

Carlton Primary School

Assessment Policy



If you believe, you CAN achieve

Adopted/ last reviewed by Governing Body on:	Date / Term / Year ____ / ____ / ____
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Signed: _____

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Assessment for Learning at Carlton Primary School

(Refer to Feedback & Marking Policy, Building Learning Power Policy and Teaching and Learning Policy for an overall picture of learning at Carlton.)

This policy is founded on the principle belief that high quality formative assessment is an integral part of teaching and learning resulting in improvements to the quality of teaching which in turn contributes to the raising of standards.

The principle on which our in-school summative assessment is formed is to provide us with information that we can use to monitor and support pupils' progress, attainment and wider outcomes.

Carlton Primary School's formative and summative assessment has been tailored to the school's own curriculum and the needs of the pupils, parents and staff.

Purposes and Principles of Assessment

- pupils have regular opportunities to engage in effective question and answer during class,
- produce work which exemplifies their learning,
- demonstrate their learning in a variety of ways
- and consolidates learning with appropriate half-termly home learning and weekly home work.

Carlton's Assessment Policy is designed to:

- Demonstrate how assessment is integral to successful teaching and learning
- Encourage a broadly based curriculum that generates a wide range of evidence of pupils' achievement
- Provide a fuller picture of pupils' strengths and weaknesses (for teachers, pupils and parents/carers) in relation to national standards
- Offer a secure basis for pupil tracking
- Give insights that directly inform future planning, teaching and learning in the course of a year
- Help make connections between techniques promoted through 'Assessment for Learning' and judgements relating to national standards
- Engage teachers and learners in all year groups in periodic assessment to raise attainment

The purposes of assessment:

ARE WE CLEAR?

- Why pupils are being assessed

- The things which the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

The primary purposes of day-to-day in-school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning intentions and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff is carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

The primary purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with

teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Key Principles and practice on which assessment is founded:

- Assessment is integral to effective teaching and learning
- Assessment systems must be fit for purpose
- National standards are an entitlement for learners, teachers and schools
- National standards are integral to national expectations of education

Classroom assessment must identify strengths and gaps in pupils' knowledge and understanding of the programmes of study and Carlton's Curriculum

Assessment should provide opportunities to create teaching and learning opportunities that involve learners developing deeper or wider understanding

Assessment should be inclusive of all abilities

Assessment should be used diagnostically to contribute to the early identification of children's educational needs and any requirements of support and intervention

Assessment for children with SEN and/or disabilities, assessment should consider long term wider outcomes (Recorded with My Plan or EHC/Statement)

Assessment must enable children to take more responsibility for their achievements (children to be encouraged to reflect on their own progress, -developmentally appropriate - understand what their strengths are and identify what the need to is to improve

Assessment must be clearly communicated with parents/careers to provide a clear sense of how to support their children to build and consolidate learning

Teachers must have a range of formative assessment methods that allows their assessment to the underpinning knowledge, concepts and skills to be taught (e.g. Effective questioning and answer techniques)

Assessment supports a growth mindset - not fixed (staff must talk about achievement: progress and attainment, not ability)

NB: Assessment does not equal testing

NB: Sometimes progress is simply consolidating

Day to Day Formative Assessment (Close up)

Assessment for learning

- *Question and answer during class*
- *Feedback and Marking of pupils' learning (work)*
- *Observational assessment*
- *Regular short re-cap quizzes, quality plenaries, what's wrong with this?*
- *Scanning work for pupil attainment and development*

Pupils:

- receive immediate feedback in specific aspects
- relevant next steps for learning and teaching identified
- reflection on learning as it happens (self assessment and peer assessment)

Teachers:

- detailed interaction with learners
- within particular contexts
- changes in short-term planning

NB: there is no intrinsic value in recording formative assessment; what matters is that it is acted on (Final Report Commission Assessment Without Levels Sept 15)

Principles of in-school formative assessment

1. What will this assessment tell me about pupils' knowledge and understanding the, or skill?

- For example: whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary
- For example: whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.

2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

- For example: whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.

3. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- For example: building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.
- For example: where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements.

4. How will I ensure my approaches to assessment are inclusive of all abilities?

- For example: finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.

5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- For example: identifying which pupils to target for additional support or which areas of the topic to recap.

6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- For example: assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.
- For example: providing opportunities for exploring a concept in greater depth before moving on to new work.

7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- For example: do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.
- For example: do not assume that formative assessment must be recorded using the same scale or terminology as summative assessment.

In School Summative Assessment: Periodic Assessment (Standing back)

End of year exams

- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*
 - broader view of progress for teacher and learner
 - use of national standards in the classroom
 - improvements to curriculum planning

Principles of in-school summative assessment

1. Who will use the information provided by this assessment?

- For example: the teacher responsible for these pupils the following year.
- For example: senior leaders for curriculum or institutional review.
- For example: for reporting to parents.

2. Will it give them the information they need for their purposes?

- For example: how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.
- For example: useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.

3. How will it be used to support broader progress, attainment and outcomes for the pupils?

- For example: how the information provided by the assessment can support the teacher half termly and/or the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.

4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?

- For example: as part of half termly/termly and end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding.
- For example: using visual methods such as learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews.

5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?

- For example: how might you communicate to parents that a child who got 12/40 on the test has actually done quite well, all things considered?
- For example: how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills?

6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

- For example: how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs school improvement, e.g. curriculum development.

Transitional Assessment/ Nationally standardised summative assessment:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage*

So named (rather than end of key stage) because it doesn't have an end - it takes place at the point of transition but is part of a continuous learning journey

- formal recognition of achievement
- reported to parents/carers and next teacher/school
- may use tests/tasks from national source

Key Performance Indicators (KPI's)

Assessment focus

The KPI's underpin the national curriculum programmes of study

The KPI's are tools for assessment, not learning objectives – evidence for the KPI's comes from all parts of the curriculum

The KPI's have related criteria, which identify what to look for as you observe pupil's work/learning (reading, writing, maths)

The process of making periodic TA (teacher assessment) judgements towards the KPI's involves matching the criteria for a given KPI to qualities you have noted in pupils' work, then refining the judgement by checking the criteria above and below.

Refer to schools assessment documents to arrive at an overall judgement for attainment in Reading/Writing/Maths.

KPI Moderation Process at Carlton

As part of the school SRSE and pupil progress review meetings, moderation is built into the process. The first half term PPR focuses on learners working below the year group curriculum and the second half term session focuses on learners working towards the year group standard and those working towards greater depth.

Assessing Writing:

- a. To achieve standard, a child must be repeatedly, consistently and independently doing the features/skills associated with that KPI.
- b. 'Independently' includes work resulting from Q1stWT, whole class input and modelling as well as fully independent cold writing.
- c. Unless a child has covered all points in working towards, they cannot be assessed as being at the expected standard.

Specific Assessment Information and Procedures

P levels

- each child on p level assessments must have an individual record form for the area/s they are currently working at P Level
- 5 pieces of evidence/dates must be collected for each strand
- P level pupils are identified for Autumn/Winter born from January Y1 and Spring/Summer born from June of Y1 onwards

Remember: 1 P level is equivalent to 3 sub levels and therefore making expected progress a child could be working within the same P level for up to 2 years

Assessment in Y1

- Autumn one all children continue to be assessed against the development matters/ELG's during transition period. Teachers continue to use the 2simple profile assessment tool.
- Autumn/Winter born pupils move over to NC when ready or if they met the GLD in reading, writing, calculations and shape, space and measure.
- PPT/Pupil Progress meetings for Year 1 take place at the end of December/beginning of January, Autumn/Winter pupils are placed either within the National Curriculum/P levels/Language in Common Steps scales all other pupils remain on Development Matters until end of Spring Term.
- Assessment profiles/2simple for the summer born pupils are moderated with the EYFS/SENDco/Lit/Num leaders of learning in January.
- PPT/Pupil Progress meetings next take place at the end of March/April, the summer born pupils are assessed either within the National Curriculum/P levels/Language in Common Steps.

- The final PPM/assessments take place in July.
- Year 1 teachers send the Autumn/Winter born pupils assessment information home following January PPM. This process is repeated at the end of the Spring term for the summer born pupils.

EYFS

- Baseline assessment is taken on entry into school against EYFS outcomes 'development matters' – one colour is consistently used across the EYFS if using paper documents – this is input on to the capture sheets ready to import to the toolkit.
- '2buildaprofile' will be used by all EYFS practitioners, in addition, to the PPT based on the development matters bands.
- A portfolio (child initiated learning) & e-profile will be set up for all pupils included aspects of the unique child (built into the portfolio not separate).
- Practitioners will collect evidence over the term and moderate during moderation PDM's.

Assessment of English

Reading

Children reading below year 2 standard are regularly assessed (twice a half term) using running records within guided reading sessions. This information is used in combination with phonics tracking and class discussion responses to form a complete picture of the child's reading skills.

YR- Y2 Summative assessments are also used as an aid to assessment – PILA tests are utilized each term to assess the children's knowledge and skills; their results can then be compared to a standardized set of scores from other children across the county. In addition, in order to ensure that assessments are standardized across the school, the Literacy Leader of Learning moderates with teachers termly and identified gaps are planned for accordingly. The children's levels are then recording on the progress toolkit.

Y1-Y6 have additional half-termly short independent reading comprehension tasks to support their formative weekly guided reading assessments.

Key Stage 2 children also complete a summative assessment reading comprehension paper appropriate to their year group over the year. Instructions for administering the test are followed (time restrictions and test conditions). Results are recorded on the class overview sheets and analysed by class teachers to inform their teaching and the Literacy Leader to look at whole school provision and areas to improve. Results are used in conjunction with guided reading assessment information to track children's progress.

Writing

Writing is assessed and moderated each half term by the class teacher. Teachers work together to agree on writing standards through cross moderation and Year 2 and Y6 refer to the national exemplifications.

From 16/17 the school has moved towards half termly unsupported writing tasks build around six standard short story writing plots. Each plot has a theme (based on the work of Pie Corbett) the children all write on that theme across the school. This allows for the school and teachers to track progression from the EYFS to Year 6. Additionally these short story tasks help create a set of story schema that children can build creative ideas upon. Speaking and listening activities can be used to develop ideas and planning for writing should take place help with the task. Modelling of the written process should be limited. Teachers record summative assessments against the expected year group standards and record and share next steps with the children.

A combination of 'cold' writing tasks and on-going weekly formative assessment should be used to inform teachers about children's progress at the end of each half term. This is then uploaded onto trackers ready for standards meetings with SLT.

In the spring term Year 2 & 6, assessment moves to beginning to collect evidence and assessment information against the national Interim Assessment Framework in preparation for end of year assessment. A minimum of five independent pieces is used to give end of key stage overall judgement.

Assessment of Spelling/HFW/Phonics

Phonics trackers are completed half-termly and shared at standards and pupil progress meetings. Year 1 children (and Year 2 who have not previously been assessed against the phonics check or did not pass it in year 1) are checked against the National phonic check in June each year. The Literacy Leader of Learning & Assistant Head oversees its implementation to ensure procedures and standards are adhered to.

'Common 'exception words' and spelling patterns are assessed weekly by the class teacher. They go home in the school's reading and spelling journal each week. Expectations for the spelling standards are outlined in the National Curriculum 2014. Teachers track children's progress weekly and at the end of each year teachers prepare an overview of the children's gaps in preparation for the new school year. Teachers report to parents mid-year and at the end of the year on how children are progressing towards the PoS national expectations for each year group. **They use the language of partially met, met or exceeded.**

Children in the EYFS to Y2 have their spellings included in daily phonics and spelling sessions. Year 4 to Year 6 assess children using weekly dictation, referred to as 'Perfect Paragraphs'.

Speaking and Listening

Teachers complete teacher assessment information as part of the cycle using the KPI's for speaking and listening from the NC and the Language in Common document to support their assessments.

Teacher assessment for speaking and listening/oracy is expected using the NC programmes of study, unless pupils are considered to be a new arrival (up to two years), therefore they are assessed using Language in Common stages.

EYFS/Year 1 use the Language in Common guidance and Y2 – Y6 use the NC unless the child is new arrival (Newly arrived in the country – first language other than English.). Teachers record the LIC levels and next steps on their pupil progress meeting notes alongside learners with SLCN.

Assessment of Numeracy

Numeracy is taught daily in order to develop children's fluency in number, learn mathematical concepts, as well as their ability to mathematically reason and independently problem solve.

Numeracy is assessed in a number of ways. Children are formatively assessed on an ongoing basis so that subsequent lessons can be planned for, taking into account the progress children make in the previous lesson and any areas which require further exploration due to misconceptions. Every half term, teachers assess each child, using the work within the children's books, their contributions within lessons and their overall knowledge of the children. Teachers decide which year of the curriculum the children are working within and whether they are working towards that standard, at that standard or at a greater depth than would be expected of a child that age. Summative assessments are also used as an aid to assessment – PUMA tests are utilized each term to assess the children's knowledge and skills; their results can then be compared to a standardized set of scores from other children across the county. In addition, in order to ensure that assessments are standardized across the school, the Numeracy Leader of Learning moderates with teachers termly and identified gaps are planned for accordingly. The children's levels are then recording on the progress toolkit.

Y2 and Y6 teachers will have rigorous assessments throughout the year to ensure that the children are secure across all the National Curriculum objectives. They will then carry out national SATS testing in Spring 2/Summer 1 TA.

Assessment of number bond and times tables

Children/parents/carers are provided with a list of key skills they are expected to know based on the National Curriculum. Children are taught weekly mental calculations within numeracy lessons. Children take part in 'Mad Minutes' to self-assess their mental recall of tables their inverse and number bonds.

Assessment of Science

Aspects of science used to support teacher assessment. Teachers assess science against the NC programmes of study skills.

Science is taught either as a stand-alone topic, weekly, blocked or through thematic topics in the EYFS and KS1. It is blocked or taught weekly in KS2, linking with other curriculum areas where suitable.

Science is assessed following each unit of work against the unit outcomes – this can be with an assessment activity, or in KS2, using 'Rising Stars' progress tests. There are summative tests to provide the teachers with assessment information; misconceptions and gaps can also be assessed through concept cartoons and other start of topic activities.

At the end of each term, teachers make a judgment about each child based on the units taught so far. This should take both the subject knowledge of the topics

taught and the skills relevant to the phase the class are working in. During the year, the Science Leader of Learning moderates with class teachers to ensure there is standardization across years and progress across the school. The leader helps identify gaps and supports planning to address them.

The subject folder includes documents to assist teachers in deciding whether a child is working Below/ Working Towards/Working at expected or Working at expected with Greater Depth for the subject. If children are meeting expected targets we would expect them to be Working Towards in Autumn and Spring, then reach the expected outcomes by the Summer Term.

Y2 and Y6 teachers must ensure they have 'quality' teacher assessment evidence matching the core government (at present interim) assessment statements for science across all areas for either KS2 SATs in May or external moderation.

Year 1, 3, 4 and 5 must have evidence to support the statements/PofS learning for their areas of the phase. Year 2 and Year 6 need to report at the end of the year whether each child has met the expected level of science or has not yet met the level.

Assessment of the creative arts and humanity subjects

History and Geography are assessed following each unit of work against the unit outcomes. Teachers keep their own assessment records on each child partially meeting the unit KPI's, meeting the KPI's or exceeding the KPI's. This is recorded as 1/2/3. At the end of each term teachers record their assessment evidence using capture sheets to report on each child working securely within the year group curriculum, working towards the year group curriculum or working at greater depth within a year group curriculum. The Leader of learning reports to governors termly, the % learners achieving the unit outcomes and the % of learners working within the age related curriculum.

Art and Design Technology assess each child working securely within a level, low within a level or high within a level. This is recorded on the data capture sheets at the end of each term. The Leader of learning reports to governors termly the % of learners working within age related expectations.

Assessment of PHSE

Assessment of Personal, Health and Social Education/Citizenship are assessed following each unit of work against the unit outcomes. The PSHE leader of learning also moderates with year groups to ensure standardization across year groups and progress across the school.

At the end of each term teachers record their evidence on the primary progress toolkit and record as: working within the expected curriculum, working towards the expected curriculum or working below the expected curriculum. The PSHE Leader of learning reports termly to governors the % of learners achieving the unit outcomes and % of learners working within the age-related expectations.

Assessment of PE

Assessment of Physical Education occurs following each unit of work against the four key objectives for that unit. This is recorded as 1/2/3/4/5: detailing if children

partially, securely or exceed the expected outcomes. Sport coaches additionally use formative assessment following each lesson taught to help inform this process.

At the end of each term, Reception/Y1 teachers and the sport coaches for Y2-Y6 record their evidence using the pupil progress toolkit to assess each child below the year group expectations, working towards the year group expectations, meeting the year group expectations, or working at greater depth within the year group expectations. The PE Leader of learning reports termly to governors the % of learners working within the age-related expectations.

Assessment of DLC

Assessment of DLC focuses on the 'Computing' strand. Each year group has 4 four units to teach over the year, two of which are 'key' Computing units and form the core of assessment – KPI's. Teachers make a judgment about each child at the end of the term based on the assessed unit. The curriculum document contains statements to assist teachers in deciding whether a child is achieving Below/Meeting/Exceeding expectations for that term.

The DLC Leader of learning reports termly to governors the % of learners achieving the unit outcomes and % of learners working within the age-related expectations.



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Assessment for Learning Checklist

Assessment for learning is effective when pupils:

- show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence
- show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions
- improve their attainment
- ask relevant questions
- are actively involved in formative assessment processes, e.g. setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgments about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgment they make in relation to their progress
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse pupils' performance in tests and use the information for future learning plans
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- emphasis on learning intentions and on sharing them with pupils and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- differentiated classroom groups
- built-in review time and flexibility
- notes of pupils who need additional or consolidation work

- time for guided group sessions for explicit formative assessment opportunities
- adjustments highlighted or crossed out: what did or did not work and why.

To effectively use assessment for learning Carlton strives to provide an ethos that:

- values attitudes to learning and promotes trusting relationships
- encourages and builds self-esteem
- believes that all pupils can improve and measures individuals against their own previous attainment instead of against other pupils
- uses value-added data
- provides support, guidance and appropriate training for teachers
- manages change well and includes maintenance systems
- encourages review and self-evaluation at individual, subject and school level.

Summative Assessment

Summative assessment should be used to support effective formative assessments and confirm teacher judgements. Summative assessments should be used to identify gaps and confirm facts, e.g. high frequency word knowledge, test conditions capability. Teachers must analyse summative assessments and report at pupil progress meetings.

Strategies that enhance effective learning

- Waiting time after question to ensure dialogue (giving longer times reduces recall/rote, promotes sense. Research has shown that, after asking a question, many teachers wait less than one second and then, if no answer is forthcoming, ask another question or answer the question themselves. A consequence of such short “wait time” is that the only questions that “work” are those that can be answered quickly, without thought — that is, questions calling for memorized facts. Consequently, the dialogue is at a superficial level.
- Learning Partners
- Using strong and less effective models of work for children to analyse, evaluate, dissect with scaffolded support to ensure effective learning takes place
- Co-constructing SC
- Evaluating learning – children self evaluating their work, beyond SC, written reflections – linked to learning muscles (FIX, plenary, CLT at least one piece of literacy, CCC, science and maths evaluated per week)

- No hands rule. Unless specifically asked, all pupils are expected to be able to answer at any time even if it is an “I don’t know.”
- Supportive climate. Pupils learn to be comfortable with giving a wrong answer. They learn that these can be as useful as correct ones. They learn to happy for other pupils to help explore their wrong answers further.
- Increasing waiting time can help more students become involved in discussions and increase the length of their replies.
- Broaden participation. Brainstorm ideas, perhaps in pairs, for two to three minutes before the teacher asks for contributions. Teachers learn more about the pupils’ prior knowledge and about gaps and misconceptions in that knowledge, so teachers’ next moves can better address the learners’ real needs.
- Showing evidence in books – children write on page where there is evidence of NS etc.
- Traffic lights – children self-reflecting where their learning was for the session
- Response partners – see guidance
- Children selecting own level of stretch – selecting work out of three options – have to read them first and decide which is best opportunity for them to grow their brains.

Inside the black box: Students should be taught the habits and skills of collaboration in peer assessment, both because these are of intrinsic value and because peer assessment can help develop the objectivity required for effective self-assessment. Students should be encouraged to keep in mind the aims of their work and to assess their own progress toward meeting these aims as they proceed. Then they will be able to guide their own work and so become independent learners.

Students can be asked to “traffic light” a list of key words or the topics on which the test will be set. The point of this exercise is to stimulate the students to reflect on where they feel their learning is secure, which they mark green, and where they need to concentrate their efforts, in yellow and red. These traffic lights then form the basis of a review plan. Students can be asked to identify questions on past tests that probe their “red” areas. Then they can work with textbooks and in peer groups to ensure that they can successfully answer those questions.

Overall, the main possibilities for improving classroom practice by using summative tests for formative purposes are as follows:

- Students can be engaged in a reflective review of the work they have done to enable them to plan their revision effectively.
- Students can be encouraged to set questions and mark answers so as to gain an

understanding of the assessment process and further refine their efforts for improvement.

- Students should be encouraged through peer assessment and self-assessment to apply criteria to help them understand how their work might be improved. This may include providing opportunities for students to rework examination answers in class. The overall message is that summative tests should become a positive part of the learning process. Through active involvement in the testing process, students can see that they can be the beneficiaries rather than the victims of testing, because tests can help them improve their learning.

Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement.

The challenge for schools to create an approach to assessment that works for pupils with SEN and disabilities, some of whom may be following an alternative curriculum, is often greater. Any assessment methods and tools used should reflect this and support a more suitable approach.

The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress. Teachers become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs. This is an example of how formative assessment can be used for diagnostic purposes.

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Mastery in assessment

‘Mastery learning’ is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.

Assessment is built into this process. Following high-quality instruction, pupils undertake formative assessment that shows what they have learned well and what they still need to work on, and identifies specific ‘corrective’ activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), pupils retake a parallel assessment. A large amount of high-quality research has evaluated mastery learning and found consistent and positive impacts on learning (e.g. Kulik et al, 1990; Guskey, 2012)8.

The new national curriculum is premised on this kind of understanding of mastery, as something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). Levels were not consistent with this approach because they encouraged undue pace and progression onto more difficult work while pupils still had gaps in their knowledge or understanding. In developing new approaches to assessment, schools have the opportunity to make “mastery for all” a genuine goal.

Example:

In mathematics lessons, teachers can assess mastery through formative questions that focus on the different aspects of the concept being assessed. The questions can be used to uncover a pupil’s reasoning behind the answers. It can sometimes be helpful for teachers to focus on the wrong answers, which can be used to explore the concept in greater depth and to identify and address any misconceptions.

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