Crosshall Junior School

Whole school assessment
Summary of Content

This school has an extremely robust system of assessing pupils to aid progress. They do not rely on one single method, but combine information collected in a variety of ways to give them a comprehensive overall picture of scientific knowledge and skills for each child.

We believe this model can easily be adapted to the new Curriculum 2014.
What the school says

Science is such a practical subject and we wanted to introduce the pre/post assessment so that progress could be evident in books. Teachers now give children a pre-assessment and two-thirds assessment so they can adjust the teaching and learning for their class as necessary.

Target cards also get children to self assess and think about their own knowledge and SC1 skills.
Assessment

- Teachers must assess pupils prior to the teaching of a topic and again at two-thirds during the topic. Time must be allowed at the end of the topic to discuss misconceptions.
- Results of these assessments must be recorded and kept for the academic year.
- Planning must be amended in light of these assessments to reflect what children already know.
- SC1 core skills must be assessed and recorded (SC1 skills grid). These will then be shared with the next year group at the end of the academic year.
- Formative Assessment strategies must be in place to support lessons and given children ownership of their learning.
- GOAL must be used to support teacher assessment of children (40% SC1, 20% SC2, 20% SC3 and 20% SC4)

IMPACT - All staff are clear on the expectations for assessment.
An example of a Lower School pre and post assessment.

**IMPACT**

Children are challenged and support in appropriate ways. Teacher’s know what their children already know so learning time isn’t wasted. Clear progress evident for each unit of work.

---

**Wednesday 12th September**

**Quiz 1**

1) Wisdom teeth

2) Brush teeth eat healthy food

3) They chew your food instead such

4) Some fizzy drinks food with sugar confections

5) 

---

**Wednesday 17th October**

**Final Quiz**

1) Canines, incisors, molars, wisdom

2) Brush teeth twice a day for two minutes with tooth paste and floss

3) Chew, tear and cut

4) Coke, sweeties, sprits, chocolate

5) Fruit and vegetables

---

**Carbohydrates**

Protein  fats  dairy
An example of an Upper School pre and post assessment.

Teacher’s find out what their children already know, so learning can be targeted. Children are challenged and supported in relevant ways. Progress is clearly evident for each unit of work.
Different assessment strategies are used consistently in science lessons across the school.  

**GOAL Online** was recently introduced which provides teachers with some information about the children’s *scientific knowledge*. We now use this at the beginning and end of each year to monitor progress and identify gaps in learning. Some areas of SC1 are addressed in this but mostly teachers monitor SC1 in practical science lessons.

---

**IMPACT**

- Gaps in learning can be identified
- Clear evidence of progress

---

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Type</th>
<th>Number</th>
<th>Class</th>
<th>Assmnt Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathan Clark</td>
<td>NCPT</td>
<td>1147932l</td>
<td>4NC</td>
<td>02/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Liam Murphy</td>
<td>NCPT</td>
<td>1148100l</td>
<td>LM</td>
<td>02/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Becky Harrison</td>
<td>NCFL</td>
<td>1148409l</td>
<td>5BH</td>
<td>03/10/2012</td>
<td>English</td>
</tr>
<tr>
<td>Becky Harrison</td>
<td>NCFL</td>
<td>1148410l</td>
<td>5BH</td>
<td>03/10/2012</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Angela Connor</td>
<td>NCPT</td>
<td>1148458l</td>
<td>4AC</td>
<td>04/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Jill Reedman</td>
<td>NCPT</td>
<td>1149173l</td>
<td>SJR</td>
<td>08/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Judith McAteer</td>
<td>NCPT</td>
<td>1149905l</td>
<td>JM</td>
<td>10/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Becky Harrison</td>
<td>NCPT</td>
<td>1150410l</td>
<td>5BH</td>
<td>11/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Chris Dorey</td>
<td>NCPT</td>
<td>1150461l</td>
<td>3CD</td>
<td>11/10/2012</td>
<td>Science</td>
</tr>
<tr>
<td>Ann Wilkinson</td>
<td>NCPT</td>
<td>1150511l</td>
<td>4AW</td>
<td>12/10/2012</td>
<td>Science</td>
</tr>
</tbody>
</table>

Teacher’s can set questions and analyse the data.
The SC1 skills grid - which is passed on to the next class teacher.

**Sc1 skills** (currently based on APP but could be adapted to working scientifically)

<table>
<thead>
<tr>
<th><strong>BC1 Science</strong></th>
<th><strong>Name</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 4</strong></th>
<th><strong>Level 5</strong></th>
<th><strong>Level 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IMPACT**
- Clear evidence of progress.
- Gaps in learning can be identified.
Real life science used for assessment

As a mid-topic assessment in changing sounds, we used Evelyn Glennie. The children needed to explain how, as a deaf percussionist, she could “feel” the music as she played and experienced others playing. This helped to assess the children’s understanding of sounds being made by vibrations.
Children are given a Target Card which shows a clear Learning Journey for each topic. They self assess at the beginning and end of each topic.

**IMPACT** Children are challenged and supported in relevant ways. Children are encouraged to take ownership of their learning.
The Transfer Form now includes science, so it can be discussed at transfer meetings.
The impact for our school was ..... 

We know where are children are and what they need to learn next. So do they.

The SC1 tracking sheet allows teachers to know what concepts have been covered and identifies skills that need to be taught.

Now science is on the transfer sheet we can pass on information about Science knowledge, Understanding and skills to the child’s next class teacher.
Science Subject Leaders Comments

We are proud that we have been praised for our Science assessment, especially noting

“pupils work readily with a partner or in groups where they are very clear about what they are learning, and routinely assess their own or their classmates’ progress against a personal ‘learning journey’ in lessons. This helps them to judge how well they are doing in comparison with the objectives of the module of work.”
What we will do next

Our next steps are to look at assessment and the new curriculum and how we can adjust the good practice that we currently do.