

**WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE  
MANOR OF GROVES HOTEL AND CONFERENCE CENTRE  
FRIDAY 18 MAY 2018**

**MEETING SUMMARY: ISSUES AND RECOMMENDATIONS**

p 2	<b>ATTENDANCE LIST AND APOLOGIES</b>	<p><b>Welcome to the following new Headteachers:</b></p> <p>Dale Bateman           Coopersale and Theydon Garnon CE Primary</p> <p>Kate Tether               Newport Primary (Acting summer term)</p> <p>Barbara Young           St Mary's CE Primary, Stansted</p> <p>Jane Harvey               Staples Road Primary (from September)</p>
p 6	<p><b>REFINING ASSESSMENT POLICY AND PRACTICE TO SUPPORT TEACHING AND LEARNING</b></p> <p>Session 1: The impact of the new assessment and accountability arrangements on school policy and practice</p>	Stephen Anwyll
	Oxford School Improvement Support	Kim Le Manquais, Oxford University Press
	Session 2: Making the most of moderation	Stephen Anwyll
p 13	<b>DATES AND TIMES OF FUTURE MEETINGS 2018 - 19</b>	<p><b>WEST meetings with the Local Authority officers 2018/19 at the Weston Homes Business Centre, Takeley</b></p> <p>Wednesday 20 June 2018</p> <p>Thursday 15 November 2018</p> <p>Wednesday 13 March 2019</p> <p>Wednesday 19 June 2019</p> <p><b>WEPHA Conferences, Manor of Groves</b></p> <p>Friday 21 September 2018</p> <p>Friday 1 February 2019</p> <p>Friday 17 May 2019</p> <p><b>Headteachers' Annual Conference 2018</b></p> <p>Friday 23 March 2018       Stock Brook Country Club, Nr Billericay</p> <p><b>Deputy Headteachers' Annual Conference</b></p> <p>Friday 5 October 2018 Weston Homes Community Stadium</p>

**WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE**  
**FRIDAY 18 MAY 2018**

**Headteachers**

Ros Allsop	Clavering Primary
George Athanasiou	Great Sampford Primary
Gina Bailey	St James CE Primary
Isobel Barron	Roseacres Primary/Chair
Claire Berry	Birchanger CE Primary
John Clements	Hatfield Heath Primary
Vicky Early	Harlowbury Primary
Mary Evans	The Henry Moore Primary
Lawrence Garside	Felsted Primary
Elizabeth Gelston	The Downs Primary
Jane Harvey	Staples Road Primary
Michelle Hughes	Thaxted Primary
Chris Jarman	St John's CE Primary
Ian Kendal	St Alban's Catholic Primary
Alison Kerrell	Great Bardfield Primary
Bernadette Miele	Tany's Dell Primary
Tracy O'Donnell	Epping Primary
Christine Peden	Pear Tree Mead Academy
Teresa Phillips	Thomas Willingale School
Jane Pomfret	Nazeing Primary
Linda Todd	Radwinter Primary
Jonathan Tye	Churchgate CE Primary
Matt Woolard	Hereward Primary
Barbara Young	St Mary's Stansted

**Apologies**

Julie Lorkins	St Andrew's CE Primary
Lisa Gibbs	Leverton Primary
Karen Cayford	St Mary's CE Primary, SW

**School leaders**

Sarah Cowley	The Henry Moore Primary
Christine Lee	The Henry Moore Primary
Victoria Marrow	Hatfield Heath Primary
Matthew Curzon	St Mary's Stansted
Anthony Hull	Katherine Semar Juniors
Karen Scott	RA Butler Academies
R Fourie	Hereward Primary
Diane Abel	Epping Primary
Sarah Mitchell	Harlowbury Primary
Casey Cox	St James CE Primary
Alison Tinker	St John's CE Primary
Fern Middleton	Tany's Dell Primary
Charlotte Hearne	The Downs Primary
Lynda Collins	Thomas Willingale School

**In Attendance**

Pam Langmead	EPHA Professional Officer
Stephen Anwyll	Education Consultant
Kim Le Manquais	OUP

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at [pam@langmead.me.uk](mailto:pam@langmead.me.uk) for amendment.

**NOTES OF THE SUMMER TERM WEPHA CONFERENCE HELD ON FRIDAY 18 MAY 2018  
COMMENCING AT 9.15 AM**

Action

**1. EPHA UPDATE AND INFORMATION**

**i) Welcome from Isobel Barron, WEPHA Chair, to headteachers, and in particular the new headteachers (or those new in post) in the West Area.**

Dale Bateman	Coopersale and Theydon Garnon CE Primary
Kate Tether	Newport Primary (Acting summer term)
Barbara Young	St Mary's CE Primary, Stansted
Jane Harvey	Staples Road Primary (from September)

**ii) Statutory policy and website checklists**

The EPHA Professional Officer has produced lists of statutory/mandatory policies for maintained schools and academies, and has updated the website checklists.

Available on the EPHA website

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

**2. REFINING ASSESSMENT POLICY AND PRACTICE TO SUPPORT TEACHING AND LEARNING**

**Stephen Anwyll** has almost 40 years' experience in education. He started as a primary teacher and then moved into advisory work, with a particular interest in English and literacy. Stephen was appointed as a regional director for the National Literacy Strategy and later became its national director. He worked on improving teacher assessment with the Qualifications and Curriculum Authority for several years and at the end of 2010 was appointed Head of the National Assessment team at Ofqual, leading the work on reviewing statutory assessment arrangements. He now works as an independent consultant and is passionate about developing a rich curriculum experience for children and young people and how assessment can be used to improve teaching and learning.

**Session 1: The impact of the new assessment and accountability arrangements on school policy and practice**

This session will explore the implications, two years after their first implementation, of the assessment arrangements and accountability measures under the revised National Curriculum. It will consider how schools are adapting to a shift in focus from attainment onto pupil progress throughout the primary phase. It will look at the impact of the new accountability measures for schools serving different kinds of communities and consider the outcomes of the Government's national consultation on primary assessment, launched in March 2017. There will be an opportunity to reflect on how the new test and teacher assessment arrangements are affecting school practice, how school data is being presented following the end of RAISEonline and how Ofsted has responded to the new assessment

landscape.

Stephen stressed that his aim is to make assessment as simple and clear as possible.

### **Where are we now?**

- Coming to the end of the third year of the new national arrangements but five more years of change ahead
- Shift in focus from attainment to progress as the main basis for school accountability
- Wide range of assessment practice / recording / tracking systems in place across schools
- Greater reliance on tests and checks and less trust in teacher assessment – *in about 3 years' time there will just be writing at KS2 which is teacher assessed.*
- Little continuity from primary to secondary – *a problem*

### **Strengths of the current system**

- Recalibration of standards overdue after 25 years
- Priority placed on pupil progress rather than raw attainment is a fairer approach overall
- Less reliable data has meant a stronger focus on other evidence of learning and progress
- Impact of assessment more fully recognised by Ofsted (*in teaching, planning, feedback, questioning, differentiation, challenge, prioritisation, use of school resources etc*)

### **Weaknesses**

- Introduction of new arrangements very poorly handled (*long drawn-out process, some bad decisions and changes of mind, much late information, insufficient trialling, changing criteria, etc.*)
- Progress scores can flatter some schools (*high EAL, low SEN*) and discriminate against others (*juniors, high mobility, low EAL, high SEN*)
- Continued high stakes have further narrowed focus onto key subjects in many schools (*less time for science and foundation subjects*)
- Adjusting to new tests, new assessment criteria, new standards, new exemplification has added to workload

Data analysis still based on one year's outcomes for primary schools [3-year rolling averages recommended by the Bew Review in June 2011]

- Quality assurance arrangements rely on the resources and role of Local Authorities which, in many cases, they no longer have
- Governors struggling to get a picture of attainment and progress across their school
- Transition to secondary: scaled scores assumed to have greater 'accuracy' in predicting KS4 outcomes (*although no statistically significant difference between scores of 99 and 101 at pupil level*)

### **Opportunities**

- Move towards 'entry to exit' progress accountability should shift focus to early intervention in order to close the gap between disadvantaged and others
- Increased sense of primary years as a single phase (*less significance of artificial KS1/KS2 divide*)
- Long period of uncertainty around published outcomes and new forms of assessment

could permanently reduce reliance on data alone for accountability and intervention (*SoS announcement April 2018*)

- Tentative move towards on-screen assessment could prefigure more sophisticated approaches to testing
- Clear distinction between statutory assessment arrangements in Y6 and approach in other year groups could promote greater focus on assessment for learning
- Greater focus on consolidation, application and 'mastery' should support better planning for and use of cross-curricular opportunities
- Growth in numbers of 5-16 schools and Ofsted concerns about progress in Key Stage 3 could promote better models of transition and greater continuity of learning

### **Threats**

- Purpose of statutory assessment has shifted from gaining an accurate picture of an individual pupil's performance to acquiring cohort data for school accountability
- Statutory tests or checks on six occasions in primary years risks skewing curriculum breadth and balance
- Downgrading of teacher assessment's role in statutory arrangements may negatively influence attitudes to this key aspect in schools
- High stakes nature of Reception baseline assessment will inevitably lead to perverse behaviours
- Teacher performance management: use of targets for pupil attainment and progress could skew reliability of teachers' ongoing assessment judgements
- Year-group objectives of the new NC could lead to more class teachers staying with the same year group
- Y3 and Y5 could become the 'Cinderella years'
- Confusion for parents from reported assessments of very different and narrower aspects of attainment

### **No reporting of reading and maths TA**

- For pupil X, statutory end of KS2 data in 2019 (if she is entered for the tests) could be:
  - Reading: 98
  - Maths: 102
  - GPS: 105
  - Writing: Working at greater depth
  - Science: Expected standard

The same pupil might be described as (much more informative than raw scores)  
*'X is an enthusiastic and effective reader of information texts but needs to develop her response to narrative. Her writing is well organised and accurate and she now needs to use greater variety of sentence structure and vocabulary to engage the reader. In maths, her basic number work is excellent but she is less confident with shape, angles and proportion. She is a really keen scientist with a particular interest in climate change and the environment.'*

### **Predictions for 2018**

- Results will improve in all subjects at Key Stage 2
- Results in the EYFS Profile, the Phonics Screening Check and at the end of KS1 will be largely the same as in 2017
- Accountability measures will remain unchanged: fewer schools will be below floor standards but slightly more will be in the 'coasting schools' category
- There will be a lot of variability in the interpretation of the new, 'more flexible' Interim Framework descriptors for Writing TA
- Results of the 2018 KS2 science sampling tests will suggest that around 70% of pupils are below expected standards nationally

### **Priorities for schools**

- Keep your assessment policy and practice under review – can you reduce workload but still gather enough information to give you (and governors) a broad overview of progress and attainment across the school?
- Get familiar with the new ways in which information about your school is being presented – Analyse School Performance and the Inspection Data Summary Report
- Aim to be in a position where you can confidently discuss patterns of progress among different groups of pupils across the school and what you're doing to improve this
- Keep providing regular opportunities for staff to discuss attainment and progress (internal and external moderation, looking at national exemplification, book scrutinies etc.)  
Don't use the approach to teacher assessment required in Y2 and Y6 ('secure fit') in other year groups – for each pupil, teachers need to know (and pass on to parents and the next teacher) strengths, weaknesses and key next steps in learning
- Make a clear distinction between the fine-grained assessment information that class teachers acquire about their pupils and the periodic headline data that senior leaders require in order to understand needs across the school
- When gathering periodic data, ask teachers to estimate, based on all available evidence, where pupils are likely to be at the **end** of the current school year (i.e. in line with year group expectations, below, beyond etc)
- Take stock of the wider curriculum (including science teaching) – are there more opportunities here for **application** of reading, writing and mathematics while giving pupils a broader and richer learning experience?
- Try to work with at least one of the secondary schools you feed in order to develop a simple way of passing on key information (i.e. beyond scores) which will help to maintain pupils' progress in early Key Stage 3
- Once you have your results for 2018, amalgamate them with those for 2016 and 2017 to generate a three-year average and campaign for this approach to be used at national level for primary schools

### **Session 2: Making the most of moderation**

As schools adjust to the new expectations of the National Curriculum, they have recognised the importance of giving teachers in all year group's opportunities to become more confident in their judgements of pupils' attainment and progress. This session will look at ways of organising moderation activities which not only build up trust in periodic teacher

assessment judgements and progress-tracking systems but also promote genuine professional development both within and across schools. It will recommend materials which allow senior leaders to gain maximum benefit and insight from moderation. The session will end with recommendations for refining and improving assessment policy and practice in 2017-18.

### **Aims**

- o Recognising learning
- o Why moderation is so important
- o Organising moderation
- o Using teacher judgements to consider attainment and progress

### **Meaningful assessment – basic principles**

- o It's the recognition of learning in relation to what's being or has been taught
- o It's an integral part of effective teaching
- o It's happening all the time in every classroom through observation, dialogue, and marking
- o It makes a positive difference when it's acted on:
  - useful feedback is given to the individual or group
  - teaching is modified and refined
  - information is aggregated to allow patterns to be seen and action taken at individual, class and school level

### **Assessment is most effective when .....**

Teachers have:

- o a good overview of the curriculum – what's happened in previous years and what lies ahead
- o secure subject knowledge so that they recognise both misconceptions and significant learning
- o regular opportunities to compare expectations and judgements both internally and externally
- o The school has a consistent approach in terms of feedback, marking, review, use of 'grades', language used, reporting and transition
- o Senior leaders have a good understanding of the curriculum and expectations and base decisions on available assessment information

### **An approach to monitoring progress**

1. Make sure all staff develop a shared sense of the new national expectations through familiarity with:

- o Programme of Study objectives in all year groups
- o Teacher Assessment Standard Statements for Y2 & Y6 and national exemplification material
- o Tests at the end of KS1 and KS2

2. Identify natural points in the year when you need to review attainment & progress (reports to parents, governor reports, pupil progress reviews etc.)

3. Agree a simple way of categorising attainment (e.g. likely to be below age-related expectations (ARE) / in line with ARE / consolidating ARE **by end of year**)
- 4 Allocate pupils to the three/four categories and then review this in relation to available evidence at agreed points across the year
- 5 Moderate your judgements by presenting evidence from a pupil in each category to other teachers
- 6 In discussions with pupils and parents, always focus on:
  - where pupils have (demonstrably) improved and made progress
  - next steps and targets
- 7 Make sure that decisions are made in response to assessment (interventions/staff deployment/CPD)

### **What moderation provides**

- It's integral to any approach which is based on common criteria and makes use of assessment information to inform others; it helps develop a 'shared language'
- It has value for all parties:
- for **pupils and parents**: it helps assure them that their teacher's judgements are fair and that any potential bias is minimised
  - for **teachers**: it builds confidence that their judgements are in line with colleagues within and beyond the school
  - for **senior leaders**: it develops trust in assessment information and allows them to make informed, strategic decisions about the deployment of resources

### **Moderation in other year groups**

- With the demise of level descriptions, the only common reference points are the teaching and learning objectives set out in the National Curriculum programmes of study
- Some approaches develop assessment criteria based on a selection of objectives - 'key performance indicators'
- Some systems use all the year-group objectives and involve teachers in ticking these off both when taught and when they think individual pupils have demonstrated consistent attainment
- In the end, we need class teachers who have developed a strong sense of what 'expected attainment' looks and feels like in the year group they are teaching and can recognise what each pupil needs to do to make further progress – that's what effective moderation activity supports

### **What moderation offers**

- Not just an essential feature of consistent and accurate assessment; done well, it makes a key contribution to professional development
- It can give participants insights into:
- the curriculum experience offered to pupils (*e.g. variety, range, gaps, cross-curricular connections*)
  - how learning is planned and organised (*e.g. grouping, differentiation, opportunities for independence*)
  - how feedback is provided and built upon (*e.g. intervention during learning, marking,*

*follow-up)*

- teacher expectations (e.g. quantity of work, presentation, consolidation and application of learning)

### **Organising moderation**

- Involvement of senior leadership team is critical – just as important as lesson observation  
Provide a structure which:
- Ensures each teacher has the time and opportunity to present evidence and to discuss it
- Allows constructive questioning and challenge
- Helps identify other, relevant evidence (from observation /discussion)
- Prompts identification of ‘next steps’ for each pupil under discussion
- Involves teachers from adjoining year groups where possible, particularly at start or towards end of year

### **Learning from moderation**

What to look out for:

- What range of evidence does the teacher provide?
- Is it drawn from across the curriculum?
- Is there an appropriate balance across the subject?
- Have pupils been given opportunities to consolidate, apply and deepen knowledge, skills and understanding?
- Have pupils been given choice and independence?
- How well does the teacher support her/his judgement with additional evidence from observation / dialogue
- Is marking helpful and does it lead to improvement?
- Can the teacher summarise strengths and weaknesses?
- Is the teacher clear about the pupil’s key next steps?

### **So what data is it useful to collect?**

#### **Progress**

- Progress judgements can be reached by comparing each pupil’s current attainment judgement with prior attainment
- What you use as prior attainment data needs to be agreed if you are to produce comparable information

Prior attainment data varies according to current year group:

- Years 5 and 6 have KS1 ‘level’ outcomes
- Years 3 and 4 have KS1 ‘expected standard’ outcomes
- Years 1 and 2 have FSP Early Learning Goal outcomes
- DfE KS2 progress scores compare **aggregate** KS1 performance with separate subject outcomes at KS2 but you can also use separate subject outcomes as the basis for prior attainment

### **A suggested approach for KS1**

- Most school data reports (ASP, performance tables, Ofsted IDSR) now place pupils into three bands according to prior attainment – low, middle and high

- **For pupils in KS1**, prior attainment is based on FSP outcomes at the end of their Reception year:
- **Low** defines pupils who were ‘emerging’ in the relevant ELG (ELG 9 for Reading, ELG 10 for Writing and ELGs 11 and 12 for maths)
- **Middle** covers pupils who were judged as ‘expected’ in the same ELGs
- **High** covers pupils judged to be ‘exceeding’ in those ELGs
- So, broad attainment judgements during Years 1 and 2 would also give schools a way of seeing whether pupils’ progress is in line with, below and above their prior attainment in each subject

### **A suggested approach for KS2**

- Most school data reports (ASP, performance tables, Ofsted IDSR) now place pupils into three bands according to prior attainment – low, middle and high
- **For pupils in KS2**, prior attainment can be based on KS1 outcomes at the end of Year 2:
- **Low** defines pupils who were Level 1 or below (until 2015) or ‘working towards the expected standard’ or below (after 2015) in the relevant subject
- **Middle** covers pupils who were assessed as Level 2 (until 2015) or ‘working at the expected standard’ (after 2015)
- **High** covers pupils judged to be Level 3 or above (until 2015) or ‘working at greater depth’ (after 2015)
- Again, broad attainment judgements during KS2 would also give schools a way of seeing whether pupils’ progress is in line with, below and above their prior attainment in core subjects

### **Issues to be taken into account**

- The more you invest in well-structured moderation activities for your staff, the more reliable your data will be
- Pupils who don’t have prior attainment data can only figure in the attainment figures, not the progress data (but if they have prior attainment from a previous school, that is your baseline)
- Pupils with EAL will very often appear to make good progress where their prior attainment was depressed by their ability in English. You may need to raise your expectations for such pupils
- Some pupils may have had ‘over-generous’ assessments at KS1 or EYFS Profile; again, you may need to adjust expectations of their progress although the prior attainment data won’t change
- With pupils in Years 5 and 6, you may want to also use the data you collect and compare it with national progress data from 2017 to try to get an idea of your likely progress profile in 2018 and 2019

### **Key points**

- Classteachers need an ongoing system of recording what they’ve taught and how pupils have responded – SLT needs periodic, summary data related to end of year-group expectations
- SLT needs to gather summary data on pupils’ ‘likely end-of-year attainment’ in each core

subject and then analyse it in relation to prior attainment for each cohort and by key groupings

- You can then decide on any action required to address issues highlighted by the analysis
- You can also present a summary of progress and attainment in each year group to governors and monitor any action taken in response to highlighted needs
- Regular opportunities for teachers to moderate their judgements will help to build expertise and confidence and will promote more consistent and reliable data

Key document – Primary Accountability in 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/676406/Primary\\_school\\_accountability\\_technical\\_guidance\\_-\\_January\\_2018\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_-_January_2018_update.pdf)

### 3. OXFORD UNIVERSITY PRESS INFORMATION

Primary resources

<https://global.oup.com/education/primary/?region=uk>

Oxford Owl

*Oxford Owl* is the primary platform, home to great online subscriptions and the place to find free support for teaching with Oxford Programmes. It's also where you'll find unmissable tools like Oxford BookMatch, Storytelling Videos and an eBook library.

<https://global.oup.com/education/content/primary/series/oxford-owl/?region=uk/>

### 4. DATES AND TIMES OF FUTURE MEETINGS 2018/19

**WEST meetings with the Local Authority officers-at the Weston Homes Business Centre, Takeley**

Wednesday 20 June 2018

Thursday 15 November 2018

Wednesday 13 March 2019

Wednesday 19 June 2019

**WEPHA Conferences, Manor of Groves**

Friday 21 September 2018 – Robin Launder – behaviour management

Friday 1 February 2019 – Andrew Hall – safeguarding

Friday 17 May 2019 – Neil Hawkes – Values based education

**Deputy Headteachers' Annual Conference**

Friday 5 October 2018 Weston Homes Community Stadium

**Headteachers' Annual Conference 2019**

Friday 23 March 2018 Stock Brook Country Club, Nr Billericay

The meeting ended at 12.30 pm