

- NO EVIDENCE
- SOME EVIDENCE
- STRONG EVIDENCE

DIRECTION OF INFORMATION FLOW THROUGH SCHOOL

4. WHOLE-SCHOOL REPORTING

Science assessment processes provide a **valid and reliable summary** of pupil achievement at the end of Key Stages

3. SUMMATIVE REPORTING

Teachers **summarise** achievements in terms of **what pupils can do**, not only in terms of levels, grades or %
Eg. *progress in skills is passed onto the next teacher.*

Parents/carers receive **oral and written reports** that identify the next steps for their children
Eg. *at parents evening, comments on homework*

Summaries of pupil progress across the cohort draw on a range of information
Eg. *learning across a range of contexts is used to decide support or extension needs*

FEEDBACK FROM DIALOGUE WITH SCHOOL LEADERSHIP, GOVERNORS AND PARENTS INFORMS CHANGES TO SCIENCE ASSESSMENT

2. MONITORING OF PUPIL PROGRESS

Teachers base their summative judgements of pupils' learning on a **range of types of activity**
Eg. *not reliant on one snapshot to make overall judgement.*

Teachers take part in **moderation/discussion** with each other of pupils' work in order to align judgements
Eg. *staff meeting discussions of science work.*

There is a **shared understanding of progression** in science
Eg. *staff map progression of skills. TAs are involved in assessments.*

Pupils are **aware of the criteria** by which their work over a period of time is judged
Eg. *examples of what good science looks like are displayed.*

A **manageable system for record-keeping** is in operation to track and report on pupils' learning in science
Eg. *expectations on planning which annotate, end of topic grids, cans.*

TEACHER-PUPIL/PARENT CONFERENCES INCLUDE DIALOGUE ON ATTAINMENT IN SCIENCE

1. ONGOING FORMATIVE ASSESSMENT

Teachers **plan opportunities** to elicit pupils' science knowledge and skills
Eg. *plans show range of elicitation strategies at variety of times. Eg. beg/mid/end lesson.*

Teachers involve pupils in discussing **learning objectives and criteria for success**
Eg. *discuss what good observation or conclusions look like.*

Teachers gather evidence of their pupils' learning through **questioning/discussion and observation**
Eg. *Open Qs, class mindmap/concept cartoon, TA post, quotes, floorbook, annotated photos.*

Teachers gather **evidence of their pupils' learning** through study of the products of activities and tasks
Eg. *any recording, models, sorting.*

Teachers use assessment to advance pupils' learning by **adapting the pace, challenge and content**
Eg. *support or challenge in response to pupils.*

Teachers use assessment to advance pupils' learning by **giving feedback** to students about how to improve
Eg. *marking oral feedback, next steps, extension Qs.*

Teachers use assessment to advance pupils' learning by **providing time for students to reflect** on their own work
Eg. *read and respond time.*

Pupils identify their **existing ideas** learning needs and interests, and consider those of peers.
Eg. *mindmaps, annotated drawings, KWL grids, mini whiteboards, post its, talk partners.*

Pupils **focus on science** knowledge, understanding, skills and attitudes in **learning objectives and success criteria**
Eg. *be clear about science focus rather than presentation etc.*

Pupils **assess their own** ideas and work against known criteria
Eg. *traffic lighting or highlighting objective, commenting on whether predictions are supported.*

Pupils **assess peers'** ideas and work against known criteria
Eg. *comment on another group's presentation, give 2 stars and a wish for piece of work.*

Pupils use assessment to advance their learning by **acting on feedback**
Eg. *respond to mini plenary advice in second half of lesson, make improvements in next investigation.*

Pupils collaboratively (with peer/teacher) **identify next steps** in learning
Eg. *identify which part of the success criteria is missing, consider how to make the measurement more accurate.*