



ASSESSMENT

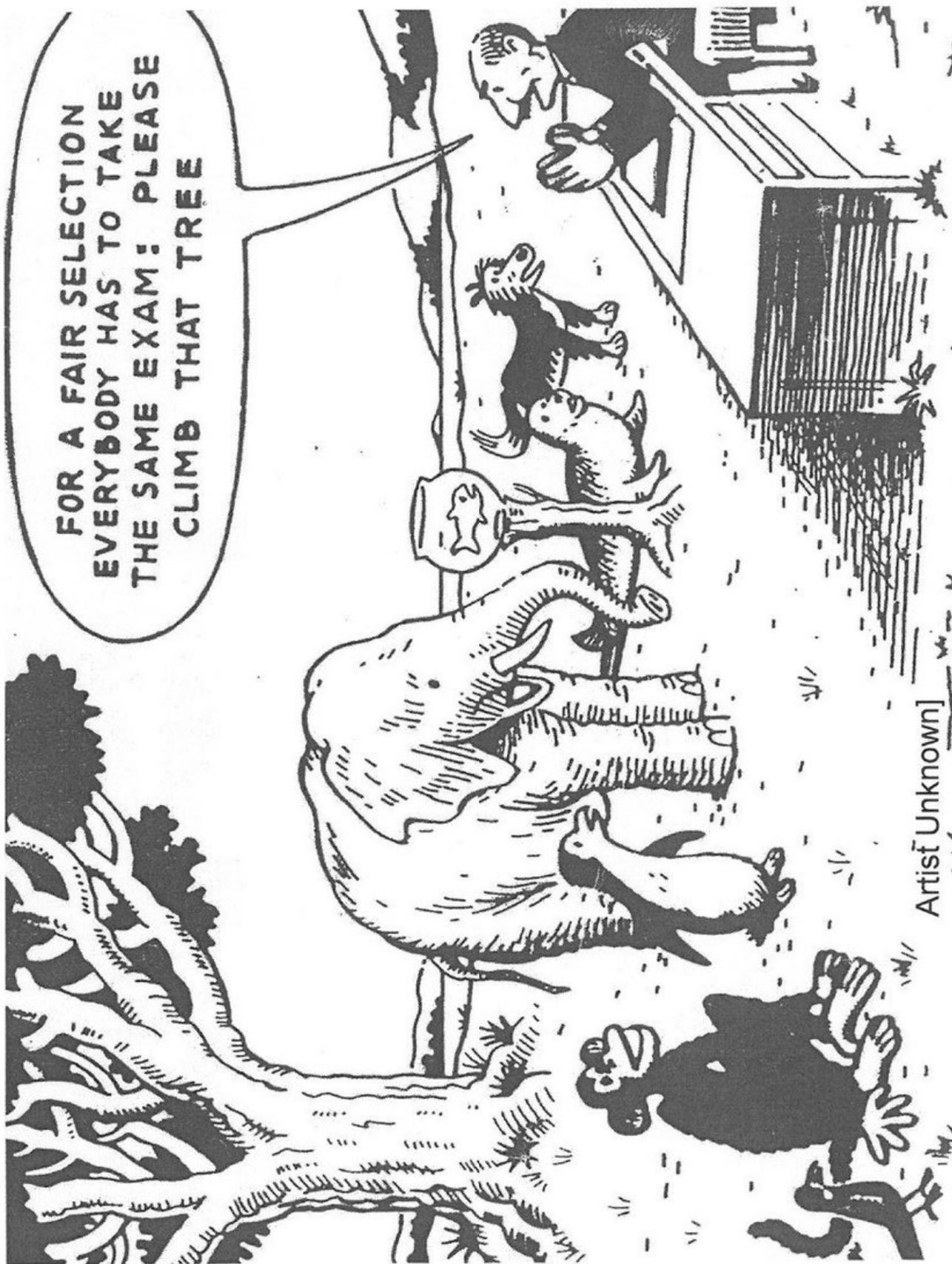
What do we mean by assessment?

How do we assess?

How do we use assessment?

**How do we communicate our
assessment of learning with parents?**

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Artist Unknown]

What do we mean by assessment?

Derived from the latin 'assidere'.

'Assessment is paramount in providing data about the attainment and progress of children's learning within a school. Assessment systems should provide information about the learning of individual children, groups and classes of children, and whole school trends and patterns in learning. Most importantly assessment should be a tool that both teachers and children can use to drive learning forward.' (BESA Assessment Policy, 2016).

„...the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and –learning activities in which they are engaged.’(Black and William, 1998)

What do we mean by assessment?

Summative Assessment

Evaluative

Recorded as scores, grades or percentages.

Provide data on learning that students have already done.

Informs attainment and progress over time.

Low impact on learning.

Formative Assessment

Diagnostic

Uses criteria, rubrics and success criteria to provide timely active feedback.

Provides data and informs teaching and learning while it happens.

High impact on learning and progress.

Be able to include detail in your drawings.

Know the features of a ship.

Success Criteria

Include a ship's flag in your drawing.

Add an anchor.

Put in a captain's bridge.

Include a ship's funnel.

Draw portholes in your picture.

Make sure your drawing show the front and rear of the ship.

Be able to classify chemical reactions according to their properties.

Know the how energy is transferred in exothermic and endothermic reactions.

Success Criteria

Take accurate measurements of reaction temperature against time using the most appropriate equipment.

Classify your reactions as exothermic or endothermic.

Explain to somebody else, the change in potential energy between the reactants and the products.

Explain how this shows the direction of the energy transfer.

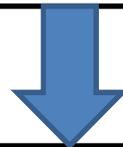
Define exothermic and endothermic reactions as an energy transfer between reactants and products and relate this to temperature change.

How do we assess?

DATA RICH

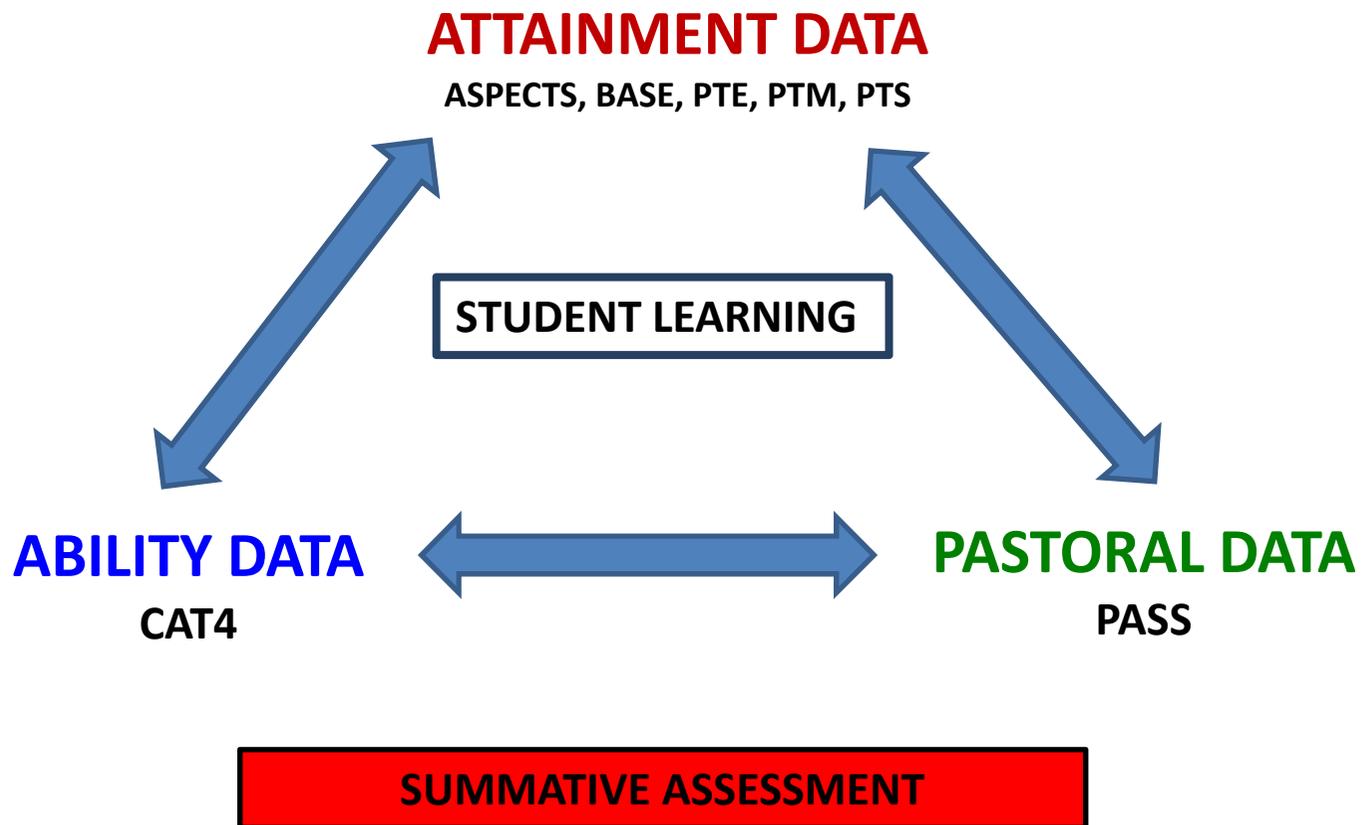


DATA INFORMED

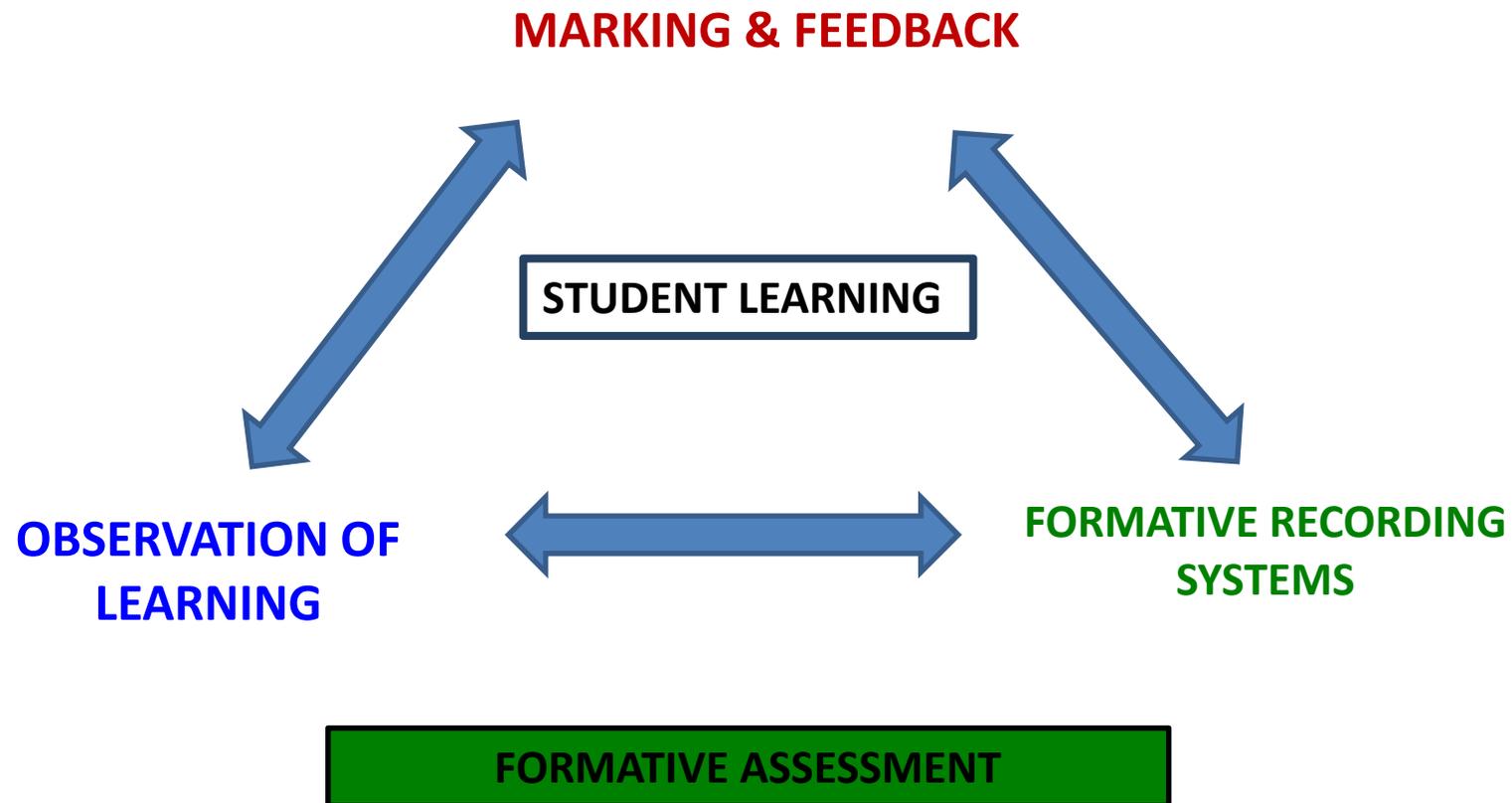


DATA IMPACTED

How do we assess?



How do we assess?



How do we use assessment?

Use *summative data* to track pupil **attainment** and **progress** over time for individual pupils, classes and the whole school.

Use *summative data* to highlight compare and contrast **ability** and **attainment**.

Use *pastoral data* to examine how learning might be being impacted by child self-perceptions, self-esteem, happiness in school and emergent emotional or mental health issues.

Use regular *formative assessment* to drive learning progress on a lesson-by-lesson, daily, weekly and within-year periods of time at BESA.



"He's exceeding at meeting expectations for needing improvement."

How do we communicate our assessment with parents?

Termly teacher reports informed by formative assessment and teacher judgements.

Biannual reports on attainment results.

Parent consultations.

How do we communicate our assessment with parents?

Language?	
English / Maths	IPC / IMYC
<i>Emerging</i>	<i>Beginning</i>
<i>Expected</i>	<i>Developing</i>
<i>Exceeding</i>	<i>Mastering</i>
Assessed against end-of-year objectives.	Skills assessed over the Milepost (2 years)

How do we communicate our assessment with parents?

Interpreting GL-Assessments

The **number of questions attempted** can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

Progress between administrations of *PTM* has been measured and is expressed as expected, higher or lower than expected or much higher or much lower than expected.

Scores

No. attempted (/47)	SAS	SAS (with 90% confidence bands)										ST	PR	End of KS2 indicator	Progress Category
		60	70	80	90	100	110	120	130	140					
43	101											5	53	103	Higher

The **Standard Age Score (SAS)** is the most important piece of information derived from *PTM*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a standardisation sample of students of the same age. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Percentile Rank (PR)** relates to the SAS and indicates the percentage of students obtaining any particular score. PR of 50 is average. PR of 5 means that the student's score is within the lowest 5% of the standardisation sample; PR of 95 means that the student's score is within the highest 5% of the standardisation sample.

Assessment Overview

BESA ASSESSMENT SCHEDULE	
Formative Assessment	Ongoing
GL Progress Tests	Biannual from Y1 – Y9 for English and Maths and from Y3-Y9 in Science.
Cognitive Ability Tests	Annual from Y3 – Y9
PASS Pastoral Surveys	Annual from Y2 – Y9
Classroom Monitor	Ongoing formative assessment and tracking for IPC / IMYC subjects
ASPECTS / BASE	EYFS assessments for emergent literacy and numeracy, and pastoral and physical development.