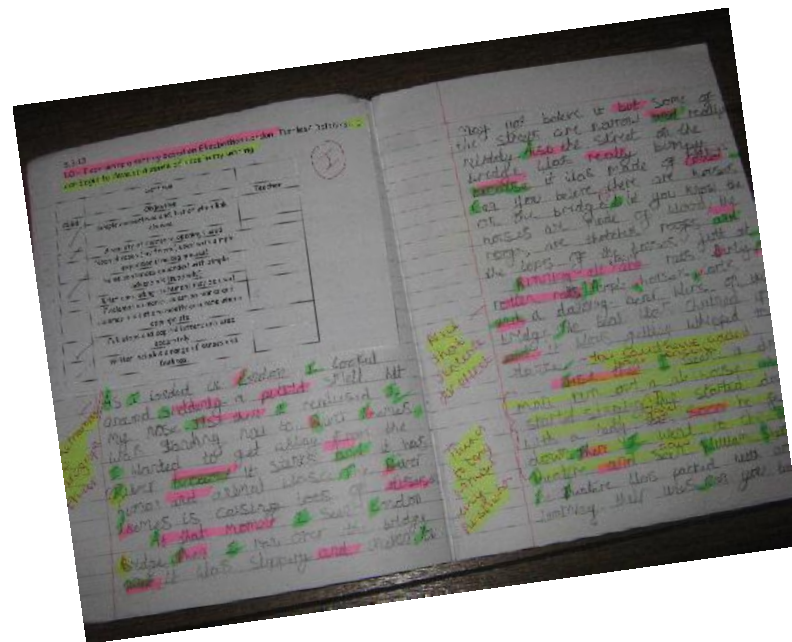




# Assessment at Cranborne Middle School

## Information Session for Parents



## Where have levels gone?

Nationwide, government-led decision.

Promotes **mastery** over pace.

Promotes deeper understanding of progress over short-hand labels.

Promotes on-going, day-to-day formative assessment.

# Principles for assessment at CMS

- The purpose of assessment is to inform the next steps for each child's learning for him/her, parents and teachers.
- Assessment is the basis for celebration of children's achievements.
- Assessment is most meaningful to children when it enables them to self-assess, set their own targets and monitor their own progress.
- Assessment reflects ambition. It should indicate further opportunities for learning rather than imply ceilings that might restrict learning.
- Assessment informs teaching and learning that facilitates mastery and deepening of knowledge, skills and understanding, not necessarily rapid progress through them.
- Assessment eases transition between schools, year-groups and different stages in children's education by providing teachers with useful information about their learning.
- Assessment must be fair and consistent.

# Assessment practice at CMS

- Based on age-related expectations.
- Linked to the National Curriculum.
- Linked to national interim performance standards.
- Developed in partnership with other middle schools.
- Moderated within CMS and with other schools.
- A whole-school approach that applies to all subjects.

# Assessment practice at CMS

Example: Year five Maths

Objective	Working Towards	Age Related Expectation	Greater Depth
Written calculation – addition and subtraction	Use of column method to add and subtract 2 digit numbers and/or can use expanded column addition/subtraction. Uses place value resources (e.g. base ten) to help support calculations.	Use of column method to add and subtract numbers up to four digits.	Apply understanding of column method for addition/ subtraction to problem solving (e.g. missing digit problems within the column method algorithm)

# Assessment practice at CMS

Example: Year six Geography

Objective	Working Towards	Age Related Expectation	Greater Depth
Use maps to locate the world's countries, identifying environmental regions, key physical and human characteristics, countries and major cities.	Use the index of an atlas and grid references to locate countries and cities, e.g. say which page/continent/part of the world a given country is in or which country a given city is in.	Independently use an atlas to locate countries and cities and place them accurately on blank maps. Begin to identify significant other physical and human features, e.g. rivers, mountains, etc.  Use digital technology (e.g. GoogleEarth) to locate countries.	Interpret a range of maps to identify significant physical and human characteristics and make comparisons between two or more places.

# Assessment practice at CMS

Example: Year eight English

## Objective

Use a range of vocabulary and sentence structures for clarity, purpose and effect.	Vocabulary choices are mostly effective and sentence structures are selected purposefully. Language choices include rules and regulations for the sport.	Ambitious vocabulary choices that are used effectively and there is increased accuracy in sentence choices. Technical language linked to the sport is used to produce an authentic text.	Judicious vocabulary choices with successful selection of sentence structures. Technical language is used to create an authentic text and other language choices such as puns, or imagery are played around with to add originality to the different texts.
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# Assessment practice at CMS

## Formative assessment:

- Discussing learning objectives and success criteria with children.
- Questioning and discussion throughout lessons in order to judge, develop, consolidate and extend pupils' understanding.
- Opportunities to review learning against the learning objectives and success criteria.
- Engaging children in peer-assessment and self-assessment.
- Discussing and agreeing individual targets for learning.
- Planning appropriate activities and tasks.
- Celebrating and sharing achievement and progress.
- Providing children with verbal and written feedback that celebrates success, helps them to understand the next steps in their learning, recognises effort, promotes a *Growth Mindset*, inspires ambition and motivates them to achieve more.
- Sharing and discussing examples of children's work among pupils.
- Adapting planned lessons in order to provide children with the opportunities they need to make the next steps in their learning.



# Assessment practice at CMS

## Summative assessment:

- Baseline tests on entry to year five (effectively assessing children's learning at the end of year four);
- Cognitive Ability Tests (CATs) on entry;
- SATs towards the end of year six;
- Tests toward the end of year eight.

# Feedback to parents

Parents' evenings in October and February.

Progress Check Reports at Christmas and Easter.

Annual Report in July.

Test results.

Other one-to-one meetings.

Learning Passports.

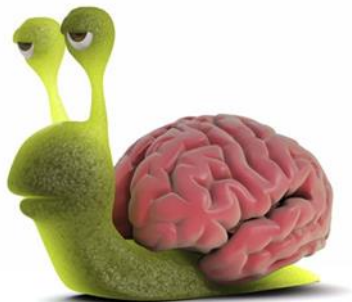
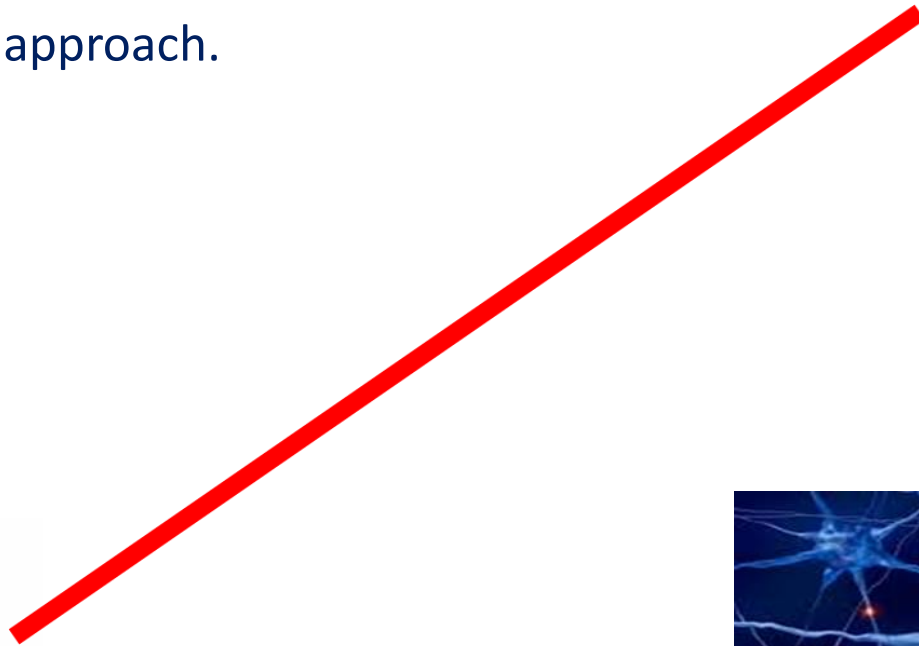
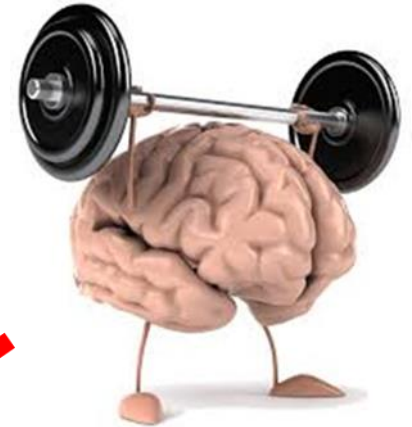
# Growth Mindset

Neuroplasticity.

The power of **yet!**

Finding a new approach.

Effort.



# Progress Check Reports

Two grades: Attainment and Effort

Attainment compares children **within their class**:

- A: Above average
- B: Average
- C: Below average

Effort relates to *Growth Mindset*.

Sent home with children on Friday.

# Progress Check Reports: Effort grades

## A

An excellent attitude to learning and growth mindset. For example:

- makes excellent effort independently;
- is a role model in group tasks (for instance asking questions and suggesting approaches to tasks);
- values advice and marking, responds positively to it and seeks guidance;
- enjoys a challenge, shows determination to succeed;
- actively learns from mistakes and failure and is driven by them to improve, make further progress and learn;
- shows interest and engagement through interesting contributions to lessons and questions asked;
- makes extra effort outside of lessons.

## B

A positive attitude to learning with some characteristics of growth mindset but some inconsistency. For example:

- makes reasonable effort independently, completing tasks and generally meeting expectations;
- participates in groups tasks, listening to others and making positive contributions;
- responds appropriately to marking;
- sometimes likes a challenge but is sometimes a bit daunted and gives up a bit too soon;
- corrects mistakes and isn't put off by them;
- makes some relevant contributions to lessons;
- generally completes Homework satisfactorily.

## C

Sometimes positive about learning but often needs encouraging. Has characteristics of a fixed mindset. For example:

- makes insufficient effort in independent work, often failing to complete it and failing to meet expectations;
- makes little contribution to group tasks and is sometimes distracted;
- pays little heed to marking, making minimal response to it;
- dislikes challenge and prefers easier options;
- becomes despondent when mistakes are made and failure is experienced;
- rarely contributes to lessons;
- Homework is sometimes unsatisfactory or is not completed.

# SATs

Statutory tests at the end of year six.

Week beginning 9 May 2016.

Reading test

Maths test

Grammar, Punctuation and Spelling tests

No higher-level tests

Scaled scores instead of levels

Parents' information session: Monday, 18 January, 5.30-6.30