

National curriculum assessments

Key stage 2

Teacher assessment frameworks at the end of key stage 2

For use in the 2017 to 2018
academic year



Standards
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Changes for 2017 to 2018

The 'Primary assessment in England' public consultation, which closed in June 2017, heard strong support for the proposal to move to a more flexible approach to the assessment of English writing, and to do this quickly. The Standards and Testing Agency (STA) also conducted an evaluation of the interim teacher assessment frameworks during spring 2017, working with teachers and other educational experts. In response, we have made changes to the frameworks for use in 2017 to 2018.

English writing

For 2017 to 2018, we have introduced revised teacher assessment frameworks in English writing only, which include:

- A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.
- Revised 'pupil can' statements – a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive. All changes are in line with the attainment targets for the key stage 2 programme of study.

Guidance

We have also updated the guidance within the frameworks to clarify the level of evidence required to support teachers' judgements, including to make clear that:

- A pupil's work in the subject being assessed alone may provide sufficient evidence to support that judgement, although evidence should ideally include work in other curriculum subjects.
- Teachers may consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.
- When assessing science, there is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage.
- A school's own tests, in addition to statutory tests, can be used as evidence to support a judgement. Furthermore, a pupil's answers to specific questions in any tests are acceptable forms of evidence to meet certain statements.

Frameworks for English reading, mathematics and science

The 'pupil can' statements within the frameworks for English reading, mathematics and science are unchanged.

The government response to the primary assessment consultation confirmed that we will remove the requirement for schools to report teacher assessment judgements in English reading and mathematics at the end of key stage 2 from the 2018 to 2019 academic year onwards. 2017 to 2018 will be the last year that these subject frameworks are used.

The 'pupil can' statements within the frameworks for science were evaluated and revised versions will be published for use from the 2018 to 2019 academic year.

Guidance for teachers

Main principles

- These frameworks should be used only to make a statutory teacher assessment judgement at the end of the key stage following completion of the key stage 2 curriculum. They should not be used to track progress throughout the key stage.
- The frameworks focus on certain key aspects of the core subjects for the specific purpose of statutory end-of-key stage assessment. They do not cover all of the content of the national curriculum. Pupils meeting the different standards within the frameworks will have a broader range of knowledge and skills than those being assessed, and these should be reported to parents.
- The frameworks are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own assessment policy and not against the frameworks. At the end of the key stage, teachers should make a judgement against the frameworks based on their own assessments of pupils' work.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.
- Each subject framework has either one or three standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.

Qualifiers and examples

Some of the statements within this framework contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Further guidance about making consistent judgements is available in STA's exemplification material. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements, and can use STA's exemplification materials.

Assessment of pupils with disabilities

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment should not be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, for handwriting if the pupil is physically restricted when writing or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil, and be able to justify these during moderation.

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable.

Schools should ensure that their teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure their judgements and provide a valuable opportunity for professional development.

Every year, 25 per cent of schools are also subject to statutory external moderation by local authorities of a sample of their outcomes in English writing. This validates judgements to ensure that they are consistent with national standards. It is a collaborative process between schools and local authority moderators. STA's teacher assessment guidance includes further information on moderation.

English reading

Using the English reading framework

- The standard in this framework contains a number of 'pupil can' statements. To judge that a pupil is working at this standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within the standard.
- The evidence informing a teacher's judgement in English reading can include a school's own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement and assess the broader curriculum. A pupil's answers to specific questions in tests may also provide evidence that they have met certain statements.

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

English writing

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Mathematics

Using the mathematics framework

- The standard in this framework contains a number of ‘pupil can’ statements. To judge that a pupil is working at this standard in mathematics, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within the standard.
- The evidence informing a teacher’s judgement in mathematics can include a school’s own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement and assess the broader curriculum. A pupil’s answers to specific questions in tests may also provide evidence that they have met certain statements.

Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the ‘7’ in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + \frac{9}{100}$; $28.13 = 28 + \square + 0.03$)
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70)
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Science

Using the science framework

- The standard in this framework contains a number of 'pupil can' statements. To judge that a pupil is working at this standard in science, teachers need to have evidence which demonstrates that the pupil meets **all** of the 'working scientifically' statements and **all** of the 'science content' taught in the final year of the key stage.
- There is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.
- The 'working scientifically' statements must be taught through, and clearly related to, the teaching of substantive science content in the programme of study. The 'science content' statements will be taught and assessed throughout the key stage.

Working at the expected standard

Working scientifically

The pupil can:

- describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary – including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations
- use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content

The pupil can:

- name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals
- describe the effects of diet, exercise, drugs and lifestyle on how their bodies function
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients

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- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways
- construct and interpret food chains
- explain how environmental changes may have an impact on living things
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution
- group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties
- describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle
- identify, and describe what happens when dissolving occurs in everyday situations; and describe how to compare separate mixtures and solutions into their components
- identify, with reasons, whether changes in materials are reversible or not
- use the idea that light from sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source
- describe the effect of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity)
- identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the Sun across the sky in terms of the Earth's rotation and that this results in day and night.



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