



Department
for Education

Reforming assessment and accountability for primary schools

**Government response to consultation on
primary school assessment and
accountability**

March 2014

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Introduction

On 17 July 2013 we published proposals to reform primary school assessment and accountability under the new national curriculum. The consultation closed on 11 October. We received 1187 written responses to the consultation, and we held discussions at a series of events and conferences. An analysis of the consultation responses, including the percentage of respondents who raised particular themes in their discussion of the issues, is at **Annex A**.

This document sets out further details of our plans for primary school assessment and accountability. The proposals are summarised in **Annex B**.

The case for change

We believe that the single most important outcome for any primary school is to give as many pupils as possible the knowledge and skills to flourish in the later phases of education. Our reforms to the accountability system for primary schools, alongside reforms to the national curriculum, set high expectations so that all children can reach their potential and are well prepared for secondary school. No child should be allowed to fall behind. Our current expectations for primary schools are set too low. In 2012, less than half the pupils who had only just reached the current expected standard at key stage 2 went on to achieve five good GCSEs, including English and mathematics.¹ In contrast, seven in ten of those with a 'good' level 4 or above achieved this GCSE standard.²

The new assessment and accountability system for primary schools described in this document will set a higher bar. With the continued improvement in teaching and the sharper focus of the new curriculum, results should rise. We have also provided extra support through the pupil premium so that schools and, in future, early providers can give disadvantaged children the help that they need. With this support in place, almost all pupils should leave primary school well-placed to succeed in the next phase of their education.

We also want to celebrate the progress that pupils make in schools with more challenging intakes. We recognise that for these schools, getting nearly all pupils to meet this standard is very demanding, at least in the short term. Our reforms will recognise the good progress that schools make with children from a low starting point.

Our reforms are based on a clear set of principles:

- ongoing, teacher-led assessment is a crucial part of effective teaching;
- schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make;
- both summative teacher assessment and external testing are important;
- accountability is key to a successful school system, and therefore must be fair and transparent;
- measures of both progress and attainment are important for understanding school performance; and,
- a broad range of information should be published to help parents and the wider public know how well schools are performing.

¹ 47 per cent of pupils who achieved a level 4 but did not achieve a level 4b or above in both English and mathematics at key stage 2 went on to achieve 5 A*-C GCSE grades (including English and mathematics) in 2012.

² 72 per cent of pupils who achieved at least a level 4b in both English and mathematics at key stage 2 went on to achieve 5 A*-C GCSE grades (including English and mathematics) in 2012.

Summary of reforms

New assessments will reflect the more challenging national curriculum. Specifically we will:

- introduce more challenging tests that will report a precise scaled score at the end of the key stages rather than a level;
- make detailed performance descriptors available to inform teacher assessment at the end of key stage 1 and key stage 2. These will be directly linked to the content of the new curriculum;
- improve the moderation regime to ensure that teacher assessments are more consistent.

Our accountability system will reflect the raised expectations of primary schools and recognise the excellent work they do. We will:

- set a challenging aspiration that 85% of children should achieve the new expected standard by the end of primary school. Over time we expect more and more schools to achieve this standard;
- introduce a new floor standard, which will be based on the progress made by pupils from reception to the end of primary school. This will be underpinned by a new assessment in reception that will capture the school's starting point from which progress will be measured. A school will fall below the floor only if pupils make poor progress and fewer than 85% of them achieve the new expected standard;
- require schools to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve.

Assessment arrangements

Good teachers assess children regularly to inform teaching, provide feedback to pupils and to communicate children's progress to parents. This assessment does not need government to prescribe how it should be done.

Some respondents expressed concern about the removal of national curriculum levels. Since we launched the consultation, we have had conversations with our expert group on assessment about how to support schools to make best use of the new assessment freedoms. We have launched an Assessment Innovation Fund to enable assessment methods developed by schools and expert organisations to be scaled up into easy-to-use packages for other schools to use.³

We will have national assessments at key points in children's primary education. These have two aims – to provide standard information to parents and to give a picture of school performance. There will be different approaches to assessment through a child's education and development, using the most appropriate approach for capturing children's learning at each stage and to complement on-going teacher assessment:

- the existing statutory two-year-old progress check undertaken in early years settings;
- a short reception baseline that will sit within the assessments that teachers make of children during reception;
- a phonics check near the end of year 1;
- a teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science;
- national tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.

Reception baseline

Many respondents to the consultation supported the principle of schools being accountable for the progress of their pupils – and that progress should be measured from the earliest possible point in school. Many schools told us that they already make assessments of children when they start school. These took many forms, including home visits, observations of children and more structured assessments.

³ [Further information about the Assessment Innovation Fund](#)

We recognise that many children start school before reception. Schools are increasingly setting up nursery classes and see the benefits to a child's education. However, reception is the earliest point that nearly all children are in school, and is therefore the most sensible point for setting a baseline from which to measure progress.

We will use a reception baseline as the starting point from which to measure a school's progress. We want teachers to choose from a range of assessment approaches but most are likely to be administered by the reception teaching staff. This will sit within teachers' broader assessments of children's development – which we know go wider than any single baseline assessment can accurately capture. We therefore want to consider carefully how to communicate results from a reception baseline to parents and to Ofsted, contextualised by teachers' broader assessments.

There are already assessments available to schools for children of this age. A number are widely used and some schools have been using them for many years. We will build on the existing body of evidence and work with experts to create criteria for the baselines which will count for the progress measure. Assessments will be sought with evidence that they are strong predictors of key stage 1 and key stage 2 attainment, whilst reflecting the age and abilities of children in reception. A list of assessments that meet the criteria will be published.

Whilst suppliers are developing and adapting assessments, we will undertake a study in autumn of this year with schools that already use similar assessments. This will help inform our approach to moderation and our consideration of how best to communicate the results of a reception baseline to parents.

Schools can use one of these assessments from September 2015. We understand that schools will be concerned about how they will perform when we measure progress in a new way. Therefore, schools that use an approved baseline assessment in September 2015 will have their progress measured in 2022 (when these children reach the end of key stage 2) based on either the reception baseline or key stage 1 results, whichever shows the most progress. For schools which do not choose to use the reception baseline in 2015, progress will only be measured from key stage 1 to key stage 2.

The reception baseline will be the only measure used to assess progress for children who start reception in September 2016 and beyond. Key stage 1 assessments will remain statutory but will not be used for the progress floor standard of all-through primary schools. The progress of pupils starting reception in September 2016 in all-through primary schools will be measured in 2023 when these pupils reach the end of key stage 2.⁴ Schools that choose not to use an approved baseline assessment from 2016 will be judged on an attainment floor standard alone.

⁴ For arrangements in infant and junior schools, see page 10.

From September 2016 the Early Years Foundation Stage Profile will no longer be compulsory. The Early Years Foundation Stage itself will continue to be statutory, supporting children to experience a broad and engaging programme of learning in reception.

Key stage 1

At the end of key stage 1, teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. There will also be an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing. The tests will be updated to reflect the new national curriculum and will be expressed as a scaled score, with the new assessments first taking place in summer 2016.⁵ Teacher assessment of speaking and listening and science will continue.

In autumn 2014, new performance descriptors will be introduced to inform statutory teacher assessments at the end of key stage 1. For mathematics, reading, writing and speaking and listening, teachers will assess pupils as meeting one of several performance descriptors. For science, there will be a single performance descriptor of the new expected standard. These will be linked to the content of the new curriculum and drafted by an expert group.

As Her Majesty's Chief Inspector of Education, Children's Services and Skills noted in his 2013 Annual Report, there are issues about the robustness of the current teacher assessment at key stage 1. He identified uneven moderation as a source of unreliable assessment, concerns echoed by the recent NAHT Commission on Assessment.⁶ For this reason, we will work closely with Ofsted and schools to improve moderation.

Key stage 2

At the end of key stage 2 pupils will continue to sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. These will be used for school performance measures from 2016 onwards. As now, there will continue to be teacher assessment in mathematics, reading, writing and science to give a broader picture of children's attainment. In common with key stage 1, the tests and assessments will reflect the content of the new curriculum.

New performance descriptors will be introduced to inform the statutory teacher assessments at the end of key stage 2. For writing, teachers will assess pupils as meeting one of several performance descriptors. For science, reading, and mathematics,

⁵ A scaled score is a score where 100 will represent the new expected standard for that stage.

⁶ [Report of the NAHT Commission on Assessment](#)

there will be a single performance descriptor of the new expected standard. A sample of pupils will continue to sit tests in science to give a picture of national performance.

The results of the tests in reading; mathematics; and, grammar, punctuation and spelling will be reported to pupils and parents as scaled scores. Parents will be provided with their child's score alongside the average for their school, the local area and nationally. In the light of the consultation responses, we will not give parents a decile ranking for their child due to concerns about whether decile rankings are meaningful and their reliability at individual pupil level.

Low attaining pupils

The consultation supported our view that there will continue to be a small minority of pupils for whom assessment arrangements under the national curriculum will not be appropriate. All pupils who are not able to access the relevant end of key stage test will continue to have their attainment assessed by teachers. We will retain P-scales for reporting teachers' judgements. The content of the P-scales will remain unchanged.⁷ Where pupils are working above the P-scales but below the level of the test, we will provide further information to enable teachers to assess attainment at the end of the relevant key stage in the context of the new national curriculum.

We asked how schools should be held to account for the attainment and progress of these children and received a variety of suggestions. We considered whether the publication of further data would enhance accountability for these pupils. We found, however, that given the very diverse nature of this group of pupils, data need to be seen in context to give a clear picture of school performance. Schools will remain accountable through robust inspection which looks at teacher assessments of low attaining pupils and whether pupils are making the appropriate progress. We will consider whether to move to external moderation of P-scale teacher assessment as part of our further work on moderation.

⁷ We will rename the 'ICT' and 'Modern Foreign Languages' P-scales, as 'Computing' and 'Languages' respectively, to reflect wording used in the national curriculum framework document, published in September 2013.

Floor standards

We will continue to set minimum requirements, known as floor standards, for schools. A school will come under additional scrutiny through inspection if it falls below this minimum standard. In some cases intervention may be required, and could result in the school becoming a sponsored academy. We will have a new floor standard that holds schools to account both on the progress they make and on how well their pupils achieve.

A progress measure is the fairest way to assess many schools. We will use the reception baseline, when taken, to assess the progress children make between starting reception and age 11, compared to other children with the same starting points. The arrangements for different types of schools are set out below. To ensure that children succeed across the curriculum, we are proposing that schools will only meet the progress standard if pupils make sufficient progress in all of reading, writing and mathematics.

In addition, we want to celebrate the success of schools that equip the vast majority of their pupils for life at secondary school. For that reason we are including an attainment element in the floor standard. Our expectations are high. We want schools to aim to have 85% of their pupils at this new higher standard for the end of key stage 2 by 2016. Over time, we expect more and more schools to reach this standard as they rise to the challenge of ensuring that almost all children master the basics at the end of their primary schooling.

An all-through primary school will be above the floor standard if:

- pupils make sufficient progress at key stage 2 from their starting point in the reception baseline; **or**,
- 85% or more of pupils meet the new expected standard at the end of key stage 2 (similar to a level 4b under the current system).

A junior or middle school will be above the floor standard if:

- pupils make sufficient progress at key stage 2 from their starting point at key stage 1; **or**,
- 85% or more of pupils meet the new expected standard at the end of key stage 2 (similar to a level 4b under the current system).

We will consider arrangements for measuring the progress of pupils in infant or first schools from their starting point in the reception baseline.

Annex C sets out details of how we propose to construct each measure.

Interim arrangements

The children who take the first reception baseline in September 2015 will reach the end of key stage 2 in 2022. Until that point, progress will continue to be measured from the end of key stage 1, using the new assessment arrangements set out above.

In 2022 performance tables, we will judge schools on whichever is better: their progress from the reception baseline to key stage 2; or their progress from key stage 1 to key stage 2. For schools which do not choose to use the reception baseline in 2015, progress will continue to be measured from key stage 1 to key stage 2. The reception baseline will be the only measure used to assess progress for children who start reception in September 2016 and beyond. Key stage 1 assessments will remain statutory but will not be used for the progress floor standard of all-through primary schools.

Publishing information on school performance

As now, performance tables will present a wide range of information about primary school performance. We will require schools to publish a suite of indicators of performance on their website in a standard format:

- the average progress made by pupils in reading, writing and mathematics;
- the percentage of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2;
- the average score of pupils in their end of key stage 2 assessments; and,
- the percentage of pupils who achieve a high score in all areas at the end of key stage 2.

So that parents can make comparisons between schools, we would like to show each school's position in the country on these measures and present these results in a manner that is clear for all audiences to understand. We will discuss how best to do so with stakeholders, to ensure that the presentation of the data is clear, fair and statistically robust.

Annex A – Consultation summary

I. Respondent information questions

There were 1187 responses to this question.

Options	Responses	
	Primary school head teacher:	324
Primary school teacher:	320	27%
Other education professional:	181	15%
Local authority:	112	9%
Other:	89	7%
Parent / carer:	84	7%
Governor:	39	3%
Union / professional association (schools and early years):	21	2%
Secondary school teacher:	14	1%
Secondary school head teacher:	3	<1%

II. Consultation questions

Question 1: Will these principles underpin an effective curriculum and assessment system?

There were 1063 responses to this question.

Options	Responses to this question		Of all respondents
	No:	606	
Not Sure:	261	25%	22%
Yes:	196	18%	17%

Respondents to this question expressed concerns that assessment would become more inconsistent, which could: make it harder to make comparisons between schools (14% of responses); confuse parents and pupils when pupils move schools (9 and 12% respectively); make it harder to identify underperforming children (6%); and, make it harder for Ofsted to come to judgements (9%). There were concerns raised about the

impact on children of the proposal to provide a decile ranking for each pupil at the end of key stage 2 (14%).

Question 2a: What other good examples of assessment practice can we share more widely?

There were 385 responses to this question.

Responses expressed by at least 2% of respondents	Responses to this question		Of all respondents
Ways to record assessment	65	17%	6%
Approaches to quality assuring assessment	37	10%	3%
Ways to share good practice	103	27%	9%
Formative assessment needed to ensure progress	106	28%	9%
Good practice from abroad	24	6%	2%
Regular school to school moderation facilitated by trained teachers would ensure accountability	31	8%	3%

Question 2b: Is there additional support we can provide for schools?

There were **877** responses to this question

Options	Responses to this question		Of all respondents
Yes:	716	82%	60%
Not Sure:	126	14%	11%
No:	35	4%	3%
Responses expressed by at least 2% of respondents			
Examples of assessment	112	13%	9%
Good practice guides	145	17%	12%
Training	138	16%	12%
Access to specialist advice	25	3%	2%
Funding for support	121	14%	10%
Exchange good practice	56	6%	5%
Clarity on what to report	54	6%	5%
Local authorities	35	4%	3%
Time for teachers	91	10%	8%
Stop interfering	35	4%	3%
Exemplification of expected standards	62	7%	5%
Opportunity for schools to work collaboratively in partnership	29	3%	2%

Question 3: Does a scaled score, decile ranking and value-added measure provide useful information from national curriculum tests?

There were 1044 responses to this question.

Options	Responses to this question		Of all respondents
No:	726	70%	61%
Yes:	163	16%	14%
Not Sure:	155	15%	13%

Most respondents who disagreed with the proposals were concerned about providing a decile ranking for each pupil – 35% disagreed with the proposal; 46% were concerned about the impact on children; and 14% felt that it would do nothing to increase standards. Some respondents expressed concerns about how the information would be understood by parents and others – 8% felt that the information may be misunderstood by parents.

Question 4: Should we continue to measure progress from the end of key stage 1, using internally-marked national curriculum tests?

There were 1057 responses to this question.

Options	Responses to this question		Of all respondents
Yes:	472	45%	40%
No:	431	41%	36%
Not Sure:	154	15%	13%

Most of the respondents that said progress should not be measured from the end of key stage 1 did not suggest an alternative. Of those who did suggest an alternative, the most common alternative proposition (expressed by 4% of respondents in the free text for this question) was that progress should be measured from reception. 13% of responses said that assessment at the end of the key stage 1 should continue to be teacher assessed rather than based solely on tests.

Question 5: If end of key stage 1 national curriculum test results are used as the baseline to measure progress, should school-level results be published?

There were 1043 responses to this question.

Options	Responses to this question		Of all respondents
No:	650	62%	55%
Yes:	247	24%	21%
Not Sure:	146	14%	12%

14% of respondents felt that there would be unintended consequences to publishing school-level results. 6% felt that the data should not be published as it does not reflect the development of the whole child. 5% of respondents felt publishing data would unhelpfully raise the stakes of the key stage 1 assessments – but 5% of respondents thought that it was important to publish data to allow schools to be held to account.

Question 6: Should we introduce a baseline check at the start of reception?

There were 1131 responses to this question.

Options	Responses to this question		Of all respondents
No:	572	51%	48%
Yes:	382	34%	32%
Not Sure:	177	16%	15%

The main concern expressed in response to this proposal was that it was too early to assess children – a view expressed by 20% of respondents. 12% of respondents were concerned that it could devalue the Early Years Foundation Stage Profile and 11% were concerned that there could be a negative impact on a child's transition to school. 5% of respondents had practical concerns about the difficulty of implementing a baseline check. 6% of respondents supported the introduction of a baseline check because they already carry one out – including 9% of respondents who identified themselves as a primary school teacher.

Question 7: Should we allow schools to choose from a range of commercially-available assessments?

There were 1079 responses to this question.

Options	Responses to this question		Of all respondents
No:	789	73%	66%
Yes:	159	15%	13%
Not Sure:	131	12%	11%

A third of respondents to this question said that a range of products could lead to inconsistencies and confusion. 12% of responses said that government should centrally produce and fund all assessments. In our discussions with stakeholders, many schools told us that they already make assessments of children when they start school. We want teachers to continue to have a range of assessment providers to choose from.

Question 8: Should we make the baseline check optional?

There were 1067 responses to this question.

Options	Responses to this question		Of all respondents
No:	721	68%	61%
Yes:	201	19%	17%
Not Sure:	145	14%	12%

11% of respondents said that a baseline check should either be mandatory or not be introduced at all. 13% felt that it needed to be mandatory to be fair to all schools. 10% of respondents re-iterated their opposition to a baseline check.

Question 9: Do you have any comments about these proposals for the Department's floor standards?

There were 465 responses to this question.

Responses expressed by at least 2% of respondents	Responses to this question		Of all respondents
Disagree with the initial premise – cannot answer question/stop all testing	59	13%	5%
Schools are shown as failures due to low baseline	35	8%	3%
Government has to be clear which statistics they use to determine floor standards	31	7%	3%
Support floor standards, but standard is too high	79	17%	7%
Floor standards need to take into consideration children's progress	89	19%	8%
Concerned that floor standard is too high	134	29%	11%
Support for schools is needed for them to reach the new standard	31	7%	3%
Government is too focused on testing	27	6%	2%
Impact on small schools	44	10%	4%
Floor standards do not give an accurate picture	32	7%	3%

Question 10: If we take a baseline from the start of reception, should end of key stage 1 national curriculum tests become non-statutory for all-through primary schools?

There were 1022 responses to this question.

Options	Responses to this question		Of all respondents
No:	538	53%	45%
Yes:	322	32%	27%
Not Sure:	162	16%	14%

7% of respondents stated that there should be the same assessment approach for all schools. 4% felt that assessment at the end of key stage 1 should remain statutory as progress needs to be closely monitored. 6% disagreed with the premise of the question, as they disagreed with the introduction of a baseline check.

Question 11: Should we include an average point score measure in floor standards?

There were 927 responses to this question.

Options	Responses to this question		Of all respondents
No:	357	39%	30%
Yes:	292	31%	25%
Not Sure:	278	30%	23%

4% of respondents expressed concerns about how an average point score would be presented, 3% felt that averages were not helpful. 3% argued that average point scores show the attainment of all pupils. 3% did not agree with floor standards in principle.

Question 12: Are there any other measures we should prioritise in performance tables?

There were 846 responses to this question.

Options	Responses to this question		Of all respondents
Yes:	369	44%	31%
No:	311	37%	26%
Not Sure:	166	20%	14%
Responses expressed by at least 2% of respondents			
A measure of children's social, emotional & physical development	98	12%	8%
Other contextual information – e.g. % of cohort with SEN	47	6%	4%
Pupil mobility between schools	31	4%	3%
A measure of children's enjoyment and creativity	30	4%	3%
Performance tables should not be used	68	8%	6%

Question 13: What data could be published to hold schools (including special schools) accountable for the attainment and progress of the lowest-attaining pupils?

There were 390 responses to this question.

Responses expressed by at least 2% of respondents	Responses to this question		Of all respondents
Contextual information (postcode, social, economic & cultural variations, levels of deprivation, FSM)	33	9%	3%
Value added progress rather than attainment	117	30%	10%
P-level scores, progress from P-levels to standard levels	139	36%	12%

Annex B – Assessment and accountability reforms

Current system	Post reform
<p>Floor standard</p> <p>Above the floor if:</p> <p>Progress measure – median % of pupils make expected progress from KS1 to KS2 in <u>any of</u> reading, writing and mathematics</p> <p>or</p> <p>65% meet expected standard (level 4)</p>	<p>Floor standard</p> <p>Above the floor if:</p> <p>Progress measure – from 2016 pupils make sufficient progress from reception baseline to KS2 in <u>all of</u> reading, writing and mathematics or</p> <p>85% meet new expected standard</p>
<p>Reception:</p> <p>Optional assessments e.g. home visits, teacher observation, school-created assessments or off-the-shelf assessment products.</p> <p>The Early Years Foundation Stage Profile is statutory.</p>	<p>Reception:</p> <p>New reception baseline of all pupils within their first few weeks at school. This will continue to be supplemented by teachers’ broader assessments and observations.</p> <p>The Early Years Foundation Stage Profile is no longer compulsory.</p>
<p>Key stage 1:</p> <p>Teacher assessment in reading; writing; speaking and listening; mathematics and science. Informed by externally-set, internally-marked test scores (apart from speaking and listening and science where there is no test).</p> <p>Results are expressed as levels (including sub-levels for level 2a-c).</p>	<p>Key stage 1:</p> <p>Teacher assessment in reading; writing; speaking and listening; grammar, punctuation and spelling; mathematics and science. Informed by test scores (assessment of writing informed by grammar, punctuation and spelling test; no test for speaking and listening and science).</p> <p>Results expressed by the performance descriptor a child most closely meets.</p>
<p>Key stage 2:</p> <p>Externally set tests in reading; grammar, punctuation and spelling; and, mathematics. Sample test for science.</p> <p>Teacher assessment in science, mathematics and reading and writing.</p> <p>Results of these tests and assessments are reported to pupils and parents as levels.</p>	<p>Key stage 2:</p> <p>Externally set tests in reading; grammar, punctuation and spelling; and, mathematics. Science sample test continues. Teacher assessment of writing, reading, science and mathematics. These tests will reflect the new curriculum.</p> <p>Test results reported to pupils and parents as a scaled score. Writing assessment results reported through new performance descriptors. The results of the science, mathematics and reading teacher assessments expressed as whether a pupil</p>

Current system

Post reform

has met the new expected standard.

Annex C – Details of the proposed floor standard

A school will be considered above the floor if it meets either the progress or attainment floor standards.

Progress standard from 2016 to 2022

Until the first cohort of children taking the reception baseline reach the end of key stage 2 in 2022, progress will continue to be measured from assessments at the end of key stage 1 to key stage 2. The proposed progress measure will be based on value-added in each of reading, writing and mathematics. Each pupil's scaled scores in each area at key stage 2 will be compared with the scores of pupils who had the same results in their assessments at key stage 1.

For a school to be above the progress floor, pupils will have to make sufficient progress in all of reading, writing and mathematics. For 2016, we will set the precise extent of progress required once key stage 2 tests have been sat for the first time. Once pupils take a reception baseline, progress will continue to be measured using a similar value-added methodology.

Attainment standard from 2016

The attainment standard from 2016 will be based on the proportion of pupils reaching the new expected standard in all of reading, writing and mathematics. To reach the new expected standard, each pupil will be required to attain a scaled score of 100 or more in the tests in each of reading and mathematics, as well as being assessed by their teacher as reaching the new expected standard in writing. A school will be above the attainment floor if 85% of pupils reach the new expected standard in each area.



Department
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