Assessment and the National Curriculum

The new curriculum is designed to help children master key areas of knowledge, skills and understanding. It has a large amount of content in years 1 to 6 to help lay the foundations for successful learning through KEY STAGE 3 and beyond.

Schools should formulate and structure learning opportunities for pupils that extend beyond the remit of the parameters of the new national curriculum.

A main feature of the new curriculum is the ambition to encourage pupils to learn ‘fewer things in greater detail.’

Schools will be expected to rely on judgements according to whether a pupil is developing towards, meeting or exceeding expectations in particular areas of the curriculum.

One trusted method of assessment is through effective questioning – Powerful, searching questions are a valuable way for teachers to assess what pupils have and haven’t absorbed.

Another way is to focus on task-specific, personalised feedback. Assessment must take place all the time, and always relate to the knowledge and skills being taught at that point in time.

Schools will be looking to consolidate and affirm whatever system of assessment and tracking they have opted for. Ofsted will want assurances that the process is advanced and proving to be an accurate, appropriate and efficient method.

Key Stage 1

At Key Stage 1 there are three standards in the mainstream framework. Children should be classified as:

- working towards the expected standard
- working at the expected standard, or
- working at greater depth within the expected standard (other than in science, where it is a binary ‘working at the expected standard’ or not)

Children being assessed using the pre-key stage standards should be judged as having met the ‘foundations for the expected standard’ or not. Children with SEN should be assessed as being at P scale 1 to 8, as previously.
Key Stage 2

At Key Stage 2 children being assessed using the mainstream framework should be classified in reading, maths and science as simply ‘working at the expected standard’ or not (with more granular results being provided by their scaled scores in the relevant tests). In writing (where there is no test), the same three standards as at KS1 should be used:

- working towards the expected standard
- working at the expected standard, or
- working at greater depth within the expected standard

Schools should track pupils’ performance and benchmark it against previous years’ results, national performance data and across different groups of pupils.

Governing Boards should know (and monitor), the performance of the school and its pupils to ensure the best possible outcomes/opportunities for the children. Responsibilities include understanding assessment arrangements for measuring pupil progress in each Year Group.

Governors need to be secure that assessment systems are robust and accurate.

Information about pupil’s progress must be communicated to parents.

School Leaders will provide internal data from teacher assessments throughout the year, and use this to monitor how well pupils are progressing.

Children being assessed using the pre-key stage standards can be awarded one of three different classifications:

- foundations for the expected standard,
- early development of the expected standard
- growing development of the expected standard

And, as at KS1, the P scales will continue as they are.

If pupils are not making expected progress, governors should ask the Headteacher why this is, and what is being done about it.

External Data

The new Analyse School Performance (ASP) system that replaces RAISEonline this year should ensure schools get their data earlier.

ASP will:
- be free to schools accessed through the “Secure Access” site
- provide detailed performance analyse to schools as soon as possible each year
- have a look and feel similar to the “Compare Schools and Colleges Performance” site
- provide similar reports to RAISEonline 2016 in terms of the data content, headline measures and group and pupil analysis
- reflect input from senior leaders and governors who helped design the system
- have filters and national comparators similar to RAISEonline
• contain the Ofsted Inspection Dashboard & your School Performance Summary PDF
• contain pupil level data including their characteristics
• support Question Level Analysis once this functionality is released in the summer
• provide videos to support the use of the system
• Be used by Local Authorities, Diocese, MATs and Ofsted Inspectors to access

The Ofsted data dashboard, which was previously hosted on RAISEonline, is now available through the reports sections of analyse school performance.

Fischer Family Trust (FFT)

FFT is a non-profit organisation, backed by the Fischer Family trust, which provides data and analyses to all schools and LAs in England and Wales.

FFT has been working successfully with local authorities and schools to analyse pupil results and pupil progress and provide school leaders with insightful data to support school improvement and self-evaluation.

Further details can be found on the FFT website.

Some Questions for Governors to ask.

Attainment

How does our overall data compared to National?
-Has it improved on last year's outcomes?
-What does the three year trend now look like? (KS2, KS1, EYFS and in every year group).

Learner Groups

How do they compare to National?

If there are gaps - what strategies will be in place to narrow/close the gaps?
If there are no gaps - how will the school maintained/improve its performance?

What is the Combined average for Reading, Writing and Mathematics?
-How does this compare to National?
- Are there any gaps? What strategies will be used? How will this be reported back?

Ensure there are Combined Averages for Y6 and ALL year groups.

**Progress**

What progress has the current Y6 made since the end of K S1?

How does this compare to National?

Is there data for ALL year groups?

What are the strategies to improve/maintain?

What are the arrangements for reporting to Governors?

Which learner groups are making most/least progress?

- Why?

- Are there any patterns emerging across the school?

- How is the school tackling this?

**EYFS**

GLD - What is the school doing as regards Key Strategies to ensure that those that did not get GLD achieve it ASAP in Year One.

**Competency Reference:**

2a. Educational improvement – Knowledge
- the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
- the relevant statutory testing and assessment regime
- the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation

2b. Rigorous analysis of data - Skills and effective behaviours
- analyses and interprets data in order to evaluate performance of groups of pupils/students
8. Ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium

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<th>Characteristics</th>
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<td>The Governing body has a legal responsibility for the financial management of the school, which includes deciding how the delegated budget or General Annual Grant is spent.</td>
<td>The key financial responsibilities of the Governing Body are to:</td>
<td>The Governing Body should ensure that its financial responsibilities and those of its committees, the Headteacher and other Staff are clearly defined.</td>
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<td>In its strategic role in the Governing Body must set the educational and financial priorities for the school and ensures the budget is managed effectively.</td>
<td>• Set the financial priorities for the school in line with the SDP</td>
<td>This allows the Governing Body to ensure that adequate systems of financial control are in place and that it receives the information it needs to carry out its role.</td>
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<td>The budget must be closely aligned to the School Development Plan (SDP).</td>
<td>• Approve the annual budget Plan and monitor spending throughout the year. Determine the level of delegation to the Headteacher and set appropriate financial limits on that delegation.</td>
<td>Governors will be significantly aware of their responsibilities to complete The Schools Finance Value Standard (SFVS) on an annual basis.</td>
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<td>It is usual for Governing Bodies to delegate the preparation and planning of the budget to a Committee.</td>
<td>• Ensure the school is meeting all statutory financial requirements.</td>
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<td>The Headteacher, who will be responsible for the implementation of the spending plans, should be closely involved in this process.</td>
<td>Once the Committee has completed its work, the budget should be put before the whole Governing Body for final approval.</td>
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<td>Many Governing Bodies also co-opt the bursar/finance business manager to work with the committee.</td>
<td>The Committee may also find it helpful to look at information for other schools in similar situations (Benchmarking).</td>
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<td>GB takes an interest in the national agenda for change and financial management of schools eg attending briefings, training.</td>
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| The GB has a clear understanding of the local and national agenda with regards to financial management of schools. The budget does not take forward large surpluses unless these are part of an agreed project or plan. | Minutes and discussion with the GB show clarity of thinking.  
Budget out turn reports.  
Minutes, monitoring reports, high level of governor input.  
During Ofsted etc GB clearly able to articulate the process in place to ensure financial probity and their role in monitoring.  
The Register of Pecuniary Interests is up to date.  
Minutes, reports, action plans.  
Bursar/Finance Officer reports. | Due to the GB knowledge of local and national agenda they are able to financially inform the SDP process into the next 3 years. Thus improving stability for the school  
Money is allocated, spent and impact shown by the achievement of pupils  
Effective and safe financial management of school.  
Balanced budget.  
Open, transparent and forward thinking management of Financial resources.  
Following audit, the school has very few, if any significant action points.  
School processes always ensure best value for money.  
Well informed GB who are able to ensure PP is allocated properly.  
Strategies are proven to have a direct impact on pupil outcomes and if not funding is reallocated.  
The school values its PP funding and is creative in the way that it is allocated. PP is targeted within the SDP.  
Outcomes for all pupils are at least good both in terms of the school data and in terms of the national data. |
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<td>Through the Governor’s robust monitoring of the school’s financial control mechanisms (along with the evidence they collate) they unequivocally know that financial probity exists.</td>
<td>The Governors lead the SFVS (Schools Financial Value Standards) process and ensure that areas for development are actioned in a timely fashion. Governors hold the school to account for regularly engaging in benchmarking. They are able to articulate how and why the school has acted in relation to these findings.</td>
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Governors have an in depth understanding of how the school uses its Pupil Premium (PP) funding to impact on outcomes of targeted young people.  
Governors are determined in their monitoring and evaluation of spending to impact on “narrowing the gap”, and ensure any ‘in year’ adjustments are made in line with their findings. |  
Minutes, discussions, reports.  
Financial reports, allocation of budgets.  
Data analysis reports from the HT.  
Agendas and minutes of meetings.  
Questioning is rigorous and relevant checking that allocation of PP funding has achieved the desired impact. |
Governors constantly seek to ensure that expenditure gives value for money in terms of the impact on pupil outcomes. They are mindful of pupils with PP funding performance data and how this compares with other pupils within the school and nationally. Governors express themselves confidently about how PP funding is being spent and the difference it makes to the outcomes of pupils.

Minutes, discussions, reports and decisions. Stakeholders are well informed and value the openness, transparency and importance that the governing body attribute to PP funding. Website provides a full account of the amount of funding and how this is spent in line with the intentions to improve outcomes. Analysis of the impact is also available on the website.

**Guide to effective Pupil Premium Reviews**

The recent education White Paper makes clear the need for all pupils to be able to realise their potential irrespective of their background. Pupil premium reviews support the aim to encourage a culture where all schools regularly review the effectiveness of their pupil premium strategy, drawing on expert support where necessary.

The purpose of the review is to use an evidence-based approach to assess the effectiveness of the school's pupil premium strategy.

A guide to effective pupil premium reviews was issued in 2016 by the Teaching Schools Council (TSC) and the National College for Teaching and Leadership: tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews

From September 2016, in addition to publishing the amount of their allocation from the pupil premium grant, maintained schools are required to publish their pupil premium strategy online. It should give details about how they intend to spend their allocation to address barriers to learning and the rationale and evidence behind the school's decisions.

Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interest of sharing their practice.
Evaluating the school’s use of the new primary school sport funding

Participation and engaging in sports is the means to increase educational engagement and attainment. Headteachers are genuinely very positive about the perceived benefits of primary school sport funding reporting that the greatest Impact is on Pupils’ Behaviour. The benefits children feel can span all aspects of school life. Basic skills of endeavour and perseverance are relevant to every subject in the curriculum.

Governors should request information about the impact of this funding stream and consider the impact on pupils’ lifestyles and physical wellbeing:

Has there been -

➢ an increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics
➢ an increase and success in competitive school sports
➢ a more inclusive the physical education curriculum
➢ a growth in the range of traditional and alternative sporting activities
➢ an improvement in partnership work on physical education with other schools and other local partners
➢ Improved links with other subjects that contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills
➢ greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health.
➢ An improvement in pupil behaviour and engagement with school, or sustained high standards.

*Competency Reference: 2d. Financial management and monitoring - Knowledge • how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes*

**Physical Education - the use of the Primary Sports Premium.**

• provide after-school sports clubs (sometimes free of charge)
• boosting pupils engagement with PE during lessons
• providing a wider range of sports activities
• providing new equipment
Competency Reference: 2c. Financial frameworks and accountability

**Knowledge**
- the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability
- the organisation’s internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money
- the financial health and efficiency of the organisation and how this compares with similar organisations locally and nationally

**Skills and effective behaviours**
- has a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls
- has confidence in the arrangements for the provision of accurate and timely financial information, and the financial systems used to generate such information
- interprets budget monitoring information and communicate this clearly to others
- participates in the organisation’s self-evaluation of activities relating to financial performance, efficiency and control