


# Comparison of **BASE** and statutory **Reception Baseline Assessment**

<b>BASE</b>	<b>Statutory RBA</b>
<p><b>BASE</b> includes independent and international schools.</p>	<p>RBA applies only to state schools. Independent schools and nurseries cannot opt in.</p>
<p><b>BASE</b> is administered to children aged 4-5 within the first few weeks of a child's entry to Reception.</p>	<p>Administered Age 4-5 during first six weeks of a child's entry to Reception.</p>
<p>The <b>BASE</b> assessment is carried out one-to-one with a teacher or teaching assistant working with each child in a quiet area within the setting.</p>	<p>The RBA must be administered on a one-to-one basis by a practitioner who is known to the pupil.</p>
<p><b>BASE</b> assesses:</p> <ul style="list-style-type: none"> <li>• <b>Early Reading</b> (vocabulary acquisition, understanding reading fundamentals, phonological awareness, letter, word and pattern recognition, and comprehension.)</li> <li>• <b>Early Maths</b> (including ideas about maths, quantity and spatial position, identifying numbers, counting, shape identification, problem solving, and simple arithmetic.)</li> <li>• <b>Communication and Language</b> (listening and attention, following instructions and understanding, speaking, and interaction in conversations.)</li> <li>• <b>Personal Social and Emotional Development</b> (independence, self-confidence and self-awareness, concentration, managing feelings and behaviour, and making relationships.)</li> </ul>	<p>The RBA assesses:</p> <ul style="list-style-type: none"> <li>• <b>Early mathematics</b> (early number, early calculation/addition/subtraction, mathematical language, early understanding of pattern)</li> <li>• <b>Literacy/Communication and language</b> (early vocabulary, phonological awareness, early comprehension.)</li> </ul> 
<p><b>BASE</b> was developed to complement teacher/practitioner observations of early learning, providing objective and independent information that helps staff to understand what children know and can do when they start school, and the progress they make during the Reception year and contribute to the information provided as part of transition into Year One.</p>	<p>The RBA is not designed to provide on-going formative information for practitioners to use particularly as a basis for planning and intervention. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which to measure progress to the end of Key Stage 2 enabling the DfE to remove statutory end of Key Stage 1 assessments from 2023.</p>

BASE	Statutory RBA
An optional follow-up assessment can be carried out in the last few weeks of term – this allows staff to track each child's development since their initial assessment.	
<b>BASE</b> takes just 15-20 minutes	The RBA takes less than 20 minutes to administer.
<b>BASE</b> is accessed through a secure website. Staff can access their information at any time.	
<b>BASE</b> is adaptive. An algorithm controls which questions the child sees based on how they have answered previous questions.	Automatic routing is used to avoid children being presented with too many activities in which they are unlikely to be successful.
Results are available to download within 48 hours, providing insights that are hard to observe and comparisons with children of a similar age.	
<p><b>BASE</b> provides feedback reports:</p> <ul style="list-style-type: none"> <li>• Scaled scores for each child in reading, mathematics and phonological awareness</li> <li>• Indicators of the range of developmental stages within a class group</li> <li>• Feedback on the progress made between the reception baseline and follow-up</li> <li>• Comparison of progress made with the national norm</li> <li>• Indicators of unusual profiles to inform interventions at an early stage</li> </ul> <p>Feedback enables schools to monitor the progress of individual children and groups and to understand trends in cohorts over time.</p>	<p>The RBA tests do not take into account contextual variables such as age (impact of being summer-born), gender, family background, EAL, whether children had attended nursery.</p> <p>The data is not age standardised and will be used to create a school-level progress measure, with pupils grouped by prior attainment, the assessment is designed to avoid ceiling effects, with fewer than 2.5% of pupils achieving full marks.</p>
Access to training, support and guidance from the school's personal site and from CEM staff.	Training focuses on administration of the RBA.
Staff are free to share the outcomes of CEM assessments alongside teacher assessments.	Parents will not have access to the data – only access to narrative statements.

*Note: The shaded areas indicate where the CEM baseline and the RBA cover the same or similar aspects.*