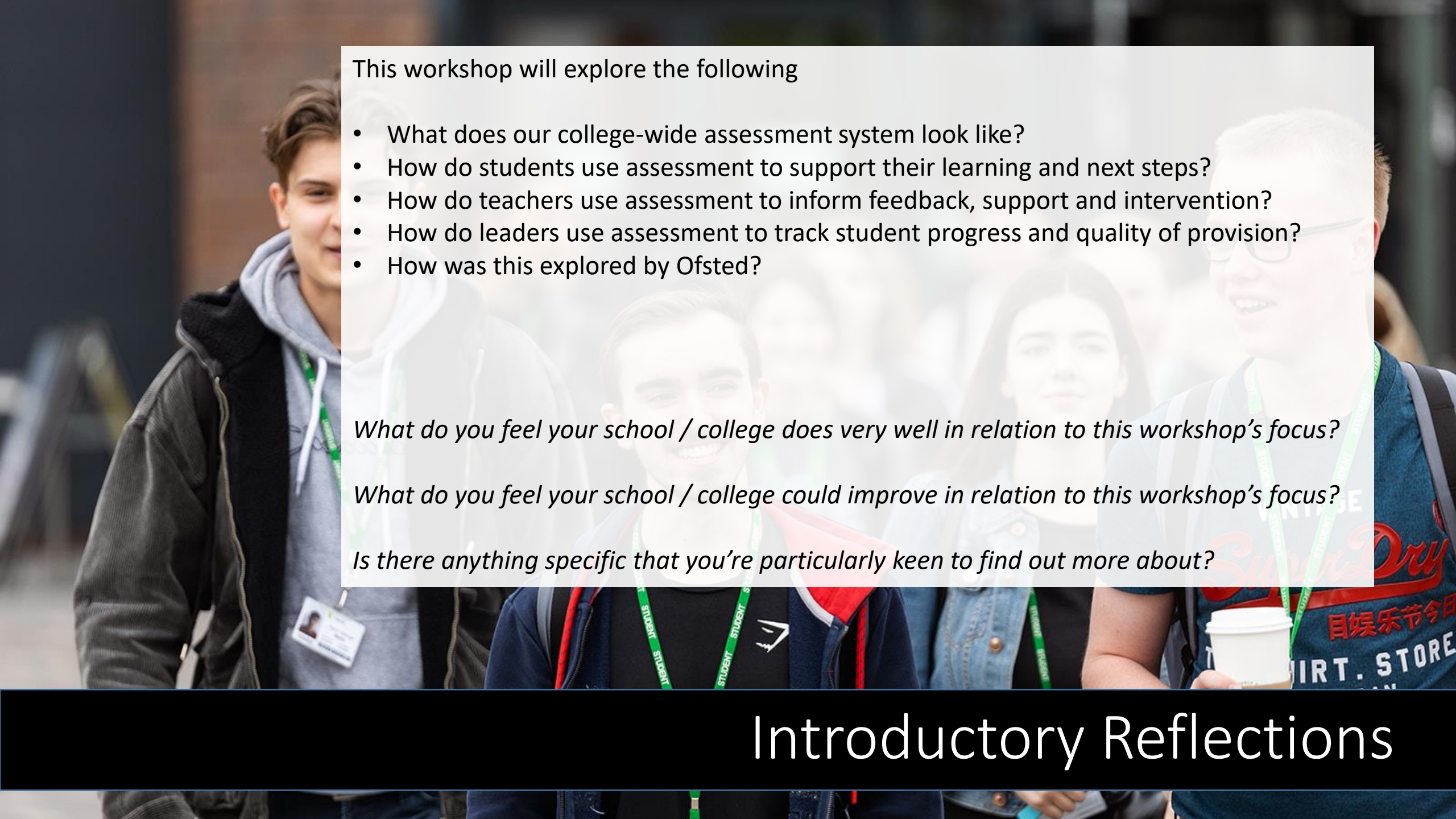




# Using Assessment Well

A background image showing a group of students at a workshop. In the foreground, a young man with brown hair, wearing a grey hoodie and a dark jacket, is smiling. To his right, a young woman with long dark hair is also smiling. Further right, a young man with glasses and a blue t-shirt is holding a white coffee cup. They are all wearing green lanyards with 'STUDENT' written on them. The background is slightly blurred, showing other people and an outdoor setting.

This workshop will explore the following

- What does our college-wide assessment system look like?
- How do students use assessment to support their learning and next steps?
- How do teachers use assessment to inform feedback, support and intervention?
- How do leaders use assessment to track student progress and quality of provision?
- How was this explored by Ofsted?

*What do you feel your school / college does very well in relation to this workshop's focus?*

*What do you feel your school / college could improve in relation to this workshop's focus?*

*Is there anything specific that you're particularly keen to find out more about?*

# Introductory Reflections





# Introductions

At the start of our journey, 2010, assessment was:

- *Ad hoc*
- Very infrequent in some areas
- The content and challenge of assessments was not always consistent with that of external exams
- There was no consistent way of measuring performance and progress
- There was no central way of tracking in-year performance and progress, other than 'predicted grades' a couple of times a year...
- ... The accuracy of predicted grades was terrible
- There was little to no scrutiny or accountability of staff in terms of the performance and progress students were making in-year
- Intervention and support were provided inconsistently

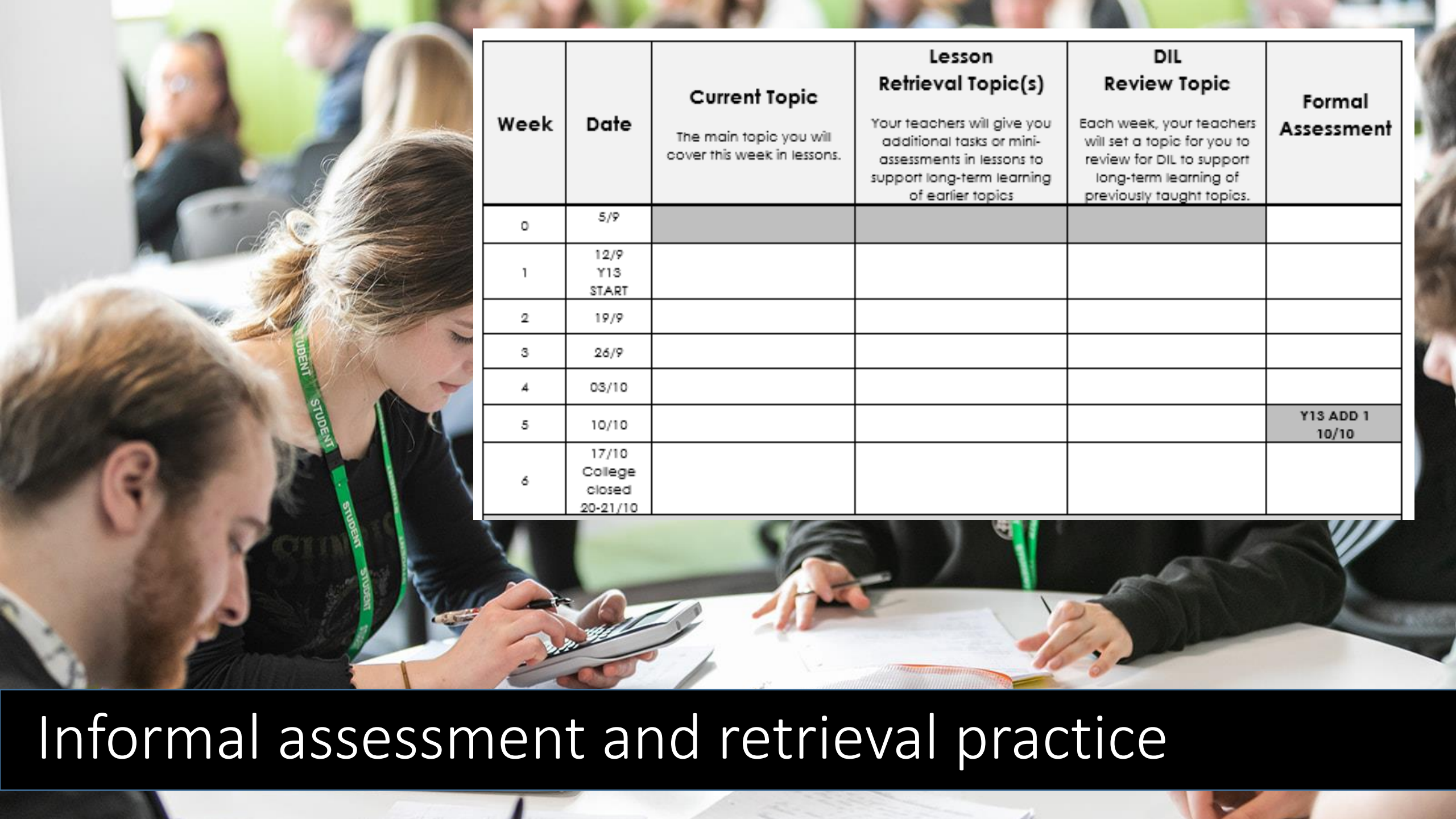
# A brief history of assessment



Teachers use assessment effectively to check students' understanding and address misconceptions. They provide clear and helpful feedback to students following assessment. Students also benefit from very effective peer assessment through which they provide support and feedback to each other to develop their understanding. Teachers intervene quickly to help students to address any gaps in their learning following assessment. Students are fully aware of what they need to do to improve their work and reflect carefully on this in their online diaries. They can confidently articulate what they know and understand.

But assessment is  
inherently imperfect

Where we are now



Week	Date	Current Topic  The main topic you will cover this week in lessons.	Lesson Retrieval Topic(s)  Your teachers will give you additional tasks or mini-assessments in lessons to support long-term learning of earlier topics	DIL Review Topic  Each week, your teachers will set a topic for you to review for DIL to support long-term learning of previously taught topics.	Formal Assessment
0	5/9				
1	12/9 Y13 START				
2	19/9				
3	26/9				
4	03/10				
5	10/10				Y13 ADD 1 10/10
6	17/10 College closed 20-21/10				

# Informal assessment and retrieval practice



## ***What do we mean by assessment?***

### *For A level and GCSE courses*

- Done in controlled conditions within an agreed window
- All students studying the course sit the same assessment
- The assessment must be substantial in length
- The assessment must be synoptic in nature – covering wide-ranging topics, not just the most recent topic(s)
- The assessment must use real examination questions and use exam-board markschemes and criteria (wherever possible)
- Assessments are graded, and grade boundaries should be informed by historical grade boundaries
- Assessments are **graded**, and grades must be uploaded to an online system by a fixed date
- The emphasis is on where the student is **now**, not where they might be later
- Students are provided with an 'assessment plan' for the year, alongside their detailed programme of study

What does our college-wide assessment system look like?

## ***What do we mean by assessment?***

### *For applied general courses*

- Also have formal assessments / mocks at key points in the year for externally assessed units
- Alongside data for assessments (for examined units) we also generate '**cumulative data**' for each student for each student, using an applied general tracker which pulls in results for all completed units, completed external exams / controlled assessments, and any assessments / mocks for upcoming external exams

What does our college-wide assessment system look like?



## ***Frequency of assessment – A levels***

### ***Year 12***

- ***‘Initial Assessment’ – within first couple of weeks***
- ***3 further formal assessments***
- ***End of year ‘Progression Exams’***

### ***Year 13***

- ***Formal assessment***
- ***Mock exams 1***
- ***Formal assessment***
- ***Mock exams 2***
- ***Optional final formal assessment***

***Mock exams also take place for externally assessed applied general units***

What does our college-wide assessment system look like?



# The assessment cycle





**Subject Analysis**

Search Subjects:  Filter By Qualification Type:  Apply Filters:  Apply Comparisons:  Show Teaching Sets: ☐ Export Excel: Export PDF:

	13Mock - Mar	
Subjects	Entries	Grade
A - Accounting	16	4
A - Art (Fine Art)	25	5
A - Art (Graphic Design)	26	6
A - Art (Photography)	25	5
A - Biology	56	3
A - Business Studies	71	4
A - Chemistry	27	5
A - Computer Science	15	5
A - Economics	46	3
A - English Lang. & Lit.	32	5
A - English Language	15	6
A - English Literature	37	8
A - French	4	3

Analysis using Alps Connect



Show Thermometer?



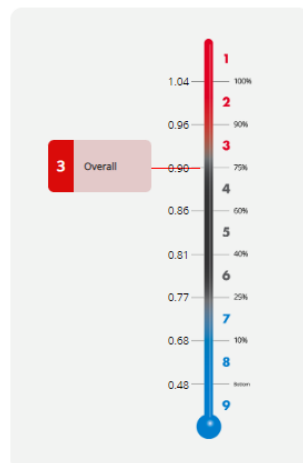
Apply Filters

Select...

Apply Comparisons

Select...

Expo



## Summary

	13Mock - Mar	
	Entries	Grade
All	56	3
Female	42	3
Male	14	4
Disadvantaged	4	3
Non-Disadvantaged	52	4
SEND	4	3
Non-SEND	52	4
Non-EAL	56	3
High PA	50	3
Mid PA	6	7

# Analysis using Alps Connect



Teaching Sets

	13Mock - Mar	
	Entries	Grade
21D-AL2BIO-D1	17	4
21D-AL2BIO-S1	17	3
21D-AL2BIO-S2	22	3

Analysis using Alps Connect



## ***'ACKNOWLEDGE ALL' STRATEGY***

There is an expectation that teachers record a comment on Cedar for all students following each formal assessment

- A commendation when a student meets or exceeds their minimum target grade
- Additional support & intervention, or additional directed work when a student is below their minimum target grade

# Support and Intervention



### ★ PROGRESS & PERFORMANCE

#### • GCE A LEVEL YR12 MATHEMATICS BLOCK B (+F FRI4)

Fee, Graeme

Congratulations on your CEDAR 5 Maths assessment. You are working REALLY hard and have achieved a very deserved A\* on this assessment.

Thu 19th May 2022 4:54pm

Well done!

### 📅 PROGRESS & PERFORMANCE - ACTION

#### • GCE A LEVEL 2 YR BIOLOGY (AQA)

Tyler, Ruth

Dalia achieved more than 2 grades below her target in recent the recent cedar assessment, and in class she is missing prior knowledge.

Tue 5th Apr 2022 2:55pm

Action

I have spoken to Dalia about the importance of using her time to learn the content, and revisit previous material to learn detailed information.

Dalia has agreed to:

A session of ISC to help organise her time

Completing a past paper with annotations every 2 weeks, marking and improving, then submitting for review.

# Support and Intervention

Name:	MTG:
-------	------

## COMPLETE THIS BEFORE YOU START YOUR ASSESSMENT

What did you do to prepare for this assessment? Tick/highlight the ones you did

Doing full practice essays with all your notes around you	Doing full practice essays with no notes
Distributed (spaced) practice – leaving time to forget between practising recall of information	Using the AO breakdown sheets to modify previous essays/practice essays from L3 to 4 to 5
Using flashcards to learn relevant points, information, terminology, quotations, contexts, perspectives on the text	Mixed practice – mixing up topics and practising them over time
Looking at sample high level responses and cross referencing with the AO breakdown sheets to identify what they have done well	Looking at sample lower level responses and improving them using the AO breakdown sheets to identify how they could be improved
Creating detailed plans (including textual evidence) with your notes around you	Creating detailed plans (including textual evidence) with no notes
Summarising – for example, creating Cornell notes on class materials etc.	Re-reading or re-studying materials after initial reading or lesson.
Re-annotating texts	Rereading the texts
Looking back over your previous targets and making these a specific focus for your revision	Testing self and making quizzes on terminology, critics, contexts etc.
Create context knowledge organiser	Creating sample introductions and paragraphs
	Researching the texts/contexts independently, beyond what has been covered in the classroom
Other:	

## COMPLETE THIS BEFORE YOU HAND YOUR COMPLETED ASSESSMENT IN

What do you think went well?
How did you achieve marks for each Assessment Objective? Give specific examples
In this assessment, what did you do to ensure that you met your own areas for improvement? Give specific examples.
What do you think you still need to improve, both in this piece of work and in a more general sense?

Mark/Grade achieved	Above, on, below MTG?	If below, how many more marks did you need?	If on/above, how many marks do you need to get the next grade?	Calibration: Did your prediction over/underestimate? Why?

# Student Assessment Wrappers



### Where did you lose marks?

<b>A</b>	Make sure your introduction clearly addresses the question and gives a sense of the path your essay is going to take. (AO1)	<b>N</b>	Use more discourse markers to signpost your argument/debate/comparisons. (AO1)
<b>B</b>	Your essay drifts from the essay question at times. (AO1)	<b>O</b>	Split your work into paragraphs. (AO1)
<b>C</b>	The quotations that you use need to be embedded more carefully. (AO1)	<b>P</b>	Write in more detail about how the writer uses language. (AO2)
<b>D</b>	Include more literary terminology in your response. (AO1)	<b>Q</b>	Write in more detail about how the writer uses elements of form and structure/stagecraft. (AO2)
<b>E</b>	Check your use of punctuation, e.g. apostrophes. (AO1)	<b>R</b>	Your response does not consider how the text conforms to or deviates from generic conventions. (AO3/AO2)
<b>F</b>	Write in a more concise way so that you can cover more ground in your response. (AO1)	<b>S</b>	Your essay needs to bring in and explore contexts more (AO3)
<b>G</b>	Write in a formal essay style. (AO1)	<b>T</b>	Make more regular connections between/across texts (AO4)
<b>H</b>	Look carefully at your expression: at times your sentences run away with you and it makes your meaning unclear. (AO1)	<b>U</b>	Your response is imbalanced: it needs greater focus on ..... (AO4)
<b>I</b>	Make sure you write about the texts, events and characters as constructs; make reference to the writers more. (AO1)	<b>V</b>	Explore your own different interpretations of the text. (AO5)
<b>J</b>	Check your spelling. (AO1)	<b>W</b>	Your response does not fully explore the ambiguities and complexities of the text. Develop your points in more detail (AO2;AO3; AO5)
<b>K</b>	Foreground your argument more clearly: topic sentences, which you then develop, can help. (AO1)	<b>X</b>	Explore others' interpretations of the text. (AO5)
<b>L</b>	Write an effective conclusion. (AO1)	<b>Y</b>	Write more in the time available.
<b>M</b>	Provide more textual evidence (quotations) to support your points.	<b>Z</b>	Be more evaluative of your views/the views of others. (AO1/5)

# Student Assessment Wrappers



**Target Setting Tips**

Targets must be effortful and must produce tangible evidence to show for the work you have put in. Look at the list of preparation activities on the front of this exam wrapper, and the additional ideas below:

- Re-write improved versions of tasks completed in class / as DIL / in assessments in exam conditions. Follow a spaced retrieval schedule to ensure you do this more than once.
- Use questions banks and answer one a week and/or do a detailed plan and/or do a tightly focused paragraph
- Use the AO sheet to improve your assessment
- Type an exam response and use the comment function to articulate how you hit L4/L5 at different points, using the AO breakdown sheet
- Complete SPaG tests and re-test yourself until you get 100% (these can be bought cheaply or accessed online). Follow a spaced retrieval schedule of your own design. Look up rules for the apostrophe and test yourself.
- Create a knowledge bank of wider social, cultural and historical information (and critics' views for Othello), using the internet and the LRC. Add to it every week.
- Extend your subject understanding by reading literature-based resources, e.g. the [emas](#) or teacher recommendations

Setting deadlines:


- Give yourself around 4 weeks to work on your targets, so that you have time to see an improvement. It is not realistic to expect a marked improvement if you set a deadline of tomorrow, or even next week.
- If you set yourself a target to be completed in the distant future, you must set yourself interim targets to ensure you don't forget about it. Set yourself a weekly review date. Use your study periods: if you have one Lesson 1 on a Tuesday\*, make this your review date. This then gives you adequate and dedicated time to ensure you have worked on the targets you have set yourself.

\* This is just an example.

Now, based on your feedback, set yourself three key targets.

What are your targets for improvement?	What will you do to meet your target? Be specific. Use the grid on page 1 of this wrapper and the target setting tips on the next page to help you.	When will you review what you've done to meet your target? Consider final and interim targets.	Review: How successfully have you met your targets? What do you still need to do?
I need to work on...	I will evidence this by...	I will check my progress on...	






Head of Subject and members of their team discuss:

- *The Alps connect data – are students generally making good progress?*
- *Are there gaps for any groups of students?*
- *Which students are not making good progress?*
- *What support and intervention is in place?*
- *How will the data inform the planning of teaching and learning?*
- *Are there any students where head of subject needs to get involved?*

# ‘Act on Data’ meetings



Head of Subject and their line manager (a member of SLT) will discuss:

- Assessment data for all subjects within the particular school (department)
- Students of greatest concern and the interventions in place
- Any issues arising from quality assurance activities, and next steps
- Any disparities between teachers / classes, and groups of learners

And other issues too, such as personal development of students

‘Senior Link Meetings’





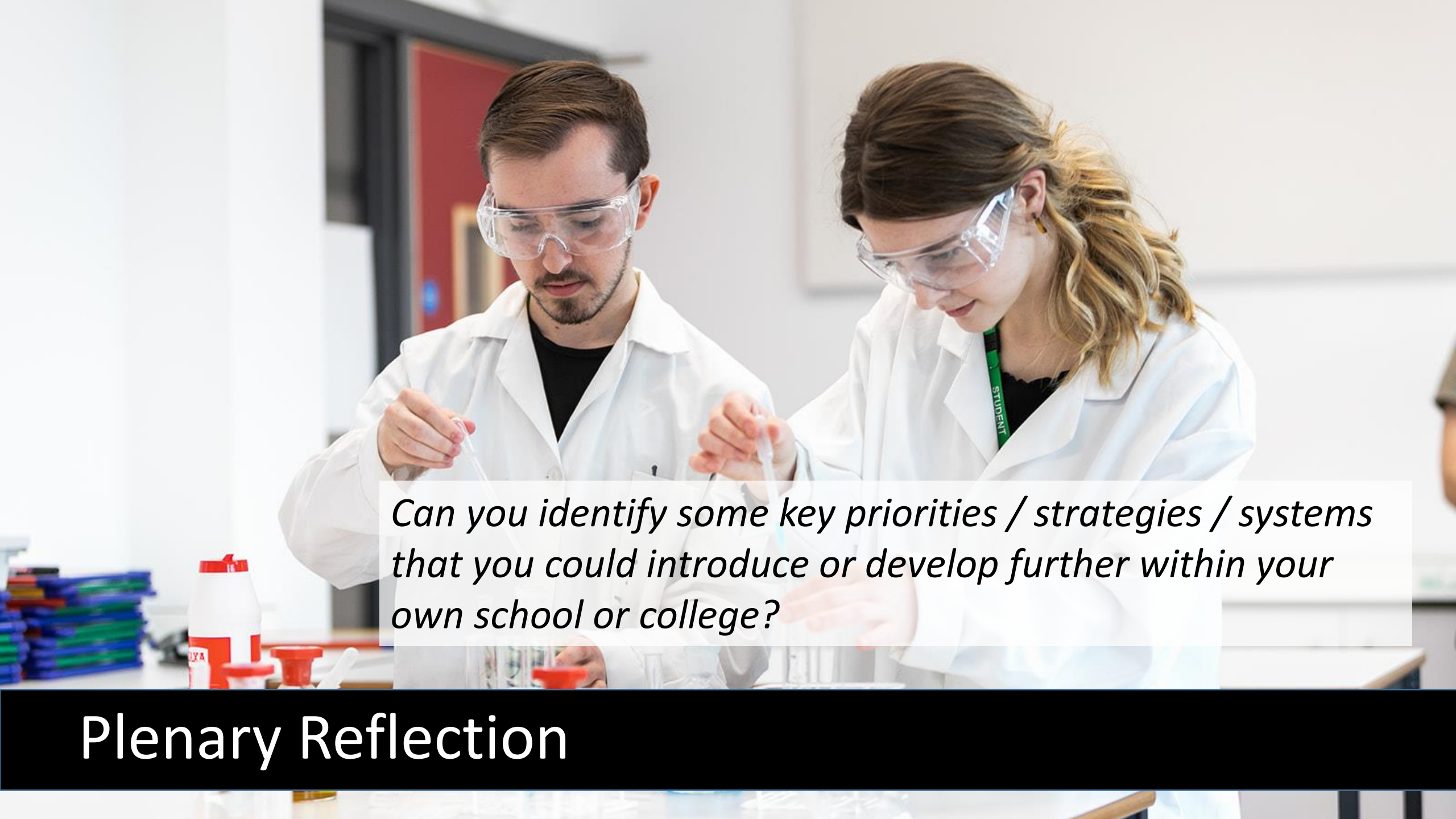
Discussion – do you see any challenges?





How were these issues explored by Ofsted?



A photograph of a male and a female scientist in a laboratory. They are both wearing white lab coats and clear safety goggles. The male scientist is on the left, holding a pipette and looking down at it. The female scientist is on the right, also holding a pipette and looking down at it. They are standing at a lab bench with various equipment, including a red and white bottle and some test tubes. The background is a blurred laboratory setting.

*Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?*

## Plenary Reflection



Content





Content



Content





Content



Content





Content



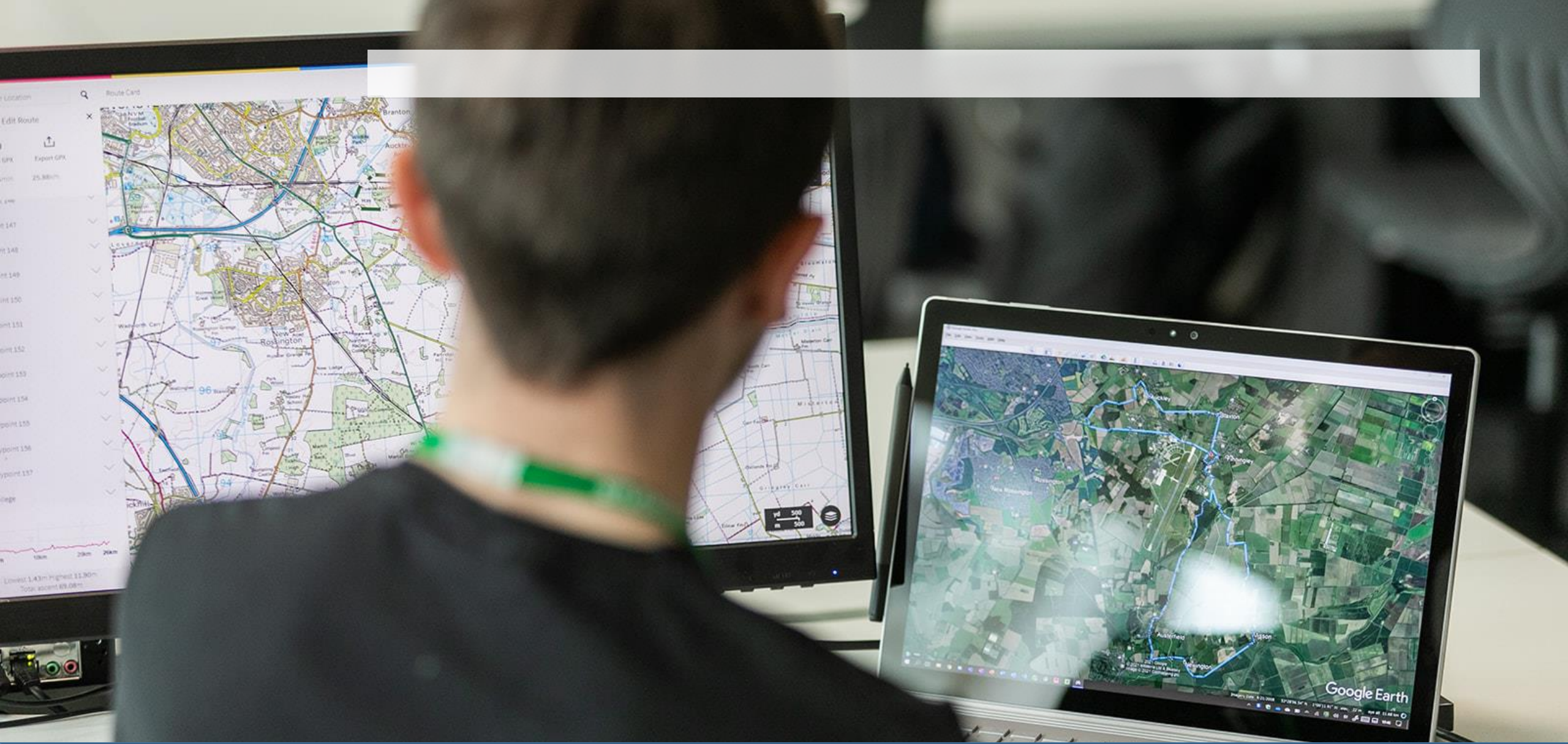
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