

Autumn 2016 Improve English newsletter



Provisional test and examination outcomes for 2016

With the publication of the KS1 outcomes this month we now have the provisional headline figures for the national assessments in all key stages.

Key Stage 1 results for 2016 were published on 29th September. 81% of pupils met the expected phonics standard of phonic decoding in year 1, a 4 percentage point increase from last year. By the end of Yr. 2, 91% met the standard, a 1% percentage point increase from 2015. A higher proportion of girls met the standard, although the gap has reduced by 1 percentage point this year to a 7 percentage point gap.

Outcomes at KS1 are not comparable to those from previous years because of the new curriculum, interim frameworks for assessment and new, higher 'expected standards'. In this first year, 74% of pupils achieved the new expected standard in reading and 65% in writing. Within the expected standards 24% were working at greater depth in reading and 13% in writing.

KS1 2016	Expected standard			Working at greater depth		
	All	Girls	Boys	All	Girls	Boys
Reading	74	78	70	24	27	20
Writing	65	73	59	13	17	10
Maths	73	74	72	18	19	16

The overall figures mask some differences in outcomes for different groups and types of schools. If required, you can find more detail in the [first statistical release For KS1](#)

Key Stage 2 results

KS2 2016	Expected standard			Working at greater Depth		
	All	Girls	Boys	All	Girls	Boys
Reading	66	70	62	19	22	16
Writing	74	81	68	15	19	11
GPS	72	78	67	23	27	18
Maths	70	70	70	17	15	18

If required, you can find more detail in the [first statistical release for Key Stage 2](#) . Progress data will be presented in the revised release in December.

As with KS1, the new curriculum and assessments mean that figures are not comparable with previous years. However, the Question Level Analysis package in RAISEonline (QLA) allows you to compare your cohort results with the national picture for this year. The QLA offers easy access to a forensic analysis of 2016 KS2 test outcomes for your outgoing cohort of Y6 pupils or your incoming cohort of Year 7 pupils. Don't be daunted by this tool. It is user-friendly and there is lots of guidance available. A key tool for any school leader - it can save you a lot of effort if you invest a little time in getting to know it.

To access RAISEonline you need a password and the various reports that will be useful for this purpose are:

- The *test paper pupil list report*, which will show the performance of pupils in each assessment strand, relative to national figures.
- *Pupil lists* which can be filtered for different groups, e.g. FSM, and clicking on an assessment strand within a pupil list will generate a *test paper report* for the selected individual pupil.

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- The *test paper mark point report* which shows the performance of the cohort in each question, relative to the national figures. The mark point reports can be filtered for different groups and clicking on a question/item number within the report will reveal the actual test question.

Our analysis of the reading paper using the QLA tool highlighted that, at national level, fewer pupils scored highly on vocabulary questions. Pupils also performed less well on questions requiring inference skills and a personal response.

Prompts for English SL – use the data to improve your KS2 provision

Reflections on the curriculum and teaching

How does your data compare to the national points we have mentioned?

How does the item analysis by strand compare to your teacher assessment?

What aspects are a surprise?

Could any striking points tell you something about the balance of your curriculum or give you teaching points to follow up with the current Y6?

Reflections on resilience and test strategies

How do your figures on the proportions of pupils attempting particular questions compare to national? Do any groups stand out as an issue to tackle?

Pupils must have the confidence to attempt questions to have any chance of success. As the slogan goes, *'You have to be in it to win it!'*

How do you build the confidence to 'have a go' as a matter of daily routine?

What do your teachers say or do when a pupil says 'I can't do that' or 'I don't know where to start'?

Is this a test preparation matter to be noted and planned for in the second half of Year 6 spring term?

Prompts for secondary English SL – use the KS2 data to improve your KS3 provision

Secondary English teams will find it extremely useful to familiarise themselves with the test materials and mark schemes before using the QLA tool to consider the current Yr. 7 cohort. . These are now available to download : <https://www.gov.uk/government/publications/key-stage-2-tests-2016-english-reading-test-materials>

Reflections on the curriculum and teaching

How does this data on the incoming Y7 cohort compare to the national points we have mentioned?

Do any groups such as Pupil Premium or SEND stand out as requiring support in particular areas?

What does the item analysis by strand tell you about the relative strengths and weaknesses of the cohort?

What aspects of the curriculum plan need to be adjusted in response to the analysis?

Reflections on resilience and the capability to show what they know

How do your figures on the proportions of pupils attempting particular questions compare to the national?

Do any groups such as Pupil Premium or SEND stand out as lacking confidence to 'have a go'?

If pupils have not attempted questions, then they may not have shown what they can do. Does the primary teacher assessment information throw up any anomalies with the test result?

How do Y7 teachers build the confidence to 'have a go' as a matter of daily routine?

What strategies do Y7 teachers use at the start of a unit of work to help pupils show what they know? Do they then tailor the teaching to revisit those gaps as soon as possible?

KS4

To date the final summer sitting of the 'legacy GCSE' has provided only provisional figures at national level. [Ofqual's detailed analysis](#), shows the impact of entries from post-16 students. The adjacent table is an extract from the analysis.

In June 2017 Year 11 pupils will be assessed against a different set of criteria and through a new GCSE examination, graded from 9 to 1.

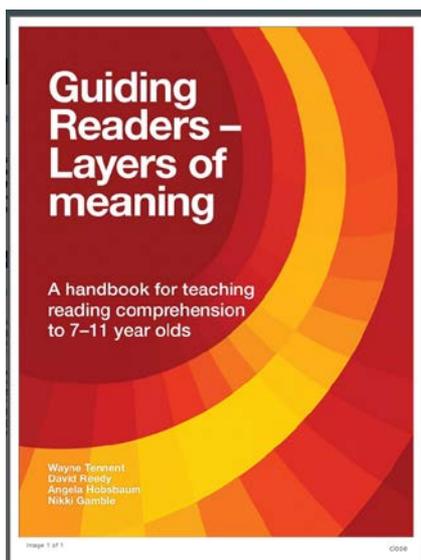
	Cumulative percentage at grade			
	2015		2016	
	16-year-olds	Post-16	16-year-olds	Post-16
A*	3.7	0.5	4.3	0.3
A	17.4	2.7	17.7	1.8
C	72.6	35.1	71.3	26.9

In our next newsletter we will be sharing some practical approaches to revision of texts for the GCSE terminal exams.

Ofsted

In August Ofsted published a revised [inspection handbook](#). There are no major revisions but some amendments and changes of emphasis. There are also [four video clips of Sarah Hubbard](#), the new English lead HMI, talking about good practice in English teaching. Topics include a discussion of the positives seen in English teaching during inspections this year, Ofsted's approach to assessment without levels, and marking and feedback.

Recommended reads



Once they have learnt how to read, pupils need support to develop strategies to extend their comprehension. This book shows teachers how it can be done with real classroom examples. It is an accessible and engaging read, full of practical suggestions of how to support pupils through the complex process of comprehending. Although aimed at primary teachers, the principles apply to all and the approaches can be easily tailored for the secondary classroom. Engaging with unfamiliar texts, inference skills and the ability to give a personal response are all key skills for success at GCSE. This book will give English teams some practical strategies to support reading improvements.

In addition, we recommend a really interesting and thought provoking piece by Professor Teresa Cremin about encouraging [reading for pleasure](#) and building communities of engaged readers.

Finally, don't forget the NAAE website for support with English teaching. Read the latest article about assessment without levels: <http://www.naae.org.uk/beyond-levels-and-learning-first-walsall-conference-1st-october-2016/>

¹ You must register as a member of [Improve Education](#) to access the links in this newsletter. Your account is activated via a validation email from us. This may get classified as 'junk mail' on a school system. Speak to your IT manager if you think this is the case. Please get in touch with us if you experience any registration difficulties enquiries@improveeducation.co.uk.