



# Statutory assessment and reporting arrangements for 2008

Primary



# Statutory assessment and reporting arrangements for 2008

Primary

<b>Audience</b>	Teachers, headteachers and governing bodies of maintained schools, local education authorities, national bodies with an interest in education.
<b>Overview</b>	This document sets out the statutory requirements for assessment and reporting of pupils attainments for 2008.
<b>Action required</b>	Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified.
<b>Further information</b>	Enquiries about this document should be directed to: 3–14 Curriculum and Assessment Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW  Tel: 0800 083 6003 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
<b>Additional copies</b>	Can be obtained from: Tel: 029 2037 5427 Fax: 029 2037 5494  Or by visiting the Welsh Assembly Government's website <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>

The assessment arrangements are based on The Education (National Curriculum) Assessment Arrangements for English, Welsh, Mathematics and Science (Key Stage 1) (Wales) Order 2002, The National Curriculum (Key Stage 2 Assessment Arrangements) (Wales), The Education (Pupil Information) (Wales) Regulations 2004, as amended; and The Education (Pupil Information) (Wales) Regulations 2004.

The national data collection and reporting arrangements are based on The Education (School Performance Information) (Wales) Regulations 2004.

# Contents

Introduction	3
General requirements	5
Teacher assessment	6
Reporting	9
National data collection	18
<b>Appendix A</b>	
Calculating teacher assessment subject levels: Key Stage 1	20
<b>Appendix B</b>	
Calculating teacher assessment subject levels: Key Stage 2	23
<b>Appendix C</b>	
Disapplication and modification	26
<b>Appendix D</b>	
Suggested format for reporting comparative information: Key Stage 1	31
<b>Appendix E</b>	
Suggested format for reporting comparative information: Key Stage 2	32
<b>Appendix F</b>	
Useful contact telephone numbers and addresses	34

### Key dates for 2008

By 28 April	Schools receive guidance on national data collection arrangements from the Welsh Assembly Government
13 May	Specified date on roll
By 10 June	Schools finalise teacher assessment levels for each core subject
By 20 June	End of key stage teacher assessment results must be uploaded to DEWi (or by an earlier date set by the LEA) and made available to the Welsh Assembly Government
By end of summer term	Schools report to parents

## Introduction

This booklet provides important information regarding statutory assessment and reporting arrangements at Key Stages 1 and 2. The text is in four main sections as follows:

- General requirements
- Teacher assessment
- Reporting
- National data collection.

It is important that all Year 2 and Year 6 teachers, and headteachers of Key Stage 1 and Key Stage 2 schools who will be involved in the end of key stage assessment arrangements, have a copy of this booklet. Sufficient copies have been sent to schools for the headteacher, the assessment coordinator, the SENCO, and the teachers of Year 2 and Year 6 pupils. In addition, all Key Stage 1 and Key Stage 2 teachers should be made aware of this booklet, as it contains the requirements for reporting to parents of pupils in Years 1–6. Further copies of the booklet are available free of charge from the Curriculum and Assessment 3–14 Division on 029 2037 5427 or may be downloaded from the Welsh Assembly Government's website at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

Schools which have pupils at the end of the Foundation Phase pilot and which have therefore been exempted from the national curriculum will receive a separate booklet outlining the assessment and reporting requirements at a later date.

This booklet replaces all previous versions of the *Statutory Assessment and Reporting Arrangements* booklets. Please discard (and recycle if possible) previous paper versions of this booklet as they are now out of date.

### **New developments**

#### **Cluster arrangements**

From the school year 2008/09, primary and secondary schools will be required to have in place effective arrangements for cluster group moderation in order to support and strengthen teacher assessment and Key Stage 2/3 links. These links are designed to enhance existing arrangements for contact between teachers and the transfer of information about pupils attainment, to develop a better level of agreement on teacher assessment judgements between primary and secondary teachers, and to increase trust in the reliability of data in relation to individual pupils attainment.

### **Teacher assessment**

Updated guidance on consistency in teacher assessment, including case studies, *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3*, is being provided to all schools by The Department for Children, Education, Lifelong Learning and Skills (DCELLS) in the Autumn term 2007 to support schools' planning and review of existing procedures. This will be based on current good practice, emphasising manageability.

### **Welsh second language assessment**

End of Key Stage 2 teacher assessment of Welsh second language will become a statutory requirement from the school year 2009/10. From summer 2010, schools will be required to report to parents national curriculum level outcomes for Year 6 pupils. **This change will not include a requirement in relation to schools' national data collection.**

In 2008, DCELLS will provide schools with new exemplification materials to support preparations for teaching the revised curriculum. This guidance will include exemplification for Welsh second language.

## General requirements

### **Headteachers'1 duties**

Headteachers of maintained schools have a duty to secure the implementation of the national curriculum in their schools, including the statutory assessment and reporting arrangements.

Headteachers should ensure that their schools comply fully with the statutory arrangements for assessing pupils<sup>2</sup> at the end of Key Stages 1 and 2, as described in this booklet and in any subsequent guidance. This is through teacher assessment only.

Headteachers must:

- identify which pupils should be assessed at the end of Key Stage 1 and Key Stage 2 (see below)
- ensure that at the end of Key Stage 1 and Key Stage 2, teacher assessment levels are recorded for the attainment targets in all core subjects, and that the overall subject levels based on teacher assessments of attainment targets are calculated and recorded for all pupils
- comply with the arrangements for national data collection and reporting to parents<sup>3</sup>
- provide parents with written reports on their child's progress, and opportunities for discussion, at least once a year.

### **The role of the governing body**

The governing body has a general duty to ensure that the statutory teacher assessment is completed as outlined in this booklet.

### **The role of the local education authority (LEA)**

The LEA has a responsibility to ensure that all its maintained schools understand and follow the statutory requirements.

The LEAs' representatives may need to give guidance to their schools on general training and advice on all aspects of assessment.

<sup>1</sup> Throughout this booklet, where reference is made to the headteacher, the school governing body must ensure that the headteacher's duties are carried out by his or her nominated representative if the headteacher is temporarily or permanently absent.

<sup>2</sup> Throughout this booklet, where reference is made to all pupils, this refers to those pupils eligible for assessment except those for whom the arrangements have been disapplied.

<sup>3</sup> Throughout this booklet, where reference is made to the terms 'parent' and 'parents', this also includes others with parental responsibility.

## Teacher assessment

### Pupils to be assessed

**All pupils in their final year of Key Stages 1 and 2 in the school year 2007/08 must be assessed through teacher assessment in the core subjects.** Each school is responsible for reporting results for all pupils on their school roll as at the second Tuesday in May; this is known as the 'specified date on roll'. **In 2008, the date for this will be 13 May.** Pupils who are moving on to the next key stage programmes of study in the following school year are regarded as being in their final year of their key stage.

In terms of school management information systems (MIS) these pupils will be recorded as being taught in national curriculum year group 2 or 6; it is this, rather than the pupil's date of birth, that indicates whether they are eligible for assessment at the end of Key Stages 1 and 2. Care should be taken to ensure that this information is correctly recorded within the school MIS. As such, while most pupils will be 7- or 11-years-old, some may be older or younger and some may be taught in a class where the majority of pupils are of a different age. Pupils must be statutorily assessed, that is, they must receive end of key stage teacher assessment once only.

### Subjects for which assessments are required

Teachers are required to make their statutory teacher assessments at the end of the key stage for each eligible pupil in the following subjects:

#### Key Stage 1

English or Welsh  
Mathematics  
Science

#### Key Stage 2

English  
Welsh (if the pupil is following the Welsh Programme of Study)  
Mathematics  
Science

In order to fulfil statutory requirements, end of key stage teacher assessment must include:

- a level for **each attainment target**
- an overall subject level, calculated by averaging the attainment target levels according to the weightings set out in Appendix A (KS1) or Appendix B.

## Valid teacher assessment codes

The following codes are valid for pupils at the end of Key Stage 1 and Key Stage 2:

- National Curriculum Levels 1–8
- E – Exceptional Performance
- D – Disapplied under Sections 364–367 of the 1996 Education Act
- W – Working towards Level 1
- N – Not awarded a level for reasons other than disapplication.

## Guidance on assessment

The level descriptions in the national curriculum Orders describe the type and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the description for adjacent levels.

The aim is for a rounded judgement that:

- is based on knowledge of how the pupil performs across a range of contexts
- takes into account the different strengths and weaknesses of that pupil's performance
- is checked against adjacent level descriptions to ensure that the level awarded is the closest match to the pupil's performance in each attainment target.

In order to arrive at a rounded judgement of a pupil's performance in each attainment target, teachers should draw on the evidence to date and ensure that these include the following:

- practical and oral work
- written work completed in class
- homework
- school-based tests.

Teacher assessment levels must be calculated on the basis of the evidence available to date and not on the basis of any projections of pupils' future performance.

Teachers are encouraged to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptions. This shared understanding should be achieved through internal standardisation and moderation of agreed reference sources drawn from pupils' work, and which reflect the range of attainment within the school.

## Timing

Key dates in 2008 for Key Stages 1 and 2	
<b>By 28 April</b>	Schools receive guidance on national data collection arrangements from the Welsh Assembly Government
<b>13 May</b>	Specified date on roll
<b>By 10 June</b>	Schools finalise teacher assessment levels for each core subject
<b>By 20 June</b>	End of key stage teacher assessment results must be uploaded to DEWi (or by an earlier date set by the LEA) and made available to the Welsh Assembly Government
<b>By 11 July</b>	Schools to have validated teacher assessment results (two week validation period)

## Recording and retaining evidence

The type and range of record keeping to assist with teacher assessment is a matter for schools to decide. Elaborate arrangements for recording assessments and retaining evidence are neither required for national curriculum assessment purposes nor necessary to satisfy Estyn inspections.

Guidance on effective record keeping and a range of examples of recording formats can be found in the booklet *Making Effective Use of Assessment Information: Recording Key Stages 1–3*, ACCAC, 2000. This was re-issued to schools in 2005.

When keeping records, schools should consider the implications of the Data Protection Act 1998.

## Support materials

For Key Stage 1, optional tests for English, Welsh and mathematics were provided to schools by ACCAC in 2002. Materials for science were sent out in 2001.

For Key Stage 2, optional assessment materials to support teacher assessment for 2007 and beyond were provided to schools in autumn 2006.

# Reporting

This section contains information on the reporting of pupils' progress in Years 1, 2, 3, 4, 5 and 6 for the school year 2007/08. Guidance on effective reporting and a range of examples of report formats can be found in the booklet *Making Effective Use of Assessment Information: Reporting Key Stages 1–3*, ACCAC, 2000, which was distributed to schools in spring 2001 and re-issued in 2005.

## Reporting to parents

It is the duty of the headteacher to ensure that a written report is sent at least once during the school year to the parents of each pupil, for their retention. All parents should be treated equally by schools unless there is a court order limiting the individual's exercise of parental responsibility. As such, schools should make every effort to report to everyone who is a 'parent'<sup>1</sup> although this may not be the person with whom the school liaises on a day to day basis.

## Powers of headteachers

Headteachers have discretion to:

- include in a report any further information about the pupil's progress, beyond the minimum required. It is particularly important to provide contextual information in reports on pupils with additional educational needs. It will often be appropriate to supplement the basic minimum information with a more detailed account of the pupil's progress in relation to the curriculum that the pupil is following
- decide the format of reports to parents, and reports to schools to which pupils transfer
- arrange for a report to be translated or conveyed orally into languages other than English or Welsh, where it appears necessary to do so
- decide when to issue reports to parents, as long as the minimum required information is sent to parents by the end of the summer term
- exclude from the report to parents information that may breach a confidence, be harmful to the pupil or parents, or involve disclosing information about another pupil.

<sup>1</sup> For further guidance see Assembly Guidance Circular 12/2007 'Parents and Parental Responsibility'

Headteachers have specific powers to exclude certain confidential information from reports to parents. This relates to information:

- provided by anyone other than:
  - an employee of the authority that maintains the school
  - a teacher or other employee at the school (including an educational psychologist engaged under a contract for services)
  - an education welfare officer
  - the person requesting disclosure
- that identifies a person (other than the pupil to whom the information relates or one of those specified above) as the source of the information or as the person to whom the information relates
- that, in the headteacher's opinion, would be likely to cause serious harm to the pupil concerned or to any other person
- that has a bearing on a case of child abuse or the risk of it
- that would serve to disclose information about a pupil other than the pupil being reported on.

### **Reporting during Years 1, 2, 3, 4, 5 and 6**

For all pupils in Years 1, 2, 3, 4, 5 and 6 the report should include, as a minimum, the following information:

- brief particulars of a pupil's progress in subjects and activities studied as part of the school curriculum including all national curriculum subjects and religious education
- details of a pupil's general progress
- a summary of the pupil's attendance record
- details of the arrangements for parents to discuss the report with teachers at the school.

For pupils with statements of special educational needs, headteachers are required to prepare reports for the annual review of the pupil's statement. This is required by the Education (Special Educational Needs) Regulations 1994 (SI 1994/1047), and is in accordance with the guidance offered in the Code of Practice on the Identification and Assessment of Special Needs. These reports may, if schools wish, serve as the annual report to the parents on pupils' achievements. If so, headteachers must ensure that reports produced as part of the annual review include all of the information specified in the regulations on pupil information in this section.

## **Additional reporting requirements at the end of Year 2 and Year 6**

Reports for pupils assessed under the statutory arrangements at the end of Year 2 and Year 6 must be sent out before the end of the summer term. In addition to the information listed above and required in reports for pupils in Years 1, 2, 3, 4 or 5, reports for pupils at the end of Years 2 and 6 must include the following:

### **Individual results**

- the pupil's level of attainment as determined by teacher assessment in each relevant core subject. In order to reach that subject level, all the attainment targets need to be taken into consideration.
- a brief commentary setting out what the assessment shows about the pupil's progress in each subject and drawing attention to particular strengths and weaknesses.
- where a pupil has been disapplied from any attainment target under Sections 364 and 365 of the Education Act 1996, a statement to that effect.

### **School comparative information**

Information pertaining to the percentage of pupils in the school at each level of attainment in each of the relevant core attainment targets and overall subjects must be included in the report.

School comparative information should also include the following, expressed as percentages of the number of pupils eligible for assessment:

- pupils disapplied under Sections 364 or 365 of the 1996 Education Act
- those working towards Level 1
- those not awarded a level for reasons other than disapplication.

### **National comparative information**

Information about the percentage of pupils nationally at each level of attainment in the previous year in each of the relevant core subjects must be included in the report.

National comparative information should include the following, expressed as a percentage of the number of pupils eligible for assessment:

- pupils disapplied under Sections 364 or 365 of the 1996 Education Act
- those working towards Level 1 as assessed by teacher assessment
- those not awarded a level for reasons other than disapplication.

The 2007 national results for Wales will be published by the Welsh Assembly Government on its website:  
[www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

Fuller analyses for each local authority area is made available by the Welsh Assembly Government to schools in the autumn term; a suggested format for presenting this information is given in Appendix D.

Checklists for Key Stage 1 and Key Stage 2 results which will be available for reporting to parents are shown on pages 13 and 14.

## Key Stage 1

	Individual pupil results 2008 teacher assessment	School comparative data 2008 teacher assessment	National comparative data 2007 teacher assessment
<b>English or Welsh</b>	✓	✓	✓
Oracy (AT1)	✓		
Reading (AT2)	✓	✓	✓
Writing (AT3)	✓	✓	✓
<b>Mathematics</b>	✓	✓	✓
Using and Applying Mathematics (AT1)	✓		
Number and Algebra (AT2)	✓		
Shape, Space and Measures (AT3)	✓		
<b>Science</b>	✓	✓	✓
Scientific Enquiry (AT1)	✓		
Life Processes and Living Things (AT2)	✓		
Materials and their Properties (AT3)	✓		
Physical Processes (AT4)	✓		

## Key Stage 2

	Individual pupil results 2008 teacher assessment	School comparative data 2008 teacher assessment	National comparative data 2007 teacher assessment
<b>English</b>	✓	✓	✓
Oracy (AT1)	✓	✓	✓
Reading (AT2)	✓	✓	✓
Writing (AT3)	✓	✓	✓
<b>Welsh</b>	✓	✓	✓
Oracy (AT1)	✓	✓	✓
Reading (AT2)	✓	✓	✓
Writing (AT3)	✓	✓	✓
<b>Mathematics</b>	✓	✓	✓
Using and Applying Mathematics (AT1)	✓	✓	✓
Number and Algebra (AT2)	✓	✓	✓
Shape, Space and Measures (AT3)	✓	✓	✓
Handling Data (AT4)	✓	✓	✓
<b>Science</b>	✓	✓	✓
Scientific Enquiry (AT1)	✓	✓	✓
Life Processes and Living Things (AT2)	✓	✓	✓
Materials and their Properties (AT3)	✓	✓	✓
Physical Processes (AT4)	✓	✓	✓

## **Information that must be made available on parental request**

Any attainment target information which is not provided on a statutory basis must, where requested by a parent, be provided within 15 school days of the request.

## **Reporting to receiving schools**

When a pupil moves from a maintained school to a new school, including an independent school, and when a pupil moves from a primary to a secondary school, a report about the pupil's attainments should be passed, where reasonably practicable, to the headteacher of the receiving school. This is required within 15 school days of the pupil ceasing to be registered at the old school, or within 15 school days of receiving a request for the report from the new school.

The report must contain:

- the pupil's statutory teacher assessment results in the core subjects by subject and attainment target (where such information is generated) at the previous key stages (where available), and the school year in which the assessments were made
- the teachers' latest assessments of the pupil's progress against the attainment targets in each of the relevant core subjects since the last statutory assessment or since the pupil arrived at the reporting school, whichever is more recent.

These may indicate the levels of the national curriculum scale at which the pupil is working or indicate more generally a pupil's progress within each attainment target. Where appropriate, it should indicate whether the pupil's attainments have developed since the last statutory assessment.

The duty to provide such a report to a pupil's new school does not apply where:

- the pupil has been registered at the school for less than four weeks; however, in such a case, the headteacher should make every effort to pass on in turn to the new school any reports that may have been transferred from a pupil's previous school or schools
- it is not reasonably practical for the headteacher to find details of a pupil's new school; however, the headteacher should at least telephone the pupil's parents and, if their address is known, write to the parents to ascertain where the pupil will continue his or her education.

## Transfer from Key Stage 2 to Key Stage 3

Teachers in both Key Stage 2 and Key Stage 3 schools need to agree the most appropriate time for transfer of assessment information. In general, for teacher assessment, this is likely to be before the end of the term preceding transfer.

Liaison between Year 6 and Year 7 teachers and target setting between pupils and teachers at the start of Year 7 are likely to assist continuity between the two key stages.

## Transition

As a result of Wales only legislation in the Education Act 2002, maintained secondary schools and their feeder primary schools are required to jointly draw up plans to facilitate pupils transition from primary to secondary school. Transition plans are to be in place by September 2007 to support those Year 6 pupils making the move to secondary school in September 2008.

To coincide with Regulations which came into force on 1 September 2006, guidance for schools was published in National Assembly for Wales Circular No.30/2006. *Guidance on the Preparation of Key Stage 2 to Key Stage 3 Transition Plans* was distributed to all maintained schools in Wales, LEAs and other interested organisations (see [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)).

As part of the Aiming for Excellence programme for raising standards in Key Stage 3, ACCAC produced a booklet *Bridging the Gap* which provides guidance to primary and secondary schools on developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3 and how to achieve better continuity in teaching and learning at the time of transition. This was distributed to schools in November 2004.

From the school year 2008/09, primary and secondary schools will be required to have in place effective arrangements for cluster group moderation in order to support and strengthen teacher assessment and Key Stage 2/3 links. These links are designed to enhance existing arrangements for contact between teachers and the transfer of information about pupils' attainment, to develop a better level of agreement on standards between primary and secondary teachers, and to increase trust in the reliability of data in relation to individual pupils attainment. Updated guidance on consistency in teacher assessment, including case studies is being provided to all schools by DCELLS in the autumn term 2007 to support schools planning and review of existing procedures.

**Other publications related to transition include:**

*Raising Standards: Transition from Key Stage 2 to Key Stage 3*, BBC Wales/Estyn/Welsh Assembly Government/ACCAC, 2004 (video pack, available from BBC Wales)

*Moving On . . . Effective Transition from Key Stage 2 to Key Stage 3*, Estyn/Welsh Assembly Government/ACCAC, 2004 (available from Estyn)

*Moving On . . . Improving Learning, Effective Transition from Key Stage 2 to Key Stage 3*, Estyn/Welsh Assembly Government/ACCAC, 2004 (Estyn website publication)

*Changes in Teaching and Learning promoted by the Aiming for Excellence programme 2005–06*, includes a chapter on transition that describes some current practice (Estyn website publication 2006)

*A Survey of Welsh as a second language in Key Stage 2 and Key Stage 3 and Transition*, Estyn, 2004

*Review of the contribution of the Aiming for Excellence programme to the raising of standards in Key Stage 3*, also includes a section on transition, Estyn, 2006.

**Common transfer system (CTS)**

The regulations covering the Common Transfer System (The Education (Pupil Information) (Wales) Regulations 2004) require that the headteacher of a maintained school from which a pupil is transferring sends to the pupil's new school a standard set of pupil information, in electronic format for import directly to the new school's MIS.

Guidance on the common transfer requirements was issued to schools in May 2006, Circular No. 18/2006 *'Educational Records, School Reports and the Common Transfer System'*.

Further guidance and information on the CTS can be found on the Welsh Assembly Government's website at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

## National data collection

Schools are required to provide end of Key Stage 1 and/or end of Key Stage 2 results for core subjects as electronic, pupil level files. Returns are required from all maintained primary and special schools, and from pupil referral units (PRUs). Where a school does not have pupils on roll eligible for assessment, then an email must be sent confirming this fact to [NDC@wales.gsi.gov.uk](mailto:NDC@wales.gsi.gov.uk)

Schools will use their existing management information systems (MIS) to record and report their teacher assessment information. Software will utilise existing pupil level data to reduce administrative burdens and improve accuracy. Data should be entered at attainment target level. MIS will then automatically calculate subject levels and core subject indicator levels.

Schools' software will generate pupil reports and aggregate school level reports. Schools will upload completed files to the DEWi website for validation and secure transfer to the LEA and Welsh Assembly Government.

**LEAs can access national data collection (NDC) data direct from DEWi; there should be no need for any school to be asked to generate duplicate data returns for LEA use.** Full guidance on the administrative processes associated with the use of MIS to return NDC data in 2008 will be provided separately in the spring term.

### **Pupils from non-English-based/non-Welsh-based education systems (NEWBES)**

As in previous years NEWBE details will be collected as part of the national data collection process. End of key stage teacher assessments must be recorded for all pupils who have arrived from a non-English-based or non-Welsh-based education system within the preceding two years. These assessments must be reported to parents and included in schools' electronic NDC file.

By correctly flagging the pupil record in the school MIS to show that the pupil has NEWBE status, and entering a valid date of entry, results for NEWBE pupils will be disregarded in the calculation of aggregate school and LEA statistics. Pupils who have arrived on or after 1 September 2006 are eligible to be flagged as NEWBE pupils.

## **Specified date on roll**

From 2006, each school has been responsible for reporting results for all pupils on their school roll as at the second Tuesday in May; this is known as the 'specified date on roll'. In 2008, the date for this will be 13 May.

## **Calculating the Core Subject Indicator**

### **Key Stage 1**

The Core Subject Indicator (CSI) is defined as being achieved where a pupil is assessed by teacher assessment as having reached Level 2 or above in all of the relevant subjects.

For Key Stage 1 pupils the relevant subjects are English or Welsh, mathematics and science.

As the relevant subject is either English or Welsh at the end of Key Stage 1, pupils are only required to be assessed in one language. The language in which they are assessed should be that through which the school or class is being taught; this is the 'relevant' subject and it is this that will be used in calculation of the CSI.

Some schools choose to assess pupils in both languages, however it is still the relevant subject which must be counted toward the CSI.

School MIS will automatically use the information on the pupils' study of Welsh as reported in PLASC to identify the relevant subject and calculate the CSI for each pupil.

### **Key Stage 2**

The CSI is defined as being achieved where a pupil is assessed by teacher assessment as having reached Level 4 or above in all of the relevant subjects.

For Key Stage 2 pupils the relevant subjects are English, Welsh first language, mathematics and science. Pupils may be assessed in either English or in English and Welsh first language and either can then be used to calculate the CSI.

If assessments are entered for both English and Welsh first language school MIS will automatically use the higher of the two in calculating the CSI.

## Appendix A

### Calculating teacher assessment subject levels: Key Stage 1

When calculating the subject level:

- the **English** attainment targets (Oracy, Reading and Writing) will be equally weighted
- the **Welsh** attainment targets will be weighted as follows:
  - Oracy (Cy1) 2
  - Reading (Cy2) 1
  - Writing (Cy3) 1
- the **mathematics** attainment targets will be weighted as follows:
  - Using and Applying Mathematics (Ma1) 1
  - Number and Algebra (Ma2) 2
  - Shape, Space and Measures (Ma3) 1
- the **science** attainment targets will be weighted as follows:
  - Scientific Enquiry (Sc1) 3
  - Life Processes and Living Things (Sc2) 1
  - Materials and their Properties (Sc3) 1
  - Physical Processes (Sc4) 1

Halves should be rounded upwards to the next whole number. School management information systems should perform the calculations once attainment target data has been entered.

#### An example for Welsh

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $7 \div 4 = 1.75$ ). Round to the nearest whole number. This pupil has attained Level 2.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Oracy (Cy1)	2	2	4
Reading (Cy2)	1	1	1
Writing (Cy3)	2	1	2
<b>Total</b>		<b>4</b>	<b>7</b>

### An example for mathematics

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $10 \div 4 = 2.5$ ). Round to the nearest whole number. This pupil has attained Level 3.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Using and applying Mathematics (Ma1)	2	1	2
Number and Algebra (Ma2)	3	2	6
Shape, Space and Measures (Ma3)	2	1	2
<b>Total</b>		<b>4</b>	<b>10</b>

### An example for science

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $4 \div 3 = 1.3$ ). Round to the nearest whole number. This pupil has attained Level 1.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Scientific Enquiry (Sc1)	D	-	0
Number and Life processes and Living Things (Sc2)	W	1	0
Materials and their Properties (Sc3)	2	1	2
Physical Processes (Sc4)	2	1	2
<b>Total</b>		<b>3</b>	<b>4</b>

### An example for mathematics

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $8 \div 3 = 2.67$ ). Round to the nearest whole number. This pupil has attained Level 3.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Using and Applying Mathematics (Ma1)	N	-	0
Number and Algebra (Ma2)	3	2	6
Shape, Space and Measures (Ma3)	2	1	2
<b>Total</b>		<b>3</b>	<b>8</b>

## Appendix B

### Calculating teacher assessment subject levels: Key Stage 2

When calculating the subject level:

- the **English** attainment targets (Oracy, Reading and Writing) will be equally weighted
- the **Welsh** attainment targets will be weighted as follows:
  - Oracy (Cy1) 4
  - Reading (Cy2) 3
  - Writing (Cy3) 3
- the **mathematics** attainment targets will be weighted as follows:
  - Using and Applying Mathematics (Ma1) 1
  - Number and Algebra (Ma2) 2
  - Shape, Space and Measures (Ma3) 1
  - Handling Data (Ma4) 1
- the **science** attainment targets will be weighted as follows:
  - Scientific Enquiry (Sc1) 2
  - Life Processes and Living Things (Sc2) 1
  - Materials and their Properties (Sc3) 1
  - Physical Processes (Sc4) 1

Halves should be rounded upwards to the next whole number. School management information systems should perform the calculations once attainment target data has been entered.

#### An example for Welsh

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $47 \div 10 = 4.7$ ). Round to the nearest whole number. This pupil has attained Level 5.

Attainment target	Level (a)	Weighting	Level x Weighting (c)
Oracy (Cy1)	5	4	20
Reading (Cy2)	5	3	15
Writing (Cy3)	4	3	12
<b>Total</b>		<b>10</b>	<b>47</b>

### An example for mathematics

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $18 \div 5 = 3.6$ ). Round to the nearest whole number. This pupil has attained Level 4.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Using and applying Mathematics (Ma1)	4	1	4
Number and Algebra (Ma2)	3	2	6
Shape, Space and Measures (Ma3)	4	1	4
Handling Data (Ma4)	4	1	4
<b>Total</b>		<b>5</b>	<b>18</b>

### An example for science

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $4 \div 3 = 1.3$ ). Round to the nearest whole number. This pupil has attained Level 1.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Scientific Enquiry (Sc1)	D	-	0
Number and Life processes and Living Things (Sc2)	W	1	0
Materials and their Properties (Sc3)	2	1	2
Physical Processes (Sc4)	2	1	2
<b>Total</b>		<b>3</b>	<b>4</b>

### An example for mathematics

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ( $8 \div 3 = 2.67$ ). Round to the nearest whole number. This pupil has attained Level 3.

Attainment target	Level (a)	Weighting (b)	Level x Weighting (c)
Using and Applying Mathematics (Ma1)	N	-	0
Number and Algebra (Ma2)	3	2	6
Shape, Space and Measures (Ma3)	2	1	2
<b>Total</b>		<b>3</b>	<b>8</b>

## Appendix C

### Disapplication and modification

Only in rare circumstances will there be a need to disapply a pupil from national curriculum teacher assessment. Where a single attainment target has been disapplied, an overall subject level may still be calculated using the remaining attainment targets and their weightings as set out in Appendix A (Key Stage 1) and Appendix B (Key Stage 2). A subject level will not be awarded where more than one attainment target has been disapplied. In this case, the overall subject level will be reported as disapplied.

Where it is necessary to disapply a pupil from teacher assessment, this may be done through:

- **Section 364** of the 1996 Education Act, which specifies that some or all of the national curriculum may be modified or disapplied **by a pupil's statement of Special Educational Needs**.
- **Sections 364–367** of the 1996 Education Act, which specifies that some or all of the national curriculum may be **temporarily disapplied** for a pupil if, for the time being, it is inappropriate to offer the national curriculum as it currently applies to him or her.

### Temporary disapplication

Temporary disapplications under **Sections 364–367** (also known as **temporary exceptions**) are not intended to provide long-term exemptions from the national curriculum provisions and are likely to be needed in rare circumstances only. It is expected that headteachers will use their powers of direction sensitively and sparingly. All pupils should have the opportunity of benefiting from the national curriculum, the framework of which provides wide scope for teachers to deal with the full range of individual pupils' needs without the need for exceptional arrangements. A temporary disapplication should be considered only when it is clear that a pupil's present circumstances or conduct mean that he or she cannot participate fully in the national curriculum and its assessment arrangements.

There are two types of temporary disapplication that headteachers can make under Sections 364–367.

1. A **general direction** for pupils without, or not needing, a statement, but for whom temporary disapplication is nonetheless needed. Examples follow where general directions could be needed to allow exceptions from aspects of the national curriculum. This list is not

intended to be exhaustive. Nor should it be assumed that all such cases as those listed below will need temporary exceptions. It is only in rare circumstances that a temporary exception should be considered.

- Pupils who arrive from such a different educational system that they require a period of adjustment to the national curriculum.
  - Pupils who have had spells in hospital, been educated at home or been excluded from school and need time to adjust.
  - Pupils who temporarily have severe emotional problems (perhaps because of a family crisis) and need special arrangements.
2. A **special direction** for pupils who, in the opinion of the headteacher, have a long-term need for exemptions or modifications to the national curriculum, which can only be made through a statement of special educational needs, and for whom temporary exception is necessary while the process of assessment or reassessment takes place. If, in the opinion of a headteacher, a pupil has (or probably has) special educational needs which are such that the local education authority would be required to determine the special educational provision that should be made for him or her, whether initially or on review of an existing statement, it might be appropriate to give a special direction.

These requirements apply also to directions that started as general directions but have been varied for the purposes of SEN assessment.

## **Procedures for giving directions**

Before giving a direction, the headteacher must:

- discuss the pupil's circumstances and needs with his or her parents and teachers
- consult with educational psychologists, medical officers or other specialist staff
- in the case of a special direction, consult the LEA.

## **Reasons for the direction**

The direction must:

- explain the action that is being taken
- specify whether it is a general or special direction
- state why exceptional arrangements are necessary.

In addition, a **general direction** must:

- include the reasons why the pupil's present circumstances make it inappropriate to continue offering the national curriculum provisions that currently apply to him or her
- indicate how these circumstances seem likely to be changed over the period of the direction
- indicate how the pupil will be enabled to adjust to those national curriculum requirements that have been modified or lifted during the direction

a **special direction**:

- must have been the subject of consultation with the LEA
- must include the reasons why, in the opinion of the headteacher, the pupil has or probably has special educational needs requiring an assessment of or amendments to an existing statement
- should refer to any procedures the school has used to analyse and monitor the pupil's needs and difficulties and any action taken to address them, including any special support offered.

Headteachers need not describe at the outset plans for reapplying the national curriculum to the pupil in the event of a statement not being made or amended.

### **Duration of the direction**

Any direction must specify when the exceptional arrangements will start and end, or the factors that will determine their ending. An initial direction may last no longer than six calendar months.

Any direction will cease to have effect if a pupil is removed from the register of a school. It is for the headteacher of any school to which such a pupil transfers to judge the pupil's needs and make provisions accordingly.

### **Duration of a general direction**

A headteacher may set a shorter duration in terms of calendar months or some other event if that occurs before the six-month limit.

### **Duration of a special direction**

It will automatically end as soon as the statement, if appropriate, is made or amended, and should be superseded by the special educational provision specified in that statement.

## **Information to be provided about directions**

The following information must be provided about directions:

- Headteachers must give a direction in writing stating whether the direction is general or special. This should indicate the nature of the alternative provision being made for the pupil and how long the disapplication will last, up to a maximum of six months.
- A copy must be kept at the school with the pupil's educational records.
- Copies must be sent as soon as a direction is given, and in any event within three school days, to the chair of the governing body, the local education authority and at least one of the pupil's parents as registered by the school.
- Copies must be sent by first-class post and the parents' copies must be sent to their registered address.
- Parents must be informed of their right of appeal.
- Where headteachers have reason to believe that a parent may have difficulty in understanding the direction, they must offer appropriate assistance, for example by providing an interpretation or translation of the documents, or arranging to discuss them with the parents.

## **Procedure for parental requests and appeals**

Parents may ask the headteacher to give a direction temporarily exempting their child from the national curriculum. In considering potential requests for a direction the following procedures need to be followed:

- Headteachers should discuss requests with parents and seek to resolve any difficulties without resort to formal procedures. Should this fail, parents may make a formal request either in writing or orally to the headteacher. They must give reasons for it.
- Headteachers must respond to requests within a fortnight. If they accept the request, they must send copies of the direction to the parents, the governing body and, where appropriate, the LEA.
- If the headteacher decides not to meet the request, he or she must write to the parents rejecting it and giving details of their right of appeal. Copies must be sent to the governing body and, in the case of a maintained school, the authority.
- Where a parent may have difficulty in understanding the letter, because of difficulty with reading or with understanding the language, the headteacher should make appropriate arrangements to explain it or arrange for a translation to be made where necessary.

- If the headteacher does not respond within a fortnight, the parents have the right of appeal to the governing body.
- Governing bodies are expected to hear appeals with all due speed; to allow representations from parents, accompanied by a friend if they wish, as well as the headteacher; and to allow specialist staff to attend if necessary.
- The governing body may either confirm the headteacher's action or direct him or her to take any other action it considers appropriate. The governing body must notify the parents and headteacher in writing of its decision.
- If parents remain dissatisfied, they may make a complaint. In the case of maintained schools, this can be made under arrangements agreed by the LEA.

## Appendix D

### Suggested format for reporting comparative information: Key Stage 1

Summary of the national curriculum assessment of pupils in the school (2008) and nationally (2007) at the end of Key Stage 1 as percentage of those eligible for assessment.

	D	W	N	1	2	3	4	Total	2+
<b>English or Welsh subject level</b>									
School									
National									
<b>Reading</b>									
School									
National									
<b>Writing</b>									
School									
National									
<b>Mathematics subject level</b>									
School									
National									
<b>Science subject level</b>									
School									
National									

**D** → pupils who have been disapplied under Sections 364/365 of the 1996 Education Act

**W** → pupils who are working towards Level 1

**N** → pupils who have not been awarded a level for reasons other than disapplication

(See also *Making Effective Use of Assessment Information: Reporting Key Stages 1–3*, ACCAC, 2000)

## Appendix E

### Suggested format for reporting comparative information – Key Stage 2

Summary of the national curriculum assessment of pupils in the school (2008) and nationally (2007) at the end of Key Stage 2 as a percentage of those eligible for assessment.

	N	D	W	1	2	3	4	5	6	Total	4+
<b>English subject level</b>											
School											
National											
<b>Oracy</b>											
School											
National											
<b>Reading</b>											
School											
National											
<b>Writing</b>											
School											
National											
<b>Welsh subject level</b>											
School											
National											
<b>Oracy</b>											
School											
National											
<b>Reading</b>											
School											
National											
<b>Writing</b>											
School											
National											

Statutory assessment and reporting arrangements for 2008: Primary

	N	D	W	1	2	3	4	5	6	Total	4+
<b>Mathematics subject level</b>											
School											
National											
<b>Using and Applying Mathematics</b>											
School											
National											
<b>Number and Algebra</b>											
School											
National											
<b>Shape, Space and Measures</b>											
School											
National											
<b>Handling Data</b>											
School											
National											
<b>Science subject level</b>											
School											
National											
<b>Scientific Enquiry</b>											
School											
National											
<b>Life Processes and Living Things</b>											
School											
National											
<b>Materials and their Properties</b>											
School											
National											
<b>Physical Properties</b>											
School											
National											

**D** → pupils who have been disapplied under Sections 364/365 of the 1996 Education Act

**W** → pupils who are working towards Level 1

**N** → pupils who have not been awarded a level for reasons other than disapplication

(See also *Making Effective Use of Assessment Information: Reporting Key Stages 1–3*, ACCAC, 2000)

# Appendix F

## Useful contact telephone numbers and addresses

<b>DCELLS Assessment Helpline</b> Curriculum and Assessment 3–14 Division	0800 083 6003 Freephone	For queries on assessment and reporting issues
<b>DCELLS Publications Team</b> Curriculum and Assessment 3–14 Division	029 2037 5427	To order copies of publications
<b>DCELLS</b> Performance and Improvement Division 2	029 2080 1368	For queries on the statutory requirements and Better Schools funding for maintained schools
<b>DCELLS</b> Information and Improvement Division	029 2082 6014 NDC@wales.gsi.gov.uk	For queries on the national data collection process
<b>Welsh Assembly Government</b> Statistical Directorate	029 2082 5968	For data and validation queries