

KLIPs Frequently Asked Questions

Whilst most of these questions are related to KLIPs, the overarching philosophy behind each answer relate to good assessment and assessment for learning principles (whether KLIPs are used or not). Whether to use KLIPs as an assessment tool, and/or whether to use the Lancashire Tracker as a recording and analysis tool, are choices made by individual schools, taking their own needs and approaches into account.

1. Is there a link between AfL and summative judgements?

AfL is the ongoing assessment that takes place every day through observation, questioning, listening, marking etc. Some of it is planned, whilst some is more ad hoc or 'on the hoof'. Teachers need to use AfL to make changes to teaching and learning- modifying approaches so that pupils learn and minimise misconceptions.

When making summative judgements, for example, at the end of term or year- the teacher will take into account what they have found out using AFL. However, they need to "sit back" and review AfL evidence objectively, ensuring that they recognise a pupil's independent and consistently applied knowledge and understanding.

2. What are KLIPs?

KLIPs stands for Key Learning Indicators of Performance. They have been developed by Lancashire Professional Development Service to help schools with their summative assessment judgements for the 2014 National Curriculum year group expectations. KLIPs are available for reading, writing, mathematics and science.

The Assessment Without Levels Commission report states that:

"The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching."

KLIPs have been designed in such a way to enable schools to fulfil this criteria.

3. Do we have to use KLIPs?

No. This is one approach to assessment that a school may choose to adopt. The final decision about the system used lies with the school. This is consistent with the philosophy of the Assessment without Levels Commission, whose report states:

"Schools should be free to develop an approach to assessment which aligns with their curriculum and works for their pupils and staff."

4. What is the difference between Key Learning and KLIPs?

KLIPs are taken from the Key Learning statements for each year group, so the content is identical. The only difference is the identification of the Key Learning Indicators for Performance (KLIPs) which are the underlined statements. These have the most significant impact on subsequent learning.

5. Do we use KLIPs for our learning objectives?

KLIPs are taken from the Key Learning statements for each year group (based on the National Curriculum). Key Learning should be used for learning objectives and KLIPs for assessment. The content is the same for each. Some objectives may need rephrasing into language that is more child friendly; others may be too broad for one lesson and need breaking down into smaller, more manageable chunks over time. The Learning and Progression Steps (LAPS) for reading, writing and mathematics can be used to help with this.

6. What is the difference between KLIPs and LAPS?

The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is therefore not intended to be used for summative assessment purposes but to help in breaking down objectives into more manageable steps.

7. Can I use LAPS for Assessment?

No, not for summative judgements. The Learning and Progression Steps (LAPS) document is a planning tool and is therefore not intended to be used for summative assessment purposes but to help in breaking down objectives into more manageable steps. LAPS can be downloaded from the Lancashire English and Mathematics websites.

In terms of on-going AfL, then teachers will of course be assessing and modifying learning as part of classroom teaching - which does have links to planning and therefore LAPS if used.

8. Lancashire KLIPs uses the terms entering, developing and secure. What do these mean?

Entering - starting to demonstrate some of the features of the year group's expectations, although perhaps not yet independently. This would be on track at the end of the autumn term.

Developing - demonstrating more of the features of the year group's expectations. Some learning in some aspects may not be fully embedded across all situations. This would be on track at the end of the spring term.

Secure - Demonstrating most (or indeed all) of the features of the year group's expectations. To attain a secure judgement, a child must have achieved all of the underlined statements unless they have a specific learning difficulty that prevents them from doing so. Their knowledge and skills are embedded. This would be on track at the end of the summer term.

Schools are free to use their own terms for the different stages. It is the definition and joint understanding of each term that is important, rather than the label it is given. For schools using the Lancashire Tracker, the terms entering, developing and secure are also used here.

9. Are there any set percentages for entering, developing, secure?

No. When the teacher is making a summative assessment about a child's attainment, they are making a rounded judgement. The terms entering, developing and secure are to help teachers show a child's progress during the year towards the year group expectations. It is therefore up to the teacher to make a professional judgement based on everything they know about the child to decide whether they are on track. Percentages would not be helpful in this case, as children's learning profiles are very different.

For secure judgements, however, it is recommended that the child has obtained all or almost all of the relevant year group statements with all of the KLIPS (underlined statements) achieved.

10. Are all children who are judged as secure demonstrating the same profile?

No. All pupils are different, and one pupil may be stronger in some aspects than others. Pupils may have different strengths and areas for development, however both may be deemed secure by the teacher, if the teacher feels they broadly demonstrate enough of the year group expectations.

11. Why are some KLIPs underlined?

The underlined statements are those that have the most significant impact on subsequent learning and for this reason these are called the Key Learning Indicators for Performance (KLIPs). These statements are taken into account for the secure judgement in each year group where the child would have to achieve most (or indeed all) of the statements, including all of the underlined ones, to be judged as secure. This does not mean that the focus should only be on these statements as teachers need to ensure there is a broad and balanced curriculum in place.

12. Do I have to use different colours for highlighting attainment in KLIPS?

No. You do not need to highlight KLIPS at all- although many school find this a useful approach. The assessment materials can be used in a variety of ways according to the needs of the children and of the school. Some schools like to highlight using different colours for different terms to enable them to identify smaller steps of learning and progress, however this is just one approach and schools can use the materials flexibly. Whatever system is adopted should be manageable for the teacher, should demonstrate a child's achievement and aid future teaching and learning.

13. Do we need evidence for each of the key learning statements?

There is no expectation that there will be documented evidence for each of the key learning statement. It is for the school to decide on the amount and in what form the evidence should be kept. Evidence can take many forms - for example, work in books, notes on planning, teacher observations, tests, highlighted KLIPs. Some of the evidence may be not documented, but forms part of the teacher knowledge base. Some evidence does need to be documented so that judgements can be moderated more easily.

Statutory assessment at the end of key stage, however, does require evidence to comply with STA moderation requirements – see the "Interim teacher assessment frameworks" for KS1 and 2.

14. How many pieces of evidence do I need before I highlight the objective?

When making a rounded judgement; a child does not need to demonstrate a key learning statement a specific number of times for them to be assessed as having achieved; however, a teacher would normally expect them to demonstrate and apply the skill or knowledge independently, consistently, and in different subjects or contexts. In English, these skills should be shown in relation to texts which are age appropriate. Also see question 13 regarding evidence.

15. Do I have to highlight KLIPS for attainment every week?

No. KLIPs are intended to be used as a tool for periodic assessment. This involves the approach of stepping back at key points, perhaps termly, to identify what has been achieved and any gaps which need to be addressed in the near future. Highlighting the KLIPs every week will not give children the opportunity to show their learning is embedded. Teachers need to ensure that learning is shown independently, consistently and in a range of contexts. This is much better done over time.

16. How do you show progress using KLIPs?

The most important way of showing progress is evidence in children's work, in particular when children have demonstrated their learning independently. In additions, schools can use a variety of strategies to show progress. Examples include:

- Highlighting of KLIPs when evidenced in a range of contexts.
- Part highlighting if the whole KLIP has not been achieved.
- Use of different colours for different terms.

17. Can I record coverage and assessment on the same page?

There needs to be a very clear distinction between the terms 'coverage' and 'assessment'. Coverage does not denote learning. It may be useful for teachers to record coverage of objectives taught to identify any gaps and inform planning and the Key Learning documents would be the most appropriate tool for this. Any recording of coverage is down to individual schools.

18. Is it ok to use KLIPs to record assessments for groups?

Yes, if a school decides group KLIPs are most useful for assessment then you can use them in this way. The KLIPs are there as a tool for each school to use in a way that best supports their assessment purpose and principles. Some schools may decide to complete a KLIPs record for each individual pupil, another school

may choose to complete a KLIPs record for groups for example, linked to ability or achievement. Some schools have decided to use a different approach for different subjects. What is important is that each school, understands the approach they are adopting and that this supports their agreed assessment policy and practice.

19. What is the process for children who are not working within their year group expectations?

Children should be accessing a curriculum that is most appropriate to their learning needs. It is therefore vital that the teacher assesses prior learning using KLIPs from other year groups in order to accurately identify any gaps, misconceptions or additional learning needs. This knowledge should then be used to plan appropriately pitched learning in order to close gaps. If it will not be possible to show a child's progress using the age appropriate grid, the teacher should use their professional judgement to select the grid that is the most suitable fit for the child.

Targets, for the majority of children (not necessarily SEN), need to be focused on accelerating learning towards their end of year group expectations (for example, for an under achieving pupil, four terms progress might be an appropriate target). The use of effective intervention in this case is essential in narrowing the gap between their current position and standards appropriate for their age.

20. Are KLIPs appropriate for children with SEND?

It is up to the school to decide what is appropriate. They may decide to use a tool such as the new PIVATS 5 to show smaller, discrete steps of progress.

21. How does the KLIPs approach support more able children?

For children working above chronological age, this does not involve automatically accelerating children through the grids at pace. The general advice is to keep teaching within the year group expectations but with a clear focus on challenging more able learners. Planning should be focused on providing opportunities for more able children to broaden, deepen and apply their knowledge and skills across a range of subjects and contexts. Evidence for this would predominantly be seen in teachers' planning and in books across a range of subjects.

However, there may be instances when it is appropriate to introduce objectives from a higher year group to meet the needs of more able pupils e.g. writing objectives for Year One are limited as they are focused on basic sentence structure, and more able children may be ready for more challenge to move their writing on. Some schools might want to adapt their tracking information to reflect the deeper learning within the secure judgement.

22. What do Y6 teachers do when pupils exceed Y6 expectations?

The tests at the end of key stage will include questions that are more challenging, and pupils who achieve high results in the tests will have higher than average scaled scores to reflect their higher achievement. So the more able pupils will theoretically get higher scaled scores. The DfE will then use the scaled scores to produce the progress measure (currently from the pupils' attainment at KS1 four years ago, i.e. in term of levels to scaled score).

Writing is reported using TA, with the 3 main descriptors – the highest recognising a pupil "working at greater depth" within the standards.

It is of course up the school, if they believe they have a pupil functioning beyond the Year 6 expectations, as to whether they consider the Key Stage 3 curriculum. This would be very unusual for the exceptional pupils who clearly have exceeded the Y6 curriculum, including (in regard) to (demonstrating extended and greater depth of knowledge and understanding.. The evidence would be explicit and clear in their independent work.

It is, of course, up the school, if they believe they have a pupil functioning beyond the Year 6 expectations, as to whether they consider the Key Stage 3 curriculum. This would be very unusual and appropriate, for the exceptional pupils who clearly have exceeded the Y6 curriculum, including many opportunities to demonstrate extended and greater depth of knowledge and understanding. For such children it may be appropriate to work with the local high school where possible to avoid issues of repetition in Y7.

Evidence would be explicit and clear in their independent work.

23. What is mastery?

Mastery is about a deep level of understanding of a subject, aspect of a subject or even an individual skill, and can therefore be applied in specific contexts to any learner. Teachers should consider whether a child has understood the concept or skill and whether they can work with it independently and confidently and apply it to a range of contexts/learning situations.

24. What is the difference between KLIPS and the STA 'Interim End of Key Stage Assessments'?

KLIPs is a means of summative assessment during the key stage, to help teachers at the end of a term and/or year. The STA interim assessments are for 2016 only, and are statutory assessments for teacher assessment at the end of key stage, for reporting purposes. Both are rooted in the National Curriculum which is statutory.

25. Will KLIPs help us make a prediction about the end of Key Stage Results?

Whilst we do not currently know the all details of the tests and marking thresholds, it would be reasonable to assume that children working confidently within their year group would attain end of key standards. All staff need to have an accurate understanding of the end of year group expectations. These should be used to inform accurate and informed moderated assessments (internal and external moderation).

26. How should assessment information be reported to Governors?

Governors need to understand the assessment system that the school has chosen to use, whether this is KLIPs or any other system. They need to be provided with regular, accurate and moderated information re pupil progress and attainment. This should be evidenced from data, work in books and their own moderation of standards. It is up to individual schools in discussion with governors to decide the formats used. In particular they need to know:

- Progress of key year groups – EYFS, phonics, end of key stages 1 and 2.
- Percentages on track in other year groups (this needs to be backed up with evidence, such as that in books).
- Progress and attainment of groups – e.g. EAL, boys, girls, AG and T, disadvantaged children, SEN.
- The milestones (targets) need to be shared and evaluated by governors so that they can judge the progress being made by the SLT as far as improving the quality of teaching and learning.

The Lancashire Tracker provides reports which have been specifically designed for sharing with governors, and as such, have been anonymised.

27. What do we report to parents?

For the legal requirements for reporting assessments during and at the end of key stage, the guidance is that the report must start from the day after the last report was given. It must be available to parents before the end of the summer term. The report must cover the pupil's:

- achievements
- general progress
- attendance record

Where appropriate it must also include results of any: national curriculum tests, public examinations, by subject and grade. If a national curriculum test result is not received by a headteacher before the end of the summer term it must be provided to parents within 15 school days of the headteacher receiving it. Detailed content requirements, including specific information for KS1 and 2, are set out in Schedule 1, Regulation 6 (4) of the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437 www.legislation.gov.uk/uksi/2005/1437/made. Academies' requirements are set out in their funding agreements.

Broadly speaking, school should provide a written report at least once a year, for all national curriculum subjects, plus RE. In terms of "achievements and general progress", schools may now wish to give thought

to commenting in relation to how a pupil is achieving against the NC year group expectations. There is no requirement to use the terminology used in KLIPs (e.g. entering/developing/secure), although schools may wish to.

Some possible examples

"M has achieved the Year 3 curriculum expectations for writing, and is ready to move onto the Y4 curriculum next year. She has made appropriate progress during her time in Y3, and has achieved particularly well in improving her handwriting. She needs to further improve aspects of xxxxx".

or

"W has achieved the Year 2 curriculum expectations for writing, and is ready to move onto the Y3 curriculum next year. Although he has made progress during the year, he is still working below age related expectations. We will discuss strategies with you about how we are supporting him to close the gap.

28. What is the place of electronic systems of assessment?

As part of developing an assessment approach a school may, or may not, choose to use an electronic recording system. They may develop their own electronic recording systems or decide to purchase one from an external provider. This remains a choice for the school and should be made once they have developed their assessment policy to ensure any recording system meets the purpose and principles of assessment in the school.

The final report of the Commission on Assessment without Levels gives the following guidance on electronic recording systems:

"Schools should, however, ensure that any system that they buy into fully meets the needs of their school curriculum and assessment policy. It is very important that these systems do not reinvent levels, or inappropriately jump to summary descriptions of pupils' attainments. Nor should they overburden teachers with recording duties or data management."

The Lancashire Tracker has been developed to meet this guidance.

When deciding on any electronic recording system a school should consider the following questions:

- Does the product support the school's policy on assessment?
- To what extent will the product support delivery of that policy?
- Is the assessment approach implied by the product credible?
- Does the product provide good value?

They should also ensure that the process of gathering and inputting summative judgements does not undermine the focus on formative classroom practice.

29. How can schools use data to evidence pupils' progress and attainment?

Teachers would use all of the above information to inform the SLT about attainment and progress of individuals and groups. It is up to the SLT to make a choice about how this information is recorded and analysed. There are a range of formats available for the school to choose from, such as the Lancashire Tracker, and other formats within the 'Improving the Quality of Teaching and Learning through Monitoring and Evaluation' file and other commercial programmes.

30. My school doesn't have KLIPs or the tracker, where do you get them from?

KLIPs can be downloaded from the Lancashire Grid for Learning:

English website (http://www.lancsngfl.ac.uk/curriculum/english/index.php?category_id=614)

Mathematics website (http://www.lancsngfl.ac.uk/curriculum/primarymaths/index.php?category_id=1155)

For non-Lancashire based schools this website requires a subscription and this can be obtained by contacting llemonitoring@lancashire.gov.uk.

The Lancashire Professional Development Service through their publications website here: <http://www3.lancashire.gov.uk/lpds/publications.asp?subject=ASS>, by calling 01257 516100 or by emailing lpds@lancashire.gov.uk

In addition, bespoke training can be arranged for schools by using the above contacts.

The Lancashire Pupil Tracker is a means to record attainment. It fundamentally relates to KLIPs judgements but can be used to record other approaches. Schools can find further information or subscribe by visiting the website www.lancashire.gov.uk/pupiltracker

Alternatively schools can contact the Lancashire Assessment Support Team on 01772 531555 to discuss the system and arrange a trial or to sign up.

Further advice about Able, Gifted and Talented pupils can be obtained from AGT Updates issued to Lancashire schools through the portal or by emailing Janet Gaskell janet.gaskell@le.lancsngfl.ac.uk