



Home & Community Parents

Launch date 09/02/2004

Respond by 30/04/2004

Ref: DfES/0099/2004

Pupil Information

We want views on potential changes from 2004/5 in how pupils' attainment at key stage 1 in reading, writing, speaking and listening and maths is reported to the Department for Education and Skills and to parents and transferred between schools. Also proposed are changes to the law to prevent duplication in the provision of information, remove unnecessary detail in law where it can be given in guidance, make Personal Education Plans part of a pupil's educational record and strengthen arrangements for the transfer of educational records.

department for

education and skills

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Pupil Information

A Consultation

To

Sample of Schools
Chief Education Officers
Directors of Social Services

Local Government Association
Association of London Government
Association of Chief Education Officers
Society of Education Officers
Service Children's Education Authority

Technology Colleges Trust
CTC Principals' Forum
CTC Chairmen's Forum

Advisory Centre for Education
Parentline Plus
The National Confederation of Parent Teacher Associations
ContinYou
The Campaign for the Advancement of State Education
Alliance of Parents and Schools
UK Education Forum
Parent Governor Representatives
The Who Cares? Trust
Pre School Learning Alliance
National Primary Education Alliance

The National Governors Council
National Association of Governors and Managers
Information for School and College Governors

Association of Teachers and Lecturers
National Association of Headteachers
National Union of Teachers
Secondary Heads Association
National Association of Schoolmasters and Union of Women
Teachers
Muslim Teachers Association
Association of Headteachers and Principals of Orthodox
Jewish Day Schools

Catholic Education Service
United Synagogue Board of Education
Free Church Federal Council
General Synod Board of Education
Jewish Secondary Schools Movement
Methodist Church Education Office
Board of Deputies of British Jews
Muslim Education Trust
Independent Schools Council

For information:

Scottish Executive (Education Dept.),
Welsh Assembly (Education Dept.),
Northern Ireland Office (Education Dept.),
Office for Standards in Education
Teacher Training Agency
Funding Agency for Schools
House of Commons Library

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Enquiries to	Elizabeth Cornish, Parental Involvement in Children's Education Team, 2N, Sanctuary Buildings, Great Smith Street, Westminster, London, SW1P 3BT. telephone: 020 7925 5736 email: pupilinformation.consultation@dfes.gsi.gov.uk

1 Executive Summary

- 1.1 We are seeking your views on potential changes, which would be introduced in 2004/5, to how pupils' achievements in English and maths at key stage 1 are reported to the DfES and to parents and transferred between schools. Additionally, we are proposing some other amendments to the law on pupil reports and pupil records to prevent duplication in the provision of information, reduce the level of detail in which requirements are described where this can be covered in guidance and strengthen specific areas where we see benefits. Subject to this consultation we would make these changes as soon as practicable.

Reporting pupil achievements at key stage 1 and transfer of that information between schools from 2004/5

- 1.2 Individual pupil's levels of attainment in English (reading, writing, speaking and listening) and maths at the end of key stage 1 are decided by teacher assessments and tasks and tests. Levels awarded by both means are reported to the DfES (via LEAs) and to parents in their child's annual pupil report and must be transferred to any new school to which the pupil moves as part of their common transfer file. Levels achieved by both means must also be given in respect of whole school and national results, where these are given to parents in pupil reports, governors' annual reports to parents and school prospectuses.
- 1.3 We have listened to head teachers' arguments that a teacher's overall, rounded assessment of a child's progress through the year (taking into account the regular tests and tasks that children do) is a more accurate guide to a child's progress at this age than their performance in one particular set of tests and tasks. We have therefore asked the Qualifications and Curriculum Authority (QCA) to conduct a trial this year in around 5000 schools involving teachers administering the National Curriculum tasks and tests in English and maths and conducting teacher assessments. However, the marks from the tasks and tests together with the teacher assessments will be used by teachers to make one overall judgement about a pupil's progress and attainment in reading, writing, speaking and listening and maths.
- 1.4 In participating schools this one overall level for each subject will be the only one that must be given to the DfES via their LEA and to parents in pupil reports. In line with this, these overall levels will be the ones reported to parents where whole school results are provided in pupil reports, governors' annual reports and school prospectuses.
- 1.5 We also intend these overall levels to be the only ones transferred to any new school to which a pupil moves as part of their common transfer file. This is the information that must be passed to a pupil's new school and that must be sent via ICT wherever schools are able to use this means.
- 1.6 These trialled changes to assessment and reporting arrangements will be subject to an independent evaluation commissioned by QCA before a decision is taken about any national rollout. The findings of this consultation will be given consideration as part of this evaluation.

Proposed changes to the law regarding pupil records and reporting to parents, which would be introduced as soon as practicable.

- 1.7 Other proposals are made to remove duplication in the provision of information, with consequent burdens for schools, and to amend legislation so that requirements are given in general terms with the detail given in guidance. In addition we propose two changes each identified as promoting better practice. These are the inclusion of Personal Education Plans for looked after children within the definition of a pupil's educational record and the compulsory transfer of pupils' educational records from English schools to schools in Scotland and Wales.

2 Background and Context

Proposals relating to key stage 1 only

- 2.1 The proposals about changing how pupils' attainment at key stage 1 is reported to the DfES, given to parents and transferred between schools, so that schools provide one overall judgement in place of the current two, would be dependent on the national introduction in 2004/5 of new assessment arrangements. These are currently being trialled and will be the subject of a rigorous independent evaluation commissioned by QCA.
- 2.2 Following the proposal for a more flexible approach to testing at key stage 1 outlined in the DfES's paper *Excellence and Enjoyment - a strategy for primary schools* the Department has asked QCA to trial an approach that uses testing to underpin teacher assessment and national reporting of teacher assessment only. QCA will commission an evaluation examining if new arrangements ensure really robust and comparable results, that can be used as a basis for 'value added' calculations without adding to teacher workload. Around 5000 schools in 37 LEAs are participating.

Proposals relating to all key stages

- 2.3 Other proposals are made in the context of a review of the legislation to address any areas imposing unnecessary burdens on schools or providing requirements in excessive detail where these can be described in general terms with the detail being given in guidance. Also identified are two areas where amendments regarding the keeping and sharing of information by schools would benefit pupils and schools. Subject to this consultation we are in favour of introducing these amendments as soon as practicable.

3 The Proposals

Reporting pupil achievements at key stage 1 and transfer of that information between schools (questions 1- 4 of this consultation)

- 3.1 If new assessment and reporting arrangements for key stage 1 are introduced in 2004/5 teachers will move to arrangements where one overall level is given for each of reading, writing, speaking and listening and maths. We would only require schools to report those overall levels to the DfES (via their LEA) and to parents and transfer those overall

levels to other schools as part of the common transfer file. The arrangements would be introduced on the basis of the findings of an independent evaluation, commissioned by QCA, designed to examine if they ensure really robust and comparable results, that can be used as a basis for 'value added' calculations, and provide a sound indicator for schools and parents of a child's progress and attainment.

- 3.2 Parents would still have the right to access their child's task and test results by making a written request to the school's Head teacher, although those facing greatest disadvantage would be most likely to face difficulties in doing so. Any new school to which a child transfers would continue to get their task and test results where the transferring school had retained them as part of the child's educational record. However, such information would not have to be given via the common transfer file.

Removing the requirement to give whole school and national results in pupil reports at key stages 1- 3 (question 5 of this consultation)

- 3.3 At present whole school and national results must be given to parents in the governors' annual report and are also available in school prospectuses. Where a child is in the final year of key stages 1-3, their parent also receives this information, as part of their pupil report, in respect of the attainments of children of their child's age. To remove this duplication and the resulting burden on schools we propose that these whole school and national results should appear in governors' annual reports and school prospectuses only.
- 3.4 Parents with children in the final year of a key stage will be used to getting the whole school and national information as part of their child's report. They may raise this issue with schools and, should this change be introduced, it would be helpful if schools could inform parents about it in the first year. It can be argued that more parents read pupil reports than governors' annual reports and school prospectuses. However, the measure would lift one burden from schools and we consider this information more appropriate to the governors' annual report and school prospectus.

Other amendments to the law on reporting to parents and the transfer of information between schools (question 6 of this consultation)

- 3.5 Current regulations set out in extremely specific terms the information about a pupil's achievement and assessment that must be included in individual pupil reports and transferred when a pupil changes schools. We propose amending the law to set out in general terms the achievement and assessment information that a Head teacher should provide or send. The proposed amendments would remove the need to amend legislation with every change to assessment arrangements.
- 3.6 In practice where schools seek information on reporting to parents and transferring results of National Curriculum assessments and tasks and tests we refer them to detailed guidance on these matters issued each year by the DfES and QCA.

Including Pupils' Personal Education Plans (PEPs) in the definition of a pupil's educational record (question 7 of this consultation)

- 3.7 An educational record is kept by a school for every pupil, is available to all parents on request, with limited material being exempt from disclosure, and transfers with a pupil when they change school. We propose amending the definition to include a PEP, the document initiated by a social services department when it takes a child into care and which is maintained by any school the child attends.
- 3.8 For children in care the PEP provides a record of educational needs, objectives and progress which will be key to any school to which the child moves, providing staff with information to help them plan for the induction of a potentially vulnerable child. In practice schools are maintaining PEPs, this proposal would not impose new burdens but would clarify the status of any PEP where it is held by a school as part of the child's educational record.

Extending the requirement to transfer pupil educational records (question 8 of this consultation)

- 3.9 Where a pupil transfers from one school to another in England the school is required to transfer their educational record with them. The proposal is to extend the scope of this requirement so this information must also be provided to schools in Scotland and Wales.
- 3.10 There are clear benefits for pupils in ensuring that schools have a minimum of information about them to ensure suitable arrangements for their induction. We would be seeking to secure reciprocal arrangements with Scotland and Wales.

4 How to respond

- 4.1 Responses can be sent by email to: pupilinformation.consultation@dfes.gsi.gov.uk, by fax marked for the attention of Elizabeth Cornish to fax number 020 7925 5179, or by post to Elizabeth Cornish at Parental Involvement in Children's Education Team, 2N, The Department for Education and Skills, Sanctuary Buildings, Great Smith Street, Westminster, London, SW1P 3BT.
- 4.2 If you have any queries regarding the issues raised by this consultation or the consultation process please contact Elizabeth Cornish, contact details as above.

5 Additional Copies

- 5.1 Further copies of this consultation document can be ordered from the DfES publications centre, tel 0845 60 222 60, fax 0845 60 333 60. You can view and complete an electronic version of this document at www.dfes.gov.uk/consultations.

6 Plans for making results public

- 6.1 The outcomes of this consultation, in the form of a summary of the views expressed (subject to respondents' requests for confidentiality) will be published on the Department's website in June.

Consultation on Pupil Information

Consultation Response Form

The closing date for this consultation is **30/04/2004**
Your comments must reach us by that date.

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Note when completing electronically

- Use:
- **mouse** to access hyperlink. And to access input boxes;
 - **scroll** bar to navigate the form;

The information you send to us may need to be passed to colleagues within the Department for Education and Skills and/or published in a summary of responses received in response to this consultation. We will assume that you are content for us to do this, and that if you are replying by e-mail, your consent overrides any confidentiality disclaimer that is generated by your organisation's IT system, unless you specifically include a request to the contrary in the main text of your submission to us.

The Department may, in accordance with the Code of Practice on Access to Government Information, make available on public request, individual consultation responses. This will extend to your comments unless you inform us that you wish them to remain confidential.

Please insert 'X' if you want us to keep your response confidential

Name

Organisation (if applicable)

Address

If you have an enquiry related to the policy content of the consultation please contact Elizabeth Cornish:

Telephone: **0207 925 5736**

Email: **pupilinformation.consultation@dfes.qsi.gov.uk**

Please insert 'X' in **one** of the following boxes that best describes you as a respondent.

Parent

LEA

Head teacher

Parent Governor Rep.

Other (please specify) ►

Governor

Teacher

Parents' Group

Social Services

Question 1 (Please refer to para. 3.1 of this consultation document)

At the end of key stage 1 schools are currently required to pass the teacher assessment level and task and test results to the DfES via their LEA. If new assessment arrangements are rolled out nationally, teachers will make one overall assessment about a child's attainment in each of reading, writing, speaking and listening and maths. Do you agree that schools should send their LEAs just the teacher's overall assessment?

Yes

No

Don't Know

Comments:

Question 2 (Please refer to paras. 3.1 and 3.2 of this consultation document)

If new assessment arrangements are rolled out nationally at key stage 1 teachers will make one overall assessment of a child's attainment in each of reading, writing, speaking and listening and maths. Do you agree that only the overall teacher's assessment should be reported to parents?

Yes

No

Don't Know

Comments:

Question 3 (Please refer to paras. 3.1 and 3.2 of this consultation document)

If new assessment arrangements are rolled out nationally at key stage 1 teachers will make one overall assessment of a child's attainment in each of reading, writing, speaking and listening and maths. Where they give their whole school and national results in their governors' annual reports and school prospectuses, do you agree that only pupils' levels achieved by teacher's overall assessment should be published?

Yes

No

Don't Know

Comments:

Question 4 (Please refer to paras. 3.1 and 3.2 of this consultation document)

If new assessment arrangements are rolled out nationally at key stage 1 teachers will make one overall assessment about a child's attainment in each of reading, writing, speaking and listening and maths. Where information about a child's attainment is given as part of the common transfer file sent to any school to which they move, do you agree that only pupils' levels achieved by teacher's overall assessment should be included in the file?

Yes

No

Don't Know

Comments:

Question 5 (Please refer to paras. 3.3 and 3.4 of this consultation document)

Where a pupil is in the final year of key stage 1-3 should their pupil report no longer include whole school and national results?

Yes

No

Don't Know

Comments:

Question 6 (Please refer to paras. 3.5 and 3.6 in this consultation document)

Should the law covering the content of pupil reports and transfer of information be given in outline with the detail being given in guidance?

Yes

No

Don't Know

Comments:

Question 7 (Please refer to paras. 3.7 and 3.8 of this consultation document)

Where a child is in care do you think their Personal Education Plan held by their school should form a part of their pupil educational record?

Yes

No

Don't Know

Comments:

Question 8 (Please refer to paras. 3.9 and 3.10 of this consultation document)

Where a pupil at a school in England transfers to a school in Scotland or Wales should the school they leave be required to transfer their educational record to their new school?

Yes

No

Don't Know

Comments:

Question 9

Please use this space to provide any additional comments that you may have.

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

Code of Practice on written consultation

All UK national public consultations are required to conform to the following standards:

1. Timing of consultation should be built into the planning process for a policy (including legislation) or service from the start, so that it has the best prospect of improving the proposals concerned, and so that sufficient time is left at each stage.
2. It should be clear who is being consulted, about what questions, in what timescale and for what purpose.
3. A consultation document should be as simple and concise as possible. It should include a summary, in two pages at most, of the main questions it seeks views on. It should make it as easy as possible for readers to respond, make contact or complain.
4. Documents should be made widely available, with the fullest use of electronic means (though not to the exclusion of others), and effectively drawn to the attention of all interested groups and individuals.
5. Sufficient time should be allowed for considered responses from all groups with an interest. Twelve weeks should be the standard minimum period for a consultation.
6. Responses should be carefully and open-mindedly analysed, and the results made widely available, with an account of the views expressed, and the reasons for decisions finally taken.
7. Departments should monitor and evaluate consultations, designating a consultation co-ordinator who will ensure the lessons are disseminated.

Thank you for taking the time to respond to this consultation.

Completed questionnaires and other responses, should be sent to the address shown below by **30/04/2004**

Send by post to: **Elizabeth Cornish, 2N, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT**

Send by e-mail: Once you have completed the questionnaire, save it on your hard drive and then open an e-mail to: pupilinformation.consultation@dfes.gsi.gov.uk, attach the completed questionnaire file and send the e-mail.

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