

# AWL

# Types of Assessment

1. formative assessment
2. summative assessment

## Formative

(Assessment **for** Learning)

## Summative

(Assessment **of** Learning)

McIntosh (2015) makes clear a distinction between:

- In school Formative Assessment
- In school Summative Assessment
- Nationally Standardised Summative Assessment

Final report of the  
Commission on Assessment  
without Levels

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Chaired by John McIntosh CBE

# McIntosh (2015)

- In school Formative Assessment - used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly

## Examples

- *Question and answer during class*
- *Marking of pupils' work*
- *Peer and self assessment*
- *Pupil response to feedback*

# McIntosh (2015)

- In school Summative Assessment - enables schools to evaluate how much a pupil has learned at the end of a teaching period

## Examples

- *End of year exams*
- *Short end of topic or unit tests*
- *Reviews for pupils (as groups or as individuals)*

# McIntosh (2015)

- Nationally Standardised Summative Assessment - used by the Government to hold schools to account

## Examples

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*

# School Assessment Procedures

Schools are free to develop their own systems for formative and summative assessments.

All schools **MUST** do the National tests

# What system does your school use?

- Well above, above, at, below
- With help, at, above, mastery
- Above, at, below, well below
- Emerging, at, above, mastery
- Mild, spicy, hot

# Example from a partnership school

BEAD (related to NC year group expectations)

Basic

Emerging

At

Deep

So we are back to levels!!!!



# Meeting the needs of children

Example

Year One Science

“The children will be able to identify the basic structure of a flowering plant”

Break this down into success criteria using

**B**asic

**E**merging

**A**t

**D**eep

**B-** I can identify a flower (*a misconception, young ch name the whole of a flowering plant, as a flower*)

**E-** I can identify and name some parts of a plant (flower, leaf)

**A-** I can identify and name all parts of a plant (flower, leaf, stem, root)

**D-** I can identify and name all parts in a range of plants

Above the expectations (**deep**) of the year group doesn't mean moving onto the next year group's curriculum.

Children should apply their new knowledge & understanding and skills to a new context.

# Using the language of levels

## AFL

Use levels to write success criteria to meet the needs of a diverse class.

## Summative

Do not use levels to label a child's achievement in a subject, for example, it is not helpful (or meaningful) to describe a one child as 'basic' in mathematics and another as 'emerging'.

# Mastery

Supreme skill or knowledge

# Mastery in the National Curriculum

## English

In years 5 and 6, pupils' confidence, enjoyment and **mastery** of language should be extended through public speaking, performance and debate.

## Art and Design KS2

to improve their **mastery** of art and design techniques, including drawing, painting

and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

# KS1 Vocabulary Development

LO The ch will be able to add suffixes to spell longer words, including –ment -ness -ful -less -ly

**Success criteria** ( in discrete spelling sessions ) but also apply in writing across the curriculum.  
Dictionaries / etymological dictionaries available)

**Emerging** – I can collect and classify words (matching card game)

**Expected** – I can investigate groups of words and establish patterns/ rules and solve meaning of the suffixes

**Exceeding** – I can collate information of root words and various suffixes (present as word webs )

**Mastery** – I can create new words (root word + suffix) find synonyms

# KS2 Writing composition

LO The ch will be able to write a poem (specify type)

## Success criteria

**Emerging** -I can complete the first stanza (model example / cloze procedure / rhyming word cards )

**Expected** - I can write the first stanza (in the style of.. incorporate the typical features of that type of poem – a checklist)

**Exceeding** -I can write a poem (using my notes from discussion with talk for writing partner)

**Mastery** - I can explain how my poem is written to impact on the reader.

# KS1

LO: The children will be able to name and describe 2D shapes using the correct vocabulary.

SC:

**Mild:** To name 2D shapes.

**Spicy:** To use the correct vocabulary to describe their properties.

**Hot:** To compare different 2D shapes and discuss their similarities and differences.



# KS2

LO: The children will be able to divide fractions by whole numbers

SC:

**Mild:** I can draw a representation of a simple dividing fraction problem and solve it.

**Spicy:** I can represent a fraction problem visually, write out the calculation and solve it (half or quarter divided by 2 or 4)

**Hot:** I can solve division of fraction word problems (e.g. Would you rather share half a pizza between 4 people or  $\frac{3}{4}$  of a pizza with 4 people. Explain why) and create your own.

# Problem with year group expectations

- English- 1, 2 3&4, 5&6
- mathematics- 1,2,3,4,5,6
- science- 1,2,3,4,5,6 but W/S 1&2, 3&4, 5&6
- Art, computing, DT, geography, history, music and PE -  
KS1 and KS2
- MFL – KS2

# Pupil progress is in more than just the NC

One partnership school also uses the 7 Cs

These can be applied to all areas of learning, not just the knowledge & understanding and skills covered in subjects.

The 7 Cs are

confidence, curiosity, communication, creativity,  
commitment, collaboration and craftsmanship

Find out more at

<http://www.educatingruby.org>

# Plenary questions for all lessons

What do you know now, that you did not know at the start of the lesson?

What would you choose as the key thing you have learnt today?  
Why?

How might you use your learning from today's lesson in the future?

How might you explain what you have learnt today to your parents?

# Assessment For Learning

Everything you need to create an AFL Box for your classroom

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