

# Pre – key stage standards pupils working below the national curriculum assessment standard

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## Background

- ❖ 2015 independent review lead by Diane Rochford
- ❖ STA review of the interim pre-key stage standards
- ❖ Development of the Pre-key stage standards for pupils working below the national curriculum assessment standard
- ❖ Piloting the 7 aspects of engagement for summative assessment



## Main principals for pupils using the pre-key stage standards

- ❖ For pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks
- ❖ The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics
- ❖ All statements must be met including the standard preceding the one at which they are being judged



## Pupils not yet engaged in subject-specific study

- ❖ P scales is a measure in the 2018/19
- ❖ STA have confirmed that the change would not happen before the 2019/20 academic year
- ❖ In the interim, P scales 1 to 4 must continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of key stage 1 for the 2018/19 academic year



# Pre-key stage 1: pupils working below the national curriculum assessment standard

	2017/2108	2018/19
Subject specific study	<p>Interim pre-key stage 1 standards</p> <ul style="list-style-type: none"><li>• Foundations for the expected standards</li><li>• P scales 5 to 8</li></ul>	<p>Final pre-key stage 1 standards</p> <ul style="list-style-type: none"><li>• Standard 4</li><li>• Standard 3</li><li>• Standard 2</li><li>• Standard 1</li></ul>
Not subject specific study	<ul style="list-style-type: none"><li>• P scales 1 to 4</li></ul>	<p>P scales 1 to 4</p>

**No learner left behind - no school left behind**



# Pre-key stage 2: pupils working below the national curriculum assessment standard

	2017/2108	2018/19
Subject specific study	<p>Interim pre-key stage 2 standards</p> <ul style="list-style-type: none"><li>• Growing development of the expected standard</li><li>• Early development of the expected standard</li><li>• Foundations for the expected standards</li><li>• P scales 5 to 8</li></ul>	<p>Final pre-key stage 2 standards</p> <ul style="list-style-type: none"><li>• Standards 6 (working at KS1 EXS)</li><li>• Standard 5 (working at KS1 WTS)</li><li>• Standard 4</li><li>• Standard 3</li><li>• Standard 2</li><li>• Standard 1</li></ul>
Not subject specific study	<ul style="list-style-type: none"><li>• P scales 1 to 4</li></ul>	<p>P scales 1 to 4</p>

# Main principals for pupils using the pre-key stage standards



- ❖ Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom.
- ❖ Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working.
- ❖ The standards are not a formative assessment tool: they should not be used to track progress throughout the key stage



# Qualifiers and examples for pupils using the pre-key stage standards

- ❖ Where qualifiers are used, they have consistent meaning:
  - ❖ ‘most’ - generally met with only occasional errors
  - ❖ ‘many’ - met frequently but not yet consistently
  - ❖ ‘some’ - is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent
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- ❖ Some of the **statements contain examples:**
  - ❖ These do not dictate the evidence required, but show only how that statement might be met





# Pupils with disabilities using the pre-key stage standards

- ❖ All schools are required to make reasonable adjustments for pupils with disabilities.
- ❖ If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or study is applicable
- ❖ If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement



## Moderation of pupils using the pre-key stage standards

- ❖ It is good practice for schools to ensure that judgements made using the pre-key stage standards are, as far as possible, moderated internally and with other schools.
- ❖ There is no statutory moderation of judgements made against the pre-key stage standards.



## Activities

Use the prompt sheets to record:

- ❖ Which statements in the standard have been achieved
- ❖ Which standards have yet to be achieved
- ❖ How the statement been assessed

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