

# Reception Baseline Assessment

In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory reception baseline assessment (RBA) for all schools from autumn 2021. Schools had the opportunity to sign up for the RBA early adopter year, which started in September 2020, to help familiarise themselves with the assessment materials.

The new assessment is designed to create a baseline measure to demonstrate school progress between reception and year 6. The first time that this will be published will be the summer of 2028; at this date, pupils who entered reception in autumn 2021 will have reached the end of KS2.

The existing key stage 1 assessments - both national curriculum tests and teacher assessments - will become non-statutory, once the reception baseline is fully established.

## ► The reception baseline is not intended to:

- provide on-going formative information for practitioners;
- be used in any way to measure performance in the early years, evaluate preschool settings or hold early years practitioners to account;
- provide detailed diagnostic information about pupils' areas for development.

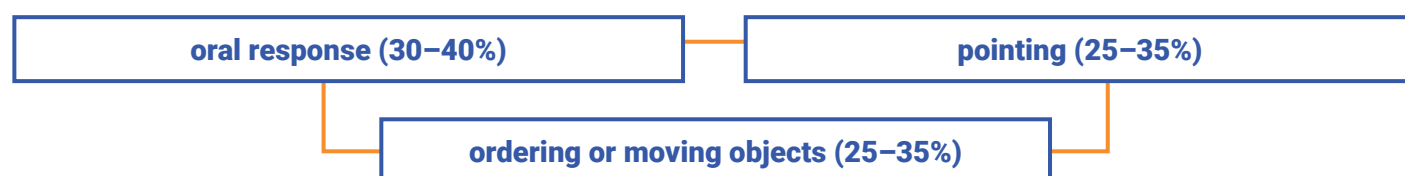
## ► How will the assessment work?

The assessment will be up to 20 minutes long and activity-based. Children will participate during the first half-term in reception via a laptop or computer. The test must be administered by a teacher, teaching assistant or suitably qualified practitioner working one-to-one with each child.

Not all pupils will take the same test; the assessment includes carefully designed routing and this helps to prevent pupils from being presented with too many activities in which they are unlikely to be successful. It also helps to reduce the time required for the assessment and the possible loss of motivation that pupils may feel if they are unable to complete an activity. These routing rules are applied automatically by the online recording system. All pupils are presented with activities worth at least 22 marks.

### *The formats for the tasks include:*

Due to the different approaches that pupils may adopt, some activities may have more than one response type. In addition,



different proportions of response types will be used depending on how pupils are routed through the assessment.

No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements to indicate the performance of their pupils in the assessment at that time. These can be used to inform teaching within the first term.

## ► What is in the assessment?

Mathematics Tasks	Language, Communication and Literacy Tasks
<ul style="list-style-type: none"> <li>• early number</li> <li>• early calculation (early addition/subtraction)</li> <li>• mathematical language</li> <li>• early understanding of pattern</li> </ul>	<ul style="list-style-type: none"> <li>• early vocabulary</li> <li>• phonological awareness</li> <li>• early comprehension</li> </ul>

## ► Diversity and Inclusion

The RBA is designed to be an inclusive assessment, accessible to the majority of pupils on entry to school. It aims to assess pupils in a fair and comparable way, with as many pupils as possible able to access the tasks. It has been designed so that pupils with SEND and those learning English as an additional language (EAL) can participate in the standard assessment format and has been subject to a SEND and cultural review.

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### ***The reception baseline should:***

- use appropriate means to allow all pupils to demonstrate their knowledge and skills;
- provide opportunities for all pupils to achieve, irrespective of gender, including pupils with special educational needs or disabilities (SEND), pupils from all social and cultural backgrounds and those from diverse linguistic backgrounds;
- provide opportunities for all pupils to achieve; this should include pupils with special educational needs or disabilities (SEND), pupils from all social and cultural backgrounds and those from diverse linguistic backgrounds and be irrespective of gender;
- use materials that are familiar to pupils;
- not be detrimental to pupils' self-esteem or confidence.