

Children's Rights Impact Assessment (CRIA)

Title / Piece of work:	Proposals to strengthen teacher assessment arrangements to improve reliability, consistency and confidence
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Department:	DfES
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1st Review	July 2016
2nd Review	July 2017

United Nations Convention on the Rights of the Child

Step 1. What is the purpose and objectives of the proposals?

STRENGTHENING TEACHER ASSESSMENT ARRANGEMENTS TO IMPROVE RELIABILITY, CONSISTENCY AND CONFIDENCE

Background

Confidence in the teacher assessment system depends on trust in the assessment results and on whether the process is applied consistently and with common understanding of the Foundation Phase Outcomes and National Curriculum Levels.

Welsh Government commissioned research from the Australian Council for Educational Research (ACER) in the form of "An investigation into Key Stage 2 and 3 teacher assessments". ACER concluded that whilst the current teacher assessment system in Wales has in place all the main components that high-quality teacher assessment systems across the world use, it has not yet achieved the level of proficiency required. In response to this evidence and in order to improve confidence in the current Teacher Assessment system, the Welsh Government developed a number of proposals which formed the basis of the consultation document, published in December 2014.

The consultation was conducted between 12 December 2014 and 6 March 2015. The consultation sought views on potential changes to improve reliability, consistency and confidence in teacher assessment. The consultation document contained a number of proposals designed to build confidence in the teacher assessment system. In summary, the proposals covered:

- School improvement,
- Cluster moderation,
- External verification.

Within the consultation, the proposal for the Welsh Government to introduce a statutory requirement for all maintained schools to participate in cluster group moderation at Key Stages 2 and 3 was the only one with the regulatory impact.

The Welsh Government received a total of 90 responses. Teachers, headteachers, regional consortia, professional unions, local government organisations and private companies working in education were among the respondents.

Summary of responses was published on 8 May 2015. The full details can be found at:

<http://gov.wales/consultations/education/teacher-assessment-strengthening-arrangements/?status=closed&lang=en&r>

Step 2. Analysis of the impact of the proposals

By introducing the proposed changes the Welsh Government is seeking first and foremost to improve confidence in the teacher assessment of learners at the end of phase and stage, by improving the reliability of the teacher assessment process. More accurate assessment of learner and school performance will benefit learners, parents, teachers, school leaders, regional education consortia and policymakers.

Step 3. How do the proposals support and promote children's rights?

Our assessment is that (albeit indirectly) the proposals will help to realise the following rights:

Article 3: All organisations concerned with children should work towards what is best for each child.

Welsh Government promotes a culture of lifelong learning to help improve opportunities for people at all stages of their life. Department for Education and Skills is responsible for keeping the whole school curriculum, and its assessment arrangements, under review and advising the Minister for Education and Skills accordingly.

The proposed adjustments to the current system of teacher assessment intend to ensure that teacher assessment is considered more reliable, giving young people greater confidence in understanding their skills. Their teaching and learning needs will better reflect their skills, and will give assurance to parents and school leaders into the standard of teaching and learning in that school. Regional consortia will use aggregated data to prioritise support for schools, which will ultimately improve the quality of education given to learners. We envisage that the proposed changes will result in raising standards in children's education leading to better outcomes for the learners.

Article 29: Education should develop each child's personality and talents to the full.

Teacher assessments based on a range of learners' work gives a more rounded perspective of each child's talents and ability. The previous system of end of key stage statutory testing was based on a snapshot of performance in tests. Properly applied, teacher assessment provides an excellent tool to monitor children's individual progression and aid their development.

Children, young people and their families will be more aware of and confident in the learners' educational achievements; in cooperation with educational practitioners they will be able to ensure that the learners' educational abilities and talents are developed to the full.

Step 4 – Ministerial Decision

Ministers will be advised that this assessment has been completed.

Steps 5 and 6 – Keeping Records

This assessment is stored on the Welsh Government's record system iShare (ref A10046984)