



**Evidence for  
Excellence in  
Education**

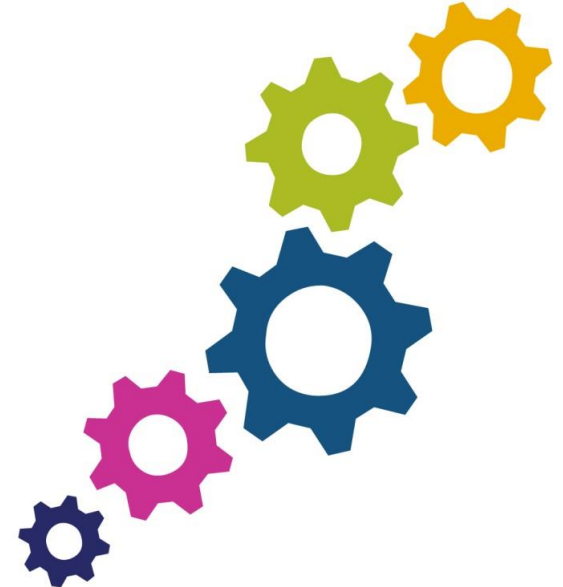
# Teacher views on baseline assessment

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Published September 2017 By the National Foundation for Educational Research, The Mere, Upton Park, Slough, Berkshire SL1 2DQ [www.nfer.ac.uk](http://www.nfer.ac.uk)

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ISBN: 978-1-911039-58-7



**Public**

● independent ● insights ● breadth ● connections ● outcomes



## About the research

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In May 2017, we used NFER's Teacher Voice omnibus survey to ask a representative sample of primary senior leaders and classroom teachers questions related to the DfE primary assessment consultation.

The survey sample was representative (but not weighted), in terms of our deprivation indicator (Free School Meals), of all schools with a Key Stage 1 (KS1) or Key Stage 2 (KS2) cohort (excluding special schools, independent schools and alternative provision schools).

Of the 653 respondents approximately one third were senior leaders and two thirds were classroom teachers.

Respondents were presented with questions relevant to their school, i.e. they only saw questions relating to KS1 if their school includes KS1 pupils.

The number of respondents with pupils in KS1 was 556 and the number of respondents with pupils in KS2 was 590.

Numbers may not sum to 100 due to rounding.



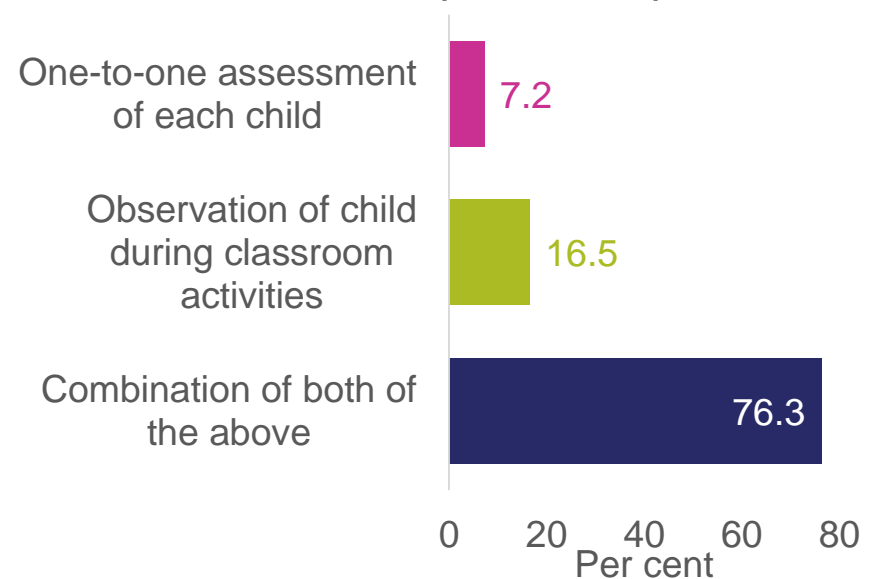
# Assessment during the first term of Reception is the norm

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- **78% of respondents\* currently carry out some form of on-entry assessment during the first term of Reception**
- Of those that do, most (63%) take longer than 25 minutes
- Of those that do, most use a mixture of methods

\*Response: n=556

## Method of assessment (where used)



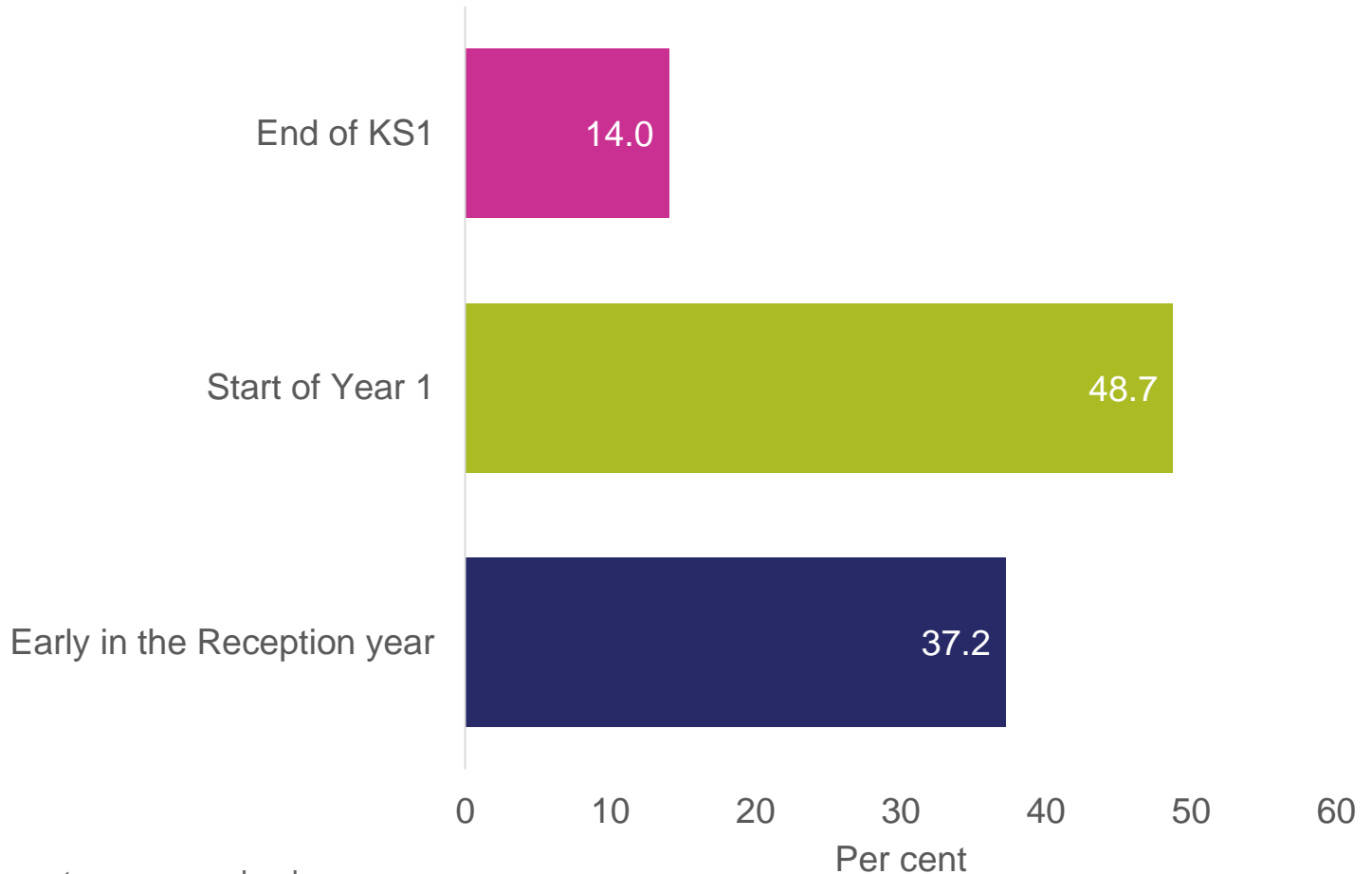
Question: Do you currently carry out any form of on-entry assessment during the first term of Reception?

Response rate of those that do currently carry out some form of on-entry assessment during the first term of Reception: n=430



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# More respondents would prefer to start measuring progress in primary school at the start of Year 1 than at any other point



Question: Taking into account your own school circumstances, which of these would be your preferred starting point for measuring progress in primary school?

Response: n=556



# Amending assessment requirements could significantly reduce workload

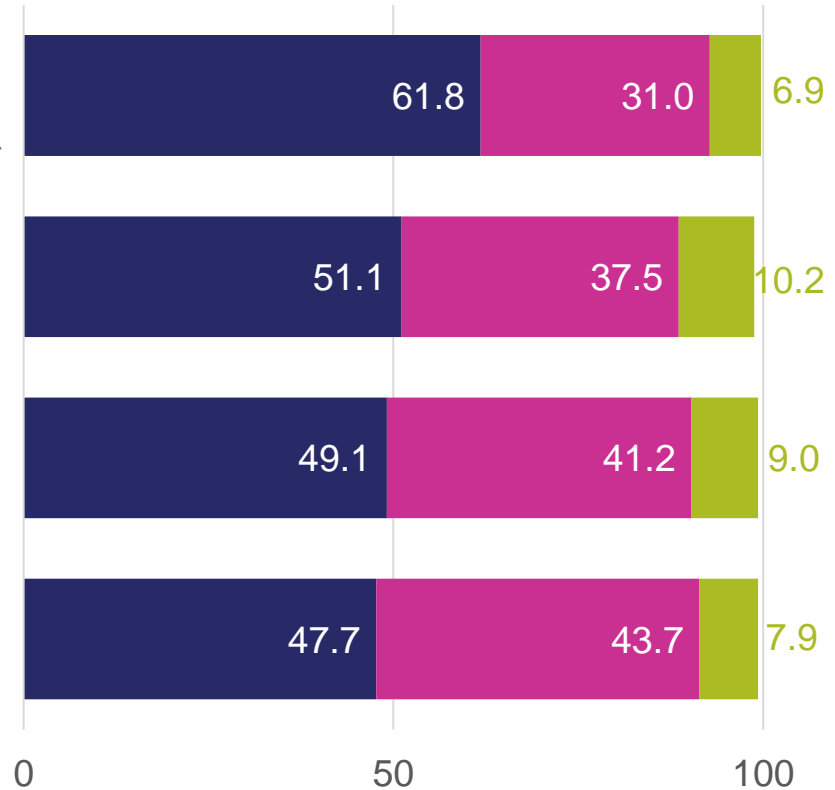
## Evidence for Excellence in Education

Giving teachers greater flexibility in determining a pupil's overall standard of attainment in writing (by moving from a 'secure fit' model to a 'best fit' approach)\*

Removing the statutory obligation to carry out teacher assessment in English reading and mathematics at end of key stage 2\*

Making end-of-key stage 1 national curriculum tests non-statutory \*\*

Removing the obligation for schools to assess pupils against statutory teacher assessment frameworks at the end of key stage 1



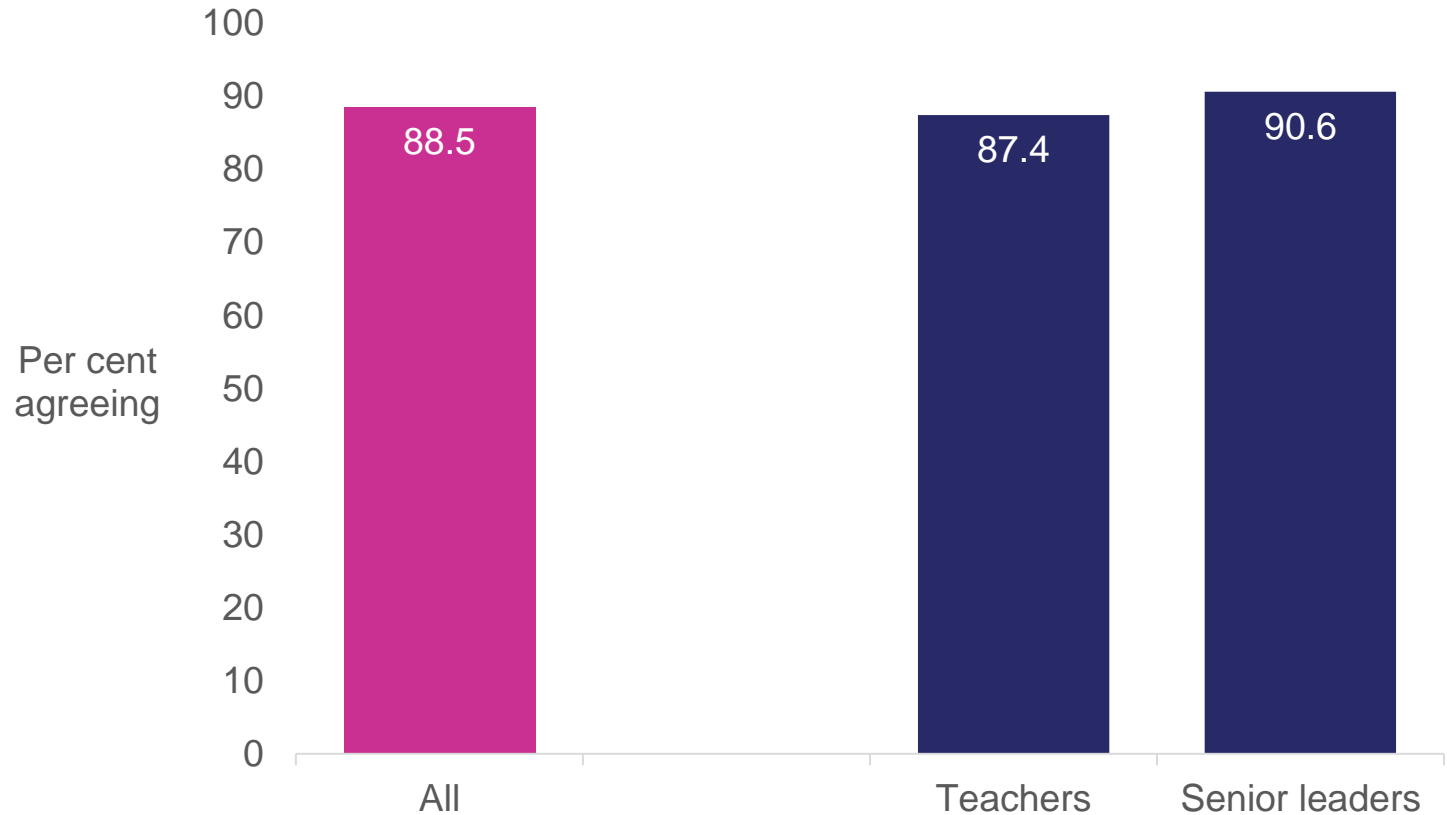
Question: How much impact would each option have in reducing workload in your school, bearing in mind the need for teachers to continue to provide parents with information on how their children are progressing? Other response option 'no reduction' and 'not applicable'

\*Only asked to KS1 n=554  
\*\*Only asked to KS2 n=589  
Total response: n=652



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# Respondents agree that measuring children's progress is a better way to assess schools' contribution



Question: Do you agree that measuring children's progress is a better way to assess the contribution schools make, rather than relying on absolute measures of attainment?  
Other response options 'no' and 'not sure'

Response: n=652 (Teachers n= 429 Leaders n= 223)



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