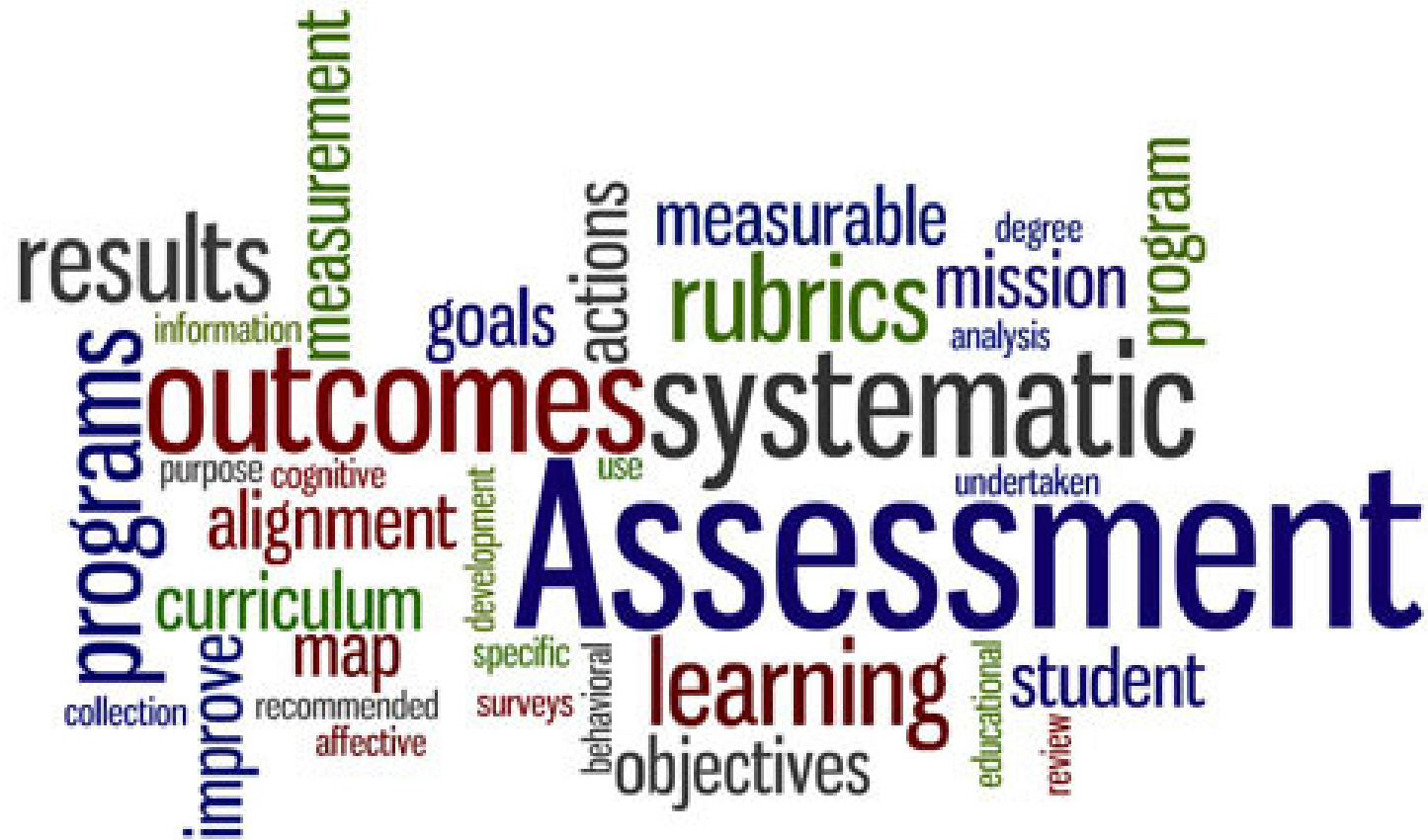


Assessment at Alexander Hosea



What's our view? Taken from our assessment principles

- Assessment is at the heart of teaching and learning
- Assessment is about using a range of approaches; including Assessment for Learning (AfL)
- Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children.
- Assessment is honest
- Assessment is accurate
- Assessment sets high expectations for all learners;
- Assessment supports transition for every child
- Assessment is about the whole child; it draws upon a wide range of evidence
- Assessment is consistent
- Assessment outcomes provide meaningful and understandable information
- Assessment feedback inspires greater self-belief and perseverance

Summative is assessment of learning –a snapshot of progress

Summative – testing



- Foundation – Baseline ?????
- Y1 phonics screening
- Y2 SATS Tests –reading ,grammar punctuation and spelling, maths. Writing is teacher assessed and moderated
- Year 6 SATS tests – reading ,grammar, punctuation and spelling ,maths .writing is teacher assessed and moderated

- Other classroom testing
- Timetables tests
- Spellings

Formative assessment is assessment for learning

Formative – ongoing feedback

- Pupils are assessed against a key set of expectations per Year Group.
- What happens in the classroom
- They learn in greater depth and apply their learning to a wide variety of situations.
- They are not accelerated through levels, instead they develop a deeper understanding and an ability to apply this understanding across other subjects and in a variety of situations.

NO MORE LEVELS!
CHALLENGE OR OPPORTUNITY ?



How are we assessing without levels ?

'Working towards is split into 3 stages' to aid monitoring progress.

Below the National Standard	Emerging towards the standard E	Developing within the standard D	Secure in the standard S	National Standard	Mastery
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How is do we track your child's progress ?

- Individual level - personal targets
- School level - class tracking documents
- Local level - cluster schools /moderation
- Local Authority level
- National level

Ways in which teachers gather evidence to support your child's progress (**formative**)

- Questioning – asking a range of questions to assess depth of learning and identify gaps - **Why do you think that? How could you improve this ? Is that always the case? Can you prove/explain this ? How many ways can you ..?**
- Observing- assessing learning as it is happening – observations support classroom learning
- Discussing – to discuss progress, set targets together , address misconceptions , move learning on
- Analysing - can include marking and feedback –pink /blue/responsive marking /guide to the side
- Reviewing – children reviewing their learning
- Developing and supporting peer assessment - **Examples peer critique**

Developing Peer Critique

- Principles of peer assessment as in AFL
- Now looking at developing a consistent language around critiquing
- Warm feedback / suggestions
- Examples



The Consistent Language of Critique

Be kind

Be specific

Be Helpful

- Warm Feedback
 - What jumped out was.....
 - My eye was drawn to
 - I really like the way you
 - I'd like to celebrate
 - My favourite part is
- Suggestions
 - Could you ?
 - Why don't you try?
 - Have you considered ?
 - What would happen if ?
 - Have you thought of ?

Some examples of Year 6 Peer Critique

Child A to Child B - warm feedback

“ I really liked the different way you started some of your sentences throughout this piece of writing “

“My eye was drawn to how well set out it is and your paragraphs are quite clear

Child A to child B–Suggestions

“ Why don't you trying adding more persuasion ?”

“Have you ever thought of putting in more emotive words to show how strongly you feel about this issue?”

Keeping you informed

- Parent's evenings
- Annual report
- Meet the teacher
- Newsletters
- Info on website
- Open door policy
- Opportunities to help your child with home learning /homework sharing