

One Side Guide to.... Assessment

What assessment should and shouldn't be

- It should primarily be used to inform teaching and learning.
- It should provide teachers with information about where pupils know, where they are going next and what they need to do to get there.
- It should support continuous improvement.
- It should provide pupils (and parents) with information about their performance.
- It shouldn't be primarily about accountability.
- It shouldn't be about a race to the next threshold.
- It shouldn't be about vast amounts of spreadsheets, tables and graphs.

Assessment at pupil level

- Pupils should be assessed against the curriculum they are following.
- Teachers should be able to demonstrate what a pupil knows and what their next steps are.
- The recording of formative assessments should be simple, efficient and be adding value; it shouldn't be done 'just in case someone asks'.
- The target shouldn't be getting pupils to Level X; it should be objectives A, B and C that the pupil needs to work on.
- So why use a numerical system?

Assessment at cohort level

- We still need to be able to demonstrate attainment against age-related expectations, progress from one point to another, and to compare the performance of different groups. This is where numerical data has most value.
- Numerical data means progress can be tracked and the effectiveness of interventions can be measured.
- Numerical data provides teachers, governors, Ofsted etc. with an evaluation of the school's performance and a tool for school improvement.

The practicals

Formative assessment:

- Based on work in books alongside observations captured on 2Build a Profile.
- Collected continuously.
- Moderated to ensure accuracy and consistency in judgements.
- Recorded in Classroom Monitor's electronic mark-books based on the Rising Stars framework, in order to track the objectives pupils are working towards/have met/have exceeded.

Summative assessment:

- Formally collected once a term.
- Measured in stages/steps, based on the percentage of objectives a child has met rather than best fit:
 - ✓ Stage X Beginning
 - ✓ Stage X Developing
 - ✓ Stage X Secure
 - ✓ Stage X Exceeding
- Aggregated to measure and compare the performance of groups, based on percentages of pupils working at the age-related expectation and average point scores.
- Used to measure whether pupils are on track to meet end of key stage expectations.