

ASSESSMENT ARRANGEMENTS

Revoking the end of Foundation Phase Assessments, the end of Key Stage 2 Assessments, and the moderation of end of Key Stage 2 and 3 Assessments from 2021 to 2022 onwards.

Removing the requirement on local authorities to distribute paper copies of their annual prospectus to parents and pupils in their transfer year at schools maintained by the local authority.

1 April 2022

1. The NASUWT welcomes the opportunity to comment on the above proposals.
2. NASUWT - The Teachers' Union, represents teachers and headteachers in Wales and across the United Kingdom.

GENERAL COMMENTS

3. NASUWT welcomes the proposal to remove the requirements for practitioners to undertake assessments at the end of the Foundation Phase and the end of Key Stage 2 (KS2) a year early, both from the 2021-22 academic year.

4. The Union welcomes the proposal to remove both the moderation of end of KS2 and end of Key Stage 3 (KS3) assessments from the 2021-22 academic year so as to avoid placing this additional burden on secondary schools and to create some space for them to prepare for Curriculum for Wales (CfW) roll out.
5. The Union agrees that this proposal helps create more space for practitioners to prepare their curriculum and assessment arrangements for September 2022. It also goes some way to reducing the burdensome workload that pinch-points that end of Key Stage assessments always produce.
6. NASUWT notes that the requirement for headteachers to make arrangements for each learner in the Foundation Phase and KS2 to be assessed throughout the year for the purpose of monitoring and supporting their progress in relation to literacy and numeracy (using the Literacy and Numeracy Framework) remains in place until the relevant year groups transition to the CfW. Since there are multiple year groups in these Key Stages, there is an interim period during which time there would be two potentially different assessment processes in place within a Key Stage – the old and the new. Running twin assessment processes would be a source of extra workload for practitioners and the Government needs to be cognisant of such a situation.
7. Since the roll out of the CfW within KS3 may cover the period commencing September 2022 until 2024-25 (when CfW rolls out in Year 9), there is a potential 3 year interim period during which time there would be two different assessment processes in place – the old and the new. As above, running twin assessment processes would be a source of extra workload for practitioners and the Government needs to be cognisant of such a situation.
8. Notwithstanding the above points, the NASUWT reserves judgement on the assessment protocols and procedures that schools eventually adopt

for the CfW. A potential reaction to each school having ownership of their own assessment processes can be an attempt by clusters or consortia to impress some form of moderation or standardisation upon the various processes. Such a situation would be retrograde and an undeniable source of excessive and unnecessary workload for practitioners. Such possibilities must be guarded against if the Welsh Government are to ensure the principles of assessment as described in *“Supporting learner progression: assessment guidance”* are upheld.

9. NASUWT welcomes the proposal to remove the requirement on local authorities to distribute paper copies of their annual prospectus to parents and pupils in their transfer year at schools maintained by the local authority. This move will allow schools to apply their environmental and green policies and protocols to this statutory requirement.

SPECIFIC COMMENTS

Revoking the end of Foundation Phase and end of Key Stage 2 assessments

Question 4 – To what extent do you agree or disagree with the proposal to remove the end of Foundation Phase assessments from the 2021 to 2022 academic year onwards?

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please explain your answer:

The Foundation Phase assessments were introduced as intensive, vast booklets that were very workload intensive, and subsequent revisions made little difference. The core principle in the CfW is that assessment is intrinsic to

curriculum design and is integral to learning and teaching. Its overarching purpose within the curriculum is to support every learner to make progress as a fluid continuum and not see the end of Key Stage or Phase as statutory milestone in the education of a learner.

Question 5 – To what extent do you agree or disagree with the proposal to remove the end of Key Stage 2 assessments from the 2021 to 2022 academic year onwards?

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓

Please explain your answer:

The removal of these assessments recognises that the assessment principles enshrined in the CfW is different to what currently exists. The removal also should provide time and space for schools to prepare for the CfW and its inherent assessment requirements.

Revoking the requirements to moderate end of Key Stage 2 and end of Key Stage 3 assessments

Question 6 – To what extent do you agree or disagree with the proposal to remove the requirements to moderate the end of Key Stage 3 assessments from the 2021 to 2022 academic year onwards?

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓

Please explain your answer:

NASUWT members maintain that Key Stage moderation has been a burdensome and workload intensive process that has no material benefit to the learner. The process entails the impossible task of moderating different learners, different assessment tasks and different learning environments - at times across sectors. The CfW learner progression assessments allow the school to self-moderate.

Question 7 – Further to the proposals outlined in the consultation document, are there any wider implications relating to the transition from the current assessment arrangements to the new assessment arrangements that should be considered? Please provide details below:

Since the roll out of the CfW within KS3 may cover the period commencing September 2022 until 2024-25 (when CfW rolls out in Year 9), there is a potential three year interim period during which time there would be two different assessment processes in place – the old and the new. Running twin assessment processes would be a source of extra workload for practitioners and the Government need to be cognisant of such a situation. The proposed changes herein would mitigate against such situations. However, NASUWT is concerned that there is widespread confusion regarding the new assessment arrangements in the CfW as evidenced by the Welsh Government's own survey (Practitioner Survey on Preparations for Curriculum and Assessment Reforms 2022) which showed that only 43 per cent of senior leaders and 32 per cent of practitioners agreed that they were clear about what will be the same and what will be different in their school under the new assessment arrangements.

Proposed changes to the School Information (Wales) Regulations 2011 – local authority prospectus

Question 8 – To what extent do you agree or disagree with the proposal to remove the requirement on local authorities to distribute paper copies of their protocol to all parents/carers and learners in their transfer year regardless of whether they want a copy or not?

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓

Please explain your answer:

This move will allow schools to apply their environmental and green policies and protocols to this statutory requirement.

Language

Question 9– We would like to know your views on the effects that this legislation would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

None that we can identify. The legislation will not affect the medium that the learners are taught and assessed through.

Question 10 – Please also explain how you believe this legislation could be formulated or changed so as to have positive effects or increased positive

effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favorably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favorably than the English language.

Supporting comments

The move toward digital copies of prospectuses to parents/carers of learners in their transfer year at schools maintained by the local authority will allow them to provide such documents with the corresponding English and Welsh text on opposing pages. This can be beneficial to parents/carers who are learning Welsh, for example, and is a positive step for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Dr Patrick Roach

General Secretary

For further information on the Union's response contact:

Neil Butler

National Official

NASUWT Cymru

Greenwood Close

Cardiff Gate Business Park

Cardiff

CF23 8RD

029 2054 6080

www.nasuwt.org.uk

NASUWT Cymru
Undeb yr Athrawon/The Teachers' Union

rc-wales-cymru@mail.nasuwt.org.uk