



Bourton Meadow Academy



Teaching & Learning, and Assessment January 2016



- New curriculum
- New assessment approach

- Impact
 - Teaching & Learning
 - Assessment

- Outcomes
 - Children
 - Staff
 - Parents



Curriculum changes

- Years 1, 3, 4 and 5 implemented September 2014
- Years 2 and 6 September 2015
- Ultimately to raise standards
- Challenging content focusing on core subject knowledge and skills but slimmer to allow for broader teaching opportunities
- Attainment challenges

Purpose and principles of assessment

- Three main forms:
 - in-school formative assessment
 - in-school summative assessment
 - nationally standardised summative assessment
- Provides variety of evidence = accurate judgements
- Impacts planning, teaching, provision
- Holds the academy accountable

Why this change?

- Statutory requirement
- Raise expectations
- Progress was being identified as moving on to the next level
- Focus of conversations with pupils and parents
- A level did not provide meaningful information about what that learning looked like

The impact

- Clarity
- Pupils able to be more reflective (strengths and development areas)
- Linked to curriculum content so there is a better understanding of requirements
- Greater challenge opportunities/Mastery (all abilities)
- Secondary school ready

Assessment and curriculum

- Assessment of pupils' attainment and progress should be directly linked to the curriculum
- When to progress should be based on the security of pupils' understanding and readiness to progress
- Pupils who grasp skills/knowledge quickly should be challenged through rich and sophisticated contexts before acceleration through new content
- Those not sufficiently fluent with expected material should consolidate through additional practise.



How teaching and learning supports assessment



- Assessment for learning
- Reflective planning and teaching
- Differentiation
- Self and peer assessment
- Marking
- Feedback
- Formative Assessment

How we will make our judgement

- Formatively – spot testing, questions, lesson observations, work in books, curriculum assessment objectives, POS, marking off against objectives
- Learning attitude/skills
- Summatively – tests at the end of a teaching period
- Moderation sessions
- End of year interim reports

What learning looks like for the individual

- Use of A, C, E - learner descriptions – underpins all T & L
- A = Apprentice, C = Competent, E= Expert
- Always 'Apprentice' for new subjects / concepts
- Movement between will rely upon children's learning skills
- Fluid between subjects

A.C.E learner



The A learner



- With support, I can share my ideas
- I can follow instructions
- I can follow a modelled task
- I can use my teachers ideas to help me
- My teacher sometimes gives me reassurance
- My teacher sometimes has to prompt me
- I sometimes use resources my teacher has suggested
- I can follow a line of inquiry
- I am increasing my knowledge with my teachers help
- I can use information given to me to support my learning
- My teacher supports me to complete my work on time
- My teacher writes how I have worked something out or said something
- I can use a writing frame to help me present my work
- I prefer to stick to my teacher's suggestions

The C learner



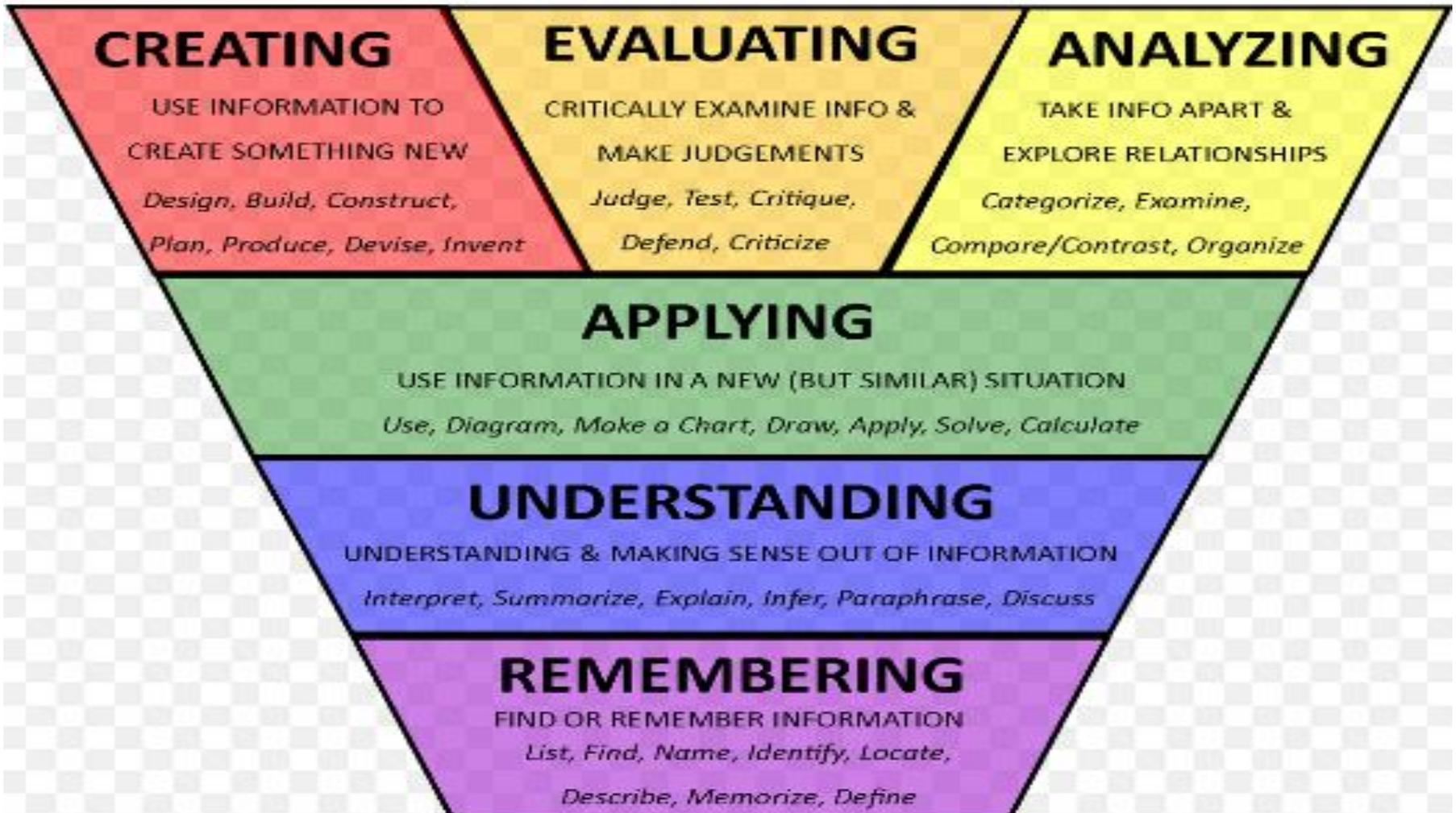
- I can share my ideas with some reasoning
- I can use and apply my prior learning
- I can use my ideas and others to further my learning
- I am growing in confidence when learning independently
- I can independently choose resources that support my learning
- I can apply my knowledge
- I am starting to suggest what I would like to investigate
- I can decide which information I need from a selection to support my learning
- I am starting to be aware of the time I need to complete each task
- I am beginning to show my workings out
- With suggestions, I can decide how to present my work
- I am starting to use learning opportunities I have had at home and apply them to my learning at school, and vice versa
- In my thinking and learning, I am beginning to take risks

The E learner



- I am articulate and concise when I share my ideas and understanding
- I can teach others
- I can justify my answers
- I can reason
- I can make logical comparisons
- I can think philosophically
- I can provide clarifications
- I can confidently identify resources to extend my understanding
- I can decide which sources I need to find relevant information to further my understanding
- I recognise and use related facts
- I can consistently apply my knowledge
- I can develop my own line of inquiry
- I can independently manage my time effectively to ensure I complete all tasks
- I know how to present work out to ensure accuracy
- I can use learning opportunities I have had at home and apply them to my learning and understanding at school, and vice versa
- I apply logic and common sense when problem solving

Blooms Taxonomy



Bands (attainment)

Working above age related expectations

Elements of working above age related expectations

Working at age related expectations

Elements of working at age related expectations

Working towards age related expectations

Each band is defined by the curriculum requirements written as age related expectations. In order to sustain a band children need to be able to move with the expectations through the year

- Progress is measuring the movement from one achievement to the next.

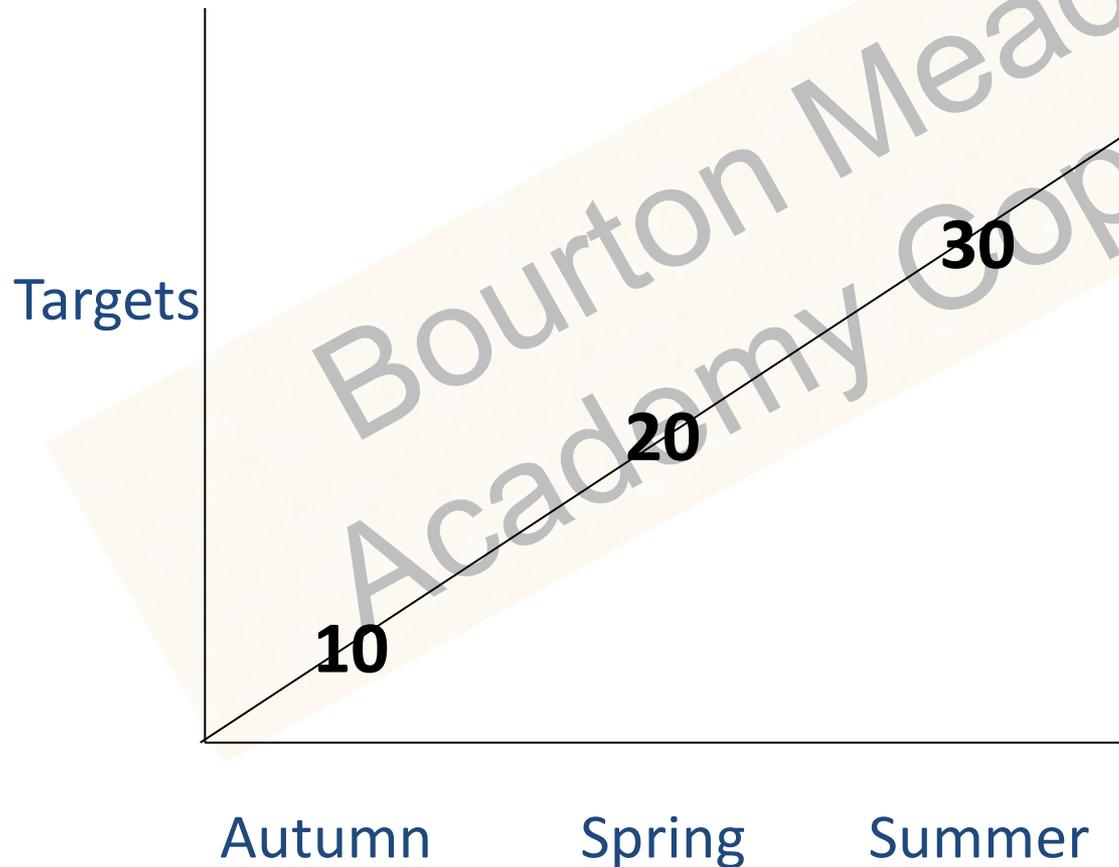
1. What a child can do
2. What a child needs to do next
3. The child achieves these targets

- Child given more challenging targets
- Child sustains band or moves up
- School tracking device

To make sufficient progress children need to be consistently meeting targets and moving on in line with curriculum expectations

Progress Example

Working At Expectation - Progress



WA criteria changes as the year progress. (More challenging)
A child WA at the start of the year will be achieving very different things by the end of the year but will still be WA.



Links between bands of assessment and ACE teaching



- A – working towards
- C – working at
- E – working above
- Not fixed e.g. differentiation vs learning characteristics within each learner (ACE grid)
- Micro vs Macro

Reporting to parents

- Parents evenings
 - Termly reports – See template
 - parent questionnaires (report survey)
 - learning skills
 - behaviour
 - attainment (what they can do)
 - next steps
 - End of year report
 - FAQs
- Tracking these areas



Quality assurance



- Assessment working party set up
- John McIntosh
- Book scrutiny
- Monitoring of teaching and learning
- Assessment meetings with every team
- Collaboration with schools
- Staff training
- National testing



Nationally standardised summative assessment



- Used by the government to hold schools accountable
- Takes place end of KS1 and end of KS2
- Compares how pupils are performing in comparison to pupils nationally
- Provides information on how the school is performing in comparison to schools nationally

Nationally standardised summative assessment

- No levels
- Scaled score (100 is national expectation)
- Thresholds not been released yet
- Government descriptors (in line with ours)
- Not being framed from different key stages – will extend to see depth (cognitive understanding)
- KS1
 - internally marked
 - teacher assessment in maths, reading (externally set)
 - external grammar, punctuation and spelling to inform teacher assessment of writing



Nationally standardised summative assessment



- KS2
 - externally set and marked tests in maths, reading and grammar, punctuation and spelling
 - teacher assessment in writing and science
 - 65% are expected to reach an expected standard by the end of the year
 - Coasting measure to ensure progress is high
 - No thresholds have been released yet

Ofsted Expectations

- Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating, where this is applicable, the extent to which:
- assessment information is gathered from looking at what children and learners already know, understand and can do
 - assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support to reach their full potential
 - except in the case of the very young, children and learners understand how to improve as a result of regular and accurate feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
 - reports to parents, carers and employers help them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve, and there is engagement with parents and carers about how they can support their child's learning

Moving forward

- Continue to communicate with all stakeholders
- Continue to respond to guidance in line with school culture
- Use a variety of evidence to capture the whole child's achievements and next steps
- Keeping our website up to date with key information (see FAQs)
- Taking part/leading in quality assurance services e.g. moderating centres

Helping at home

- Homework specifically designed to build upon children's prior knowledge but give them the opportunity to apply creativity and extend their thinking and knowledge
Discussion and dialogue – developing lines of enquiry (growth mind-set)
- Word map as part of spelling practice with a real emphasis on word class and definition
- Reading

Over to you ...

- Any questions

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