

Newham Community Learning: Description of Primary and Secondary School Assessments

For use at Newham Community Learning Primary and Secondary Schools -
with particular reference to governors and trustees

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Description of Primary School Assessments

Reception Baseline Assessment (Reception)	<ul style="list-style-type: none"> • Taken within a few weeks of starting Reception • Results are black-boxed, with very little feedback to school • Input for primary value-added measure (currently KS1) but will take several years to work through
Early Years Foundation Stage (EYFS) Profile (Reception)	<ul style="list-style-type: none"> • Reports the child's development and achievement at the end of the Reception year. • Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning: Communication and Language; Personal, Social and Emotional Development; Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design • For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. • Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations. • Headteacher must assure quality
Phonics screening check (Year 1 and Year 2)	<ul style="list-style-type: none"> • Taken in June in Year 1, but repeated in Year 2 by pupils not reaching threshold • A mixture of words and pseudo words • Internally (teacher) assessed • Marks submitted to Local Authority • Reported in Analyse School Performance (ASP)
Key Stage 1 assessment (Year 2)	<ul style="list-style-type: none"> • Key Stage 1 is teacher assessed, informed by tests taken during May in Year 2 • There is an external moderation process administered by the LA • Tests cover reading and mathematics (arithmetic and reasoning). There is an optional grammar, punctuation and spelling test. • Marks for each test are converted to a scaled score, ranging between 85 and 115, with 100+ being the expected standard • Reported in ASP • Will be replaced by RBA as the baseline for KS2 value-added; KS1 assessments become non statutory in 2023/24
Multiplication check (Year 4)	<ul style="list-style-type: none"> • An online check of 25 questions, up to 12x12 • 6 seconds to answer each one • Score visible to teacher • Published in ASP, but not in performance tables
Key Stage 2 tests (Year 6)	<ul style="list-style-type: none"> • Tests in reading and mathematics (writing is teacher assessed) taken in May of Year 6 • Reported in scaled scores (writing does not get scaled score): <ul style="list-style-type: none"> ◦ Range from 85 to 115 ◦ 100 deemed to be 'the standard', adjudicated by a panel to ensure consistency ◦ National average around 104 • Input for KS4 Progress 8 measure • Not taken in 2020 or 2021 due to Covid
Key stage 2 prior	<ul style="list-style-type: none"> • A pupil's prior attainment at KS4 is calculated as the average of their KS2 scaled scores in English reading and maths.

attainment groups (Year 6)	<ul style="list-style-type: none"> ● Most pupils who reached the end of KS4 in 2022/23 took KS2 tests in summer 2018. ● The categories are calculated in the following way: <ul style="list-style-type: none"> ○ Low prior attainers have an average scaled score (average of their English reading and maths scaled scores) of below 100. ○ Middle prior attainers have an average scaled score greater than or equal to 100 but less than 110. ○ High prior attainers have an average scaled score greater than or equal to 110.
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Description of Secondary School Assessments and Performance Measures

Cognitive Abilities Tests (Year 7)	<p>Many secondary schools use CAT4 tests with incoming Year 7 students. They measure the child's ability to think and reason, rather than what they know.</p> <p>As students did not take Key Stage 2 tests in 2020 or 2021, CAT tests have been used even more extensively. They are linked statistically to outcomes at Key Stage 4 and can be used to estimate Key Stage 2 scores retrospectively.</p>
Key Stage 4 (Year 11) performance measures	<p>The KS4 measures are designed by DfE to encourage schools to offer a broad and balanced curriculum with a focus on an academic core. The headline measures which appear in performance tables are:</p> <ul style="list-style-type: none"> ● Progress 8 - progress across 8 qualifications ● Percentage of pupils entering the full EBacc combination of qualifications ● Percentage of pupils attaining grades 5 or above in both English and maths ● Average Attainment 8 score per pupil - attainment across the same 8 qualifications as Progress 8 ● the EBacc Average Point Score (APS) per pupil <p>In 2022/23 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic.</p>
Progress 8	<p>Progress 8 aims to capture the progress that pupils in a school make from the end of primary school (KS2) to the end of KS4.</p> <p>A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools:</p> <ul style="list-style-type: none"> ● a score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2 ● a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2 ● a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2. <p>Gaps in the Progress 8 baseline - As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26.</p>

English Baccalaureate (EBacc) entry	<p>This measure refers to the percentage of pupils entering GCSEs in EBacc subjects. To enter the EBacc, pupils must take up to eight GCSEs across five subject ‘pillars’:</p> <ul style="list-style-type: none"> ● English language and English literature ● Maths ● Science - Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science ● History or Geography ● A language - Ancient or modern <p>EBacc is not a separate qualification, but a combination of six different GCSEs in these five pillars.</p>
Attainment in English and Maths at grade 5 or above	<p>This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.</p>
Attainment 8	<p>Attainment 8 measures the average achievement of pupils in up to 8 GCSE-level qualifications:</p> <ul style="list-style-type: none"> ● Maths (double weighted) ● English (double weighted, if both English language and literature are sat) ● EBacc - 3 qualifications that count in the English Baccalaureate measures ● Open - 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list
EBacc Average Point Score (EBacc APS)	<p>The EBacc APS measures pupils’ point scores across the five pillars of the EBacc - English, maths, science, a language, and history or geography – with a zero for any missing pillars.</p>