

## **Primary and Secondary National Curriculum**

The National Curriculum is divided into Key Stages that children are taken through during their school life.

### **Early Years Foundation Stage Profile (EYFSP)**

- 1.1 The EYFSP is assessed when children reach the end of Foundation Stage (age 5) through ongoing and summative teacher assessment. Rotherham's Early Years performance in many areas relating to children's outcomes has been on an upward trajectory since 2009. The framework was revised by the Department for Education (DfE) in 2012 and due to the changes in the way children are assessed at the end of the Foundation Stage it is not possible to make comparisons between post 2013 assessments and historical data.
- 1.2 The expected level to achieve at the end of EYFS is a 'good level of development' (GLD). A pupil is defined as achieving a GLD if they achieve at least the expected level for all eight goals within the three prime areas of learning: communication and language, physical development and personal, social and emotional development, and in all four of the literacy and mathematics goals.

### **Key Stage 1 (KS1)**

- 1.3 KS1 is taught during Years 1 and 2 of primary school when pupils are aged between 5 and 7. This includes the phonics screening check which is administered to all children at the end of Year 1 and the end of KS1 tests which are administered throughout May; the KS1 tests are informal and usually take place in a normal classroom situation. The results inform teachers' overall assessments in English, mathematics and science, which are reported to parents and the DfE.

### **Phonics Screening Check**

- 1.4 This is a short assessment that was introduced in 2012 and designed to confirm whether pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check.
- 1.5 The phonics check will help teachers identify any children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.
- 1.6 The standard mark is released each year after the check has been administered. It has remained 32 out of 40 from 2012 to 2018.

**Appendix 1**  
**2018 Education Performance Outcomes Report**

**End of Key Stage 1 Teacher Assessments (TA)**

- 1.7 The statutory KS1 tasks and tests in reading, writing and mathematics are designed to test children's knowledge and understanding of the associated programmes of study. They provide a snapshot of a child's attainment and help inform the final teacher assessment judgement reported for each child at the end of KS1 (Year 2, aged 7).
- 1.8 There were significant changes in KS1 TA for 2016. The levels have gone and replaced by a range of performance categories for each subject, namely reading, writing, maths and science. The Standards and Teaching Agency (STA) conducted an evaluation of the interim teacher assessment frameworks during Spring 2017 and made changes to the frameworks for 2017 to 2018.
- 1.9 2016 to 2018 assessments are reported as working at the expected standard (EXS+), working at greater depth (GDS), and those working lower than the expected standard - working towards the standard (WTS), has not met the expected standard (HNM), pre-key foundations for the expected standard (PKF), below the standard of the pre-key stage (BLW).

**Key Stage 2 (KS2)**

- 1.10 KS2 is taught during Years 3, 4, 5 and 6 of primary school when pupils are aged between 7 and 11. Programmes of study set out what teachers should cover in every subject during the Key Stage. The KS2 national curriculum tests are designed to test children's knowledge and understanding of specific elements of the KS2 programmes of study. They provide a snapshot of a child's attainment at the end of the Key Stage.
- 1.11 In 2016, 2017 and 2018 tests and teacher assessments were revised to reflect the new and more challenging curriculum. New accountability measures were introduced for the statutory assessments at the end of KS2 from 2016.
- 1.12 There are still national tests at the end of KS2 in mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science. The writing TA will be reported through the performance descriptors. The tests have a higher expected standard. A scaled score of 100 will always represent the 'national standard'. The scaled score range is 80-120 where 80-99 is working below the expected standard and 110 or more is working at the higher standard.
- 1.13 The progress measure between KS1 and KS2 will be based on value-added in each of reading test, writing TA and mathematics test. An individual pupil's scaled scores in each area at KS2 will be compared with the scores of pupils nationally who had the same results in their assessments at KS1.

**Key Stage 4 (KS4)**

- 1.14 KS4 is taught during Years 10 and 11 of secondary school when pupils are aged between 15 and 16 and follows KS3 when pupils are in Years 7 - 9. At the end of this stage, pupils in Year 11 (usually aged 16) are normally entered for a range of external examinations. Most frequently, these are General Certificate of Secondary Education (GCSE) exams and a range of other qualifications, including National Vocational Qualifications.
- 1.15 A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and mathematics (grade 5+ and grade 4+ in English and mathematics from 2017), and English Baccalaureate (EBacc) by entry and achievement.
- 1.16 Attainment 8 measures the average grade of a pupil across 8 subjects including English and mathematics, 3 further qualifications that count in the EBacc measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 1.17 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of Year 11 in secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
- 1.18 2017 and 2018 secondary performance cannot be compared with previous years following the introduction of GCSE reforms and changes to performance measures. Judgements cannot be made on the basis of performance measures which are undergoing significant transition, and continue to be turbulent in 2018.
- 1.19 In the summer of 2017; pupils taking GCSEs in England received a mixture of number and letter grades. English language, English literature and mathematics were the first subjects to use the new system and were reported in 2017. Another group of subjects introduced the numerical grades in 2018 with most other subjects adopting numbers by 2019. By 2020 all GCSEs taken in England will receive numerical grades.

**End of Key Stage 5 (KS5)**

- 1.20 KS5 is a label used to describe the two years of education for pupils aged 16-18, or at sixth form. This stage is the last stage of secondary education for members of sixth form.
- 1.21 The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance.

**2018 Education Performance Outcomes Report**

1.21 Under the new system, pupils sit all A-level exams at the end of two years of study, instead of taking modular exams throughout the course, as they had done in previous years. AS-level results no longer count towards A-level grades and levels of coursework have been reduced, with most courses assessed entirely through exams. In 2017, grades were awarded in the first 13 subjects to be reformed. Pupils received grades in a further 11 reformed subjects in 2018.

**Disadvantaged Pupils**

1.22 Pupils will be defined as disadvantaged if they are recorded as:

- eligible for free school meals (FSM) in the last six years
- looked after continuously for one day or more
- adopted from care

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