



F&G Primary SCITT

Assessment

8th November 2019

Debbie Clarke – Locks Heath Junior School
Katie Hoebee – Crofton Anne Dale Junior School

Learning outcomes

- To identify different types and purposes of assessment
- To increase knowledge of the difference between summative and formative assessment, bias, reliability and validity and standardised tests
- To develop understanding of how formative assessment is a planned activity and what strategies can look like
- To develop understanding of self-assessment and peer assessment in children's learning
- To understand the role of questioning in assessing progress
- To develop understanding of the purpose of marking as feedback
- To increase knowledge of the principles and key features of effective marking
- To develop understanding of the value of effective oral and written feedback in promoting understanding and developing target setting
- To develop knowledge of how to use feedback and targets within lessons to support learning
- To explore assessment in line with Ofsted expectations and the 'workload review'

What is Assessment?

- Formative Assessment
 - Summative assessment
 - Diagnostic
-
- Purpose
 - Reliability
 - Bias
 - Standardised Tests

Assessment and Planning



- What do you need to know before you start planning?
- What is the key learning in this unit? The NC is your friend!
- What will the key learning look like for different learners?
- What is the key learning for this individual lesson?
- What will the key learning look like for different learners?
- What key questions will you want to ask and when?

Assessment for Learning (AfL) (‘Responsive teaching’)

- Questioning
- Observation
- Task design
- Self/peer reflection
- Role of adults

Break



Marking and Feedback



- Find out what children already know so that they can build on this?
- Unpick children's misconceptions?
- Check learning within (as well as at the end of) lessons?
- Provide effective feedback to move learning forwards?

What does OFSTED say?



- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

What does OFSTED say?

- teachers check pupils' understanding effectively, and identify and correct misunderstandings ...
- teachers use assessment to check pupils' understanding in order to inform teaching

(School Inspection Handbook, paragraph 181)

- When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.

(School Inspection Handbook, paragraph 183)

Marking and Feedback

- Follow your school policy

What does it say about marking and feedback?

- Marking and the workload review

- Effective marking is:

- Meaningful
- Manageable
- Motivating

- How does your school policy take account of this guidance?

Marking and Feedback

- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>
- Written feedback
- Peer marking
- Self Assessment
- Verbal feedback



Principles into action:

- Meaningful
 - Manageable
 - Motivating
-
- Focus on the key learning for the lesson
 - Has the child achieved the objective?
 - If not, why not?
 - Identify next steps