

# The Rochford Review Update

Diane Rochford OBE  
Chair of Rochford Review

# Rochford Review - Background and timeline

- Asked to chair a review of assessment July 2015
- Original group formed September 2015
- First meeting September 2015
- Interim requirements published December 2015
- Extended time given to 12 April 2016 to consider P scales
- Draft ready 12 April 2016
- Final report published **October 2016**

# Publications

- October 2016 – Rochford Review – the final report
- March 17 - Primary SEND assessment
- September 17 – Interim Pre Key Stage Standards
- September 17 – Rochford Review Recommendations
- May 2018 - Pre Key Stage Standards for 2018/19 for both Key Stage 1 and Key Stage 2
- Jan 18 – Engagement Pilot – Completed July 18
- October 18 Meeting with Minister to discuss next steps.

# Government Consultation response to the Rochford Review agreed

- P Scales no longer fit for purpose therefore will remove the requirement to assess pupils engaged in subject specific learning using P scales from 2018-19 academic year
- Interim pre-key stage standards are made permanent and extended to cover all pupils engaged in subject specific learning to take place from 2018-19 academic year

# Recommendations to Build strands of expertise and leadership



LiH Trust



# Timeline of reforms

- This summer is the last when all 8 P scales are in use for end of year assessment
- summer 2019 will see first use pre-key stage standards (replacing P scales 5-8)
- summer 2020 will see (subject to the pilot) first use of the 7 aspects of engagement (replacing P scales 1-4)

	2017/18	2018/19	2019/20
<b>Pupils engaged in subject-specific learning</b>	<ul style="list-style-type: none"> <li>· P scales still in use</li> <li>· Final pre-key stage standards published as advanced notice (May)</li> </ul>	<ul style="list-style-type: none"> <li>· Final pre-key stage standards used</li> </ul>	<ul style="list-style-type: none"> <li>· Final pre-key stage standards used</li> </ul>
<b>Pupils not engaged in subject-specific learning</b>	<ul style="list-style-type: none"> <li>· P scales still in use</li> <li>· Pilot of 7 aspects of engagement</li> </ul>	<ul style="list-style-type: none"> <li>· P scales still in use</li> <li>· Announcement on future assessment arrangements based on pilot</li> </ul>	<ul style="list-style-type: none"> <li>· Subject to pilot, 7 aspects used for statutory assessment</li> </ul>

# Pre-key stage standards

- Final versions numbered from 1-6, with PKS 5 and 6 the same as the first two national curriculum standards at the end of key stage 1.
- Looking now to step up our communications for the 2018/19 academic year, and would be grateful for support here

		2017/18	2018/19
Pre- key stage 2		<b>Interim pre-key stage standards</b> <ul style="list-style-type: none"> <li>Growing development of the expected standard</li> <li>Early development of the expected standard</li> </ul>	<b>Final pre-key stage standards</b> <ul style="list-style-type: none"> <li>Working at the expected standard at <u>KS1</u></li> <li>Working towards the expected standard at <u>KS1</u></li> </ul>
	Pre-key stage 1	<ul style="list-style-type: none"> <li>Foundations for the expected standard</li> </ul>	<ul style="list-style-type: none"> <li>Standard 4</li> <li>Standard 3</li> <li>Standard 2</li> <li>Standard 1</li> </ul>
		P scales 5 to 8	
Non subject-specific study		P scales 1 to 4	P scales 1 to 4

# Why the 7 aspects of engagement?

Reminder: why the 7 aspects were recommended by the Rochford Review:

- there should be some form of statutory assessment for this group of pupils which focuses on cognition and learning, to ensure that these pupils are developing the right concepts and skills to progress on to subject-specific learning assessed by the pre-key stage standards, if and when they are ready
- evidence suggests that engagement is a strong predictor of subject-specific or sustainable learning
- they do not presume linear progression
- they provide a common language and an observational framework

# Challenges in removing P scales

## Challenges:

- adjusting to new arrangements following 20 years of P scales – entrenched in policy and practice.
- culture shift of new assessment freedoms – setting targets for individual pupils and relying on different information to demonstrate progress (e.g. to Ofsted), DfE requiring less data
- difficulty setting expectations between key stages
- loss of ‘common language’ of assessment between schools
- uncertainty about different commercial products that may try to fill the gaps (just as when national curriculum levels were removed)

## Rochford Review principles of assessment for pupils not engaged in subject-specific learning

**Statutory assessment should focus on cognition and learning, against the 7 aspects of engagement** identified by the CLDD research project, to ensure that these pupils are developing the right concepts and skills to progress on to subject-specific learning assessed by the pre-key stage standards, if and when they are ready.

**The 7 aspects of engagement provide a common language and an observational framework** for assessing these learners for the first time, to monitor various ways and to what degree a pupil demonstrates attention, interest and involvement in new and consolidated learning

**Schools should be free to assess pupils against the 7 aspects in a way that best reflects the needs of the individual pupil** and the curriculum that they follow. The needs of this group of pupils are such that their progression is not always linear, and it is therefore inappropriate to prescribe milestones that should have been met by a particular age, or to limit assessment information to any specific type outlined in a prescribed model.

**Assessment against the 7 aspects should not undermine provision in the other areas**, especially those set out in the SEND Code of Practice, all of which play a crucial role in promoting independence and quality of life.

# 7 aspects pilot – research questions

Do the 7 aspects:

- allow schools to make valid judgements about pupils' progress towards subject-specific or sustainable learning?
- give schools the flexibility to assess pupils against these 7 aspects in a way that best reflects the needs of the individual pupil and the curriculum that they follow?
- provide useful and reliable information on progress towards subject-specific learning for:
  - a) parents and carers?
  - b) those judging school performance? e.g. Ofsted, governors, LAs
  - c) those assessing pupils' needs? e.g. local authority assessments
- produce any comparable info that would be meaningful to the department to collect?
- Is the engagement model compatible with schools' own assessments, and with wider provision in any other areas of need set out by the SEND code of practice?
  - What are the burdens caused by the model, including workload and cost implications?
  - What training and support will schools require?

# 7 aspects – what next?

- From the report in August advice will be presented to Ministers on whether the 7 aspects should become the statutory summative assessment at the end of key stages 1 and 2 from 2019/20
- We'll then make an announcement in the autumn term and we would look to publish the IFF report in November.
- Assuming that we do proceed with the 7 aspects, we would need to amend legislation in early 2019 to remove references to P scales
- The pilot has shown that we would need to focus on how we would support schools to implement the change to the 7 aspects
- This will need to consider:
  - what centrally-developed training materials would be useful
  - what role might the hub schools play?
  - what role might other teaching schools and networks play?

# Pilot Findings

- Evidence collections was varied from a few to a lot.
- Involvement of parents and other professionals was minimal.
- Workload implications needs further analysis as to the actual cause.
- Some aspects of engagement easier to *differentiate* than others, indicates possibly trying to teach to engagement rather than personalise curriculum.
- Some aspects of engagement are easier to understand than others
- Majority of schools highly enthusiastic about the impact of using aspects of engagement on teaching and learning.
- Numerical scale less useful.
- Training for all stakeholders i.e. LA and OFSTED needed.
- Aspects of engagement supported a deeper understanding of pedagogy and curriculum.

Press release

## Pioneering new approach to assessing pupils with complex disabilities to be introduced in schools

Pupils with multiple and complex needs will be assessed using a new 'aspects of engagement' approach.

Published 22 November 2018

From: [Department for Education](#) and [The Rt Hon Nick Gibb MP](#)



School Standards Minister Nick Gibb

School Standards Minister Nick Gibb said:

- “ This is a significant milestone in our drive to make sure every child – even those with the most complex needs – receives the highest standard of education and care.
- “ We have already introduced education health and care plans that are tailored to children. This new approach to assessment will make sure that individual focused approach is replicated in the classroom.
- “ Around 7,000 pupils in primary schools have such complex needs that it would be inappropriate to measure their attainment in school according to the national curriculum tests.”

An in-depth review, led by Diane Rochford, concluded that P scales did not best serve these pupils and recommended an assessment approach that instead focuses on engagement. This was backed by the [findings of a pilot](#) that the DfE ran earlier this year.

An expert group, led by Diane Rochford, will now refine the approach based on the findings of the pilot, ready for it to be introduced in all state-funded schools which have pupils not in subject-specific study from 2020.

# Engagement and curriculum frameworks

## Curriculum needs to

- provide a wide range of opportunities for the student to engage in the acquisition of a new skill or concept in one of the 4 areas of need.
- To support us to refine our pedagogical approaches and curriculum matter.
- Ensure that learner disposition is observed and evaluated – purpose and process not a prescribed assessment point

## Assessment for pupils not yet engaged in subject specific learning

- For pupils not yet engaged in subject-specific learning, the Government accepts that statutory assessment should focus primarily on cognition and learning, but will pilot the Review's recommended approach for these pupils to be assessed against the 7 aspects of engagement for cognition and learning.

***It is not about differentiation, it is fundamentally different***



Thank you  
Diane Rochford OBE