

Key Stage 2 National Test progress scores explained

In May, Year 6 pupils across England took national tests in reading comprehension (1 hour paper); grammar, punctuation and spelling paper (1 hour paper- GPS or sometimes, SPaG); and maths (3 papers over 2 days). These tests (often referred to as SATs) are marked externally with writing assessed by teachers against the national framework.

Each child's raw score in the test (32/50 in the reading test, for example) is turned into a scaled score, based on making comparisons with the other children across the country who took the same test. The scaled scores are centred around 100. That means that:

- A score of 100 means the child is working 'at the expected standard' for a Year 6 child. 80 is the lowest possible score and 120 is the highest.
- A scaled score of 99 or less means they haven't reached the government's 'expected standard'.
- In 2019, pupils needed 28 marks out of 50 to reach the expected standard in reading, 58 out of 110 in maths, and 36 out of 70 for spelling, punctuation and grammar.
- The children are assessed in exam conditions over 4 days in May

Each parent receives their child's results in July and then later in the year the school progress scores are reported nationally. The progress score is calculated from the average level achieved in Year 2 in reading, writing and maths (a combined score) which is then compared to each child's individual Year 6 test results. The progress score is allocated to the school where the children were in Year 6 not where they were in Year 2. Even if a child arrives during Year 6, their progress is allocated to their new school. This year three children started with us in Year 6. In 2019 only 43 children out of the 54 did their Year 2 assessments with us. All children are included in the score (including children with SEND difficulties -Special education and disabilities eg social and emotional difficulties, behaviour or learning difficulties, dyslexia, dyspraxia or if they have an Education Health Care Plan). Any child who is not able to sit the tests whether through illness or not being able to access the test papers is given a baseline score of not achieved and that is also included in the results which will lower the average.

In 2019, we were very disappointed with the test results: in fact there were 16 unexpected results of less than 100 (56% of which were scores of 98 or 99). The year 6 teachers were especially disappointed as the children had displayed the knowledge required to be at expected standard in their everyday work in school. Therefore the children's attainment was measured at lower than we expected and the progress score was also lower. When we analysed the children's progress in each individual subjects, we were pleased to see that they had made progress and have settled well into their secondary school.

At Pendragon, we analyse each individual child's progress and attainment on a regular basis throughout their school career. Pupil progress is reported to Governors who challenge the data when it is not at National standards or showing signs of improvement. Governors, in particular the Standards committee require us to explain what we are doing about the children who are not on track to achieve national expectations and measure the impact of those changes. Improvements in the school curriculum are already having an impact and this is being seen as the children move through the school. The results of school assessment in Foundation Stage, Year 1 Phonics and Keystage 1 over the last 3 years show the improvements that have been made in Pendragon.

Education is a long road and everybody reaches their destination at different speeds and by slightly different routes. At different times, children will need some extra support on that journey. No child's education should be defined by a test score at primary school on one day in May. What's missing from the statement 'not working at the expected standard' is one small word. When the results come in, some children are not working at the expected standard **yet**.