

Attainment of Children and Young People in
Hampshire Schools
during the 2020/21 academic year

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Attainment in Early Years and in Primary education

- **No external assessment** in 2021, for the second year in succession
- Schools continued to provide **transition** information to support pupils in Years 2 and 6
- **General slowing of progress** but very individualised and **impacts differently** in education settings

Factors influencing attainment

- Disruption caused by the pandemic is **unique** to each child, family and setting:
 - **attendance** of children and staffing in educational settings
 - lengths of **time at home** and **available attention and skills** of parents and carers
- **Not always a negative**, for some children or in some aspects of curriculum or teaching

Particular concerns in youngest and more vulnerable children

- Overall, children starting school have shown more signs of **delayed development** but, again, depending on attendance and attention at home
- **Challenges in Year 1**, a vital bridging year, as this cohort was affected in both the year before school and in Year R
- Negative impacts most likely to have been felt more by **vulnerable children** but there is variation here too

Attainment in secondary education

- Similar to primary education picture generally but with more regularised **assessment and qualification systems at Key Stage 4** in the past two years, with significant changes in 2021.
- **2022 outcomes will be reported** at school and national level and published in performance tables as they were in 2019 - significant additional pressures on children, their teachers and school leaders.

Changing experience for students and schools in 2020 and 2021 at KS4 (year 11)

- **2020** schools were required to produce Centre Assessed Grades (**CAGs**) - the aggregated **Attainment 8 (A8) data improved** significantly from the published 2019 data and **disadvantaged children closed the gap** with peers in Hampshire
- CAGs were derived by schools from **work already completed** by each student before lockdown started in March 2020
- Outcomes suggest **some students**, perhaps those less able to demonstrate potential using examination approaches, **did better**

Changing experience for students and schools in 2020 and 2021 at KS4 (year 11)

- **2021** Teacher Assessed Grades (**TAGs**) were produced for every child in each subject through a rigorous process of assessment over time - **A8 data improved significantly** from 2020 for all pupils, **including disadvantaged** groups
- TAGs resulted from **teachers' assessments over time** of each student's work, leading up to end of Y11 leaving date
- Again outcomes suggest **some students**, perhaps those less able to demonstrate potential using examination approaches, **did better**

Common challenges

- Statutory examinations and assessments test pupils on their understanding of the **whole curriculum**, some of which has been affected by differing pandemic impacts
- Individual **performance of pupils and schools** will be subject to a greater number of variables
- Ofsted inspections currently **focus on curriculum** and overall proportions of Good + schools relatively stable so far
- **Use of comparative performance information** about individual schools and geographical areas for accountability purposes will be challenging