, writing and mathematics contains 3 standards:
- Working towards the expected standard (WTS)
- Working at the expected standard (EXS)
- Working at greater depth within the expected standard (GDS)

For KS1 science, where results are not used for formal accountability, the framework contains one standard: working at the expected standard. Teachers must assess whether pupils have met the standard or not met the standard.

Framework for science contains one standard
- Working at the expected standard (EXS)
- Have not met the expected standard (HNM)

Pupils working well below the end of KS1 standards.
There is a small percentage of pupils (both SEND and non-SEND) at KS1 who will not have completed the relevant programme of study when they reach the appropriate chronological age as a result these pupils are working both below the standard of the national curriculum tests and the interim teacher assessment framework. Many of these pupils have special educational needs and those with the most severe and complex needs have their outcomes reported using the P. Scales There is no change to this requirement for 2017. Others are working below the standard of the national curriculum tests for a variety of reasons. They may be experiencing significant disadvantages or newly arrived to the country with undeveloped language skills in English.

Teachers must use the pre-key stage 1 standards to report a statutory assessment outcome for pupils who are working below standard the Interim teacher assessment framework and KS1 tests, but above the P scales. See link [here](#).

Framework - pre-key stage standards at KS1 for English reading, English writing and mathematics contains one standard*
- Foundations for the expected standard (PKF)

For pupils who do not have SEND but are not working at the standard of the pre key stage 1 ‘pupil can statements’, teachers must report that they working below (BLW). Teachers may not be able to provide a full TA judgement for some pupils, e.g. because of lengthy periods of absence. They will still need to report a TA code when they submit their TA data the code.

(A) must be used in these circumstances.

Data Collection Arrangements Key Stage 2- teacher assessment and test outcomes

Teacher Assessment
Teacher assessment is the main focus for the end of KS2 English writing assessment and reporting. Schools are also required to report a TA for English reading, mathematics and science. Teacher assessment must be reported using the interim teacher assessment frameworks. See link [here](#).
For KS2 English writing, teacher assessment is the primary outcome used for accountability and the framework contains 3 standards:
- Working towards the expected standard (WTS)
- Working at the expected standard (EXS)
- Working at greater depth within the expected standard (GDS)

For KS2 English reading, mathematics and science, where TA is not used for formal accountability, the framework contains one standard: working at the expected standard. Teachers must assess whether pupils have met the standard or not met the standard.

Interim frameworks for English reading, mathematics and science contains one standard
- Working at the expected standard (EXS)
- Have not met the expected standard (HNM)

Pupils working well below the end of KS2 standards.
There is a small percentage of pupils (both SEND and non-SEND) at KS2 who will not have completed the relevant programme of study when they reach the appropriate chronological age, as a result these pupils are working both below the standard of the national curriculum tests and the interim teacher assessment framework. Many of these pupils have special educational needs and those with the most severe and complex needs have their outcomes reported using the P.scales. Teachers must use the interim pre-key stage 2 standards where 3 additional standards have been created to cover the range of attainment across KS2. These standards are based on the elements of the KS1 programme of study that remain relevant for pupils who have not completed the KS2 programme. See link [here](#).

Interim Pre-KS2 standards English reading, writing and mathematics contain three standards*
- Growing development of the expected standard (PKG)
- Early development of the expected standard (PKE)
- Foundations for the expected standard (PKF)

For pupils who do not have SEND but are not working at the standard of the pre key stage 2 ‘pupil can statements’, teachers must report that they working below (BLW). Teachers may not be able to provide a full TA judgement for some pupils, e.g. because of lengthy periods of absence. They will still need to report a TA code when they submit their TA data the code. (A) must be used in these circumstances.

As in previous years the local authority will collect teacher assessment on behalf of all schools (LA maintained and any academies who use the service) and submit the teacher assessment data to STA. Schools must submit their teacher assessment judgments by Wednesday 28th June so that the LA can submit data on behalf of schools to DfE on Thursday 29th June.

**KS2 tests**
Marked test scripts will be available on or by Tuesday 4th July. Test scripts that have been marked on screen can be accessed and printed via NCA tools. Test scripts will be returned to schools in hard copy if they could not be marked on screen. STA will publish test results on the NCA tools website on Tuesday 4th July. Each pupil registered for the tests will receive
- a raw score (the number of marks awarded)
- a scaled score
- and confirmation of whether or not they attained the expected standard

Conversion tables for the 2017 tests will be published on GOV.UK on Tuesday 4th July. The Data Team will have access to reading, GPaS and mathematics test results and will use this data feed to provide a provisional overview of school and city results. There is no requirement on schools to send test data to the local authority.

As in 2016 a common transfer file (“ctf”) will be available to schools on the NCA Tools website to schools on 4th July. This data can be imported directly into SIMS.
LA Monitoring Visits

–Year 1 Phonic screening

As you are aware, local authorities are required to conduct unannounced monitoring visits to 10% of schools. Monitoring visits are to be conducted to ensure the check is administered in accordance with the 2017 KS1 Assessment and Reporting Arrangement and the check Administrator’s guide. Visits can take place before, during and after the check week, which commences 12th June. In Coventry, visits will be undertaken by LA school improvement personnel. Further information on how to administer the Phonic screening check and the responsibilities of the head teacher are included in the links to the DFE site (links below). LA representatives are expected to, where possible; observe a small number of children taking the check together with monitoring the security of the check materials in a number of schools.

Information on how to administer the Phonics screening check, see link here

KS2 Test monitoring

The LA has a duty to make unannounced visits to schools to check that they are following the security arrangements and administering the key stage 2 tests in accordance with all published guidance.
This year, we will be making monitoring visits to at least ten per cent of maintained schools, before, during and after the test period.

**Schools are required to let LA representatives:**
- See all National Curriculum test materials and any relevant delivery notes
- Observe tests being administered
- Check that access arrangements, in particular the use of readers, scribes, prompters, transcripts and additional time are administered appropriately
- See evidence to show that access arrangements are used in accordance with normal classroom practice

**Test administration guidance (TAG)**
All staff within schools with responsibility for the administration of the KS2 tests must be familiar with current Test Administration guidance and instructions for completing attendance registers and returning test scripts (test papers containing pupils’ answers) for marking. Schools must do all that they can to protect themselves from any allegations of malpractice throughout the key stage 2 test period.

Test administration guidance: see link [here](#)

Attendance register and test script dispatch instructions: see link [here](#)

Information about test monitoring visits: see link [here](#)

**Local Authority Moderation**
An LA moderation briefing paper was circulated to schools last term containing information about Local authority moderation, see link [here](#)
In order to eligible to moderate in schools in 2017 both KS1 and KS2 moderators have had to pass a national standardisation writing exercise devised by STA.

**Contacts and questions**
If you require any general clarifications or have queries concerning individual pupils please do not hesitate to contact me, [cathy.openshaw@coventry.gov.uk](mailto:cathy.openshaw@coventry.gov.uk) on 7683 2689 or if there are any questions about data collection please contact Kevin Coughlan at [Kevin.coughlan@coventry.gov.uk](mailto:Kevin.coughlan@coventry.gov.uk) on 7683 1702. Alternatively contact the National curriculum assessment helpline on 0300-303-3013 or
### End of Key stage outcomes 2016 – *(Rochford review)*

Interim teacher assessment frameworks and Pre-key stage standards and P.scales

#### KS1 Teacher assessment

<table>
<thead>
<tr>
<th>School accountability measures based on % of pupils at expected or greater depth</th>
<th>Outcome</th>
<th>Codes</th>
<th>Refer to:-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at greater depth within the expected standard</td>
<td>GDS</td>
<td>Interim Teacher Assessment framework (ITAF)</td>
<td></td>
</tr>
<tr>
<td>Working at the expected standard</td>
<td>EXS</td>
<td>Majority of pupil’s expected to be within these standards</td>
<td></td>
</tr>
<tr>
<td>Pupils have not met expected standard</td>
<td>Working towards the expected standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of the expected standard</td>
<td>PKF</td>
<td>Interim pre key stage 1 standards Rochford Review (Dec 15)</td>
<td></td>
</tr>
<tr>
<td>Below the standard of the pre-key stage Used for pupils NON-SEND</td>
<td>Below pre key stage standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P scales* Used for pupils with SEND</td>
<td>P1-P8</td>
<td>P.Scales</td>
<td></td>
</tr>
<tr>
<td>Unable to make a teacher assessment</td>
<td>A Insufficient evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### End of KS1 science assessment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>code</th>
<th>Refer to:-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at the expected standard</td>
<td>EXS</td>
<td>Interim Teacher Assessment framework (ITAF)</td>
</tr>
<tr>
<td>Has not met standard</td>
<td>HNM</td>
<td></td>
</tr>
</tbody>
</table>

*Not used for accountability*
### School accountability measures based on % of pupils at expected or greater depth

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Codes</th>
<th>Refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at greater depth within the expected standard</td>
<td>GDS (Greater depth standard)</td>
<td>Interim Teacher Assessment framework (ITAF)</td>
</tr>
<tr>
<td>Working at the expected standard</td>
<td>EXS (Expected standard)</td>
<td>Majority of pupil’s expected to be within these standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupils have not met expected standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working towards the expected standard</td>
</tr>
<tr>
<td>Growing development towards the expected standard</td>
</tr>
<tr>
<td>Early development of the expected standard</td>
</tr>
<tr>
<td>Foundations of the expected standard</td>
</tr>
<tr>
<td>Below the standard of the pre-key stage</td>
</tr>
<tr>
<td>Used for pupils NON-SEND</td>
</tr>
<tr>
<td>P scales Used for pupils with SEND</td>
</tr>
<tr>
<td>Unable to make a teacher assessment</td>
</tr>
</tbody>
</table>

Test not TA used for accountability therefore only one statement defines national standards.

### End of KS2 Teacher assessment, reading mathematics and science assessment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, mathematics and science One standard defines the national expectation for science at the end of KS2 Working at the expected standard</td>
<td>EXS (Expected standard)</td>
</tr>
<tr>
<td>Has not met standard</td>
<td>HNM (Has not met standard)</td>
</tr>
</tbody>
</table>

\{covserv3\}\cyp_users\cvcop230\my documents\assessment 15 16\eks1 & 2 diagram for ta codes 2016.docx