Whole school assessment approach
Summary of Content

This example shows how a consistent and supported approach to assessment throughout the school has helped teachers confidence and ability to know where there pupils are and how to plan for their progress.

Needless to say it has not happened instantly, but is the result of 4 years development of this approach.
What the school says

We are an SEN Academy and we chose to submit our tracking and assessment strategy in the hope that it will support other schools in developing their own methods. We are very pleased with how they develop pupils learning.

All teachers have improved their ability to assess and monitor using a wide range of methods and are confident that they are assessing appropriately.

Lessons are well planned, objectives and learning outcomes are appropriate and the next steps of learning are clear for both pupils and staff to see and work towards.
What we do

• Workbooks are scrutinised twice a year and planning six times, with SMT feedback every ½ term.

• A moderation staff meeting for science occurs once a year.

• Pupil have a case study on arrival and after 1 year to identify progress.

• Pupils are assessed and levels collected three times a year using APP or PIVATS / P scales.

• Data is evaluated on CASPA (Comparison & Analysis of Special Pupil Attainment) – teachers are given detailed pupil feedback including specific targets.
Teachers use a range of assessment approaches.

Impact – post PSQM, APP assessment – teachers use APP with pupils from level P8 and above. We assess individual pieces of work and also use the APP to make level judgements at the end of half terms.

All work is annotated and photographs are a main focus of evidence for recording and assessment.

SATs assessment documents

Annotated work with photographic evidence

We use P levels for pupils at levels P1 – P8

We transfer this data onto CASPA which sets targets for our pupils for the coming year.

Science lesson observations – take place once a year.
Science teaching and learning is regularly monitored by the Science Leader across the school.

Impact - Post PSQM the TLR has a sound knowledge of Science teaching and learning throughout the school, including CPD opportunities, displays, assessments, recording and planning.

“Hurrah we can get messy.”

“I don’t like writing in Science.” Pre PSQM.

“We want more Science.” Pre PSQM.

“Science is more fun now, we do lots of experiments.” Post PSQM.

William laughed happily during a practical science session.

CASEPA data

Q reader display

Work scrutiny

Pupil voice quotes.

APP moderation, next step progression and thought shower activities staff meeting.
**Science lesson plan 1**

**Day/Date:** January 2013

**Class:** Robin

**Time of session:**

**Unit ref (See medium term plans):** Characteristics of materials

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**Learning objectives:**

I specifically want the pupils to identify a range of common materials and that the same material is used to make different objects.

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**Learning activity/organisation:**

**Introduction/main/plenary:**

Introduction: Discuss with all students their learning outcomes for the session and of the lesson what they will have learnt. Inform them as to who they are going to be working with and what activities they are going to be learning. Discuss how today’s lesson relates to prior learning.

**Mental starter:**

Making wind mills, follow instructions independently, and test out. Forces focus. 10 minutes.

**Main activity:**

Review children’s knowledge of materials and their properties by presenting them with a collection of everyday materials and asking them what they know about the materials. Respond to correct Scientific vocabulary and communicate to others about Science. 15 minutes.

**Independent activity:**

Ask children to do a survey around the school of materials that have been used for particular purposes eg wood for floors, plastic for guttering, metal for door handles, plastic for electric sockets, gold for rings. Ask children to say how they know or what helped them to decide that a particular object is made of a particular material. Ask children to explain their classification of ‘difficult’ objects eg plastic with a wood grain. 20 minutes.

**Plenary:**

All students to come together into the circle and discuss what they have learnt and share successes and learning outcomes. Pass the parcel. Pass around a box filled with statements about materials we have learnt in the lesson. Play music, when the music stops, the pupil with the box must pick out a statement, read it and decide whether it is true or false. The statement can then be placed in a corresponding hoop – true/false or agree/disagree etc. 10 minutes.

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**ICT/cross curricular links:**

**Key vocabulary:**

- Speaking and listening - through the activities pupils could ask questions. Writing - through the activities pupils could use capital letters and full stop.
- Numeracy - data handling.

- words describing the characteristics of materials eg strong, hard, flexible, absorbent, transparent
- words related to the investigation of these properties eg investigate, test, describe, explain, comparison, fair, conclude, evidence

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**Impact – teachers planning addresses core document ideals and is annotated specifically to learning outcomes, due to staff meetings and workshops led by the TLR throughout the year.**
**We have a clear vision for science and use CPD to drive improvements.**

**Evaluation of Science related workshops/visitors/visits.**

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<th>What were your learning outcomes for the experience?</th>
<th>Were they met?</th>
<th>How could this be improved?</th>
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**Impact – Planning is focused on the core principles for Science ensuring teachers are clearer about their learning outcomes and pupil achievement and enjoyment is increased.**

**Pupils needing further support in Science:**
- Pupil 1 – living processes and materials.
- Pupil 2 – Enquiry.
- Pupil 3 – Physical.
- Pupil 4 – all areas.
- Pupil 5 – Enquiry, Living processes & materials.
- Pupil 6 – all areas.

**Teachers are given clear guidelines about areas in which children need support.**

**Learning is personalised**

*PECS, Picture exchange communication system*
The impact for our school was ..... 

• All teachers feel confident to assess accurately and appropriately using a wide variety of methods.

• Teachers are planning high quality, engaging science lessons that help pupils to make real progress.

• Teachers are enjoying the assessment process!
We have worked hard to make our assessments relevant, useful and reliable and we can now be confident that they are working.

I would like to see more classes using iPads for assessment and for more sharing during lessons to take place, within and between classes.
What we will do next

Our next steps are to continue to develop methods of assessment which take place during lesson time, ensuring they are formative and relevant used for the pupil’s further development.

We will be assessing the value of the new QCA assessment scheme in light of the science curriculum 2014.