

Assessment Team
Robertson House SROB202
Six Hills Way
Stevenage, Herts, SG1 2FQ

Tel: 01438 844863
Email: hfl.assessment@hertsforlearning.co.uk
Date: 19th November 2018

Dear Colleague,

Primary Assessment Updates - November 2018

ASP and IDSR updates

I'm sure you will all know by now that the initial release of unvalidated data for KS2, KS1 and Phonics is now available in the Analyse School Performance (ASP) site. For KS1 and Phonics, this does not yet include information on Disadvantaged pupils, which will follow in due course. EYFSP data will also follow in due course.

It is worth noting that this year the DfE has used a new approach to calculating the KS2 progress scores, which is to adjust the scores for any 'outlier' pupils, i.e. pupils with extremely low negative progress scores. A cap is in place, restricting how low these scores can be for individual pupils. In schools where there were Year 6 pupils whose progress scores have been capped, the effect of this will have been to slightly increase your overall cohort-level progress score from what it otherwise would have been. ASP shows you both the unadjusted and adjusted scores, the adjusted ones being the ones that officially count.

I discuss this capping of progress scores in more detail in the following blog on the HfL website:

<https://www.hertsforlearning.co.uk/blog/whats-new-asp>

Please note, if your cohort did include outlier pupils, whose progress scores have been adjusted, that will mean there is a discrepancy between the progress scores shown in ASP and those shown in the Herts Assessment Profile. The scores in the Herts Assessment Profile will be updated when the KS2 data is validated.

The first release of primary Inspection Data Summary Reports (IDSRs) is expected before the end of November.

KS2 data is expected to be released in the Compare School Performance website (in the public domain) in December.

Voluntary data collection - Y4, Y5 and Y6 Summer data

As mentioned at recent Headteacher seminars, we would like to invite schools that use the HfL SIMS AM7 assessment reports (part of PA Plus) to voluntarily submit to us their end of Year 4, 5 and 6 end-of-Summer 2018 assessments. The reason for this request is two-fold:

- the Y4 and Y5 data (summary figures only, not pupil-level) will be used to allow colleagues within HfL to identify schools that might benefit from targeted support to raise attainment of those particular cohorts before the end of Key Stage 2
- the Y6 data (pupil-level data) will be used to allow us to examine how well our HfL assessment system is predicting end of Key Stage 2 SATs outcomes, so that we can investigate whether any adjustments to the model are required

I would like to stress that this data collection is entirely voluntary and will involve minimal administrative workload. Furthermore, the data will only be used for the purposes outlined above and will be kept securely in strict accordance with GDPR.

We trust that schools will see the potential benefit in submitting this data, in terms of the ability it will give us to improve our assessment tracking methodology and to support schools with greatest need.

Attached is guidance on how to generate and submit the required reports. Please note, before generating the reports, schools **must** first update their AM7 reports to the latest **November 2018 report definitions**. These new versions of the report definition files have just been uploaded to the PA Plus website at: <https://www.hertsforlearning.co.uk/resources/sims-am7-reports>

Making Data Work

The DfE's teacher workload advisory group recently published their report 'Making data work'. The report, along with the DfE's response can be found here:

<https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

This document is a recommended read. I believe it supports all of the key messages that we have promoted over the years, for example the importance of keeping summative assessment manageable and proportionate. We know that effective day-to-day formative assessment is what leads to the greatest gains in pupils' learning. Summative assessment, where we evaluate the 'big picture' of how children are progressing more broadly across the curriculum, has a role to play in terms of tracking towards target outcomes, but should not be allowed to dominate over formative assessment. Hence, we agree with this report's recommendation that three times per year maximum is appropriate for summative assessment. Some schools may choose to carry out summative assessment just twice per year.

Fundamentally, schools should determine their assessment policy and practice on the basis of what they feel works best for them and what fits with their ethos and principles. We, in HfL, are in complete agreement with this message.

FFT Aspire

A quick reminder that, for schools wishing to use the FFT Aspire tools to provide an extra dimension to the analysis of data and to support with target-setting, the best value for money way to subscribe to this is via HfL. The annual subscription runs on the financial year, from April to March. I will be writing to schools in the Spring term to establish which schools wish to subscribe for the 2019/20 financial year.

Documentation regarding statutory assessment at the end of Key Stages EYFS, 1 and 2

The Assessment & Reporting Arrangements documents for 2019 have now been published by STA. These are essential reading for Headteachers, Key Stage leaders and anyone with a leadership responsibility for assessment.

These can be found at:

EYFS - <https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

KS1 - <https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests>

KS2 - <https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests>

Later this month, we anticipate the release of updated versions of the Teacher Assessment Guidance documents for Key Stages 1 and 2. Updated exemplification materials are expected to be released in December.

I hope you have found the contents of this letter to be useful. This letter can be found electronically on the grid at:
www.thegrid.org.uk/learning/assessment/updates

If you have any queries relating to this letter, or any other assessment queries, please do not hesitate to get in touch.

Kind regards,

A handwritten signature in blue ink that reads "Ben Fuller".

Ben Fuller
Lead Assessment Adviser