

Guidance on data, reporting and transition arrangements for EYFS, KS1 and KS2 in 2020

Please note:

This replaces the draft guidance, published 06/05/20, which summarises and builds on the information published by the DfE to date.

Updates in bold

22/05/20 – revised DfE expectation of report

- revised DfE guidance regarding attendance**
- revised HCC guidance on opportunity for parents to discuss report**
- links to DfE reporting guidance (published 21/05/20)**

Background

The Secretary of State for Education announced on Wednesday 18 March, that the 2019/20 national curriculum assessments will not take place due to the coronavirus (COVID-19) pandemic. On 19 March, the guidance was updated to include the announcement that all EYFS assessments are also cancelled.

This means the following assessments planned between April and July 2020 are cancelled:

- Early Years Foundation Stage Profile (EYFS)
- End of Key Stage 1 (KS1) and Key Stage 2 (KS2) assessments (including tests and teacher assessment)
- Phonics screening check
- Multiplication tables check
- Science sampling tests
- All statutory trialling

Because all summer 2020 primary assessments have been cancelled, including teacher assessment activities for EYFS, KS1 and KS2 pupils, primary schools and local authorities do not need to undertake any further activities to prepare for these assessments.

As a result, the local authority (LA), for this year, will **not** be running the following activities:

- EYFS statutory moderation visits
- KS1 and KS2 statutory moderation activity
- SATS monitoring visits
- Phonics screening check monitoring visits
- EYFS and KS1 data collection
- KS1 and KS2 data checks

Data

The cancellation of all primary assessments means that no data will be collected by the Department for Education for EYFS, KS1 or KS2. In addition, no national, regional, local, school-level or constituency statistics for any primary school assessments will be published for the 2019 to 2020 academic year. This includes progress measures.

As a result, exams and assessment data from summer 2020 will not be available to others, such as the DfE, Academy Trusts, Ofsted and local authorities, to hold schools to account.

Q. Will the LA be collecting any assessment data this year?

A. No. The LA will not collect any EYFS or primary assessment data this year.

In response to the COVID-19 pandemic, the Department for Education has cancelled 2019/20 EYFS, Phonics Screening, Multiplication Tables Check, Key Stage 1 National Curriculum Assessments and Key Stage National Curriculum Assessments and associated data collections.

Q. Should we assess each pupil and try to determine where we think they would have been at the end of the year?

A. There is no requirement for schools to ask teachers to predict the standards that pupils will have reached by the end of the year. It is unlikely that any such data would be reliable. What would be more useful is summarising a pupil's key strengths and next steps to inform future curriculum planning, rather than guessing at an end of year or key stage standard.

Q. Some external providers are offering an end of key stage results service based on teacher assessments. Do we have to submit our data?

A. No – there is no requirement to submit data. It is up to each school to decide if there is any value in uploading estimated teacher assessments that are no longer a statutory requirement. The workload reforms and Ofsted framework reinforce that assessment should have a clear value that enables teachers to accurately inform curriculum teaching.

Q. In the absence of statutory assessment data, if a pupil is moving to a new phase in September what should be sent to the new school?

A. Work closely with the receiving school to determine what information they would value and what purpose it is intended to inform. Arguably, a summary of a pupil's strengths and areas for development in core subject areas could be most useful to teachers in new schools.

Reporting to Parents

The DfE has stated:

‘Headteachers must send a written report to parents on their child’s progress for the school year by the end of each summer term... Schools should take a proportionate approach in deciding what information to include in their pupils’ reports... It will not be possible for reports to cover the period of partial school closures...As in previous years, schools should decide the appropriate level of detail required within reports, recognising that pupils may not have completed their full year’s education.’

Although there are no formal expectations regarding the level of detail that schools should report, most, if not all, schools will want to provide parents with an update on their children’s progress, as well as providing information for transition purposes. The format and style of this reporting is left for schools to decide, taking account of the availability of staff to write and prepare reports, as well as the information that can be accessed.

Following the cancellation of the 2019/20 national curriculum assessment, it will not be possible to include outcomes of Key Stage 1 and 2 tests or teacher assessments.

The advice for the EYFS, (EYFS: coronavirus disapplication) updated on 24 April 2020, states:

“The EYFSP is usually undertaken in the final term of the year in which a child turns 5 and involves teachers assessing each child’s level of development against each of the seventeen ELGs. The results are usually shared with parent/carers, Year 1 teachers and the Local Authority and form national statistics. There will be no statutory requirement for schools to undertake the EYFSP in 2019/20.

Schools are still free to complete EYFSP assessments for children if they are able to, and to share with parents and carers and Year 1 teachers at an appropriate time, but they are not required to. If they do choose to assess children, they do not need to share data with their local authority and local authorities will not be required to moderate any assessments that are carried out in 2019/20.”

Decisions regarding reporting, taken by schools, should reflect the needs of their community. The following key principles may help schools when deciding how to structure any reports. The examples are for illustrative purposes to exemplify the principles. There is no expectation from the LA that this guidance is used to construct reports.

The DfE intends to remove the requirement to report pupils’ attendance data for the 2019/20 academic year.

DO CONSIDER

1. using a statement along the lines of:

'The Secretary of State for Education announced on 18 March 2020, that the 2019/20 national curriculum assessments will not take place due to the coronavirus (COVID-19) pandemic. This means that all early years foundation stage, key stage 1 and key stage 2 assessments and moderation are cancelled.'

As a result of this we are not able to provide end of year attainment assessments. Any comments relating to progress and attainment reflect the last summative assessments undertaken at the school on [insert date].'

We suggest that this text should be inserted into your school reports rather than in an accompanying letter as by inserting it into the report it will remain as part of the official records that are kept for each pupil.

2. including information about which key skills the pupil had secured prior to the lockdown.

EG: In February, [pupil's name] was able to count in tenths and find fractions of a set of objects. S/he was more confidently able to apply her/his understanding of addition to problems but needed support to mentally subtract tens and hundreds from a 3-digit number.'

For EYFS children share the school's progress/attainment data up until the last assessment point, or as close to the last day that children were in school.

EG: In February, [pupil's name] was working within the 40 -60 age band for number. S/he was able to count objects to 10 and find total number of items in two groups by counting all of them.'

3. including information about key aspects of the curriculum that had not yet been taught.

EG: 'In mathematics, aspects of the Year 3 curriculum have not been covered due to the coronavirus pandemic, including: adding and subtracting fractions, measuring perimeter of 2D shapes, reading roman numerals, making 3D shapes, and identifying right angles.'

Due to the nature of the EYFS framework and continuous provision, we would suggest that most pupils will have experienced all areas of learning to a certain extent and achievement could therefore be matched to the appropriate age bands.

4. including similar information for all foundation subjects to illustrate some of the content covered and aspects of the curriculum that were not covered as intended.

EG: 'In history [pupil's name] demonstrated a good understanding of the impact of the Roman Empire on Britain, especially the lasting impact as seen through the visit to Fishbourne Roman Palace. Aspects that were not covered as planned this year include the unit of work on early civilisations – the Mayans.

5. adding a statement about the pupil's general progress and attitudes prior to the lockdown.

EG: [Pupil's name] was progressing as expected for her/his age and prior attainment, and generally/ always displayed a good/ excellent attitude to learning.

For EYFS children, complete your normal commentary about general progress and the characteristics of effective learning, but clarifying that this is up to the last date children were assessed.

6. **include details of how parents can arrange a discussion about the report with their child's teacher, taking account of the availability of staff. It may be appropriate to delay discussion and instead provide details of how parents can discuss the report at a future date or offer other options, such as telephone discussions.**

AVOID

1. using the Teacher Assessment Frameworks or the language of the standards (Working towards/ Expected/ Greater Depth). This is because these standards are only relevant when the full programme of study for the key stage has been completed. Therefore, any judgements made against these standards would be inaccurate and could be misinterpreted.
2. making predictions or forecasts about what you think a child might have achieved had the year continued as normal. On balance, we suggest that schools avoid using language commonly used at earlier assessment points in the year such as 'on track' to Age Related Expectations (ARE). The risk is that such broad, summative statements will imply that reference to ARE is an appropriate expectation in this year.

EG: '[Pupil's name] was expected to achieve age related expectations in reading at the end of the year.'

'[Pupil's name] was on track/not on track/was on track to exceed age related expectations in writing at the end of the year.'

We would want parents and receiving teachers to focus on actual attainment and gaps in learning so instead, only make specific reference to where they were at the point you last carried out your internal assessments, which can include whether they were meeting, exceeding or working below expectations at that point.

EG: '[Pupil's name] was reading age appropriate books fluently and without overt sounding and blending of unknown words. S/he was able to answer simple retrieval questions and was beginning to tackle more challenging inference questions. This is within the Year 2 expectations.'

'[Pupil's name] was working below expectations in writing in February. S/he was able to identify where key punctuation needed to be used but was not yet using full-stops and capital letters consistently nor accurately.'

Aspects of the Year 2 writing curriculum that were not fully covered include using: possessive apostrophes, homophones (e.g. hear/here) and different types of sentences such as exclamations and commands.'

End of year/key stage transition

A range of training and guidance will be offered to support schools and pupils with their return to school and the emotional needs that are likely to come with that.

The following are virtual training events planned for teachers in June regarding assessment and planning for curriculum transition using webinar approaches.

Assessment networks

Assessment networks have been brought forward from July and we will be hosting two one hour sessions instead one in mid-May and one in early June using Microsoft Teams. The sessions will be less interactive than usual and more like a briefing, but there will be an opportunity for delegates to engage and ask questions through the text chat function in Microsoft Teams during the session.

We anticipate that each meeting will last no longer than an hour. In the first meeting we will be covering:

- General assessment updates
- Effective transition
- Upcoming training and resources to assist teachers with transition
- Phonics
- Reporting to parents and implications for parents' meetings
- DfE/STA updates, including accountability and removal of data collection
- Q&A (questions sent in advance)
- Agenda ideas for meeting in June

Networks are running week beginning 11th May and 1st June 2020. Booking available on the Learning Zone.

Within key stage transition

These will be training events that support the transition of children at key points in their primary career.

There will be 3 x 1hr webinar sessions for Y1 teachers, Y2 teachers and Y6 teachers involving a PPI from our assessment team and either an English or mathematics advisor. The Y1 sessions will also be supported by an EYFS advisor.

Each teacher will take part in:

- Session 1 – Effective strategies to support transition
- Session 2 – English
- Session 3 – Mathematics

These sessions will be focused on securing planning to address key concepts missed by school closures and on establishing principles on which planning should be based.

End of Key Stage 1 transition

These will be new training events that support the transition of children from the end of KS1 to KS2. This support is important for children in primary schools but may be seen as particularly necessary for those in infant/junior schools.

There will be two meetings:

- a virtual meeting for Year 2 teachers in June
- potentially a face to face meeting Year 2 and Y3 teachers in September

The first meeting:

- a diagnostic gap analysis to identify key aspects of learning that have not been taught or need further consolidation as a result of school closure
- resources for reporting to Y3 teachers regarding curriculum coverage and next steps in learning
- resources for curriculum design and coverage of key concepts that need to be taught within the first half term

The second meeting:

- both Y2 and Y3 teachers work together to develop curriculum adaptation to cover key concepts and to assess readiness of pupils to engage with the next Programme of Study
- establish effective strategies to support those with SEND and those that are disadvantaged/more vulnerable to accelerate their progress

End of Key Stage 2 transition

There will be a guidance document published **and a twilight session (attend either 11th June or 18th June)** to support Y6 teachers in collating relevant information to pass on to secondary colleagues in the absence of the usual end of Key Stage 2 assessments. This guidance document will be discussed in the assessment networks taking place in the week beginning 1st June and subsequently sent to all schools via Schools Comm.

Secondary colleagues will be given opportunities to explore this information within current mathematics and English networks and at the English Conference to support the transition of children from the end of KS2 to KS3.

Further enquiries

If you have any questions you can contact the Hampshire assessment team or your LLP.

assessment@hants.gov.uk

The DfE has launched a helpline to answer questions about COVID-19 related to education. Staff, parents and young people can contact the helpline as follows:

Phone: 0800 046 8687

Email: DfE.CoronavirusHelpline@education.gov.uk

Opening hours: Monday to Friday 8am to 6pm and weekends 10am to 4pm

Links

[**Guidance - school reports on pupil performance guide for headteachers**](#)

[**Guidance - reporting to parents at the end of key-stages 1 and 2**](#)

<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>