

REAch2 AWL FAQs

October 2015 Update

APPRAISAL

1. Can we have more examples of pupil progress / attainment appraisal targets?

Examples of teachers' appraisal targets have been emailed to all REAch2 Headteachers. We will continue to disseminate materials as we collate good practice from schools across the Trust.

ATTAINMENT AND PROGRESS

1. Will there be a handbook or examples to help explain the parameters for attainment and progress?

The parameters for attainment and progress are included in the 'REAch2 AWL Achievement Measurement Policy Rationale'. Exemplar material will be collated over time as a result of moderation exercises.

2. What assessment should be entered if a child is working below ARE? How will we record pupils working at year group expectations below through the year (e.g. year 5 pupil may show 3WT, 3A, 3OT, 3M)?

Where pupils are assessed as 'Working Towards' (i.e. below) the 'Milestones' for their chronological age, the number of the year group's curriculum which is appropriate for their learning must be used as a prefix to their milestone assessment e.g. for a Year 5 pupil working within the Year 3 curriculum, the attainment grades of 3A, 3OT and 3M would be used, followed by **4A** once they progress onto working within Year 4 curriculum content (*please note this is a slight change to the previous FAQ document, which stated that the WT grade should be used in this instance*).

3. What assessment grade should we use at the end of the academic year for pupils who have not met all of the Milestones for their year group?

At the end of the academic year, there will be no 'On Track' grade. The end of year judgement will either be '**Met (M)**' (for pupils who have met all of the Milestones for their chronological year group) or '**Aspiring to meet (A)**' (for pupils who have not fully met the Milestones) or '**A**' preceded by the numerical prefix of the curriculum of a year group below their chronological age (e.g. 4A for a year 5 pupil who has been working within the year 4 curriculum).

4. What percentage do REAch2 expect for good progress?

REAch2's expectation is for every school to aspire for all its pupils to make good progress from their individual starting points. At any point in time, some pupils may not be making good progress, but whenever this is the case, and whatever the reason, we should try to remedy it. We will always have the aspiration of good progress for all children. This is different to expectations of attainment, which will differ from pupil to pupil, group to group, cohort to cohort and school to school, depending on the relative starting points. There is no standard Trust expectation for attainment, though it is expected that all schools should at least meet the national floor standard. (See accompanying papers: 'DfE Floor standards information and performance measures – Sept 2015' and 'DfE Scaled Scores and National Standards'.)

5. What does good progress look like in year?

There is no automatic, algorithmic definition of good progress. Whether a pupil is assessed as 'making good progress' or 'not yet making good progress' is down to teachers' professional judgements; judgements which must be rigorously evidenced (particularly in their books) and robustly moderated by subject leaders and leadership teams.

However, the following can be said:

- any child, having been assessed as having met the 'Milestones' within a year is likely to be, but is not necessarily, making good progress; children like this could 'coast'; teachers should continue to check and assess their progress to ensure that it is good; such progress should be through applying their knowledge, skills and understanding across a broadening range of increasingly challenging contexts;
- any child who is assessed as on track to meet or is meeting the 'Milestones' for their chronological age is likely to be making good progress;
- children aspiring or working towards the 'Milestones' for their chronological age, who do not meet 'Milestones' by the end of the year, but who demonstrate clear and reliable evidence (particularly in their books!) that they are catching up may also be assessed as making good progress;

- children who move from working towards to working towards at the same point across an academic year may or may not be making good progress; again, this must be by teachers' professional judgement, determined by reference to their relative starting points (and particular SEND needs if any) and reliable evidence of progress against individual plans and / or targets (e.g. EHCP targets).

6. If a child is classed as making good progress in Aut1 and Aut 2 but does not make good progress in Spr1 what will that look like and how will it be judged?

For what 'making good progress' looks like, please see 'Attainment and Progress 5' above. Pupils' progress is not linear and will vary from one week to the next and one half-term to the next. The 'making good progress' judgement is a measure of progress over time from the start of the academic year, which 'smooths' for these variations. **So a child could still be judged to be 'making good progress' for the year even if their progress has slowed in one half-term.** In this instance, teachers must consider whether the evidence in the pupil's books (and other evidence) still supports a judgement that they are 'making good progress' from their beginning of academic year (or other) starting point.

7. How do we differentiate between children who have not met e.g. 1 milestone – 9 'Milestones' not met?

OTrack will capture teacher assessments and show how many judgements have been made, milestone by milestone. There is no scope for more in depth analysis as the 'Milestones' are not equivalent units of learning.

8. How will REAch2 determine 'Good Progress' in terms of OTrack data?

To record a child as 'making good progress' in a subject simply click on the pencil icon next to the assessment input box for the child in that subject and select 'yes'.

For 'good progress' in terms of the achievement of groups and cohorts, Executive Principals will focus on:

- whether the % of pupils making good progress is improving over time or being maintained at a high level
- whether the % of pupils in the cohort(s) and group(s) being considered, assessed as having 'met' or being 'on track' to meet the relevant year group(s) Milestones, is improving or being maintained at a high level

9. Can you please provide further guidance with regard to 'M+' judgement? Will the M+ judgement be used to judge progress? Will children who start as an M be expected to reach M+? Will there be Milestones or guidance for mastery?

There is no 'met+' judgement in the REAch2 AWL measures of attainment. There will however be an 'indicator' icon (next to the pencil icon on the 'Deeper Learning Judgements Input - Reach 2' page in OTrack which teachers can use to identify that a pupil is working within the Milestones of a year group above their chronological age. This will in no way be used to judge progress. Children starting an academic year as 'Met' will not automatically be expected to work within the curriculum of a year group above their chronological age. The 'Milestones' only represent the 'non-negotiable' core achievement goals that we aspire for all our pupils to meet. Whilst there are some exceptionally able pupils, for whom it may be developmentally appropriate to work within the curriculum of a year group above their chronological age, the judgement on this should not be made on the 'Milestones' alone but on the extent to which they have evidenced the ability to apply knowledge, skills and understanding across the entire breadth of the national curriculum, across a wide and deeply challenging range of challenges and contexts.

10. How is progress for P scales children going to be measured, entered and reported? How should the attainment of a child on P scales be recorded? Is it possible to input P scales into OTrack? Will there be training on this?

The ability to enter P Scale judgements will shortly be added in the allowable assessment judgements on the 'Deeper Learning Judgements Input - Reach 2' page in OTrack. For attainment measuring and reporting purposes, such children will obviously not count within the % of pupils assessed as having 'met' or being 'on track' to meet the Milestones for their year group. For progress measuring and reporting purposes however, they may be assessed as 'making good progress', as this is a separate teacher's professional judgement, based on evidence of their progress from their relative starting points and their developmental needs and abilities. There is no specific OTrack training on this as it will be so straightforward to enter such assessments on the 'Deeper Learning Judgements Input - Reach 2' page in OTrack – in the same way as all other judgements are entered.

BASELINES

1. When and how do we baseline?

Baselining for the benefits of formative assessment works in the same way as before. The focus on the first half term is to ensure that teachers have the most accurate picture of a child's prior learning. Initial assessments against the 'Milestones' are to be made by teachers at the end of the first half term. There is no requirement (by the Trust or indeed by Ofsted) to

'baseline' pupils in order to create an initial measurement against a scale before the first half term. What matters is getting reliable start points that are robustly evidenced; within the new inspection framework, school performance within AWL will be judged by the progress made from pupils' start points, which are not defined. Of greatest importance is pupils' real learning progress (not abstracted numerical performance data) clearly evidenced from the start of the academic year in their books.

2. How do we ensure that the Autumn 1 baseline is accurate?

Ensure that subject leaders fully engage with:

- regular in-school monitoring which focuses on the accuracy of assessment judgements and developing a consensus of understanding of the 'Milestones'
- training from the Associate School Leader team
- moderation with partner / cluster schools and at their regional training events
- an ongoing commitment to quality communication with the Associate School Leaders

DATA

1. Is there an expectation that teachers update OTrack at a specific time (e.g. half termly)?

Yes, half-termly.

2. Will it be an expectation that we upload data half-termly? Do you have the data capture dates for the Trust?

Yes, data uploads will be required every half-term, at the end of the first week of every half-term for the previous half-term's assessments, except in the final half-term. The submission deadline dates are:

Fri 6 Nov 2015	(for autumn 1)
Fri 8 Jan 2016	(for autumn 2)
Fri 26 Feb 2016	(for spring 1)
Fri 15 Apr 2016	(for spring 2)
Fri 10 June 2016	(for summer 1)
TBC	(for summer 2) to be confirmed once the DfE have published the deadline for teacher assessment submissions in the 2015-16 Assessment and Reporting Arrangements

3. Can we request that data is not locked (i.e. editable) during the pilot year as it will take time to develop confidence and accuracy?

Being a live, web-based system, assessment data in OTrack is not 'locked'. Executive Principals will monitor each schools' attainment and progress reports each half-term in OTrack. Heads should expect variances to be questioned and be able to justify and evidence any such variances fully.

GOVERNANCE

1. How can we get governors on board?

Make time to thoroughly explore and discuss the rationale.

INSPECTION

1. Inspection / school development measurables – what is the Trust's expectation?

The Trust's expectations are for every school to aspire for all pupils to make good progress, to improve outcomes for pupils over time, achieve improved inspection outcomes in a timely manner (taking account of relative starting points), to secure a judgement of at least 'Good' as quickly as possible and to progress to becoming a great school that provides exceptional learning opportunities for all.

MILESTONES

1. As the 'Milestones' are deliberately vague, how do we use them for assessment and are we allowed to develop in-house statements to support our moderation?

The rationale that underpins our AWL strategy is that the milestones are purely summative in nature. We carry on teaching, ensuring progression, ensuring depth and breadth through teachers' deep knowledge of the national curriculum, their

professional judgement as to what children need next, in house documentation etc. and only when it gets to assessment time do we then refer back to the milestones and undertake rigorous moderation of where the children are.

We want to encourage schools not to focus too heavily on using the milestones as barometers of progress and attainment throughout a half-term, at the expense of the much wider national curriculum aims and the vast aims of a diverse curriculum within school that sits outside the specific curriculum remit (in terms of character building etc). Teachers should not assess against the milestones as if they are learning objectives – they are not. Nor should they be planning work just to hit just the milestones and potentially narrowing questions to just those that fit the milestones in the drive to gather easily collated evidence at the end of a term. Our rationale is based on the summative, ‘end in mind’ goal nature of the milestones, with which teachers sit down at the end of a half-term and gather all the knowledge of the child’s learning that they have, look through all books and make a professional judgement that is not driven by numbers of highlights or ticks in boxes.

Developing ‘in-house’ statements to support moderation is encouraged. You will likely build your in-school assessment and moderation processes around more detailed criteria, generated by a breakdown of the constituent national curriculum statements, from which each milestone was generated. However, any and all assessments must terminate at judgements against the ‘Milestones’. Any informal assessments against tighter criteria will not be requested, reported or tracked by the Trust.

2. How does a new teacher understand what a ‘milestone’ really means?

Teachers in schools will need to be supported by their subject leaders and leadership teams. Schools are able to create and use their own supporting documentation to elicit greater understanding of how to break down the ‘Milestones’ for formative assessment and moderation purposes. This work in schools will be supported by our Associate School Leaders.

3. Do we need to report on SPAG separately or will that be covered by the ‘writing’ Milestones?

There is no separate list of SPAG Milestones. Currently, there is no intention for Heads to report on this separately to the Executive Principals.

MODERATION

1. Concerns of moderating – what is good progress?

Good progress is a professional judgement by teachers that is convincingly evidenced and quality assured by the school’s subject leaders and leadership team. (See the ‘**ATTAINMENT AND PROGRESS**’ FAQ responses for further detail.)

2. External moderation – Do we sign up with the LEA or can the Trust do it?

Schools must participate in all REAch2 moderation exercises as well as meeting any responsibilities with their relevant statutory authority. Previously, academies have been subject to moderation by their geographical Local Authority for the EYFS, but have been free to select whichever recognised moderation authority they wish to use for KS1 and KS2. Like all Trusts and Local Authorities, we are currently awaiting details of national moderation arrangements to be published by the DfE.

3. Moderation materials?

These will be generated through the subject leader training and moderation meetings.

4. How will pupils at P levels be moderated?

Pupils at P scales must be moderated in the same way as all other pupils. Pupils that have previously been assessed using P scales should continue to be. OTrack will accept and record P scale assessments.

5. Guidance for the forthcoming moderation sessions e.g. primary sources of evidence to bring, year group and so on. Is the expectation that schools will have attempted to assess pupils against the REAch2 AWL?

By the end of this half term, teachers should have assessed their children against the REAch2 AWL framework and engaged in some form of moderation in school (see also ‘**OTrack and Class Track 1**’). All schools should have undertaken some cluster moderation work with at least 1 other REAch2 school in preparation for English and maths subject leaders undertaking regional moderation with their ASLs. As this is the first round of moderation, we are not expecting this to be in-depth but an engagement with the process.

OTRACK AND CLASS TRACK

1. Are we tracking against individual Milestones as well as an overall judgement? Will it be a REAch2 expectation that we use the Class Track function?

It is a Trust requirement to assess all pupils against the individual Milestones, though it is a matter for schools to determine for themselves at what point in a year it is appropriate for pupils to be assessed against any particular Milestone. There is no requirement to assess pupils against every Milestone every half-term, as it is down to schools to determine their own sequences of teaching. Whilst the Executive Principals will not be requiring reports from Heads that track every pupil's progress towards every individual Milestone, Heads should expect Executive Principals to ask questions about individual pupils and groups of pupils who are not yet meeting, or on track to meet, the Milestones for their chronological year group and / or are not yet making good progress.

Class Track is an add-on within OTrack; OTrack records and tracks subject level achievement data only. The decision on whether Class Track should be a mandatory requirement across all REAch2 schools, to avoid a multitude of different record keeping systems at the individual Milestone level, is currently under consideration. For now, schools may choose for themselves whether to use it or not. Being an add-on function, Class Track comes at an additional cost. The Trust has agreed with Optimum a 20% discount for REAch2 schools wishing to take it up, making the cost approx. £280 p.a. (slight variances depending on the number of pupils on roll). At present, all REAch2 schools that are currently using OTrack have had Class Track activated for purposes of the 'Getting the Most out of OTrack' training sessions that ran in September and October across the regions. **Please contact Matt Bramley at Optimum (matt.bramley@optimumotrack.co.uk) to indicate your preference. Schools that have not confirmed by the end of this half-term will have Class Track de-activated from their OTrack account.**

2. Can we get an attainment and progress summary report to show all pupil groups for a year on one page?

Yes, this is currently being worked on.

3. Please can we have the extra assessment input boxes removed from OTrack (S&L, SPaG, Science) as we are not inputting data for these (S&L is part of oracy, SPaG is part of English and we don't have Milestones for Science...yet)?

We are currently exploring with Optimum whether this can be done for the REAch2 version of OTrack.

4. What about Phonics tracking?

Schools should continue their current practice in the tracking of phonics achievement. OTrack can also be used to do this; their helpdesk team can advise schools on this functionality.

5. What about Early Years reports?

Schools should continue their current practice in the tracking of EYFS achievement. OTrack can also be used to do this; their helpdesk team can advise schools on this functionality.

6. Is there a way to correlate / merge OTrack data with SIMs data? (e.g. attendance)

This query should be referred to the Optimum OTrack helpdesk

RECORDING

1. Record materials / templates sharing

We will continue to disseminate materials as we collate good practice from schools across the Trust.

REPORTING

1. What data questions will my Executive Principal be asking / requiring us to report?

Our Executive Principals will focus on pupils' outcomes (at cohort, group and, where necessary, individual pupil level) against the two core REAch2 AWL achievement measures: (1) the proportion of pupils who have 'met' and are 'on track' to meet, the 'Milestones' for their chronological year group (2) the proportion of pupils who are assessed as 'making good progress'. Where a pupil, or group of pupils, is not meeting, or is not on track to meet, some or all of the 'Milestones', you can expect to be asked about how likely they are to catch up to meet them by the end of the year along with the extent and security of the evidence that you have to substantiate this. If you judge that a pupil, or group of pupils, is not likely to meet some or all of

the 'Milestones', you can expect to be asked if they are, nevertheless, making good progress, as well as being asked about the strength of the evidence you have to demonstrate this good progress (BOOKS ARE KING!). If a pupil, or group of pupils, is not yet making good progress, you can expect conversations with your Executive Principal about what can be done to remedy this. It will still be possible for you to have conversations with your Executive Principal about achievement gaps between groups of pupils, as measured by the 'Milestones'.

2. Reporting to Executive Principals?

Executive Principals will have their own access to the current suite of 6 REAch2 AWL achievement reports for all schools in their region.

Attainment (3 reports):

- 'REAch2 Attainment Summary Report'
- 'REAch2 Attainment Profile Report'
- 'REAch2 Attainment Trend Report'

Progress (3 reports):

- 'REAch2 Progress Summary Report'
- 'REAch2 Progress Profile Report'
- 'REAch2 Progress Trend Report'

To ensure that these reports are available and reliable, Heads must ensure that all pupils' assessments are entered in OTrack by the Trust wide data capture deadlines (see 'Data 2' above).

A new transitional report (bridging between levels and AWL data) is has been produced to be used by the Executive Principals team for their reports of school performance to the Trust's new regional boards. For these reports to be reliable, **Heads must ensure that all pupils end of summer 2015-16 assessments, along with all 2015 end of KS2 test results have been entered into OTrack by the end of October 2015.**

OTrack will only accept report requests from the AWL Strategy Team (specifically, Chris Perkins). The Strategy Team are happy to receive report design ideas and will reflect on and evolve reports over time. The priority however will be to stick to the principle of '10%' data not '60%'.

3. We are happy with the expectation to report on summary judgements but we do have concerns about reporting on every child's individual Milestones. Is this required?

You will need to assess each child's progress against all individual 'Milestones' but will not have to report to your Executive Principal about every child's progress towards every individual 'Milestone' (see answer to 'REPORTING 1' above).

4. Reporting to parents?

There is no Trust-wide policy or template for reporting to parents. We will disseminate example materials as we collate good practice from schools across the Trust.

SCHOOL PERFORMANCE

1. What are Junior schools end of Key Stage measures?

The REAch 2 'Milestones' and nationally published expectations apply in exactly the same way as they do for primary schools. Progress across KS2 for Junior schools should be measured from pupils' start points against the REAch2 'Milestones' but must also take account of any national requirements / measures that may be published in the months ahead.

STRATEGIC IMPACT PLANNING (SCHOOL DEVELOPMENT / IMPROVEMENT PLANNING)

1. How do we quantify progress in our School Development Plan?

See 'ATTAINMENT AND PROGRESS 8' and 'TARGET SETTING 1 & 2'. School performance targets in schools' Strategic Impact Plans should focus on:

- the % of pupils making good progress
- the % of pupils in cohort(s) and group(s) meeting the relevant year group(s) Milestones

TARGET SETTING

1. How do we set KS1/KS2 targets without levels? What is the Trust's expectation?

Schools should set appropriately challenging performance targets for individuals, groups and cohorts based on their individual starting points and prior attainment. Schools target setting should also take account of the DfE's newly revised and published 2016 end of KS2 'floor standard', which will now be 65% combined achievement against the new 'national standard', which is described as 'roughly equivalent to an old Level 4b'. (See papers: 'DfE Floor standards information and performance measures – Sept 2015' and 'DfE Scaled Scores and National Standards'; these were distributed to all REAch2 Heads with the Sept 2015 FAQs update.)

2. Are you expecting our targets for year 6 and 2 to be set against the non-negotiable Milestones or against the SATs assessment system?

Executive Principals will be expecting Heads to set targets for the proportion of pupils who will meet the new 'national standard' in the end of KS2 tests in 2016 (see 'TARGET SETTING 1'). As the REAch2 Milestones take full account of the end of KS2 expectations of the core subjects of the national curriculum, meeting them will leave Y6 pupils well-equipped to meet the new 'national standard' in the new 2016 end of KS2 tests. Targets for the new national SATs tests and the REAch2 Milestones should therefore be the same. The same principle applies for KS1.

3. Where do we get individual targets for children from?

Teachers will need to set targets based on a thorough understanding of a child's existing level of knowledge, skills and understanding and on an awareness of the next most significant developmental steps they must go through to work towards national curriculum objectives.

TESTING

1. Can a scheme be used to test children, e.g. Hodder?

As long as assessments terminate with judgements against the 'Milestones', schools may use whichever supporting materials and resources that they deem appropriate.

TRACKING

1. How do we track small steps of progress within e.g. 'Aspiring'?

In OTrack, you will need to record how many of the individual 'Milestones' have been met and OTrack will capture the number of 'Milestones' that each teacher has assessed against at each assessment point. This will allow leaders to look at rates of progress towards meeting the 'Milestones' on an individual pupil basis at each assessment point. Discussions at pupil progress meetings, about the learning of individuals and groups of pupils, can focus on the 'Milestones' that teachers feel are appropriate to use at each point – **there is no prescribed number of 'Milestones' to be assessed or met on a termly basis** - and the judgements that have been made against them. The process of unpicking / breaking down the 'Milestones' is useful for informing appropriate sequences of teaching and learning as part of teachers' planning. Subdivisions of the 'Milestones' will not be scored, counted or used for creating other accountability measures. (See next question re what will Executive Principals be asking.)

2. Can OTrack be used to track other data? E.g. behaviour, SEND needs

Although this is not a question about AWL, yes.

3. Can attendance be added in?

See above answer – attendance can be tracked within OTrack. There is a core suite of 3 progress and 3 attainment reports in REAch2's AWL OTrack, which do not take account of attendance.

TRAINING

1. Will the AWL training next week be led by REAch2 not OTrack?

Subject leader training is being delivered by the Associate School Leaders team. A representative from the AWL strategy team will be present at the autumn term OTrack training (30 Sept, 2 Oct, 9 Oct 2015).

2. What are the next stages of training?

Two further OTrack training sessions are planned for 2016 (please refer to the REAch2 CPD brochure). On-going support for schools for AWL will be through schools' regional Executive Principal, regional ASLs and schools' own subject leaders, who will continue to receive training from ASLs at the planned regional moderation events across the year.

MISCELLANEOUS

1. Are there any shortcuts to speed up the process?

Ensure that you take all training opportunities and are proactive in collaborating with other schools to share best practice.