



Qualifications and  
Curriculum Authority

**NAPTEC**

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# **Developments in Assessment and Primary Curriculum Review Update**

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# Some current features of assessment practice

- often seen as a 'separate' activity from teaching and learning
- perceived to be valid only when externally validated
- represented by numbers and letters
- high stakes – school and teacher accountability
- judgements not always trusted or used across schools and phases

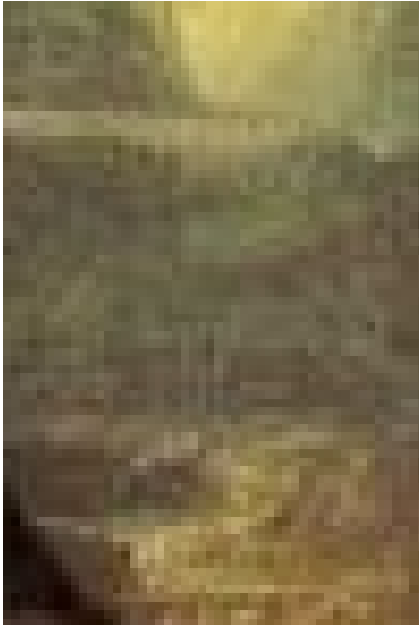


# **QCA key messages about assessment**

- **The learner is at the heart of assessment**
- **Assessment needs to provide a view of the whole learner**
- **Assessment is integral to teaching and learning**
- **Assessment includes reliable judgements about how learners are progressing related, where appropriate, to National standards and expectations**



# Assessment: ways of looking



Close-up

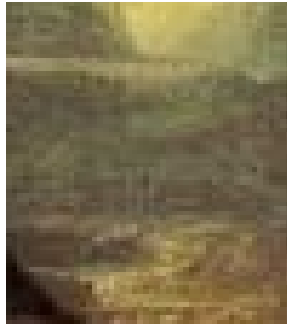


Standing back



Public view

## Ways of looking – pupils



### Close-up

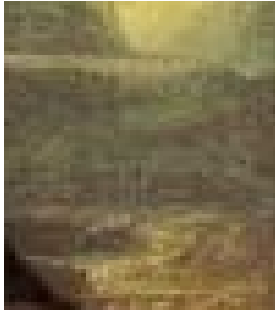
- immediate feedback in specific aspects
- relevant next steps
- reflection on learning as it is happening



### Public view

- formal recognition of achievement
- influences future opportunities and next choices

## Ways of looking – teachers



### Close-up

- detailed interaction with learners
- within particular contexts
- changes in short-term planning



### Public view

- related to national standards – often externally validated
- for next teacher – limited impact on own teaching
- used for teacher and school accountability
- curriculum often narrowed to the form and criteria of final assessment

## What's missing?

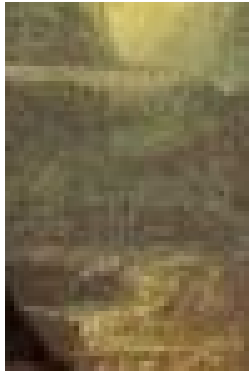
### For pupils

- How am I doing in this subject/aspect as a whole?
- What are the main areas where I need to improve?
- Where do I show what I know and can do?

### For teachers

- How well are my pupils achieving overall?
- Can I see the wood as well as the trees?
- Where are the gaps in learning?
- How do national standards inform my teaching?

# Assessment: ways of looking



Close up

**Day-  
to-day**



Standing back

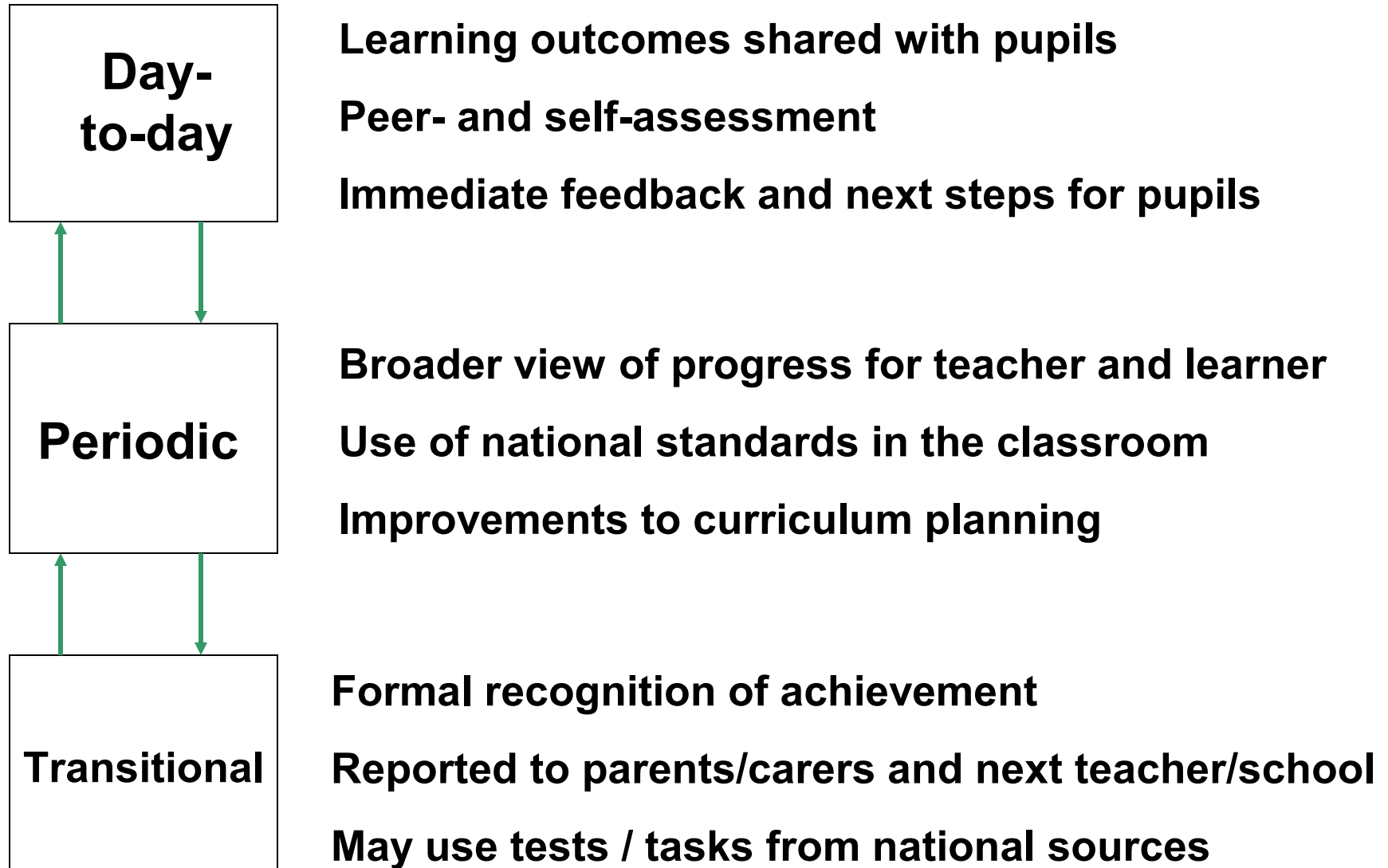
**Periodic**



Public view

**Transitional**

## Ways of looking : key features



# Assessing Pupils' Progress (APP)

**APP is designed to:**

- **Demonstrate how assessment is integral to successful teaching and learning**
- **Encourage a broadly based curriculum which generates a wide range of evidence of pupils' achievement**
- **Provide a fuller picture of pupils' strengths and weaknesses (for teachers, pupils and parents/carers) in relation to national standards**
- **Offer a secure basis for pupil tracking**



## **APP is designed to:**

- **Give insights which directly inform future planning, teaching and learning in the course of a year**
- **Help make connections between day-to-day assessment and national standards**
- **Engage teachers and learners in all year groups in periodic assessment to raise attainment**



# What are APP materials?

- **Assessment Guidelines** – criteria for making periodic judgements grouped by ‘assessment focus’
- **Standards Files** – annotated collections of evidence from a pupil which represent a particular level
- **Handbook with guidance**



# The APP process

- Teachers identify pupils (initially a sample)
- After a suitable period, they review the full range of evidence (written, spoken and observed) for each assessment focus
- They select the appropriate 'level boundary' and arrive at judgements using the *assessment guidelines* sheet
- They use annotated examples of pupils' work (standards files) as reference points and benchmarks
- They undertake moderation with colleagues within and beyond the school

# *Level Description to Assessment Guidelines*

## **Reading level 3**

‘Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and information’

## **Reading level 4**

‘In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information’





# Features of APP assessments

- **Wide range of evidence – can be drawn from work in other subjects (easier in primary)**
- **Independence and choice – pupils demonstrating what they can do without support**
- **Use of *assessment guidelines* which help ‘unpick’ National Curriculum level descriptions in terms of assessment focuses**
- **Opportunities for shared professional discussions (standardisation and moderation) and external support**

# Using the *assessment guidelines*

- **Assessment focuses help teachers help teachers recognise evidence in key elements of the subject**
- **Enables teachers to see a pupil's 'profile' of attainment and to share this**
- **Provides basis for discussing targets for improvement with pupils, parents and carers**
- **Allows progress 'within' a level to be seen**
- **Offers a 'professional' version of a sub-level**
- **Provides detailed information for the next teacher**
- **Reveals 'gaps' in curriculum and/or learning**



## What teachers say

**‘It was hard the first time we used the *guidelines* but it’s got much easier as we’ve started to get the AFs in our heads’**

**‘It’s made me realise how little I really knew about pupils’ reading and their using and applying mathematics’**

**‘Now I can see things from the learners’ perspective’**

**‘Even though I’m only using the full *guidelines* with 10 students, I feel I know so much more about the whole class.’**



# Wider implications

- **Current teacher assessment practice (local authority and commercial models)**
- **Balance of teacher assessment judgement and use of tests**
- **Moderation to ensure consistency between teachers and schools – robustness and credibility**
- **Use of teachers' time – training, use of APP approach, PPA, staff meetings**
- **Role of LA in supporting cross-school and cross-phase collaboration**
- **Current assessment activity which can be stopped**



# Lessons from the pilots - schools

- **Recognise APP as a long-term investment in the profession and teachers' confidence**
- **Phase introduction by subjects and numbers of pupils involved but involve all teachers and TAs across school or department**
- **Focus initially on a sample of pupils so that teachers become comfortable with the APP Guidelines**
- **Use internal moderation and the Standards Files for accurate assessment**
- **Look at ways of using APP when discussing progress with pupils, parents and carers**



# Where we are with developing APP materials

KS	Subject/AT	State of Play
KS3	Rdg & Wtg	Published via SNS 2006 To be refreshed September 08
	Mathematics	Published via SNS 2007 To be refreshed September08
	Science / ICT	Piloted 2007-08 To be published January 2009
KS2	R,W & Ma	Published via PNS Jan 08
KS1	R, W, Ma	Piloted 2007-08 To be published January 2009

- speaking & listening KS1 to KS3 pilot 2007-09
- science KS 1&2 pilot - 2008-09
- KS3 foundation subjects development 2008-09



# APP and the wider assessment agenda

- ***Children's Plan – December 2007***
  - Additional funding (£50 million for 3 years) for schools to improve assessment
  - APP as the 'universal model'
  - Moderation training developed and rolled out nationally
- ***Assessment for Learning Strategy - May 2008***
  - Strategic support for implementation of APP
  - APP to be developed for foundation subjects at KS3



# Assessment: future teacher and pupil perspectives?

I recognise learning and achievement in the classroom

I understand national standards in detail

My teacher gives me feedback which helps me progress day by day

I know my pupils' strengths and areas for development



I do different tasks to show what I can do

I build my knowledge of my pupils into my planning and teaching

I know how I am progressing and what to focus on next...

My pupils make faster progress than they used to

... and my family knows it so they help me too

I know that my colleagues share the same expectations

I am supported by my school systems and by assessment experts

When I move class my new teacher understands where I am and what I need to do next