

**Ksent Response to
Primary school pupil assessment: Rochford Review recommendations
Government consultation response September 2017**

Ksent's Data Group met on 21st November 2017 to agree a response to the Government's decision to accept the recommendations of the Rochford Review of Primary School Assessment.

For those pupils who are engaged in subject specific learning (broadly those working at P4-8/9 for those using Pupil Asset) the Government will remove the requirement to assess pupils using the P-Levels from the academic year 2018-19 onwards. Pupils will be assessed using the **pre-key stage standards**. The piloted pre-key stage standards will be made permanent and extended and these will be used to report attainment for end of key stage 1 and end of key stage 2 from summer 2019 onwards.

As most schools present and most schools across Ksent are using Pupil Asset (PA) the members of the Data Group agreed to map the pre-key stage standards against Pupil Asset progress measures. This was completed at the meeting using a best fit approach as the pre-key stage standards do not exactly align with the P levels which PA is based on:

The members of the Data Group mapped the pre-key stage standards against Pupil Asset levels using a best-fit approach:

- E1 is P4-P6
- E2 is P7-P8
- E3 is P9-Stage 1
- E4 is Stage 2-Stage 3
- E5 is Stage 4-Stage 5

See document attached

Pre-key stage 1: pupils working below the test standard

Pre-key stage 1 standards for English reading

	Pupil Asset Level	Key points:
Foundations for the expected standard in reading (ER3)	P9-S1	<p>The pupil can:</p> <ul style="list-style-type: none"> • Respond speedily by saying or communicating the correct sound for all the letters of the alphabet • Blend the sounds for all letters of the alphabet into words • Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs) • Answer literal questions about a familiar book that is read to them
Emerging to the expected standard in reading (ER2)	P7-8	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none"> • Answer questions, such as “Where is this? What is this? Who is this? What is he doing?”, using their preferred mode of communication • In a familiar story, jump in with the next word or phrase when the adult pauses <p>The pupil can:</p> <ul style="list-style-type: none"> • Indicate or sign the correct picture or object (when 3 are presented) when the adults says or signs the sound. • Say or sign (or a close approximation to) every letter of the alphabet
Entry to the expected standard in reading (ER1)	P4-6	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none"> • Follow what is being read by focusing on text, pictures, or sounds • Point to pictures of characters and places in response to questions such as “Where is (the)...?” • Join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication • Show awareness that something is going to happen e.g. by trying to turn the page or demonstrating anticipation.

Pre-key stage 1 standards for English writing

	Pupil Asset Level	Key points:
Foundations for the expected standard in reading (EW3)	P9-S1	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write the correct letter in response to hearing each sound of the alphabet • Segment spoken words into sounds and write the letters corresponding to those sounds • Form most lower-case letters in the correct direction, starting and finishing in the right place • Use spacing between words with support from the teacher (e.g. to remind pupil to do this) • Compose a short sentence and communicate it orally, or using the pupil’s preferred method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).
Emerging to the expected standard in reading (EW2)	P7-8	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write the correct letter for most of the letters of the alphabet in response to hearing the sound or a single letter sign.

Entry to the expected standard in reading (EW1)	P4-6	<p>The pupil can:</p> <ul style="list-style-type: none"> • Hold a pencil with sufficient grip and pressure to make marks on paper, or perform an equivalent task using their preferred form of communication (e.g. using electronic writers or eye-gaze for writing/communicating) • Make marks, including some letters, with the intention of conveying meaning.
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Pre-key stage 1 standards for Mathematics

	Pupil Asset Level	Key points:
Foundations for the expected standard in reading (M3)	P9-S1	<p>The pupil can:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of place value of 10s and 1s in a 2 digit number using resources to support them if necessary (e.g. representing a 2-digit number using resources for tens and ones; comparing 2 numbers up to 20 to identify the larger and smaller number without apparatus). • Count forwards and backwards from 0-20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0-20). • Read and write numerals from 0-9 and demonstrate an understanding of the mathematical symbols of add, subtract, and equal to. • Use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3+2, 4+1, 5+0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction (e.g. 3+2=5, therefore 2+3=5 and 5-3=2 and 5-2=3). • Solve problems involving the addition and subtraction of single digit numbers up to 10 • Put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).
Emerging to the expected standard in reading (M2)	P7-8	<p>The pupil can:</p> <ul style="list-style-type: none"> • Count up to 10 saying the number names in the correct order, matching the correct number name of each object in the count and appreciate that the last number counted represents the total size of the group. • Demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away • Identify the larger or smaller groups of 2 sets of objects. • Match the numerals 0-9 to groups of objects (e.g. using number cards to indicate that there are 5 apples in a picture of apples) • Use real life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and say how many are now present • Continue and create a pattern using real life materials (e.g. apples, oranges, and bananas)
Entry to the expected standard in reading (M1)	P4-6	<p>The pupil can:</p> <ul style="list-style-type: none"> • Count to 5, though this may involve joining in with the teacher as the teacher counts • Identify whether there are 1, 2, or 3 objects in a group of objects

		<ul style="list-style-type: none"> • Demonstrate an understanding of the concept of more (e.g. indicating that more cups are required so that all children have a cup) • Sort and compare big and small objects on request • Copy a pattern using real life materials (e.g. apples, oranges, and bananas)
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Appendix C: Pre-key stage 2: pupils working below the test standard

Pre-key stage 2 standards for English reading

	Pupil Asset Level	Key points:
Growing development of the expected standard in reading (ER5)	S4-S5	<p>The pupil can:</p> <ul style="list-style-type: none"> • Read accurately most words of 2 or more syllables • Read most common exception words* <p>In books that are appropriate for the pupil’s developmental stage, and with an age-appropriate content, the pupil can:</p> <ul style="list-style-type: none"> • Read words accurately and fluently, without the need for overt sounding and blending <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none"> • Make some inferences on the basis of what is being said and done
Early development of the expected standard in reading (ER4)	S2-S3	<p>The pupil can:</p> <ul style="list-style-type: none"> • Read accurately words that contain the common graphemes for all 40+ phonemes* by blending the sounds if necessary • Read many common exception words* (e.g. including the, said, could, and some) <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • Read aloud many words quickly and accurately without the need for overt sounding and blending • Sound out many unfamiliar words accurately <p>In discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none"> • Answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them.
Foundations for the expected standard in reading (ER3)	P9-S1	<p>The pupil can:</p> <ul style="list-style-type: none"> • Respond speedily by saying or communicating the correct sound for all the letters of the alphabet • Blend the sounds for all letters of the alphabet into words • Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs) • Answer literal questions about a familiar book that is read to them
Emerging to the expected standard in reading (ER2)	P7-8	<p>The pupil can, when a story is read aloud by an adult on a one-to-one basis):</p> <ul style="list-style-type: none"> • Answer questions, such as “Where is this? What is this? Who is this? What is he doing? Using their preferred mode of communication • In a familiar story, jump in with the next word or phrase when the adult pauses <p>The pupil can:</p> <ul style="list-style-type: none"> • Indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound

		<ul style="list-style-type: none"> • Say or sign (or a close approximation to) every letter of the alphabet
Entry to the expected standard in reading (ER1)	P4-6	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none"> • Follow what is being read by focusing on text, pictures, or sounds • Point to pictures of characters and place in response to questions such as “Where is (the)...?” • Join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication • Show awareness that something is going to happen e.g. by trying to turn the page or demonstrating anticipation

*teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study to exemplify the words that pupils should be able to read as well as spell.

Pre-key stage 2 standards for English writing

	Pupil Asset Level	Key points:
Growing development of the expected standard in writing (EW5)	S4-S5	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write thematically linked sentences, with meaning, after discussion with the teacher: <ul style="list-style-type: none"> • Demarcating most sentences with capital letters and full stops correctly • Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • Spelling many common exception words* • Spelling some words with contracted forms*e.g. I’m, Don’t
Early development of the expected standard in writing (EW4)	S2-S3	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write sentences after discussion with the teacher <ul style="list-style-type: none"> • Demarcating most sentences with capital letters and full stops and with some correct use of question marks and exclamation marks • Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • Spelling many common exception words* • Forming lower-case letters of the correct size relative to one another in most of their writing
Foundations for the expected standard in writing (EW3)	P9-S1	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write the correct letter in response to hearing each sound of the alphabet • Segment spoken words into sounds and write the letters corresponding to those sounds • Form most lower-case letters in the correct direction, starting and finishing in the right place • Use spacing between words with support from the teacher (e.g. to remind pupil to do this) • Compose a short sentence and communicate it orally, or using the pupil’s preferred method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).

	Pupil Asset Level	Key points:
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Emerging to the expected standard in writing (EW2)	P7-P8	The pupil can: <ul style="list-style-type: none"> Write the correct letter for most of the letters of the alphabet in response to hearing the sound or a single letter sign.
Entry to the expected standard in writing (EW1)	P4-6	The pupil can: <ul style="list-style-type: none"> Hold a pencil with sufficient grip and pressure to make marks on paper or perform an equivalent task using their preferred form of communication (e.g. using electronic writers or eye-gaze for writing/communicating) Make marks, including some letters, with the intention of conveying meaning.

*teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study to exemplify the words that pupils should be able to read as well as spell.

Pre-key stage 2 standards for Mathematics

	Pupil Asset Level	Key points:
Growing development of the expected standard in mathematics (M5)	S4-S5	The pupil can: <ul style="list-style-type: none"> Count in twos, fives and tens from 0 up to 100 and identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place. Work out calculations involving two 2-digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc.) Solve complex missing number problems (e.g. $14 + x - 3 = 17$; $14 + y = 15 + 27$) Solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?) Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (e.g. measure using a ruler) Identify simple properties of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids, spheres)
Early development for the expected standard in mathematics (M4)	S2-S3	The pupil can: <ul style="list-style-type: none"> Partition and combine numbers using apparatus if required (e.g. partition 76 into tens and ones (7 tens and 6 ones); combine 6 tens and 4 ones (64). Read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) and recall the multiples of 10 below and above any given 2 digit number (e.g. can say that for 67 the multiples are 60 and 70) Use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + x$; $15 = 6 + y$) Add and subtract 2-digit number and ones and a 2-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$) they can demonstrate their method using concrete apparatus or pictorial representations. Recall doubles and halves to total 20 (e.g. and knows that double 2 is 4, double 5 is 10 and half of 18 is 9) and divide simple shapes into halves and quarters. Use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways). Recognise and name a selection of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids, and spheres)

Foundations for the expected standard in mathematics (M3)	P9-S1	<p>The pupil can:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of place value of 10s and 1s in a 2-digit number using resources to support them if necessary (e.g. representing a 2-digit number using resources for tens and ones; comparing 2 numbers up to 20 to identify the larger and smaller number without apparatus) • Count forwards and backwards from 0 – 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0-20) • Read and write numerals from 0-9 and demonstrate an understanding of the mathematical symbols of add, subtract, and equal to • Use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3+2, 4+1, 5+0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. 3+2=5, therefore 2+3=5, 5-2=3 and 5-3=2) • Solve problems involving the addition and subtraction of single digit numbers up to 10 • Put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).
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	Pupil Asset Level	Key points:
Emerging to the expected standard in mathematics (M2)	P7-P8	<p>The pupil can:</p> <ul style="list-style-type: none"> • Count up to 10 saying the number names in the correct order, matching the correct number name to each object in the count and appreciate that the last number counted represents the total size of the group • Demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away • Identify the larger and smaller group of 2 sets of objects • Match the numerals 0 to 9 to groups of objects (e.g. using number cards to indicate that there are 5 apples in a picture of apples). • Use real life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and say how many are now present. • Continue and create a pattern using real life materials (e.g. apples, oranges, bananas)
Entry to the expected standard in mathematics (M1)	P4-6	<p>The pupil can:</p> <ul style="list-style-type: none"> • Count to 5, though this may involve joining in with the teacher as the teacher counts • Identify whether there are 1,2 or 3 objects in a group of objects • Demonstrate an understanding of the concept of more (e.g. indicating that more cups are required so that all children have a cup) • Sort and compare big and small objects on request • Copy a pattern using real life materials (e.g. apples, oranges, and bananas)