

Understanding Primary Data

TRAINING & DEVELOPMENT

PRESENTATION 2024



EYFS

Phonics

MTC

KS2

Reception

Year 1

Year 4

Year 6

EYFS & Primary Statutory Data

Early Years Foundation Stage (EYFS)

The Reception Baseline Assessment (RBA) became statutory in schools in September 2021. It is an activity based assessment of pupils' starting points in language, communication and literacy & mathematics.

The RBA is a short, task-based assessment. It is not used to label or track individual pupils.

Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

The assessment will enable the DfE to create school-level progress measures for primary schools which show the progress pupils make from reception until the end of key stage 2 (KS2).

The DfE will publish these measures for all-through primaries in the summer of 2028 for the first time. This will be when those pupils who entered reception in the academic year 2021 to 2022 reach the end of KS2.

Early Years Foundation Stage (EYFS)

The statutory EYFS framework sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school. It requires that children be assessed against the EYFS Profile in the summer term of the academic year in which they turn 5.

The EYFS Profile is intended to provide an accurate representation of each child's development at the end of the EYFS to support their transition into year 1. It is made up of an assessment of the child's outcomes in relation to 17 early learning goals (ELGs) across 7 areas of learning.

The 3 prime areas of learning are: communication and language; personal, social and emotional development; and physical development. These prime areas are particularly important for children's healthy development and are the basis for successful learning in the other 4 specific areas of learning: literacy; mathematics; understanding the world; and expressive arts and design.

Children are defined as having a good level of development at the end of the EYFS if they are at the expected level for the 12 ELGs within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.

Early Years Foundation Stage (EYFS)

As part of wider early education reforms to the EYFS, the EYFS Profile was revised significantly in September 2021. Changes from the previous framework include:

revisions to all 7 areas of learning in the EYFS, with new educational programmes that set out what children must experience and learn about revisions to all 17 ELGs across the 7 areas of learning to make these clearer and more precise and to make it easier for practitioners to understand what is required for a child to be at the expected level of development removal of 'exceeding' assessment band removal of statutory local authority moderation.

Children are defined as having reached a good level of development (GLD) at the end of the EYFS if they have achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals.

The levels attained by children at the end of the EYFS are allocated a number as follows:

Emerging - 1, Expected - 2

For each of the 17 Early Learning Goals a child is recorded as have achieved 1 or 2 and it is possible to give children an overall 'score' (average point score).

Once data has been submitted to the DfE the average score of the whole national cohort will give the secondary measure of a 'Good Level of Development.'. It is therefore possible to compare a school's cohort average with the national cohort average, and also an individual child's average score compared to a cohort's average and the national average.



National Average

67%

Phonics - Year 1

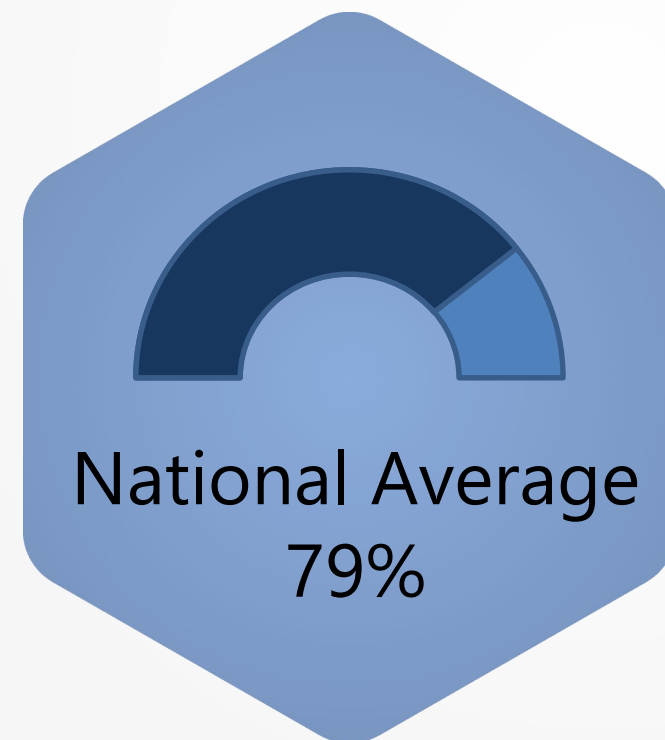
The purpose of the phonics screening is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check.

Individual children's results will be made available to parents, so that parents are kept informed about their child's progress in developing word-reading skills.

School-level results will be recorded and made available to Ofsted for use in inspections. The school-level results will not be published in performance tables.

National results will be reported to track standards over time.

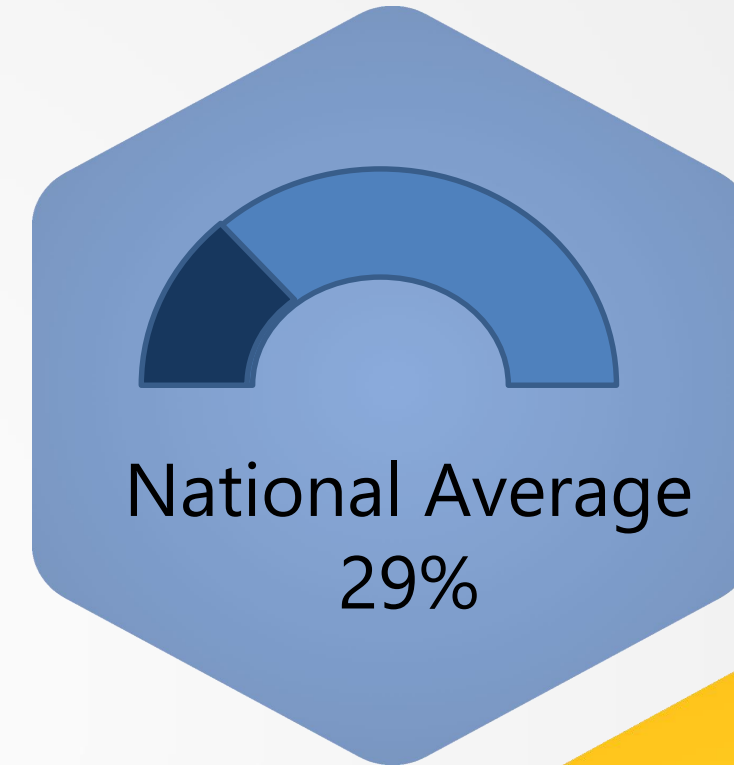
National and local authority results will be reported to allow schools to benchmark the performance of their children.



Multiplication Tables Check - Year 4

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The MTC's purpose is to ensure the times tables knowledge is at the expected level. From 2022/2023 academic year, the multiplication tables check (MTC) is statutory for primary schools.

The Multiplication Times Tables Check is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds to answer, and in between the questions, there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.



End of Key Stage Two - Year 6 SATs

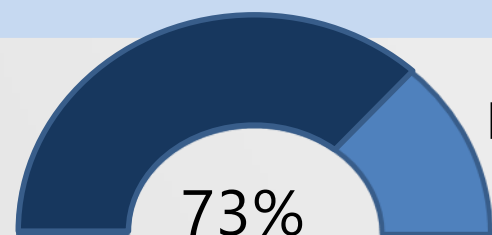
Mathematics

The Key Stage 2 mathematics consist of three papers:

Paper 1: Arithmetic - This paper tests pupils' proficiency with arithmetic operations. It focuses on calculations such as addition, subtraction, multiplication, and division, including questions involving fractions, decimals, and percentages. The paper is usually about 30 minutes long.

Papers 2 and 3: Reasoning - These papers assess pupils' ability to apply their mathematical knowledge in problem-solving situations. They include a variety of question types, such as true/false, multiple choice, and more complex word problems that require deeper reasoning skills. Each of these papers typically lasts about 40 minutes.

These papers together aim to cover the breadth of the mathematics curriculum taught at Key Stage 2.



National Average

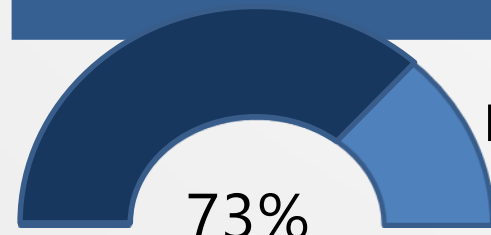
73%

Reading

The KS2 reading test is composed of a single paper, which involves reading a selection of texts and answering related questions. The texts provided in the paper are diverse, ranging from fiction and non-fiction to poetry, and are chosen to challenge students with a variety of reading skills and interests. The aim is to evaluate a pupil's ability to understand and interpret information, retrieve direct information, and deduce or infer meanings from the text.

The test usually lasts for one hour, during which students must manage their time to read the passages and complete the questions. The questions are typically a mix of multiple-choice, ranking/ordering (e.g., arranging statements in order of their occurrence in the text), labelling, and short constructed responses that require students to write answers in their own words.

The reading SATs paper not only tests basic reading skills but also assesses higher-level comprehension and analytical abilities, asking pupils to explain their understanding of the text, discuss themes or characters, and justify their answers with evidence from the text. This exam is crucial for gauging pupils' readiness for secondary education, particularly in their ability to process and understand written information effectively.



National Average

73%

Writing

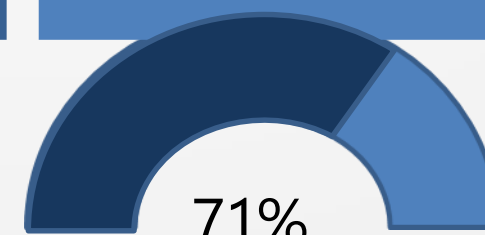
The assessment of writing at Key Stage 2 (KS2) in the UK is distinct from the SATs tests for other subjects, such as maths and reading. Writing is assessed internally by teachers rather than through an external exam. This process is known as "teacher assessment," and it evaluates pupils' writing abilities throughout Year 6.

Holistic Assessment: Teachers evaluate students' writing based on a broad range of their work across the school year. This includes various types of writing, such as stories, reports, essays, and poetry. The goal is to get a comprehensive view of the pupil's writing abilities.

National Curriculum Criteria: Teachers use specific criteria from the national curriculum to assess writing. These criteria focus on transcription (spelling and handwriting) and composition (articulating ideas and structuring them in text), as well as vocabulary, grammar, and punctuation.

Writing Levels: The assessment is geared towards determining whether students have met the expected standards for their age group. Teachers look for evidence that pupils can write for a range of purposes and audiences, demonstrating appropriate use of grammar and punctuation, and organising their ideas coherently.

Moderation: To ensure consistency and fairness, some schools undergo moderation where external moderators check the teachers' assessments. Moderation may involve comparing assessments within a school or across different schools to ensure that assessment standards are consistent.



National Average

71%

GPS

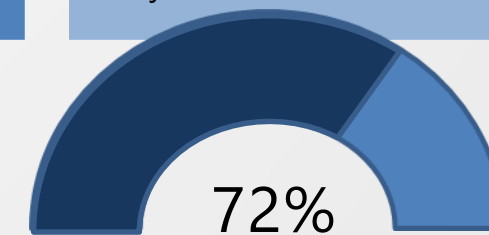
This test is specifically designed to assess pupils' proficiency in English language fundamentals as they conclude their primary education.

The GPS test is divided into two parts:

Grammar and Punctuation Test - This paper requires pupils to answer a variety of question types, including multiple-choice, matching, and completing sentences, to demonstrate their understanding of grammar and punctuation rules. The questions cover topics such as parts of speech (e.g., nouns, verbs, adjectives), sentence structure, verb tenses, and the correct use of punctuation marks like commas, apostrophes, and full stops. This paper is designed to test students' ability to apply grammar and punctuation rules within the context of writing.

Spelling Test - This component consists of an aural spelling test where students listen to words read aloud in sentences and then write them down correctly. The spelling test evaluates the students' ability to spell words that are commonly used in the Year 6 curriculum, including some that have irregular spelling patterns.

Both parts of the GPS test aim to assess and reinforce the language skills that are essential for effective communication and academic success at higher levels. These skills include the ability to write clearly and accurately, which is fundamental for all subjects.



National Average

72%

Publishing Statutory Assessments

<https://www.gov.uk/school-performance-tables>

<https://evelynstreetschool.co.uk/parent-information/key-stage-2-results/>

Primary Statutory Assessment Timetable 2023-24

End of Key Stage Two SATs Week:

Monday 13 May 2024 English grammar, punctuation and spelling papers 1 and 2

Tuesday 14 May 2024 English reading

Wednesday 15 May 2024 Mathematics papers 1 and 2

Thursday 16 May 2024 Mathematics paper 3

Multiplication tables check

Schools must administer the multiplication tables check within the 2-week period from Monday 3 June 2024.

Phonics screening check

Schools must administer the phonics screening check within the 1-week period from Monday 10 June 2024.

Early Years Profile

For all eligible children registered at the school or early years setting and submit it to your local authority no later than 30 June 2024.



References:

Department for Education (DfE)

Third Space Learning

**Evelyn Street Primary Academy
School Data**