As *part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.*

*We will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account.*

As an LA we have decided to support schools with a simple to use, consistent approach to end of year assessment. This approach can be used to support transitions between key stages and also within schools.

In this guidance we have produced:

* An excel sheet which can be used to record and share assessment information between schools: schools can request a personalised version of this, prepopulated with pupils’ details for years FS, Y1, Y2, Y6 by emailing [LDP-DataTeam@babcockinternational.com](mailto:LDP-DataTeam@babcockinternational.com) These will be available from 8th June.
* Examples of case studies to support completion
* A live (then recorded) webinar to provide further support (see details at the end of this document)
* Email support: please email [Rebecca.cosgrave@babcockinternational.com](mailto:Rebecca.cosgrave@babcockinternational.com) in the first instance

It is important to emphasise that this is GUIDANCE only, not statutory.

|  |  |
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| We are recommending an approach to transition at all phases in terms of attainment, which is not based on prediction but on last known attainment together with a probability/security judgement by teacher | * This will allow the previous teacher to indicate the security of the judgement based on wider knowledge of the pupil * This will not require teachers to predict the unpredictable. * This will provide receiving teachers with an informed professional judgement to inform their starting point assessments and assess gaps and vulnerabilities |
| **What is the purpose of this process?**   * **To support schools to have an indicative assessment profile for end of 2020 which does not require any further assessment activity with children and does not require significant additional workload for teachers.** * To support schools with a common approach to assessment at transition points. * To enable schools to provide an assessment based on **known** information about the child rather than prediction and to clearly distinguish the known judgement from the subjective assessment. * Together with more robust assessment in the Autumn term to support schools to establish accurate starting points, this will enable schools able to judge the extent of the disruption to learning and how to adjust their curriculum. * To enable to schools to use this information to contribute to their self-evaluation processes moving forward. | |

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| **What does this look like?**  A simple record on an excel spreadsheet. Schools can record judgements for EYFS, Y1 PSC, Y2, Y6 and the sheet can be adapted for any year group.   * The judgement given is the last known judgement which was based on normal classroom practice and assessment procedures. It is likely that this will be from Feb/March * No further assessment evidence is required in the current school year as it is highly unlikely that children will be attending school enough or in a form to make any assessment this term valid or appropriate. * Teachers capture their broader knowledge of the child in a security rating of the judgement against clear criteria in order to support the receiving teacher/school |
| **How will teachers make judgements?**  Record pupils on the spreadsheet in a broadly ranked list: lower to higher within each assessment judgement.   1. **Record last known assessment judgement using the following codes:**  |  |  | | --- | --- | | WT | working towards ARE | | ARE | working at ARE | | WA | working above ARE |  1. **Record a security rating to indicate the likelihood of that judgement remaining accurate:**  |  |  | | --- | --- | |  |  | | U: Unlikely | Not likely to be secure judgement | | L: Likely | Likely to be secure judgement | | H: Higher | Possibly higher judgement |   **EYFS**:   1. **Record last known judgement for each ELG (best fit) using the following codes and record last known assessment for whether the child was on track for achieving a good level of development together with a security rating for that assessment as above.**  |  |  |  |  | | --- | --- | --- | --- | | **Codes** | **EYFS Profile** | GLD : Yes/No | Security rating | | 1 | Emerging |  | Likely/unlikely/higher | | 2 | Expected |  |  | | 3 | Exceeding | |

The following Case studies are for exemplification only and to support teachers with making their judgements. There is no expectation that teachers produce case studies.

**Case study examples to support: EYFS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Child's Surname** | **Child's Forename** | **UPN** | **Date of Birth** | **Communication and Language** | | | **Physical Development** | | **Personal, Social, Emotional Development** | | | **Literacy** | | **Mathematics** | | **Understanding the World** | | | **Expressive Arts and Design** | | **Good Level of Development  (Yes or No)** | **Security rating for GLD** |
| DD/MM/YY | LA | U | S | M&H | HSC | SC/SA | MFB | MR | R | W | N | SSM | P & C | World | Tech | EMM | BI |
| Stevenson | Harry |  | ########## | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | No | Likely |
| Joshua | Reynolds |  | ########## | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | Yes | Likely |
| Sophie | Dawson |  | ########## | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | Yes | Unlikely |
| Megan | Davies |  | ########## | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | Yes | Likely |
| Kyle | Morgan |  | ########## | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | Yes | Unlikely |

**Harry** is a summer born boy who took some time to settle into school and had an enhanced transition. He is on the SEND Register and will achieve expected in the ELG for Technology.

GLD: No - Likely (still likely to be secure)

**Joshua** had achieved all of the ELGs in the prime areas of learning. He engaged in a wide all physical activities outside of school with his family and had the potential to achieve exceeding in ELG 04 Moving and Handling and ELG 05 Health and Self-care. Joshua was ready for phonics phase 4, he used his knowledge of phase 3 when writing captions or a simple sentence and used the tricky words list confidently. Sometimes he missed out spaces between words but his writing could be read by others. Additional evidence of independent writing was a target following a LA moderation session. Joshua enjoyed listening to stories. He regularly joined in with repeated refrains and willingly answered questions during story time and guided reading activities. Joshua’s family heard him read regularly and he often brought in books from home. Joshua enjoyed all practical maths activities and was becoming more confident with numbers up to 20, using the vocabulary of one more or one less accurately. Joshua loved counting on and back by jumping on the number line and had been introduced to addition and subtraction through practical activities.

GLD: Yes - Likely (still likely to be secure)

**Sophie** had achieved all of the ELGs in the prime areas of learning apart from ELG 08 Making relationships; she had difficulty with playing cooperatively and showing sensitivity to others needs and feelings and this was a summer term target. Sophie was a confident speaker with a good imagination and enjoyed all creative activities especially music and dance. Sophie was revisiting phase 3 phonics, she was beginning to use her phonics in her writing and often made cards for her mum and dad. She copied words from around the learning environment and made registers and lists and was just beginning to rehearse and write a sentence with lots of adult support and encouragement. Sophie preferred to draw intricate pictures, beautifully coloured in and write her name and those of her family members. Sophie enjoyed having stories read to her and often made up her own stories using appropriate vocabulary. Sophie was reluctant to read at home and was in the target reading group. Sophie recognised, counted accurately and used numbers up to 10 readily in maths activities but was less confident with numbers up to 20. Sophie had been introduced the concept of addition and subtraction and could say one or more or one less than a given number up to 10. She enjoyed playing games involving rolling 2 dice and showing her knowledge of doubles.

GLD: Yes - Unlikely (unlikely to be secure)

**Megan** is the youngest of four girls and had achieved all of the 17 ELGs by the middle of the spring term and was on track for Exceeding in many ELGs She was popular, and everyone wanted to be her friend, she loved dressing up and acting out stories, often being the leader and organising everyone without being too bossy. Megan’s word choice was excellent and she retold stories with dramatic effect and enjoyed playing to an audience. Megan was an avid reader and could talk about what she had read, making comments and asking questions. Megan was a confident writer and made her own story books and was beginning to use the features of writing in guided writing but often reverted to “and then” followed by “and then” in longer pieces of independent writing. Megan loved anything to do with Maths and loved to work things out her head, she enjoyed problem solving activities and would say “I know that 5+5 =10 and I know that 5+3+2= 10 because 3+2 make 5” Megan liked to line up the counting bears and count them in 2s ,5s and 10s, she would talk about odd and even numbers when using the Numicon.

GLD: Yes - Likely (still likely to be secure)

**Kyle** took a while to settle into school and to separate from his mum, he had started to become more independent, willing to try new activities, making friendship groups and asking for help when he needed it. Kyle was more willing to speak in a familiar group and was beginning to share his news. Kyle was secure with phase 2 phonics and he had additional support with phase 3 and help from mum at home. Kyle was reluctant to have a go at writing at first but was just beginning to see the links between phonics and writing. With adult encouragement Kyle was having a go at writing labels and one or two words in the speech and think bubbles as part of our Super Hero theme. The funky finger activities were having a positive impact on his fine motor skills, pencil control and letter formation. Kyle’s counting and understanding of numbers up to 10 was improving and he was being introduced to numbers 10-20. He was unable to say one more or one less than a given number but was showing an understanding of addition and counting on when using a number line. At the LA moderation session, teacher colleagues agreed that Kyle had the potential to achieve a GLD.

GLD: Yes- Unlikely (unlikely to be secure)

**Case study examples to support: Y2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Forename** | **Surname** | **UPN** | **DOB** | **Reading March Assessment** | **Security rating for Reading** | **Writing March Assessment** | **Security rating for Writing** | **Maths March Assessment** | **Security rating for Maths** |
| Sofia | Test | xxxxxx | xxxx | ARE | Likely | ARE | Likely | WT | Higher |

Reading

In March Sofia came off bookbands/reading scheme and had begun to choose texts independently. The teachers assessment overall in March put her as working within ARE. She is an avid reader and has a lot of support at home. Her comprehension has always been secure and she had scored a standardised score of 98 in the last SATs practice. The teacher is confident that ARE is likely to be a secure judgement for Sofia so gave a security rating of Likely.

Writing

In March when the teacher reviewed writing assessment, Sofia had secured all of the WTS statements and many of the EXS statements. She chooses to write and has kept writing at home. There were no significant gaps in her writing attainment. The teacher is confident that ARE is likely to be the most secure judgement so used a security rating of Likely.

Maths:

In March Sofia, a Year 2 child, had achieved all of the statements in working towards. She had also achieved some of those in expected. Her teacher had been planning to work on deriving facts, on subtracting and telling the time after Easter as lots of the class including Sofia had not achieved these statements so far. In the middle of March Sofia’s teacher had to fill in the school’s data system which asked her to indicate if a child was on track to achieve age related. She decided that Sofia was on track: she was not there yet, but she should get all the statements by the end of June. So Sofia’s last assessment when she was at school in March was working below age related, but the teacher believed that this would change therefore she should assign WT to Sofia with a Higher security rating: working towards because that is where she was in March when she was in school, but Higher as this could now be higher after the home learning Sofia has been in engaged in.

**Case study examples to support: Y6**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Forename** | **Surname** | **UPN** | **DOB** | **Reading March Assessment** | **Security rating for Reading** | **Writing March Assessment** | **Security rating for Writing** | **Maths March Assessment** | **Security rating for Maths** |
| George | tester | xxxxxxx | xxxxxxx | ARE | Higher | ARE | Higher | ARE | Unlikely |

Reading

George was assessed by his teacher as working at EXS in March. When SATs papers were used, he consistently scored between 100-108. He is an avid reader and challenges himself to read different texts and more challenging texts. He is confident when writing about texts and expressing his understanding. The teacher was targeting him to attain above ARE. His home learning experience has been a positive one and he has received a lot of support and kept up with his work. The teacher assessed him as ARE with a likelihood of attaining higher: security rated Higher.

Writing

Similarly to is reading, George had already evidenced attainment within EXS on the last assessment. All EXS criteria had been evidenced and he was beginning to evidence some of the GDS standards. His writing is accurate and well crafted. The teacher has seen recent writing from home learning which cannot be assessed, but would suggest he has begun to write more extended texts and when choosing his task, shows great writerly knowledge. He is assessed as ARE with a likelihood of working above so security rated Higher.

Maths

George was assessed as working within ARE with standardised scores of just above and just below 100 on the last few SATs practice tests.  He needs a lot of support to express his mathematical thinking and tends to lose confidence if he thinks he can’t solve a problem.  His teacher would have hoped that he would have achieved the EXS standard with continuing support but as this has not happened this judgement is unlikely to be secure.  Assessment recorded as ARE with a security rating of Unlikely.

**Case study examples to support: Other year groups examples**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Forename** | **Surname** | **UPN** | **DOB** | **Meeting the Expected Standard  (March Assessment)  (Yes/No)** | **Security Rating** |
| Nancy | XXXXXXX | XXXXX | XXXXXXX | Yes | Unlikely |

**Year 1**

Reading

Nancy was assessed as working at ARE in March as she was able to read phonically decodable texts matched to her phonics level with understanding and fluency. She can also read some other texts and chooses to read for pleasure. The teacher has been unable to be confident that Nancy has continued to read regularly and she has not engaged with home learning in phonics therefore the judgement for Nancy is ARE with a security rating of Unlikely.

**PSC**

**Nancy was on track to pass the PSC with her last score in a mock test being 25. However she has not engaged in phonics home learning so the judgement is Yes (was on track) with a security rating of Unlikely.**

Writing

Nancy was writing below ARE in March but was moving closer to ARE. The lack of home learning engagement and Nancy’s need for scaffolds in her writing mean that the judgement is WT with a security rating of Likely.

Maths

Nancy was assessed as not on track for ARE in March. She can access ARE maths when supported by teacher or TA. Her teacher feels that nothing is likely to have changed during lockdown therefore the judgement for Nancy is WT with a security rating of Likely.

**Year 3**

Reading

Poppy reads independently and fluently. She was assessed as working at ARE in March and she was secure within this. Her comprehension is strong and she scored a standardised score of 101 in her last NFER test. She has continued to read at home and engaged well with all home learning. The judgement is ARE with a security rating of Likely.

Writing

Poppy’s writing is less secure than her reading. She was just working within ARE in March but she needs a lot of support to proof read and edit her work and her accuracy needed to improve to secure the end of year expectations. She has continued to produce writing at home but the teacher is unconfident about the level of independence. Therefore, the judgement is ARE with a security rating of Unlikely.

Maths

Poppy was assessed as already ARE in March. She is an enthusiastic in maths lessons, finds learning maths easy and her teacher thought that Poppy might be above ARE by the end of the summer term. Her teacher has judged Poppy as ARE with a security rating of Higher.

**End of Year Assessment Webinar**

Room URL: <https://rebeccacosgrave296.clickmeeting.com/end-of-year-assessment-webinar>

Room ID:

281-818-336

Time scheduled event: 12th June 2020

Starts at:  10:00 AM

You will need to use any of the following browsers to ensure easy access: Chrome, Firefox, Safari, Opera.

**Guidance on sorting Spreadsheet to achieve broad ranking for Y6 to Y7 transition**

If you want to sort the excel spreadsheet to enable a broad ranking to be presented you can use the sort function to group pupils by their assessment outcome and security of rating you can do this by:

* Highlighting the rows from the header row to the last child…
* Click on **sort** on the **data** ribbon
* Tick **my data has headers**
* Choose relevant subject heading in **sort by** drop down list e.g. “Reading March Assessment”
* Under **Order**, choose **custom list**
* Click to highlight **New List**
* Click Cursor into List entries box and type **WA, ARE, WT**
* Click **Add**
* Click **Ok**
* Click **Add Level**
* Choose relevant security rating heading  in **then by** drop down list e.g. “Security rating for Reading”
* Under **Order**, choose **A-Z**
* Click **Ok**