

Attainment and Progress Guidance for Governors and Trustees

GLD

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 EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goals (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

APS

Average Point Score = All points added together for all 17 ELGs / number of eligible children in cohort

ie Emerging (number of children with Emerging x 1) + Expected (number of children with Expected x 2) + Exceeding (number of children with Exceeding x 3) divide by total number of eligible children

Phonics

At the end of Y1 children sit the phonics screening check which is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher.

Pupils in Y2 must also take the check if they didn't meet the required standard in Y1 or haven't taken it before.

KS1 Performance Data 2017

Children are tested in Reading and Writing at the end of Y2 to help make a secure judgement for the final Teacher Assessment (TA) at the end of KS1. The tests make up one piece of evidence for overall TA. Writing is based on TA alone. Schools may choose to administer the 2017 KS1 English grammar, punctuation and spelling test and use the result to inform TA but there is no requirement to do so.

KS2 Performance Data 2017

This data refers to the testing of reading and mathematics at the end of Year 6, together with the teacher assessment of writing.

2015 was the last year of reported levels and tests in the old format. For 2016 there was an Interim Teacher Assessment arrangements in place for writing which continued into 2017.

The grammar and spelling tests and the reading test were the same format as 2015 but reflect the new standards.

Three new mathematics tests replacing the previous tests. They consist of an arithmetic paper and two reasoning papers. The tests are marked externally with raw scores converted to scaled scores. A scaled score of 100 indicates meeting the expected standard, a scaled score of 110 indicates a higher score – Greater Depth (GD).

Progress is based around how well the children are progressing compared to others with a similar KS1 prior attainment. Progress scores are centred around 0. A score of 0 means pupils in this school do about as well at KS2 as those with similar prior attainment nationally. A positive score means the pupils do better at this school whereas a negative score indicates they do worse.

The DfE have made it clear that it is not possible to compare levels with expected standards, however the difference between the school and the national is a good indicator whichever way outcomes are being measured.

Acronyms and definitions

EYFS – Early Years and Foundation Stage

GLD – Good Level of Development

APS – Average Point Score

Average SS – Average Scaled Score

Phonics - method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables

KS1 the two years of schooling in maintained schools in England and Wales normally known as **Year 1** and **Year 2**, when pupils are aged between 5 and 7.

KS2 - the four years of schooling in maintained schools in England and Wales normally known as Year 3, Year 4, Year 5 and Year 6, when the pupils are aged between 7 and 11.

EX – Expected Standard

GD – Greater Depth