

CYP Scrutiny Committee

Educational attainment annual update

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Strategic Leads for Schools Improvement



ITEM 6

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1. Why there is no attainment update for 2021
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This slide pack is provided as pre-reading for members.

At the scrutiny committee meeting, we do not plan to 'talk to' the slides. Rather we propose using our time together to answer questions from the committee based on this pre-reading

1. Why there is no attainment update for 2021

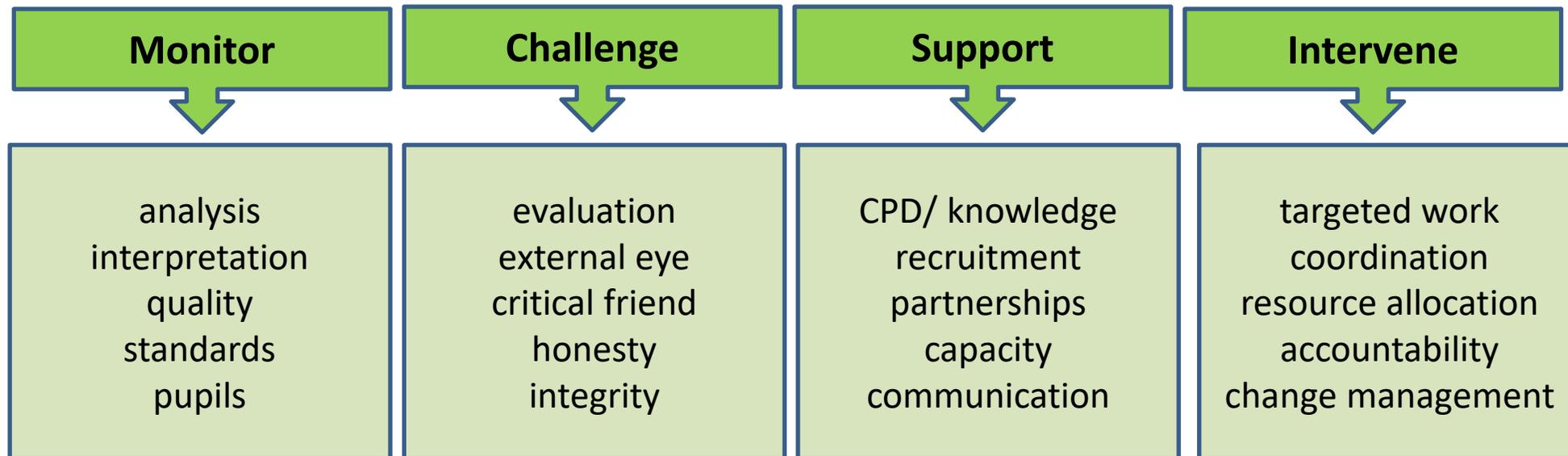
- Due to the national lockdown in spring 2021, the Department for Education (DfE) and the Standards and Testing Agency (STA) made a decision that all assessments and exams for 2021 would be cancelled.
- The same thing happened in 2020, due to the national lockdown of summer 2020.
- As a result, no data was collected and no results/ comparative performance tables were published in 2020 or 2021.
- This means that the last set of performance data available (at national, local authority and school level) is that from 2019.

- In 2019-2020 and 2020-2021, schools continued to use assessment as part of their 'day to day' practice - whether pupils were being educated on site or remotely.
- They did this to identify strengths and next steps/gaps in learning for individuals, groups and cohorts.
- Across MK, as nationally, teacher assessments and teacher based judgements were also used to:
 - share information in statutory annual reports to parents
 - support transition where pupils were moving to the next stage of their education
 - award qualifications (GCSE and A-levels)

- In 2019-2020 and 2020-2021, schools continued to monitor and evaluate their own 'internal data.' All schools do this differently, according to the approaches chosen by leaders.
- There was no LA wide collection of teacher assessed data though - in 2020 or 2021.
- This was because the DfE, STA and headteacher unions made it clear that this information should not be provided to local authorities or anyone else. (ie/ Ofsted, the Regional Schools Commissioner, the DfE)
- National guidance made it clear that school level data for 2020 and 2021 should not be used for the purposes of:
 - national or local accountability
 - discussions about the performance of schools/ colleges
 - performance management of staff

2. What we do know about MK schools

- Despite having no data since 2019, LA Improvement Partners have continued to evaluate the overall effectiveness of schools and/or settings in line with the locally agreed School Improvement Framework (SIF)
- They mostly do this through effective monitoring, robust challenge and targeted support.
- In a few cases, they intervene where performance is giving cause for concern.



The MK School Improvement Framework (SIF) aims to:

- evaluate the health of the school system – as aligned to the council plan priority to ensure that all schools in Milton Keynes are at least good by 2024
- deliver a robust evaluation tool - to identify strengths and weaknesses across all aspects of school provision
- give clarity to schools and the council – about the procedures and interventions that will be taken if schools do not meet the standards expected in the local authority summary evaluation
- ensure a collaborative, co-produced response where schools require additional support to improve – to make sure that we are adding value
- provide governors with an external view of the school

The MK School Improvement Framework (SIF) timeline:

- In 2020-2021, the SIF focussed predominantly on Covid-19 return and recovery and safeguarding.
- In 2021-2022, it focusses beyond a school's response to the pandemic and safeguarding, thus covering all aspects of school improvement.
- The process starts with an Annual Evaluation risk assessment and the collation of wider information about a school.
- Improvement partners will visit all maintained schools by the end of spring 2022 to complete the Annual Evaluation.
- Support is provided to schools, in inverse proportion to success, based on the outcome of the Annual Evaluation.

Local authority summary evaluation levels



	Description
Green+	<ul style="list-style-type: none"> Quality of education, effectiveness of leadership and governance, safeguarding, financial <u>stability</u> and other key factors are highly secure. Leaders demonstrate a <u>very strong</u> capacity for self-improvement. Leaders/staff have strong potential/ability to add value beyond own school within the local authority.
Green	<ul style="list-style-type: none"> Quality of education, effectiveness of leadership and governance, safeguarding, financial <u>stability</u> and other key factors are secure and there are few, if any, risk factors. Leaders demonstrate good capacity for self-improvement.
Amber (maintained schools will receive Level 1 or 2 support from the LA – available as a traded offer for academies)	<ul style="list-style-type: none"> Several issues have been identified, for example: aspects of the quality of education, behaviour and relationships, stability and/or effectiveness of leadership, financial difficulties, high pupil mobility, rapid growth, governance. There is leadership capacity for self-improvement. Any safeguarding concerns are relatively minor.
Red (maintained schools will receive Level 3 support from the LA – available as a traded offer for academies)	<p>One or more of the following apply:</p> <ul style="list-style-type: none"> There are serious safeguarding concerns. Significant issues have been identified, for example: the quality of education, behaviour and relationships, stability and/or effectiveness of leadership, financial difficulties, <u>very high</u> pupil mobility, rapid growth or sharply declining pupil numbers, governance. Leaders demonstrate limited capacity for self-improvement. There is a clear risk of a requires improvement or inadequate judgement at the next inspection.



What's the difference between an Amber Level 1 and Amber Level 2?

An Amber Level 2 school has wider needs or risks over and above one or two areas for improvement which can be supported by the improvement partner alone.

Annual Evaluation Outcomes 2020-2021 for our 70 maintained schools:

Annual Evaluation Level	Number of Maintained schools
Green +	15
Green	36
Amber 1	8
Amber 2	2
Red	4
Not fully evaluated due to Covid	5

3. The bigger picture re: attainment and progress

- Before the pandemic, educationalists (including the DfE, Ofsted and LA) recognised the limitations of fine levels of data scrutiny, analysis and interrogation.
- This is why National Curriculum levels were removed in 2014 and why more emphasis has been put on teacher assessment since then.
- In 2019, the current Education Inspection Framework (EIF) was implemented. This puts the quality of the curriculum at the heart of education.
- The previous inspection framework had to end because it put too much emphasis on data. This led to schools teaching to tests and thus the quality of the curriculum was narrowed.

Why is it important to have the curriculum at the heart of education?

“A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.”

Ofsted 2019

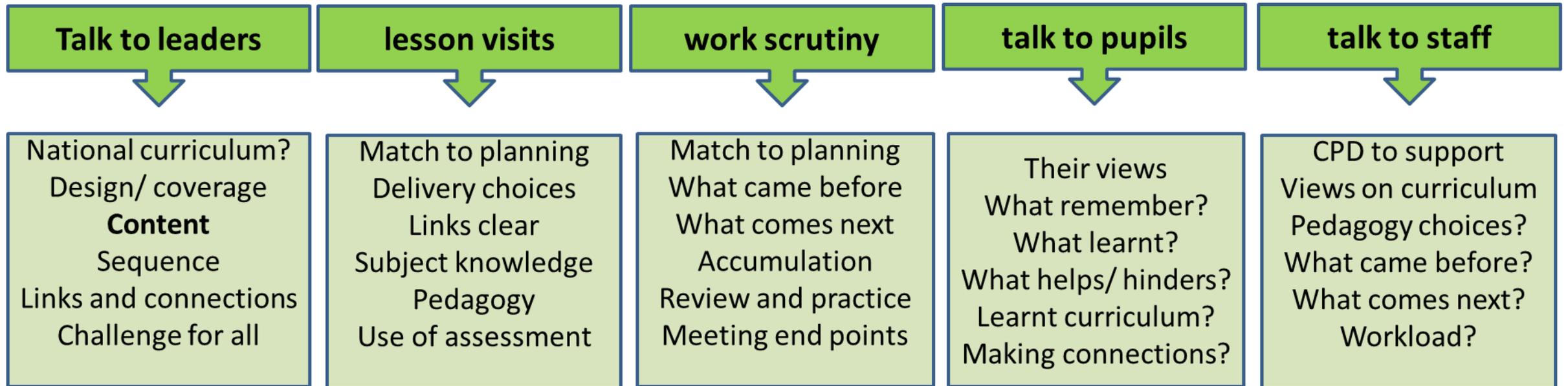
“A parent should be able to look at a league table and see that some schools have great results but a less favourable Ofsted report, or less good results but an outstanding grade from Ofsted because the substance of what they are doing and the integrity with which they are doing it are there.”

HMCI 2019

The current definition of 'progress':

- Progress is now defined as “knowing and remembering more” of the planned curriculum.
- This means that the curriculum itself is the progression model.
- So, progress and academic success is about ensuring that children and young people learn the planned curriculum and keep on track with the ambition laid out in it.
- If pupils learn the curriculum, and remembering what they have learnt, then they are making progress.
- As a result, they will know more, understand more and be able to do more over time as a result of the quality of education they receive.

How do Ofsted and the LA go beyond data to evaluate impact of the curriculum:



- When improvement partners work with MK schools, they consider all of these things in reaching their evaluations about school effectiveness.
- School effectiveness can no longer be judged by data alone.

4. Assessments and exams in 2022

Primary schools (including infant and junior schools):

- Primary school tests and assessments will all return in 2022 following their usual timetables.
 - This will include:
 - the reception baseline assessment (RBA)
 - the Early Years Foundation Stage Profile (EYFSP) assessment
 - the phonics screening check for Year 1 and Year 2
 - end of Key Stage 1 (KS1) assessments
 - the multiplication tables check in Year 4
 - end of Key Stage 2 (KS2) assessments

Primary school accountability and publication of results in 2022:

- The usual suite of accountability measures will be produced at primary school level.
- These measures will be shared securely with individual schools, academy trusts, LAs and Ofsted, for school improvement purposes.
- However, Key Stage 2 outcomes will not be published publicly in Key Stage 2 performance tables.
- There is a plan to resume KS2 performance table in 2023, but until this time information on [Compare school and college performance](#) (about individual schools) will still be for 2019.
- In 2022, the DfE will publish national, regional, and local authority level performance data for KS2. They will also publish this information by pupil characteristic and school type.

The role of the LA in relation to primary school assessments in 2022:

Monitoring

- The LA has a statutory duty to make monitoring visits to a sample of 10% of schools for Year 1 phonics and Key Stage 2 Statutory assessments.
- Monitoring visitors, on behalf of the LA, will make unannounced visits to schools administering the tests.

Moderation

- The LA has a statutory responsibility to moderate 25% of schools with KS1 and KS2 pupils every 4 years.
- Moderation is about ensuring that teacher assessment judgments made in schools are in line with judgements of other schools nationally.

Secondary schools (including colleges):

Adaptations to examinations in summer 2022

GCSE, AS and A level exams in England next summer will be adapted to maximise fairness and help students reach their potential.

Confirmed changes include:

- A choice of topics in some GCSE exams like English literature and history;
- Advance information on the focus of exams to focus students' revision in subjects, where there is not a choice of topics;
- Support materials like formulae sheets in maths.

These adaptations recognise the disruption caused to this year group's education as a result of the pandemic, while balancing the need to return to exams.

Secondary schools (including colleges):

Grading of the 2022 qualifications

- Ofqual's approach in 2022 follows two years which saw an overall higher proportion of students receiving top grades compared to pre-pandemic years.
- 2022 will be a transition year to reflect the period of recovery from the pandemic, with grade boundaries set by exam boards reflecting a midway point between 2021 and 2019 – so that more students receive higher grades in 2022 than before the pandemic.
- This approach will provide a safety net for this year's students as well as a step back to normality, with results expected to return to the usual grade profile by 2023.

Secondary schools (including colleges):

DfE and Ofqual guidance on contingency arrangements for exams in 2022

- Schools, colleges and students should assume GCSE, AS or A level exams will go ahead, with the adaptations that have already been confirmed.
- Students should complete any non-exam assessments in the usual way throughout the year.
- However, schools and colleges should systematically collect evidence should a Teacher Assessed Grade (TAG) be needed in the future. The TAG process appears similar to last year.
- It is suggested (not mandated) that schools and colleges do 3 assessments over this year: once later this term; one in the spring term; and one early in the summer term.

Secondary schools (including colleges):

DfE and Ofqual guidance on contingency arrangements for exams in 2022

- Assessments should, as much as possible, fit in with schools and colleges planned assessment points. Not all subjects need to be assessed at the same time.
- Where possible, these assessments should be done under exam conditions with further guidelines provided for these assessments (timing, supervision, using exam-style papers and mark schemes, access arrangements for students with SEND).

Secondary schools (including colleges):

DfE and Ofqual guidance on contingency arrangements for exams in 2022

- Schools and colleges must not produce a TAG. Individual assessments can be marked and graded for formative purposes, but must make it clear that the grade is not a TAG.
- Schools and colleges must retain the evidence. Photocopies of the scripts may be given to students, if helpful.
- Further guidance will be issued on how Schools and colleges should reach a holistic TAG, if and when any decision to cancel exams is made.
- At this stage, there is no further requirement other than collecting evidence.

Secondary school accountability and publication of results in 2022:

- The usual suite of accountability measures will be produced at secondary school level as far as is possible.
- These measures will be published on school and college performance tables in the usual way.
- There will be some changes in how these measures are calculated due to the absence of baseline data in 2019-21 (e.g. 16-18 value added measure)
- The DfE will ensure that clear messages are placed on the performance tables to advise caution when drawing conclusions from the 2021 - 22 data. This is due to the uneven impact of the pandemic across UK schools.
- In 2022, the DfE will publish national, regional, and local authority level performance data for KS4 and 16-18. They will also publish this information by pupil characteristic and school/college type.

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Improvement

